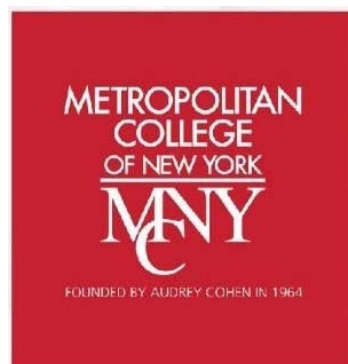


# **2022-2023 CATALOG**

Metropolitan College of New York



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## About Metropolitan College of New York (MCNY)



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

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

By 1969, the Women’s Talent Corps began admitting men and added a second year of programming. It continued to expand in scope and was renamed the College for Human Services in 1970, when it was granted a Charter by the New York State Board of Regents to award associate degrees, soon after it was accredited by the Middle States Commission on Higher Education.

In 1972, the College revamped its curriculum to develop what it now calls Purpose-Centered Education. Interviewing a spectrum of the best professionals, they identified key

characteristics that all shared no matter what their field or position. Among them was the ability to understand themselves and others, work effectively in groups, gather and communicate information, and manage change. Developing these skills became the foundation of Purpose-Centered Education, still the hallmark of MCNY and one of the differentiating factors of the college. This unique, holistic approach has proven to be particularly meaningful for nontraditional students pursuing degrees while working and raising families, as they can experience the relevance of their studies to their daily lives from the moment they enter the College.

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

Renamed Audrey Cohen College in 1992 in honor of its founder and president, the school became Metropolitan College of New York a decade later, reflecting the growth, vitality, and diversity that this dynamic institution shares with the city in which it is located.

Today the college continues to be a unique institution in higher education. Its mission explicitly aims to advance social justice. According to U.S. News it serves one of the highest percentages of adult students in the nation. MCNY is an extraordinary community, students come from all over the United States and the world, drawn to MCNY by its unique experiential focus, hands-on faculty, and opportunities for intense, accelerated study. The college offers graduate and undergraduate programs across three schools – the Audrey Cohen School for Human Services and Education, the School for Business and the School for Public Affairs and Administration within two campuses – in lower Manhattan and the South Bronx.

## Mission Statement

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

## Vision

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

## Values

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

Approved by the Board of Trustees, September 23, 2003

## Board of Trustees

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Director of Career and Professional Development

Michael Molina  
Director of Student Services

Natalia Sucre  
Director of Library Services

## Accreditations and Memberships

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

### Master of Science in Education Program

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

The College is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP). Pursuant to 52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Metropolitan College of New York are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

## Memberships

- American Association of Colleges for Teacher Education (AACTE)
- Council for Exceptional Children (CEC)

## The School for Business

The Associate and bachelor's degree in business administration and the MBA programs in Financial Services, General Management, Health Services and Risk Management, and Media Management at Metropolitan College of New York are accredited by The Accreditation Council for Business Schools & Programs (ACBSP).

## Memberships

- Council for Higher Education Accreditation (CHEA)
- Middle States Commission on Higher Education (MSCHE)
- National Council for Accreditation of Teacher Education (NCATE)
- Accreditation Council for Business Schools & Programs (ACBSP)
- Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
- The International Association of Emergency Managers (IAEM)

## What is Purpose-Centered Education?

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

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

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

**Constructive Action:** A Constructive Action is a significant endeavor systematically planned, implemented, assessed, and documented each semester at the work or internship site to demonstrate mastery of the Metropolitan College of New York curriculum. As a learning methodology, the Constructive Action process enables a student to develop a body of living case studies, with each focused on a key area of purposeful education and performance.

Simultaneously, the process carefully builds analytical, writing, and communication skills. As a practice methodology, the Constructive Action helps the practitioner to prepare comprehensive and realistic plans, act on them effectively, and assess the outcomes that have been achieved. As

an assessment methodology, it provides an appropriate basis for evaluating the competence of professionals and professionals-in-training.

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

## What is a Constructive Action?

Deborah Allen

Former Board of Trustees Vice Chair

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

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

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

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

## Academic Programs

### How Our Academic Programs Work

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

At MCNY, a semester's learning experience or performance area is called a Purpose. Each Purpose represents a full-time term of learning, during which academic studies and work experience are organized to support knowledgeable, effective performance. Each semester, full-time students take five or more Dimension classes - for a total of 15 credits - that explore the wide range of human knowledge drawn from the liberal arts, social sciences, and professional studies.

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

Over the course of every semester, students plan and implement a Constructive Action (CA), a sustained effort carried out in a work situation, to identify and achieve a significant initiative related to the semester's performance area. In the CA seminar, (Purpose Class) students learn to integrate knowledge from all their classes and are assessed on their effectiveness in planning, implementing and analyzing their Constructive Actions. The CA becomes a source of



learning, an opportunity to create positive social or organizational value, and serves as the basis for a comprehensive assessment of a student's academic performance. The CA involves research, planning, action, and evaluation. It is the heart of the MCNY educational experience and a key vehicle in enabling the College to achieve its mission.

### Constructive Action Documents

Each student enrolled in the College will submit his or her Constructive Action document electronically.

### Common Curriculum

MCNY has implemented the Common Curriculum, which consists of courses shared amongst the undergraduate degree programs. The following eight Common Curriculum courses represent an exciting new interdisciplinary approach that students will have the advantage of experiencing in their studies at MCNY.

These courses are:

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

## Class Standing

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

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

## Audrey Cohen School for Human Services and Education

### Overview

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

### Undergraduate Degree

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

A maximum of 32 credits, taken and passed through College-Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST), can be applied to the bachelor's degree. Students are eligible to take the test anytime during their tenure at MCNY. However, the test results must be submitted prior to the semester for which the student is requesting the credits. Students must connect with their Program Director to determine which exams are acceptable for the individual programs. The number of transfer credits and credits granted by examination may not exceed those required for graduation with a degree from MCNY.

### Organization of the Purposes

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

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

### **Associate of Arts**

All students enrolled in the Associate of Arts degree program must take 48 of their 60 required credits at the College. 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, Working as a Community Liaison, and Supervision. Students enrolled in the Associate of Arts degree program are not eligible for participation in the

Advanced Standing Option while they are pursuing their Associate of Arts degree. *As of summer 2016, candidates for the associate degree are required to complete Purposes 1-4.*

### **Bachelor of Professional Studies**

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

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

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

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

### **General Education**

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

The Common Curriculum contains 8 existing courses (24 credits) that are centralized in the undergraduate Business and Human Services curricula. All of the Common Curriculum courses are delivered exclusively in a hybrid format. The courses are:

- American Government
- Political and Economic Philosophy
- Computer Applications for Profits and Non-Profit Management
- College Writing: Critical Thinking and Writing
- Contemporary Values and Classical Ethics
- Public Speaking and the Art of Persuasion
- Human Biology and the Life Sciences
- Empowerment through the Arts

## **Graduate Degree**

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

This 46-credit program is designed for prospective teachers who seek teaching certification to be eligible to work with all elementary school students in general, inclusion, or

special education classroom settings. Thus, graduates are eligible for both initial New York State certification in Childhood 1-6 to teach in general education and certification in Special Education to also teach students with disabilities. The program is especially designed for recent college graduates, teaching assistants/paraprofessionals working in grades 1-6, or career changers who want to enter the teaching profession.

This rigorous program is for full-time graduate students only. Students can begin in the fall, spring or summer semester. Students generally complete the entire program along with their entering cohort class within twelve or sixteen consecutive months.

### [Master of Community Health Education](#)

The mission of the Community Health Education program is to prepare competent practitioners, who are engaged, committed, and able to enhance the health status and quality of life in local, state, regional, and global communities via critical, creative thinking, action planning and effective communication skills. This program meets the educational requirements of the National Commission on Health Education Credentialing (NCHEC) to take the examination for the Community Health Education Specialist (CHES) credential.

Over the course of the three semesters, students will engage in Assessing Community Health Needs (Purpose 1), Designing and Implementing Programs (Purpose 2), and Measuring Outcomes and Evaluating Programs (Purpose 3). These objectives are assessed via the students' Constructive Action projects; which are projects that apply theory in real world/field situations.

Students are immersed in a rigorous educational experience that enables them to attain knowledge, skills, abilities and values in the core disciplines of community health education, which they can apply to address the health and wellness needs of communities. Graduates will demonstrate the core professional abilities as articulated in the NCHEC Responsibilities and

Competencies for Community Health Specialists. Each semester (Purpose) immerses the students into one of the functional areas of community health education. The health project in an agency setting (Constructive Action), contributes to increased student awareness and knowledge in the field of community health education while developing the necessary competencies to be successful in this field.

### **Continuing Education/Professional Development Programs**

#### **Certified Alcohol and Substance Abuse Counselor (CASAC) – Non-degree Program**

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 Addiction Services and Supports (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.

#### **Youth Care Provider (YCP) – Certificate Program**

This is a non-degree, credit-bearing certificate program approved by the State of New York. Youth Care Providers ensure the health and safety of young adults. A YCP Certificate Program is designed to meet the career needs of practitioners who are interested in acquiring



knowledge and skills to promote their professional objectives. An YCP Certificate provides a base of knowledge and skills that allows for responsible care of young adults ages 14-21.

This certificate program will lead directly into Metropolitan's A.A. and B.P.S. Degree programs in the Human Services should enrollees wish to continue at the College after they achieve their Certificate.

## **Administrative Policies**

### **Grades and Credits**

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

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

Because the program is performance based, the student must demonstrate competence in each of the eight purposes to earn the degree.

### **Prior Learning Assessment Option**

Metropolitan College of New York (MCNY) embraces the premise that college-level learning can occur both in and out of the classroom, from employment or career training to community and personal experience. Many adult students who come to MCNY do so with specific knowledge and experience that may correspond to college-level courses. Prior learning

assessment (P.L.A) gives students the opportunity to earn credits by applying their prior life experience towards a college degree at MCNY.

P.L.A credits only apply to undergraduate degree programs and are not guaranteed. Students must apply for P.L.A. and be approved by a school's dean or a program's director upon enrollment. Once approved, students will be exempt from taking the specific required course(s) for which credit has been awarded.

The number of credits awarded will depend on the degree program, the number of credits transferred, the extent of a student's life experience, and the quality and thoroughness of the portfolio that a student submits for consideration. A bachelor's degree candidate who has transferred 90 credits is not eligible for this program. A student entering an associate's degree program can earn up to six credits upon enrollment, if qualified. A student entering a bachelor's degree program can earn up to nine credits upon enrollment, if qualified. If a student is awarded P.L.A. credits, he or she may apply for advanced standing in certain programs (see the college's *Student Handbook*) but will be limited to 30 credits and will be required to pay additional fees. There will be no duplication of credits awarded.

### [Advanced Standing Option](#)

The Advanced Standing Option at The Audrey Cohen School for Human Services and Education is designed to recognize and document the extensive professional experience and previous education of the truly exceptional student. The College's system of education is used as the framework for this documentation and assessment. The candidate for the Advanced Standing Option is that unusual individual with a broad, documented, professional background correlating to one or more Purposes in the undergraduate Human Services curriculum. The student accepted into the option will be required to validate his or her knowledge and practice for a particular

Purpose or Purposes using the College's System of Education. Criteria for acceptance are very stringent.

Students who enter the College under one of its articulation agreements from two-year accredited institutions of higher education, where up to 60 credits have been earned around a specific human service configuration and have been accepted by MCNY, or receive 60 transfer credits because their previous educational experience conforms to the articulation agreements, are not eligible to participate in the Advanced Standing Option.

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

- A student must be matriculated at the College in order to apply for the Advanced Standing Option
- A student must have completed the Self-Assessment semester (Purpose 1) and the Developing Professional Relationships semester (Purpose 2) before applying

All students accepted into the Advanced Standing Program for III and IV must enroll in the math courses in Skills III and Skills IV. Tuition will be assessed. The regular tuition charge will apply for that course and will be additional to the tuition charge for Advanced Standing. A student who has not taken the equivalent of Purpose 4 Accounting, or who cannot demonstrate the required knowledge base in Accounting, and is admitted to Advanced Standing for "Supervision" is required to enroll in the Skills Dimension Class - Purpose 4 Accounting. Students will also have to demonstrate competency or take any common curriculum courses in the purpose they are taking by advanced standing. Those who have transferred credits into a Purpose for which they wish to apply for Advanced Standing will discuss this with the

Coordinator to receive partial credit for a purpose. The regular tuition charge will apply for any required courses and will be additional to the tuition charge for Advanced Standing. Additional information on Advanced Standing is available on the MCNY website.

### Validations Through the Advanced Standing Option

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

- At least 5 continuous years of employment are required in human services. Of the 5 years, 3 years of full-time human service employment must be documented in the area(s) related to the Purpose from which the student is seeking exemption
- Satisfactory grades (“C” or better) in all components of the College curriculum completed to date
- In-service training and staff development directly relevant to the Purpose for which the student is seeking exemption through Advanced Standing must be documented
- The ability to document his or her human service performance in the Purpose(s) in accordance with the objectives and criteria defined in the College’s Handbook for Advanced Standing. Such an individual may seek one exemption selected from one of the following Purposes: Working Effectively with Groups, Teaching and Communication, Counseling, Community Liaison, and Supervision

A student seeking to validate and gain exemption from a maximum of 2 Purposes through the Advanced Standing Option must have:

- A total of 6 years full-time employment and experience are required in each area in which exemption is being sought. Of the 6 years, at least 5 continuous years must be in human services. In addition, 3 of the 6 years must be full-time, documented, and in human services
- A minimum of 15 external College credits in courses and or fieldwork related to the Purpose(s) from which the student is seeking exemption. These courses must have been completed at an accredited institution of higher education, and the student must have earned a grade of “C” or better in each course
- Satisfactory grades (“C” or better) in all components of the College curriculum completed to date
- In-service training and staff development directly relevant to the Purpose(s) for which the student is seeking exemption must be documented
- The ability to document his or her human service performance in a specific Purpose(s) in accordance with the objectives and criteria defined in the College’s Handbook for Advanced Standing. Such an individual may seek exemption from a maximum of 2 semesters selected from the following Purposes: Working with Groups, Teaching and Communication, Counseling, Community Liaison, and Supervision

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

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

### Process for Application and Acceptance into the Advanced Standing Option

Application for Advanced Standing can be made in any semester after the student has completed the first two Purposes in the Human Services curriculum. In order to be approved for the Advanced Standing Option in the forthcoming semester at the College, an applicant during the current semester must send an email to [advancedstanding@mcny.edu](mailto:advancedstanding@mcny.edu) for more information about the process. The application must be completed and submitted to the Coordinator no later than the 9th week of the current semester. Students who are approved for the Advanced Standing

Option will be able to register prior to the start of the next semester and incur no penalties for late registration.

### Grading Policies for the Advanced Standing Option

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

### Tuition for Advanced Standing

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

### Deadline for Completion of Advanced Standing

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

### Academic Progress and Advanced Standing

Depending on eligibility, a student may seek exemption from one, two or three Purposes through the Advanced Standing Option. At this time, the total credits represented by the Purpose(s) that the student is seeking to document through Advanced Standing - either 16, 32 or 48 credits - as the student enters the designated credited program, are calculated as part of the “credits attempted” and the grade point average for that term. Therefore, if a student fails to

complete the documentation process for the Advanced Standing in that semester, eligibility for continued financial aid may be affected. Please see the Registrar for changes and or updates on this policy

## Academic Programs and Course Descriptions

### Bachelor's in Professional Studies in Human Services

The bachelor's 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 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

### **PURPOSE 1: Self-Assessment and Preparation for Practice**

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 FCA) (3 credits)**

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

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

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

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

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

**Systems: Introduction to Social Systems (SOC 111 SYS) (3 credits)**

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

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

An introduction to Microsoft Office Suite, including Word, Excel, PowerPoint, and Access. Students are encouraged at the end of the course to seek Microsoft Office User Specialist (MOUS) certification. Students also become familiar with the use of the Internet for research.

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

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

**PURPOSE 2: Promoting Empowerment through Professional Relationships**

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 121 FCA) (3 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.

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

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

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

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

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

**Systems: Social, Political and Economic Aspects of Service Delivery Systems (PSC 122 SYS) (3 credits)**

Emphasis on the characteristics of bureaucracies in Human Services.

**Skills: Math for Human Services II (MTH 122 SKI) (3 credits)**

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

**PURPOSE 3: Promoting Empowerment through Work in Groups**

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 231 FCA) (3 credits)**

Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. For their Constructive Actions and documentations, students must identify a specific 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.

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.

**Values and Ethics: Group Values, Norms, and Morality (PSY 232 VAL) (3 credits)**

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

**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 232 SYS) (3 credits)**

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

**Skills: Statistics for Group Analysis (MTH 232 SKI) (3 credits)**

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

**PURPOSE 4: Promoting Empowerment through Supervision**

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 241 FCA) (3 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.

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.

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

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

**Self and Others: Marketing for Non-Profit Organizations (MKT 241 SEL) (3 credits)**

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

**Systems: Managing Human Resources (SOC 241 SYS) (3 credits)**

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

**Skills: Accounting for Non-Profit Organizations (ACC 242 SKI) (3 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.

### **PURPOSE 5: Promoting Empowerment through Teaching and Communication**

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 351 FCA) (3 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.

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.

#### **Values and Ethics: Philosophies of Learning (HIS 351 VAL) (3 Credits)**

In the Values and Ethics Dimension course you focus on how values impact on teaching and learning. Through studying contemporary and historical debates about the contents and methods of education, you gain an awareness of the different educational values held by individuals, groups, agencies, systems, societies, and cultures. The aim of the course is to stimulate you to become more aware of your own educational values, to broaden your understandings of others' values, and to prompt you to reflect on that understanding in your practice as a teacher and a learner.

#### **Self and Others: Theories of Learning and Cognitive Development (PHI 351 SEL) (3 Credits)**

The course focuses on how values and cognitive development impact teaching and learning. Students will explore contemporary and historical debates about the contents and methods of education. In doing so, they gain an awareness of the different educational values held by individuals, groups, agencies, systems, societies, and cultures. Learning itself will be studied from a variety of theoretical viewpoints including behaviorist, phenomenological and cognitive. Learning will also be studied in relation to educational goals and objectives, assessment, and interferences with the learning process. In Purpose IV, "empowerment" is defined in terms of learning specific content and educational objectives.

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

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

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

Public speaking is an essential skill of leadership. Students are introduced to the tradition of public speaking and persuasion techniques. Through readings and other activities, students

improve public speaking and critical thinking skills. This course emphasizes analysis, reasoning, organization, and presentation of evidence.

### **PURPOSE 6: Promoting Empowerment through Counseling**

Counseling is a component of the human service practitioner's effort to help others become empowered by living through greater self-direction and breaking bonds of unnecessary dependence. In this context, counseling is defined as helping people to explore and realistically assess their feelings, needs, and abilities so that they can make appropriate choices and take effective actions.

As their Constructive Action for this Purpose, student-practitioners will establish a counseling relationship with one or more citizens. The material presented in the classroom is designed to help student-practitioners develop a counseling style that is effective and appropriate for them. They will learn to be mindful of the need to use themselves in a conscious, purposeful manner in the counseling relationship, to understand how the intrusion of their own feelings and attitudes can affect the relationship, and to select and apply specific skills and techniques that can be useful in an empowering counseling relationship.

Purpose VI will introduce selected approaches to counseling and to the use of interviewing skills. It will prepare students for the kinds of counseling relationships that are a normal part of work in the human services.

In their work or internship, students will be expected to act, under supervision, as Counselor and carry out a related Constructive Action to achieve the Purpose.

### **Purpose: Clinical Seminar (SEM 361 FCA) (3 credits)**

In Purpose 6 Seminar—the Counseling Seminar—we learn what it is to be a counselor. Here is where the dimensions become vital. One cannot function as a counselor without a growing understanding of the different models of counseling that are available (Self & Others 6); one also needs to know how to practice as an ethical professional (Values 6), how to use counseling skills, (Skills 6) and how the various counseling systems operate in order to guide one's client through them. (System 6) And perhaps most importantly one needs to know the intention behind counseling a particular citizen. (Purpose 6) Purpose 6 Seminar brings all of these dimensions together.

### **Values and Ethics: Legal & Ethical Issues in Counseling (LAW 361 VAL) (3 credits)**

Counseling in practice involves many important and challenging ethical issues. Ethics are moral principles adopted by an individual or group to provide rules for right conduct. Ethical issues in the mental-health professions are regulated both by laws and by professional codes. Law reflects the minimum standards that society will tolerate; ethics represents the ideal standards set by professionals. The perfect mix in a helping relationship must include ethics, an understanding of the law, and the counselor's experiences.

### **Self and Others: Models of Counseling (PSY 361 SEL) (3 credits)**

In the Self and Others Course in Purpose 6 (Counseling) students will be introduced to a variety of approaches to counseling. Different theories and associated practical counseling interventions

will be considered in order to gain an understanding of the range of the field. Students will compare and contrast these approaches in terms of their claims regarding human nature, effectiveness of practical applications, and appropriateness to special populations.

**Systems: Counseling Systems (PSC 362 SYS) (3 credits)**

The Systems Dimension focuses a) on the multifaceted community-counseling model, examining the individual through an ecological/holistic prism and b) on the use of the Internet as a new support system for community counseling. The course highlights the individual's interaction with and dependence on the environment. Key environmental components are the social support systems, formal and informal, and the technological systems that play a key role in the growth and well-being of individuals. As part of the technological component of the course, students will learn to work with relevant web sites and to design their own web page for counseling a vulnerable population.

**Skills: Professional Skills for Counseling (PSY 361 SKI) (3 credits)**

This course will focus on the five stages of the counseling process and the attendant skills/strategies associated with each stage. This course is intended to introduce the student to key skills/strategies that will be helpful during the planning and intervention stages. This course will also examine issues facing the beginning counselor, and personal characteristics of an effective counselor. This course will also provide a snapshot of the major intervention counseling theories.

**PURPOSE 7: Promoting Empowerment through Community Liaison**

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.

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.

**Purpose: Clinical Seminar (SEM 471 FCA) (3 credits)**

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

**Values and Ethics: Comparative Philosophies of Communities (PSC 471 VAL) (3 credits)**

Comparative political, social, legal, and economic philosophies, including differing views on mutual obligations of individuals and their political and economic sources; the ethic of

individualism versus the ethic of community; community issues in human service practice; selections from literature and the other humanities.

**Self and Others: Community Psychology (SOC 471 SEL) (3 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 471 SYS) (3 credits)**

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

**Skills: Data Analysis for Understanding Communities (MTH 471 SKI) (3 credits)**

Effective community action requires familiarization and understanding of the socio-economic factors operating within communities. Among the skills that human services professionals must have is the ability to collect, organize and analyze data as well as the capability to persuasively present the results and conclusions of their analyses. This is a hybrid course that focuses on methods of data collection and analysis, types and sources of socio-economic data, and the use of statistical software for data processing and analysis as well as for information visualization and analytical presentation.

**PURPOSE 8: Promoting Empowerment through Change Management**

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 481 FCA (3 credits)**

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

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.

**Values and Ethics: Philosophies of Change and their Impact on Social Policy (PSC 482 VAL) (3 credits)**

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



**Self and Others: The Individual, the Organization, and Social Change (SOC 482 SEL) (3 credits)**

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

**Systems: Social Policy and Planned Change: Processes and Strategies (MGT 483 SYS) (3 credits)**

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

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

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

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

The Master of Science in Education is comprised of three Purposes (semesters). Courses for each semester are structured around the Purpose which represents a competency area within the field of teacher preparation. In addition to the course work, students also engage in a pre-student teaching field experience and student teaching in grades 1-6 at a partnering New York City district or charter schools where they research, plan, implement and assess a capstone project, which we call a Constructive Action.

The courses for each Purpose in the Master of Science in Education Program are organized in terms of the MCNY Dimensions: Purpose, Values & Ethics, Self & Others, Systems and Skills.

The Purpose Dimension

The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized way to achieve the Purpose.

#### The Values and Ethics Dimension

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

#### The Self and Others Dimension

The Self and Others Dimension is concerned with people (including oneself), their individual identity development and their social relationships and interactions with others. It is also concerned with exploring diversity and learning.

#### The Systems Dimension

A system is a group of interacting parts that forms an entity. Examples of systems that teachers need to understand include the central concepts and structures of general and specialized curricula, knowledge about the diversity of families, communities, cultures and schools.

#### The Skills Dimensions

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Language and communication, math and technology skills are among the skills for which teachers need to competently demonstrate during their preparation for effective teaching

### [Course Descriptions](#)

#### **PURPOSE 1 - Developing Effective Relationships with Key Constituencies**

**Purpose Seminar: Introduction to Purpose Centered Education (EDU 510 PUR) (2 credits)**

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

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

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

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

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

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

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

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

An introduction to the philosophical, historical, and social foundations of the American public-school system. Study of selected texts in the history of educational thought is followed by a brief overview of the political, economic, and social forces that have shaped past and present educational practice. The course covers policy debates over standardized testing, inclusion, school choice, and privatization, as well as the rights and responsibilities of teachers, professional ethics, and teacher accountability.

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

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

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

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

**PURPOSE 2 – Teaching Effectively**

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

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

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

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

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

Examination and development of effective classroom management skills that optimize student learning. Focus on establishing and maintaining a classroom environment conducive to both academic and social-emotional learning. Emphasis on preventing disruptive behavior by developing positive teacher-student relationships, engaging instruction, in a caring classroom learning environment to meet the instructional needs of diverse learners including the managing

behavior and promoting development of positive social interaction skills of students with disabilities. Student teaching experiences in the lower grades provide resources for course discussions.

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

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

**Values and Ethics: DASA Training Seminar (SEM 522 VAL) (0 credits)**

New York State's Dignity for All Students Act (DASA) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. This seminar includes training in the prevention and intervention of harassment, bullying, cyberbullying, and discrimination in schools. Effective December 31, 2013, all students in a registered teacher education program are required to complete this six hours of DASA training for New York State teacher certification.

**Technical Skills: Inclusion: Teaching Strategies and Classroom Management (EDU 523 SKI) (3 credits)**

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

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

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

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

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

**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.

**PURPOSE 3 – Meeting the Unique Needs of all Learners**

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

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

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

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

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

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

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

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

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

**Self and Others: Curriculum Development and Assessment in Special Education (EDU 531 SEL) (2 credits)**

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

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

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

**Master of Community Health Program**

The Master of Community Health Education program is designed to prepare competent practitioners, who are engaged, committed, and able to enhance the health status and quality of life in local, state, regional, and global communities via critical, creative thinking, action

planning and effective communication skills. This program meets the educational requirements of the National Commission on Health Education Credentialing (NCHEC) to take the examination for the Community Health Education Specialist (CHES) credential.

The MCHE Program Goals are

1. To provide students with a rigorous education that enables them to attain knowledge, skills, abilities and values in the core disciplines of community health education so that they can address the health and wellness needs of communities.

2. To involve students in interdisciplinary scholarly activities using qualitative and quantitative methods to foster critical reflection on the development of community health education programs, as well as competency in key areas of assessment of community health needs, program evaluation and resource development.

3. To provide meaningful opportunities for students and faculty to collaborate with local, regional, state, national and international organizations on projects and activities that improve the health and well-being of diverse populations.

Over the course of the three semesters, students will engage in Assessing Community Health Needs (Purpose 1), Designing and Implementing Programs (Purpose 2), and Measuring Outcomes and Evaluating Programs (Purpose 3). These objectives are assessed via the students' Constructive Action projects; which are projects that apply theory in real world/field situations.

Students are immersed in a rigorous educational experience that enables them to attain knowledge, skills, abilities and values in the core disciplines of community health education, which they can apply to address the health and wellness needs of communities. Graduates will demonstrate the core professional abilities as articulated in the NCHEC Responsibilities and



Competencies for Community Health Specialists. Each semester (Purpose) engages the students into one of the functional areas of community health education. Using their semester project in an agency setting (Constructive Action), each semester contributes to increased student awareness and knowledge in the field of community health education while developing the necessary competencies to be successful in this field.

## Course Descriptions

### **Purpose 1: Assessing Community Health Needs**

#### **Purpose 1 Seminar: Assessing Community Health Needs and Planning, Constructive Action, Field & Seminar (3 credits)**

In Purpose 1 students are introduced to the field of community health education and study the social, political and economic dimensions of communities and how these contribute to the health needs of their members. Population health needs, behaviors and values are explored as they impact the service delivery system and the utilization of health resources. Each student will develop a community health education assessment proposal to identify and verify the existence of a problem, need, or opportunity for Constructive Action and provide background information about their organization and the community setting in which the project will take place.

#### **Purpose 1 Values & Ethics: History & Philosophy of Community Health Education (CHE 610) (3 credits)**

This course is designed to provide students with an overview of the field of Community Health Education. According to the U.S. Bureau of Labor Statistics Health educators teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities. Community health workers provide a link between the community and healthcare professionals. They develop and implement strategies to improve the health of individuals and communities. They collect data and discuss health concerns with members of specific populations or communities. Most work in health care facilities, colleges, public health departments, nonprofits, and private businesses. In this course, students will have the opportunity to explore the history and the context of the field of community health education. This course may be offered as an online class.

#### **Purpose 1 Self & Others: Social & Cultural Aspects of Health Education (CHE 610) (3 credits)**

...a growing body of research has documented associations between social and cultural factors and health (Berkman and Kawachi, 2000; Marmot and Wilkinson, 2006). For some types of social variables, such as socioeconomic status (SES) or poverty, robust evidence of their links to health has existed since the beginning of official record keeping. For other kinds of variables—such as social networks and social support or job stress—evidence of their links to health has accumulated over the past 30 years. (Institute of Medicine (US) Committee on Assessing Interactions among Social, Behavioral, and Genetic Factors in Health, 2016)

This course postulates the belief that any community education endeavor must recognize the important role culture plays in the assessment, program design, and intervention process. Health issues impacting social and cultural groups will be explored, highlighting their perceptions, and philosophies in regard to health care. This course may be offered as an online course.

**Purpose 1 Systems: SYS: Health Care Policy & Service Delivery (CHE 610) (3 credits)**

This course provides students with an overview of the U.S. healthcare system including the programs, providers, policies and payment systems. It also addresses key issues in health care services today. It provides a thorough survey of the policies and structures of the U.S. health care system, a historical analysis of the development of the current system, and the organization and administration of health care services today and for the future. Students will examine the health care system in terms of equity, appropriateness and effectiveness of the way health care services are delivered and how we pay for them.

**Purpose 1 Skills: Biostatistics Literacy & Technology (CHE 610) (3 credits)**

This is an online course that provides an introduction to selected important topics in biostatistical concepts and reasoning. This course represents an introduction to the field and provides a survey of data and data types. In this course, students are primarily consumers of data. They will explore publicly available data sources and discuss the implications for community health needs assessment. While there are some computational elements to the course, the emphasis is on interpretation and concepts. Students will be introduced to Statcrunch for computation of data analysis and a variety of tools built into big data sources for understanding the data. Students entering this course should have completed one Statistics course at the undergraduate level. Online resources will be provided in the Moodle shell for review of basic statistical concepts. Students who have not done so, should also complete the Student introduction to Moodle (<https://moodle.mcny.edu/course/view.php?id=16836>) before the course begins. This course may be offered as an in-person class.

**PURPOSE 2 – Designing & Implementing Programs**

**Purpose 2 Seminar: Designing & Implementing Programs, Constructive Action, Field & Seminar (CHE 620 PUR) (3 credits)**

In Purpose 2, students build upon the identified need of the community and create an action plan to implement the Constructive Action proposal developed in Purpose 1. As students design and implement their projects, they will incorporate knowledge about ethical concerns, teaching strategies, research methods and communication. Feedback from stakeholders, including appropriate agency staff, funding sources, governmental resources and potential consumers, will be included in the development and implementation of the program.

**Purpose 2 Values & Ethics: Health Education Philosophy & Ethics (CHE 620 VAL) (3 credits)**

Aristotle famously said that man is a social being, which confirms the well-known proverb that no man is an island. Indeed, man is a communitarian being and as such he or she is formed, informed, transformed by the community. That is why community represents a crucial value in one's life and that is why its health has such serious impact on the individual member's wellbeing. Consequently, the health of the community was a major concern from ancient times

until today and it was addressed in many different ways depending on culture, education, philosophy, skills and technology.

In the USA health education started to be academically organized by the end of the 19th century, but it became a true profession only in the 1970s. Today, with the drastic changes in the communities from demographic composition to information and technology, to aging and habits, the need to focus on community health seems to be more imperative than ever. That includes philosophical understanding of the concept of community, but also of the profession as well as historical, philosophical and ethical perspectives. This course will explore ethical issues in modern health care services that exist in a multicultural society. Students will have the opportunity to discuss the code of ethics for health education professionals, ethical dilemmas and ethical decision-making. This course may be offered as an online class.

### **Purpose 2 Self & Others Foundations of Teaching for Community Health Education (CHE 620 SEL) (3 credits)**

Competent community health educators are required to make presentations and conduct workshops based on an assessment of individual and group needs within a community. This requires knowledge of content and the ability to teach a wide range of topics to adults with specific needs. This course lays a foundation by providing an overview of principles of learning, methodology and evidence-based/best practices for effectively teaching at all stages of the life cycle. Students will develop their presentation skills, build effective presentations, and participate in role plays aimed at educating and inspiring community members to make healthy behavioral choices to enhance their quality of life. This course may be offered as an online class.

### **Purpose 2 Systems: Research Methods & Technology in Health Education (CHE 620 SYS) (3 credits)**

Research is a process to discover new knowledge. In the Code of Federal Regulations (45 CFR 46.102(d)) pertaining to the protection of human subjects research is defined as: “A systematic investigation (i.e., the gathering and analysis of information) designed to develop or contribute to generalizable knowledge.” The National Academy of Sciences states that the object of research is to “extend human knowledge of the physical, biological, or social world beyond what is already known.” U.S. Department of Health and Human Services, Office of Research Integrity

The aim of this course is to examine the planning and conducting of research studies in community health education. Special consideration is given to sampling, validity of studies and types of research designs. Students will gain experience analyzing studies as well as designing and implementing an evaluation plan for their constructive Action Project. Understanding relevant research is a key responsibility of professionals in the field of community health education. This course may be viewed as a research design-based course in applied critical thinking.

### **Purpose 2 Skills: Health & Wellness Communication (CHE 620 SKI) (3 credits)**

Generally, a person in social marketing or health communications will create and use products, program or interventions as means to the same end: to promote health changes in individuals and communities, using strategies and tactics based on science and consumer research. - CDC

Communication is a foundational skill in health and wellness promotion. This includes written and oral communication through culturally sensitive channels to provide populations with adequate, accurate information necessary for maintaining their health and fostering wellness. Modern approaches to the dissemination of information about health include press releases for traditional print media, radio and TV public service announcements, agency handouts and flyers, and the use of internet resources. This course may be offered as an online class.

### **PURPOSE 3 – Measuring Outcomes & Evaluating Programs**

#### **Purpose 3 Seminar: Measuring Outcomes & Evaluating Programs Constructive Action, Field & Seminar (CHE 630 PUR) (3 credits)**

In Purpose 3, students will report on and evaluate the Constructive Action project that they have implemented and use the data collected to make plans for the future including organizational maintenance structures, expansion, inter-organizational relationships and funding. The opportunity to explore the community and their project will be expanded to understanding the factors that made the project successful and those that might have hindered the progress hoped for. Administrative structures will be discussed as they can be used for facilitating and understanding the process.

#### **Purpose 3 Values & Ethics: Health Advocacy & Community Outreach (CHE 630 VAL) (3 credits)**

This course establishes a framework within which advocacy and outreach are understood to be essential to the role of the community health educator in promoting, implementing and sustaining effective health and wellness programs. Advocacy efforts strive to identify gaps in health care, provide needed services, create health equity and remove barrier that prevent access to care. Students will explore opportunities for advocacy and outreach on the local, state and federal levels and will engage in exercises to help them develop the skills needed to become an effective advocate. This class may be offered as an online class.

#### **Purpose 3 Self & Others: Social Epidemiology (CHE 630 SEL) (3 credits)**

Social epidemiology is a branch of epidemiology that focuses particularly on the effects of social-structural factors on states of health. Social epidemiology assumes that the distribution of advantages and disadvantages in a society reflects the distribution of health and disease. – Honjo (2004). This course provides a non-technical overview of social epidemiology and its role in public health theory and practice, with emphasis on the social dimensions of health, illness, and injury. Topics include the history and conceptual basis for epidemiology; the basic tools of epidemiologic analysis, including case definitions and populations, incidence, prevalence, and case-fatality rates; public health surveillance and measures of health status; methodological approaches to inference, association, and causation; and the analysis of harm, benefit, cost, and intervention effectiveness. This course may be offered as an online class.

#### **Purpose 3 Systems: Organization & Administration of Health Education Programs (CHE 630 SYS) (3 credits)**

The number and complexity of health promotion programs continues to grow as professionals, the public, and policymakers embrace prevention and health education as essential elements of the nation's well-being. While the need is great and growing, there is a need for individuals with

the requisite skills for managing these programs. This course will introduce students to the practice of administration for community health education programs. This course may be offered in an online format.

### **Purpose 3 Skills: Program Evaluation (CHE 630 SKI) (3 credits)**

Effective program evaluation is a systematic way to improve and account for public health actions by involving procedures that are useful, feasible, ethical, and accurate. - CDC

This course will cover evaluation that builds on basic research knowledge as a method of assessing community health programs which strengthen clients, communities and the systems that serve them. Different types of program evaluation will be explored, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. This course will focus on the direct application of the analytical skills associated with developing and implementing evaluation designs that are appropriate for assessing community health education.

### **Credentialed Alcohol and Substance Abuse Counseling Certificate Program (CASAC)**

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

The CASAC program is currently offered synchronously online on a rotating continuous basis and may be completed in two semesters. Classes are small and taught by OASAS

Credentialed Instructors. A high school diploma or GED is required to enroll in the program.

Information about acquiring the CASAC Credential can be found on the OASAS website

(<https://oasas.ny.gov/credentialing/alcoholism-and-substance-abuse-counselor-casac>)

### **Course Descriptions**

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

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

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

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

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

*NOTE: Students are required to access the Mandated Reporter Training (minimum of 2 clock hours) via online.*

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

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

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

### Youth Care Provider Certificate Program (YCP Certificate)

#### Course Descriptions

##### **Purpose 1 Seminar: Self-Assessment for Youth Care Workers, 6 credits**

At Metropolitan College of New York (MCNY), Constructive Actions (CA's) are a major component of the student's educational experience and the primary focus of assessment. In the Youth Care Certificate Program, the Constructive Action is field-based. Through documentation of that experience in the CA students demonstrate their ability to integrate what they are learning in the classroom with their actual practice in the world of work.

##### **Purpose 1: Human Studies, 3 credits**

In Human Studies I, the focus is on your becoming empowered as a learner and a reflective professional. Self-assessment is considered as an essential first step in personal and professional development. Therefore, in this first semester of the Youth Care Certificate Program, the focus of reflection will be YOU—YOU as a person, worker, and citizen. The curriculum for the course integrates readings from religion, philosophy, psychology, and the literature of self-help.

##### **Purpose 1: Professional Studies, 3 credits**

Understanding the Self in the context of Youth Care Practice is the focus of Professional Studies I. In this course, practitioners will examine the tasks and functions of the Youth Care Worker in the therapeutic milieu. This will include understanding the rights and responsibilities of the Youth Care Worker as well as how their beliefs, attitudes and other attributes affect their practice. We will also examine the norms, organizational climate, and culture of the Youth Care system and begin to learn the essential skills necessary for thriving and helping others to thrive through effective Youth Care practice.

##### **Purpose 2: Building Professional Relations in Youth Care Practice, 6 credits**

At Metropolitan College of New York (MCNY), Constructive Actions (CA's) are a major component of the student's educational experience and the primary focus of assessment. In the Youth Care Certificate Program, the Constructive Action is field-based. Through documentation of that experience in the CA students demonstrate their ability to integrate what they are learning in the classroom with their actual practice in the world of work.

##### **Purpose 2: Human Studies II, 3 credits**

For the second semester of the Youth Care Certificate Program, Building Professional Relations in Youth Care Practice, we will focus on your establishing effective relationships in the process of empowering others in the context of your practice as a Youth Care Worker. The curriculum for the course integrates readings from philosophy, literature, history, and psychology. The course uses a life span approach to study the bio-psycho-social factors that affect human development and behavior, especially in adolescence. Students explore normal developmental milestones at each life cycle stage (childhood, adolescence, adulthood and aging). Peer groups, families, school, work settings, and communities are discussed as the contexts in which this development occurs.

### **Purpose 3: Professional Skills II, 3 credits**

Building effective relationships with others is the focus of Professional Studies II. This course will explore the skills and dispositions necessary for building and maintaining effective relationships as a Youth Care Professional. These relationships include the relationships with the youth in our care, as well as our relationships with other staff members and members of the administration. In addition to personal, one-on-one relationships, we will examine relationships in small groups, which includes not only group work with the youth we serve but also the professional relationships a worker must establish and nurture as a member of a team.

## [General Education](#)

### [Course Descriptions](#)

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

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

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

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

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

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

#### **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

**American Government (GOV CC 150) (3 credits)**

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

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

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

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

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

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

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



## **Faculty of the Audrey Cohen School for Human Services and Education**

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Master of Community Health Education and CASAC

## School for Business

### Overview

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

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

The outcomes are those variables that measure the effectiveness of the program goals and student learning. These learning outcomes are mapped to the college's universal 24-abilities.

## Academic Programs and Course Descriptions

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

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/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.

### [Bachelor of Business Administration in Healthcare Systems Management](#)

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

### [Associate of Applied Science Information Technology](#)

The Associate of Applied Science in Informational Technology is a four Purpose program – 60 semester hours – that can be completed in just 1 year, 4 months. The degree features a four-semester sequence. The AAS in Information Technology degree prepares the students for the 21st century business ventures as it focuses on the technical skills necessary to develop and maintain computer information systems. The students learn computer hardware and

software, computer networking design and implementation, information privacy and security, and organizational IT resources management using Microsoft Windows Server 2016. Beside these hardcore IT skills, students also gain mastery of the office productivity software, such as Microsoft Office Suite. Upon graduation from this program, the student can take CompTIA A+, Network+, Security+ and Microsoft MCP and MOS certification exams.

### [Bachelor of Business Administration in Information Technology](#)

The Bachelor of Business Administration (BBA) in Information Technology Management degree focuses on the analytical and managerial aspects of the information systems, while developing students' skills in advanced computing technology, such as Cloud computing, mobile applications development, web development and digital marketing, IT risk and project management, database development and administration, data analytics, and cyber-security. The curriculum also embraces business and management competencies to prepare students for the ever-changing information management field and leadership positions. This Purpose-Centered program focusing on information technology management requires 120 credits to graduate, spans eight purposes (semesters) for 14-week duration each semester, and can be completed in two years and eight months.

### [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](#)

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

#### [MBA in Media Management](#)

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

#### [MBA in Health Services and Risk Management](#)

The MBA Health Services and Risk Management applies knowledge and skills of business operations and management to healthcare organizations with emphasis on health services

management, healthcare policy and law, healthcare technology management, healthcare quality management, healthcare data analytics, and healthcare project management, besides the business courses in managerial accounting, managerial economics, managerial finance and international practicum. The entire program requires 45 credits spread over three semesters or 15 credits (5 courses) per semester as a regular student. Thus, the program can be completed in one year as a regular student.

### MS in Project Management

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

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

### 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:

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

### Common Course Descriptions

#### **(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 Management (3 credits)**

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

**(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.

**(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****PURPOSE 1****Constructive Action Dimension: Developing Career Goals (FLD 112 PCA) (3 credits)**

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

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

The central/main themes and rhetorical strategies /modes will help students understand the interconnectedness of writing, reading, and grammar, which will be discussed in class. Focus will be placed upon structuring the expository essay, the comparison/contrast essay, the cause-and-effect essay and the argumentative essay. After completion of this course students will have many of the basic skills that will enable them to analyze, build a thesis statement, a paragraph, the body and conclusion of the essays discussed above, in order to prepare them for the modern day business professions. 3 credits.

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

Human groups largely share a common biology, but they may also be differentiated according to the biological challenges they face. This course presents human biology in a way that connects the topic directly with the life sciences and issues of health. It starts with the concept of a healthy body and explores the mechanisms that enable the body to maintain biological order. This course will provide the student with examples of how human biology ties to current issues and problems that are relevant to their lives. Topics include human body structure and function, reproduction and development, and genetics. An emphasis is placed on the application of principles to current issues in the life sciences, including, but not limited to, common human diseases, genetic engineering, and stem cell research. 3 credits.

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

This course emphasizes management as a process that includes planning, organizing, staffing, directing, and controlling for establishing and accomplishing business objectives. The interrelationships among various businesses will be examined. The economic structure of the

private sector will be examined and students will be introduced to major concepts in finance, marketing, and other functional management areas. 3 credits.

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

In this course students will learn the most important aspects of Microsoft Office. The course will begin with a quick overview of the Office Suite, as well as the Windows OS and Internet Explorer. After which student will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook. 3 credits.

**PURPOSE 2**

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

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

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

This seminar examines the development and application of values, work ethics, and codes of conduct to address individual differences and major ethical issues. Topics include an historical review of value systems; work ethics and human nature; the implications of value systems for the development of careers, work, life, and business organizations; and how different ways of thinking can be used to enhance judgment and decision-making. 3 credits.

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

This course will introduce students to sociology as way of asking and answering questions, as a way of thinking, and as a scientific study. In general, sociologists are interested in the relationship between individuals and society, between personal experiences and larger social conditions and historical events. To understand the perspectives, methods, and theories that 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.

**PURPOSE 3**

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

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

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

While refining the business writing and communication skills acquired in Purpose I, this course will help students develop the skills necessary for successful interactional communication (i.e., meetings, conferences, oral presentations, essay structure) in a professional setting. 3 credits.

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

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

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

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

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

An introduction to accounting instruction is provided with microcomputers as an accounting tool. In addition, accounting is examined as a tool for organizing business information.

Financial accounting is the field of accounting that provides economics and financial information for external users, such as investors and creditors. 3 credits.

#### **PURPOSE 4**

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

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

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

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

##### **Self & Others Dimension: Entrepreneurship (MGT 241 SEL)(3 credits)**

Course combines the necessary research and methods necessary to provide students the skill to complete a detailed analysis of their small business idea. Students will learn the research and opportunity recognition as well as evaluate processes and plans for successful venture launches. This course will also explore the individual and team mindset of seizing and growing opportunities within business as well as growth strategies. 3 credits.

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

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

##### **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

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Course combines the necessary research and methods necessary to provide students the skill to complete a detailed analysis of their small business idea. Students will learn the research and opportunity recognition as well as evaluate processes and plans for successful venture launches. This course will also explore the individual and team mindset of seizing and growing opportunities within business as well as growth strategies. 3 credits.

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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.

**PURPOSE 5****Constructive Action Dimension: Developing Implementation & Change Plans (FLD 352 PCA) (3 credits)**

Students will understand the requirement and application of innovation and creativity in the market place in order to survive. Because of the increasingly competitive nature of the ever-changing global business environment, this course will deliver an intensive, hands-on approach to develop the creative and innovative skills of students. Throughout the course, they will

address the areas in relation within this realm and then demonstrate these skills that must always be honed and refined. 3 credits.

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

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

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

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

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

Drawing upon a review of the fundamentals of our legal system, this course will provide the student with an introduction to basic concepts of our system of jurisprudence, legal processes and procedures, the methods for establishing and ending business relationships, and the laws regulating our business transactions.

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

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

**PURPOSE 6**

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

This course is designed to provide an in-depth review, with hands-on applications, of current Human Resource Management theory and practice. Students will consider Human Resource Management in the context of corporate strategy, with particular emphasis upon the value organizations place on their human resources. This course is also designed to be an active

learning experience --- emphasizing practical learning by doing, through field work, and through an examination of the bottom-line implications of Human Resource Management. 3 credits.

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

Students are expected to actively evaluate real life situations within the text. After completion of this course students will have many of the basic skills that will enable them to analyze, build a thesis statement, a paragraph, the body and conclusion of the essays discussed above, in order to prepare them for the modern day business professions. 3 credits.

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

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

**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.

**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.

**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. As this is the capstone and final CA, the knowledge and skills acquired in all of the courses of the program and experience gained in the previous CA's are integrated into this document. 3 credits.

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

Mass media, information channels, media culture, values inherent in the structure and content of new technologies, and the influence of information systems on organizational, social and private behavior; how these factors must be considered when undertaking new business projects and ventures. 3 credits.

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

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

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

Introduce students to the possibilities, the challenges, and the rewards of running a business enterprise. It will introduce the student to: What managers must do and do well to make a company a winner in the game of business. strategy and Business Policy cuts across the whole

spectrum of business and management which focuses on the corporation as a whole and its interactions with its environment. 3 credits.

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

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

**Course Descriptions – Career Track**

**Entrepreneurship (MGT 482 VAL) (3 credits)**

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

**Principles of Finance (FIN 472 SYS) (3 credits)**

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

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

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

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

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

**Entrepreneurial Marketing (MKT 481 SKI) (3 credits)**

This course will focus on the marketing plan and how entrepreneurs can effectively develop a plan that will market and grow their products. Specifically, students will learn how to use market research, surveys and emerging technologies for their entrepreneurial venture. Additionally,

students will learn how to develop marketing strategies, segment their markets, develop the plan and identify a pricing strategy to enter the market. 3 credits.

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

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

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

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

### **Intermediate Accounting (ACC 361 SKI) (3 credits)**

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

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

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

### **Managerial Accounting (ACC 481 SKI) (3 credits)**

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

### **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 Bachelor of Business Administration degree in Healthcare Systems Management is a 120-credit program, which spans eight purposes (semesters) for 14-week duration each semester and can be completed in two years and eight months.

**Course Descriptions****PURPOSE 1****Constructive Action Dimension: Self-Assessment & Career Development (HSM 111 PCA) (3 credits)**

This course introduces the entering student to the “Purpose-Centered Education” philosophy of the College. It develops an understanding of the linkage between the classroom and the workplace in our delivery system. It also teaches the student the essential elements of the execution and presentation of the “Constructive Action.” In this first course students learn the



alternative forms of presentation and are required to select one of these forms for their Constructive Action documentation. 3 credits.

**Values and Ethics Dimension: Critical Thinking & Writing (ENG CC 110) (3 credits)**

The central/main themes and rhetorical strategies/modes help students understand the interconnectedness of writing, reading and grammar. Emphasis is made on structuring the expository essay, the comparison/contrast essay, the cause-and-effect essay and the argumentative essay. 3 credits.

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

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

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

This course will serve as a general introduction to the field of business management. The course will emphasize management as a process that includes planning, organizing, staffing, directing, and controlling for establishing and accomplishing business objectives. The interrelationships that exist in various businesses will be examined. The economic structure of the private sector will be examined, and students will be introduced to major concepts in finance, marketing, and other functional management areas. This course will serve as a foundation for advanced work in subsequent Purposes (semesters). This background will aid students in making a self-assessment about their future role as a businessperson (managerial career development). 3 credits.

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

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

**PURPOSE 2**

**Constructive Action Dimension: Developing Professional Relationships in the Healthcare Field (HSM 121 PCA) ( 3 credits)**

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

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

There are three primary components of this course: Development of an understanding of the communication process, development of interpersonal communication skills, and development of public speaking skills. The skills/application focus of this course is devoted to public speaking. While refining the business writing and communication skills acquired in Purpose I, this course helps students develop the skills necessary for successful interactional communication (i.e., meetings, conferences, oral presentations and essay structure) in a professional setting. 3 credits

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

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

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

The course will begin with a quick overview of the Microsoft Office Suite, as well as the Windows OS and Internet Explorer. Students will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. 3 credits.

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

This course teaches students the basics of health insurance, the health insurance claim form, guidelines for claims submission and processing. Student will also learn the HIPAA regulations, collections, and Healthcare payers including managed care systems, private insurance, Medicare, state programs, workers' compensation, Tricare and CHAMPVA. Use of the ICD-10-CM and CPT-4 coding manuals as well as a computerized encoder is also incorporated. 3 credits.

**PURPOSE 3**

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

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

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

All courses in this purpose focus on assuring healthcare quality through understanding legal regulations and ethical issues, use of business and healthcare systems management principles, and tools and techniques for assuring quality healthcare services. 3 credits.

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

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

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

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

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

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

**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.

**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 14-week semester, students may also examine Human Resource Management issues they may face during their business careers. Throughout, students will utilize, and critically review, a variety of HR and corporate web-sites, various pamphlets, and current employment literature. 3 credits.

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

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

**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.

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

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

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

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

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

This course provides students with the additional tools they need to assess financial information and data to draw implications of creating a new venture or evaluating an existing firm. Students in the class will use spreadsheets and other software products to analyze the impacts of financial

decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices. 3 credits.

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

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

**PURPOSE 8**

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

This is the capstone course for the baccalaureate in Healthcare Management. Students are expected to complete a Constructive Action project which synthesizes their learning in the previous semesters. The documentation for this project should utilize a medium which has not been previously used and integrate elements of other Constructive Action documents to demonstrate an understanding of the integrity of the Program. 3 credits.

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

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

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

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

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

The course will introduce students to the concept of innovation and how Healthcare organization can use innovative practices to provide access and quality of care. In this course students are encouraged to think creatively about the current Healthcare issues in our nation and how best to address these using technology. The material covered in this course includes an examination of concepts of Healthcare technologies and their development, the impact of technology in the Healthcare industry and the relationships that develop as a result of these advancements.

Students will also examine the innovative products that are utilized by physicians, hospitals and Healthcare providers/organizations that are in high demand. 3 credits.

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

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

## [Associate of Applied Science Information Technology](#) [Course Descriptions](#)

### **PURPOSE 1**

#### **Self-Assessment and Career Development in IT (ITM 111 PCA) (3 credits)**

The Constructive Action (CA) for the first semester requires students to carry out and document a planned strategy of personal assessment and development addressing a plan for their professional career. Students charter a specific professional development plan specific to their area of interest and professional goals, especially from the IT perspective. 3 credits.

#### **Critical Thinking and Writing through Literature (ENG CC 110) (3 credits)**

The central/main themes and rhetorical strategies /modes help students understand the interconnectedness of writing, reading, and grammar. Emphasis is made on structuring the expository essay, the comparison/contrast essay, the cause-and-effect essay and the argumentative essay. After completion of this course students will have writing and thinking basic skills that will prepare them for the modern day business professions. 3 credits.

#### **Computer Hardware Troubleshooting (ITM 111 SEL) (3 credits)**

This course introduces students to basic computer hardware components and their functions, such as motherboard, CPU, memory, ports, busses, input and output, storage and communication devices. It also entails configuration and troubleshooting the computer and networking hardware components. Students assemble and troubleshoot computers to gain hands-on experience. They also learn about the computer operating systems, their installation, configuration, and troubleshooting. 3 credits.

#### **Computer Applications for Profit and Non-profit Management (MIS CC 130) (3 credits)**

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



(OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook. 3 credits.

### **Computing Languages and Quantitative Reasoning (ITM 111 SKI) (3 credits)**

Computer languages are used to write computer programs for both the computer operating systems and applications. This course teaches students various concepts of programming languages and software development. They further learn standard programming techniques, like loops, straight-line logic, and decision-making structures. The course also teaches the students the mathematical concepts of decimal, binary and hexadecimal calculations and computations used in computer programming. 3 credits.

## **PURPOSE 2**

### **Developing Professional Relationships in the IT Industry (ITM 121 PCA) (3 credits)**

Having been introduced to the basics of Self-Assessment and Career Development, students are now directed toward the development of professional relationships. The goal of this Purpose is to improve professional communication for developing a career as a professional in the IT industry.

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

This course examines the development and application of values, work ethics, and codes of conduct to address individual differences and major ethical issues. Topics include an historical review of value systems; work ethics and human nature; the implications of value systems for the development of careers, work, life, and business organizations; and how different ways of thinking can be used to enhance judgment and decision-making. 3 credits.

### **Operating Systems: Windows, Linux, OSX (ITM 121 SEL) (3 credits)**

Although there are several Computer Operating Systems (COS) in the market, the most popular is the Microsoft Windows that runs on 80% of personal computers (PC), followed by Linux and Apple OSX. While students learn theory of all three COSs in this course, they practice installing, configuring, networking and troubleshooting Microsoft Windows COS. 3 credits.

### **Computer Network Operations (ITM 121 SYS) (3 credits)**

This course introduces the students to basics of computer networking. They learn computer network hardware and software, network technologies and topologies, transmission media, standards and protocols, network security and access controls, and network troubleshooting. They will install and configure network hardware and software and network the computers.

### **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 3**

#### **Developing a Network Design for a Business (ITM 231PCA)**

In this Purpose 3 CA, the students are provided with different scenarios of businesses that need IT network solutions for communication and business operations. They will plan a viable solution using conceptual, logical and physical network design comprising the required hardware (computers, routers, switches, hubs, firewalls, and transmission media) and software (network operating systems, communications protocols). The final results are presented as network design report and diagram using MS Visio or any other drawing software.

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

This course examines the development and application of values, work ethics, and codes of conduct to address individual differences and major ethical issues. Topics include an historical review of value systems; work ethics and human nature; the implications of value systems for the development of careers, work, life, and business organizations; and how different ways of thinking can be used to enhance judgment and decision-making. 3 credits.

#### **Human Biology (BIO CC 180) (3 credits)**

Human groups largely share a common biology, but they may also be differentiated according to the biological challenges they face. This course presents human biology in a way that connects the topic directly with the life sciences and issues of health. It starts with the concept of a healthy body and explores the mechanisms that enable the body to maintain biological order. This course will provide the student with examples of how human biology ties to current issues and problems that are relevant to their lives. Topics include human body structure and function, reproduction and development, and genetics. An emphasis is placed on the application of principles to current issues in the life sciences, including, but not limited to, common human diseases, genetic engineering, and stem cell research. 3 credits.

#### **Principles of Business (BUS 121 SYS) (3 credits)**

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

#### **Privacy, Security and Compliance (ITM 121 SKI) (3 credits)**

IT regulatory compliance pressures are at an all-time high with organizations throughout the world. These compliance challenges often impact multiple areas within a business and can cover several industries. Students in this course learn structured approaches to prioritizing and managing the IT controls and maintaining a balance with compliance records management system. They also learn various government and industry IT governance and compliance requirements. 3 credits.

#### **PURPOSE 4**

##### **Designing E-Technology Solutions for Business (ITM 241 PCA) )(3 credits)**

In this CA, the students will examine and analyze an existing IT system, determine its alignment with the business goals and objectives, identify gaps and make recommendation for its improvement or development of new systems using SDLC (System Development Life Cycle) and other pertinent approaches for enhanced efficiency of business operations. 3 credits.

##### **American Government (GOV CC 161) )(3 credits)**

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

##### **Principles of Sociology (SOC 121 SEL) (3 credits)**

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

##### **Principles of Management (BUS 121 SYS) (3 credits)**

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

##### **Active Directory Management (ITM 241 SKI) (3 credits)**

In this course, the students learn Active Directory management using Microsoft Windows Server 2012/2016 platform. They learn Windows Server installation, configuration and administration. These aspects allow management of Active Directory for accounts management, role-based access permissions, granting remote access, managing networks and implementing security for Windows Server-based networks, besides mastering Domain Name System (DNS) services, Dynamic Host Configuration Protocols (DHCP), and TCP/IP protocol suite. 3 credits.

#### **[Bachelor of Business Administration in Information Technology Management Course Descriptions](#)**

#### **PURPOSE 1**

##### **Self-Assessment and Career Development in IT (ITM 111 PCA) (3 credits)**

The Constructive Action (CA) for the first semester requires students to carry out and document a planned strategy of personal assessment and development addressing a plan for their professional career. Students charter a specific professional development plan specific to their area of interest and professional goals, especially from the IT perspective. 3 credits.

### **Critical Thinking and Writing through Literature (ENG CC 110) (3 credits)**

The central/main themes and rhetorical strategies /modes help students understand the interconnectedness of writing, reading, and grammar. Emphasis is made on structuring the expository essay, the comparison/contrast essay, the cause-and-effect essay and the argumentative essay. After completion of this course students will have writing and thinking basic skills that will prepare them for the modern-day business professions. 3 credits.

### **Computer Hardware Troubleshooting (ITM 111 SEL) (3 credits)**

This course introduces students to basic computer hardware components and their functions, such as motherboard, CPU, memory, ports, busses, input and output, storage and communication devices. It also entails configuration and troubleshooting the computer and networking hardware components. Students assemble and troubleshoot computers to gain hands-on experience. They also learn about the computer operating systems, their installation, configuration, and troubleshooting. 3 credits.

### **Computer Applications for Profit and Non-profit Management (MIS CC 130) (3 credits)**

In this course students will learn the most important aspects of Microsoft Office. The course will begin with a quick overview of the Office Suite, as well as the Windows OS and Internet Explorer. After which student will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook. 3 credits.

### **Computing Languages and Quantitative Reasoning (ITM 111 SKI) (3 credits)**

Computer languages are used to write computer programs for both the computer operating systems and applications. This course teaches students various concepts of programming languages and software development. They further learn standard programming techniques, like loops, straight-line logic, and decision-making structures. The course also teaches the students the mathematical concepts of decimal, binary and hexadecimal calculations and computations used in computer programming. 3 credits.

## **PURPOSE 2**

### **Developing Professional Relationships in the IT Industry (ITM 121 PCA) (3 credits)**

Having been introduced to the basics of Self-Assessment and Career Development, students are now directed toward the development of professional relationships. The goal of this Purpose is to improve professional communication for developing a career as a professional in the IT industry.

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

This course examines the development and application of values, work ethics, and codes of conduct to address individual differences and major ethical issues. Topics include an historical review of value systems; work ethics and human nature; the implications of value systems for the development of careers, work, life, and business organizations; and how different ways of thinking can be used to enhance judgment and decision-making. 3 credits.

### **Operating Systems: Windows, Linux, OSX (ITM 121 SEL) (3 credits)**

Although there are several Computer Operating Systems (COS) in the market, the most popular is the Microsoft Windows that runs on 80% of personal computers (PC), followed by Linux and Apple OSX. While students learn theory of all three COSs in this course, they practice installing, configuring, networking and troubleshooting Microsoft Windows COS. 3 credits.

### **Computer Network Operations (ITM 121 SYS) (3 credits)**

This course introduces the students to basics of computer networking. They learn computer network hardware and software, network technologies and topologies, transmission media, standards and protocols, network security and access controls, and network troubleshooting. They will install and configure network hardware and software and network the computers.

### **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 3**

### **Developing a Network Design for a Business (ITM 231 PCA) (3 credits)**

In this Purpose 3 CA, the students are provided with different scenarios of businesses that need IT network solutions for communication and business operations. They will plan a viable solution using conceptual, logical and physical network design comprising the required hardware (computers, routers, switches, hubs, firewalls, and transmission media) and software (network operating systems, communications protocols). The final results are presented as network design report and diagram using MS Visio or any other drawing software. 3 credits.

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

This course examines the development and application of values, work ethics, and codes of conduct to address individual differences and major ethical issues. Topics include an historical review of value systems; work ethics and human nature; the implications of value systems for the development of careers, work, life, and business organizations; and how different ways of thinking can be used to enhance judgment and decision-making. 3 credits.

### **Human Biology (BIO CC 180) (3 credits)**

Human groups largely share a common biology, but they may also be differentiated according to the biological challenges they face. This course presents human biology in a way that connects the topic directly with the life sciences and issues of health. It starts with the concept of a healthy body and explores the mechanisms that enable the body to maintain biological order. This course will provide the student with examples of how human biology ties to current issues and problems that are relevant to their lives. Topics include human body structure and function, reproduction and development, and genetics. An emphasis is placed on the application of principles to current issues in the life sciences, including, but not limited to, common human diseases, genetic engineering, and stem cell research. 3 credits.

#### **Principles of Business (BUS 121 SYS) (3 credits)**

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

#### **Privacy, Security and Compliance (ITM 121 SKI) (3 credits)**

IT regulatory compliance pressures are at an all-time high with organizations throughout the world. These compliance challenges often impact multiple areas within a business and can cover several industries. Students in this course learn structured approaches to prioritizing and managing the IT controls and maintaining a balance with compliance records management system. They also learn various government and industry IT governance and compliance requirements. 3 credits.

#### **PURPOSE 4**

##### **Designing E-Technology Solutions for Business (ITM 241 PCA) (3 credits)**

In this CA, the students will examine and analyze an existing IT system, determine its alignment with the business goals and objectives, identify gaps and make recommendation for its improvement or development of new systems using SDLC (System Development Life Cycle) and other pertinent approaches for enhanced efficiency of business operations. 3 credits.

#### **American Government (GOV CC 161) (3 credits)**

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

#### **Principles of Sociology (SOC 121 SEL) (3 credits)**

This course will introduce you to sociology as way of asking and answering questions, as a way of thinking, and as a scientific study. In general, sociologists are interested in the relationship between individuals and society, between personal experiences and larger social conditions and

historical events. To understand the perspectives, methods, and theories that sociologists use, we will focus on inequality, and, in particular, on social class, gender, race and ethnicity. 3 credits.

### **Principles of Management (BUS 121 SYS) (3 credits)**

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

### **Active Directory Management (ITM 241 SKI)(3 credits)**

In this course, the students learn Active Directory management using Microsoft Windows Server 2012/2016 platform. They learn Windows Server installation, configuration and administration. These aspects allow management of Active Directory for accounts management, role-based access permissions, granting remote access, managing networks and implementing security for Windows Server-based networks, besides mastering Domain Name System (DNS) services, Dynamic Host Configuration Protocols (DHCP), and TCP/IP protocol suite. 3 credits.

## **PURPOSE 5**

### **Developing and IT Tech Support System (ITM 351 PCA) (3 credits)**

In this CA, the students will be presented with a wide variety of network problem scenarios entailing issues with the network hardware (computers, network interface cards, routers, hubs, transmission media) and software configuration (network operating systems, communication protocols) that require the students to use knowledge and skills acquired in the program courses and critical thinking skills to postulate and implement viable solution to resolve the network issues. 3 credits

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

Mass media, information channels, media culture, values inherent in the structure and content of new technologies, and the influence of information systems on organizational, social, and private behavior; how these factors must be considered when undertaking new business projects and ventures. 3 credits.

### **Desktop Support and Client Services (ITM 351 SEL) (3 credits)**

The job of a computer and networking specialist is to provide technical support with respect to computer hardware, operating systems and application software and networking to an organization through troubleshooting user specific computer technology issues. Besides hardcore IT skills, client services professionals need soft skills to deal with the customers and the best practices of customer service to attract potential customers by answering product and service questions; suggesting information about other products and services; resolving product or service problems by clarifying the customer's complaints; determining the cause of a problem; and selecting and explaining the best solution to solve the problem. Students in this course also learn

computer and network troubleshooting tools and techniques to resolve computer and network related problems and best practice for customer services. 3 credits

### **Cloud Computing and SaaS (ITM 351 SYS) (3 credits)**

The course teaches the students Cloud computing models, techniques, and architectures. It imparts students the knowledge and skills required to build, implement, and maintain Cloud technologies and infrastructure; deliver Cloud-based services, such as SaaS (Software as a Service); and implement Cloud-based security by using industry best practices. The students learn implementation of virtualization, software that separates physical infrastructures to create various dedicated resources, a fundamental technology that powers cloud computing. Specific topics may include distributed computing models and technologies, Infrastructure-as-a-Service (IaaS), Platform-as-a-Service (PaaS), Software-as-a-Service (SaaS), virtualization, security and privacy issues. 3 credits

### **Accounting (ACC 231 SKI) (3 credits)**

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

## **PURPOSE 6**

### **Managing Change in IT (ITM 361 PCA) (3 credits)**

In this CA the students will think of a new IT process to be introduced, and make a plan of its implementation in an organization. They will start the process by preparing Request for Change (RFC) and work its way through the implementation process that may affect the organization's process flow, staffing, operational technologies, and interaction with other processes. They will also foresee the organizational challenges and formulate plans of meeting them. 3 credits

### **Managerial & Business Writing (ENG 361 VAL) (3 credits)**

Students are expected to actively evaluate real life situations within the text. After completion of this course students will have many of the basic skills that will enable them to analyze, build a thesis statement, a paragraph, the body and conclusion of the essays discussed above, in order to prepare them for the modern-day business professions. 3 credits

### **Political and Economic Philosophy (PSC CC 140) (3 credits)**

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

### **Mobile Applications and Web Development (ITM 361 SYS) (3 credits)**



Mobile internet-enabled devices, like smart phones and iPads, have become increasingly popular for personal, financial, banking, communication, and health activities and perform several other functions of daily life for which they employ a host of applications. This course teaches students how to build mobile apps for Android, iOS, and Windows Phone/Mobile, the trinity of today's mobile operating platforms. This course teaches the students development of mobile applications using specific computer languages, principally Java, Objective-C, HTML5, etc. Students in this course also learn designing and developing web sites using commercial and open source software besides practicing web development languages (JavaScript, PHP, Python, HTML5 and CSS3). The course also entails development of interactive digital marketing tool to reach potential customers, convert and retain them. 3 credits

### **Data Analysis (ITM 361 SKI) (3 credits)**

The volume, variety and velocity of data pouring into organizations are unprecedented. This enormous data growth not only warrants understanding big data but to decipher the information that it can yield to guide the decision making through data analytics. Thus, in this course, the students learn the processes of examining big data to uncover hidden patterns, unknown correlations, and other useful information that guides informed decision making. They use both simple and complex computing applications like Microsoft Excel, R and SAS to extract the desired information. 3 credits

### **PURPOSE 7**

#### **Developing and Maintaining Databases (471 PCA) (3 credits)**

This Purpose 7 CA requires students to design and implement a relational database of a business comprising several departments, employees, products and services. Students design a database structure using Microsoft Access, develop actual database, and enter, update and query database using GUI (Graphical User Interface) or Structured Query Language (SQL) commands. 3 credits

### **World Civilizations (HUM 471 VAL) 3 credits**

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

### **Risk Management and Quality Assurance (ITM 471 SEL) 3 credits**

This course teaches the students scaling the business, reducing compliance costs and resource requirements, improving operational efficiency, providing continuous monitoring and oversight. Students in this course learn IT Risk Management techniques to simplify the identification, analysis, and mitigation of IT risks. They also learn how to cut across enterprise siloes, integrating IT risk data in a common framework for comprehensive visibility and streamlining the IT risk management lifecycle, including risk documentation and assessments, control management, and issue detection and resolution. The courses also teaches the students various tools and techniques for software and data quality assurance, such as collaborating consulting

strategies and approaches as well as specific technical strategies to successfully migrate organization towards a comprehensive software quality assurance process. 3 credits

### **Database Development and Administration (ITM 471 SYS) 3 credits**

The course introduces the students to designing and implementing databases. Students learn physical and logical database designing and modeling (relational, hierarchical, and network); database manipulation language to query, update and manage databases; database management concepts, such as database security, integrity, concurrency, distributed database, client-server, and data warehousing. Additionally, students practice designing, building and querying databases. 3 credits

### **Principles of Finance (FIN 471 SKI) 3 credits**

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

## **PURPOSE 8**

### **Implementing an IT Project – Capstone (ITM 481 PCA) 3 credits**

In this capstone CA, students are required to hypothesize a business, design an appropriate IT system, and demonstrate implementation in a reasonable time. Students will be provided with several case studies that require business IT solutions. They will use project management software and other tools and techniques to manage financial, human and material resources for on-time project implementation. 3 credits.

### **Cybersecurity Management (ITM 481 VAL) 3 credits**

With the massive growth of cloud computing, mobile devices and web-based applications information security issues are becoming growing concerns both nationally and internationally. This course introduces the students to computer network security implementation. Students in this course learn about computer network security vulnerabilities, security threats, mitigation measures, information access controls, security audits, cryptography, and business continuity plan in case of natural and manmade disasters. The course provides the students with hands-on exercises to test security threats and implement their mitigation. 3 credits

### **Product Life Cycle (ITM 481 SEL) 3 credits**

A software development lifecycle is essentially a series of steps, or phases, that provide a model for the development and lifecycle management of an application or piece of software. It is the discipline and business process which governs a product from its inception to the market or customer delivery and service in order to maximize revenue. The course teaches the students

software product management, a process of managing software (including mobile apps) that is built and implemented as a product, considering the life-cycle considerations. 3 credits

### **Strategic Systems Analysis (ITM 481 SYS) (3 credits)**

Systems analysis is a problem-solving technique that decomposes a system into its component pieces for the purpose of the studying how well those component parts work and interact to accomplish their purpose. In this course the students learn tools and techniques for analyzing the current computer systems and procedures and design information systems solutions to help the organization operate more efficiently and effectively. They bring business and information technology (IT) together by understanding the needs and limitations of both. 3 credits.

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

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

## **MBA in General Management**

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

## **Course Descriptions**

### **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. 1.5 credits.

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

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

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

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

**PURPOSE 1 - Industry and Venture Assessment****Constructive Action Seminar: CA 1: Strategic Industry Analysis (MBA 615 PCA) (3 credits)**

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

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

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

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

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

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

The course entails an overview of the inter-relationship between the law, ethics and business industries focusing on the scope of rights that pertain to an enterprise and the legal issues businesspeople 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.

**PURPOSE 2 – Business Planning, Development and Marketing**

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

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

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

Basic principles and techniques of micro and macroeconomic analysis applicable to business decisions are reviewed in this course. Topics include fundamental legal and practical

considerations of financing packages; market structure; pricing and resource allocations; applications of managerial strategy and public policy with an emphasis on competition; market power and a business firm's optimal response to government regulation. 3 credits.

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

The course covers the integrated marketing communication mix in a flat world where companies face new challenges to remain competitive in a global market as the geographical divisions are becoming increasingly irrelevant. Topics include consumer behavior; market research; product planning and development; pricing; advertising strategies; budgeting; personal selling; media cross-marketing; advertising regulation; strategic planning for international markets; special events and sales promotion; public relations and publicity. 3 credits.

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

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

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

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

**PURPOSE 3 – Implementation, Actualization and Evaluation**

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

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

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

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

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

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

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

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

**International Practicum**

Each MBA program has its own travel study component which is built into the curriculum and included in the tuition. The destination for the study abroad trip for each program is selected annually and may change from year to year. Participation in the study abroad trip is mandatory, except for very limited exceptions that may be granted by the Dean. Tuition rates are the published MCNY tuition rates regardless of whether students participate in the study abroad trip or not.

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

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

This course provides an overview of state-of-the-art enterprise Knowledge Management Systems that leverage a company's existing investments in intranets, data warehousing, data mining,

groupware, and other collaboration technologies. Topics include managing the process of planning, coordinating, managing, sharing, and controlling organization's data assets; operates information systems to create, collect, process, disseminate, use, store, protect, and dispose of information.

### **MBA Financial Services**

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:

### **Course Descriptions**

#### **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. 1.5 credits.

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

This foundation course teaches fundamental accounting procedures and the uses of accounting information. Topics include recording transactions; controlling, costing and analyzing inventories; reporting and controlling liquid assets; measuring and reporting long-operating assets; current and contingent liabilities; the time value of money; analyzing and reporting



owners' equity; balance sheets and statements of cash flow; and managing and accounting for corporate income tax. 1.5 credits.

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

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

### **PURPOSE 1 - Industry and Venture Assessment**

#### **Constructive Action Seminar: CA 1: Strategic Industry Analysis (MBA 615 PCA) (3 credits)**

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

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

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

#### **Self & Others Dimension: Financial Big Data Management (FIN 616 SEL) (3 credits)**

The course covers the business process, methods, and tools for Big Data Analytics, harnessing the power of data for new insights, analyzing, visualizing, and presenting financial Data. The course focuses on concepts, principles, and practical applications that apply to financial services technology environment. This course enables students to deploy a structured lifecycle approach to data analytics problems; use appropriate analytic techniques and tools for analyzing big data, and develop proposals with data to drive business action. The course also prepares students for EMC Proven Professional Data Science certification.

#### **Values & Ethics: Financial Regulations (FIN 616 VAL) (3 credits)**

The course introduces financial services regulation, its purpose, how it is created (especially in

the EU and in the US), and it develops a framework for including regulations into the strategic planning of financial services. It also gives a rundown of the current financial services space—players and products—and its key regulations, and the features of regulatory systems.

**Systems Dimension: Business Financial Planning (FIN 616 SYS) (3 credits)**

This course focuses on financial management practices, and students learn how and where to obtain the financial capital necessary to run and grow a venture. This course explores the most critical financial issues that entrepreneurs face, particularly the stages of financing, business cash flow models, and strategic positioning of the early-stage company. Students gain the knowledge to interact successfully with financial institutions and the regulatory agencies that are central to financing ventures as they grow and, ultimately, look for liquidity for their investors. This course is the first of three courses towards developing competencies for the CFP Certification.

**PURPOSE 2 - Business Planning, Development and Marketing**

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

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

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

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

**Self & Others Dimension: Financial Services Marketing (FIN 726 SEL) (3 credits)**

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

**Values & Ethics Dimension: Fraud Analysis and Ethics (FIN 726 VAL) (3 credits)**

This course explains fraud schemes used by employees, owners, managers, and executives to defraud their customers and illustrates each scheme with real-life case studies submitted to the ACFE (Association of Certified Fraud Examiners) by actual fraud examiners who aided in the case resolutions. Students focus on how to spot the “red flags” of fraud, how to comply with regulations including Sarbanes-Oxley, and how to develop and implement adequate preventative measures.

**Systems Dimension: Taxation and Compliance (FIN 726 SYS) (3 credits)**

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

**PURPOSE 3 – Implementation, Actualization and Evaluation****Constructive Action 3: Strategic Management & Evaluation (MBA 735 PCA) (3 credits)**

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

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

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

**Self & Others Dimension: FinTech Project Management (FIN 736 SEL) (3 credits)**

The course prepares students for the project management skills for handling technology innovation in the investment management sector. The evolving digital technology is enabling the creation of sophisticated software solutions that make money management more accessible and affordable. Full automation is attractive to investors at an early stage of wealth accumulation, but hybrid models are of interest to investors who control significant amounts of wealth, particularly

those who have sufficient wealth for diversifying their holdings efficiently. Investors can now outperform their benchmarks easily using the latest tech tools. The course also prepares students for the PMP certification.

### **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: Wealth Management (FIN 736 SYS) (3 credits)**

The course teaches financial planning and how to develop an optimal asset allocation policy. In this course, students learn how to achieve financial security and stability by planning, preserving, and enhancing wealth. It enables students to define life goals and financial personality to build an effective wealth plan; navigate the investment options; clarify the need for and role of insurance, tax structures, pensions, and trusts; develop a wealth succession plan which matches client's values and preferences. This course is the third of the three courses towards developing competencies for the CFP Certification.

### **MBA Media Management**

The MBA program in Media Management comprises three Purposes and revolves around five dimensions: Purpose, Value and Ethics, Self and Other, Systems and Skills and comprises 45 credits. These dimensions form core of courses offered for each specific purpose. The course contents are geared toward achievement of the overall program goals. Besides the MBA

Foundation courses provide students with the undergraduate-level business competencies and remediation that are prerequisite requirements to start the core courses in the MBA Programs.

MBA students that do not have the core skills, experience and education in these areas are afforded the opportunity to learn the basics of these subjects prior to beginning their mastery of them in the MBA program.

The 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.

### Course Descriptions

#### **Managerial Statistics (MBA 501 FDN) (1.5 credits)**

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

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

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

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

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

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

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

## **PURPOSE 1 – Industry and Venture Assessment**

### **Constructive Action Seminar: CA 1: Strategic Industry Analysis (MBA 615 PCA) (3 credits)**

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

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

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

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

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

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

This course focuses on the fundamentals of contract law, the protection of intellectual property and the contractual relationships between various parties in the entertainment field, including the relationships between the artist and manager, and agents and clients media and sports fields. Students will also be provided an overview of the interrelationship between the law, ethics and business of the entertainment industries focusing on the scope of rights that attach to an

entertainment enterprise, and the variety of legal, ethical and developmental issues raised in various entertainment business contexts. Emphasis will also be placed on understanding the specifics of entertainment industry power structures; methods of compensation and credit allocation; creative control; methods by which rights in a creative product may be transferred; grant of rights and representations; and warranties and indemnities relating to risks particularly characteristic of the entertainment industries. The course will also develop the argument that ethical considerations are important in the decision-making process and teach analytical reasoning skills that enable the student to identify and weigh competing ethical concerns in the managerial decision-making process in the media industries. 3 credits.

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

This course will serve as an overview of the economic and business structures of the motion picture art and entertainment industry from development to distribution, exhibition and 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.

**PURPOSE 2 –Business Planning, Development and Marketing**

**Constructive Action 2: Strategic Planning (MBA 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.

**PURPOSE 3 – Implementation, Actualization and Evaluation**

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

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

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

Overview of the effective management of financial resources. Topics include analyzing fiscal data; budgeting; the construction of cash flow projections; financial statement analysis; taxation issues; internal and external reporting requirements; internal controls; the hiring and supervising



of accounting staff and personnel; borrowing; basic risk and return concepts; security pricing and analysis; capital budgeting; the cost of capital; strategic planning and investment decisions. 3 credits.

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

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

### **International Practicum**

Each MBA program has its own travel study component which is built into the curriculum and included in the tuition. The destination for the study abroad trip for each program is selected annually and may change from year to year. Participation in the study abroad trip is mandatory, except for very limited exceptions that may be granted by the Dean. Tuition rates are the published MCNY tuition rates regardless of whether students participate in the study abroad trip. Study of international business practices and the geographic, demographic, technological, political, economic, and sociocultural forces that impact cross-cultural business management. Topics include theories of international trade and economic development; international monetary systems and foreign investment; comparative management; and managing for cross-cultural and multi-ethnic effectiveness both at home and abroad.

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

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

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

This course incorporates a total approach to the study of electronic media examining everything from the development of the radio, TV, and cable industries to the business models of these broadcast media in both commercial and public broadcasting venues, to the emerging influence

of telecommunication and web-based technologies like Internet television. Students will also learn how programming is researched, developed, assessed, and financed for on-air network and affiliate television and radio broadcast, cable bundling and tiering, off network and first run syndication, pay-per-view, public television, content and aftermarket distribution, Internet streaming, podcasting, and interactive distribution formats, foreign distribution and direct broadcast satellite. This course will also analyze how media companies gather and use audience research to establish the economic value of media for advertising and to select and develop products. 3 credits.

### [MBA in Health Services and Risk Management](#)

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

### [Course Descriptions](#)

#### **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.

### **PURPOSE 1**

#### **Strategic Healthcare Industry Analysis (MBA 615 PCA) (3 credits)**

Students in the Purpose 1 Constructive Action (CA 1) perform strategic analysis of the healthcare industry with respect to planning, development, and implementation of the proposed strategy. They develop a research hypothesis, design methodology to conduct research, and write a report presenting data and findings for at least three data points in the industry: financial, consumer and current state assessment of the industry.

#### **Healthcare Policy and Legal Issues (HSM 615 VAL) (3 credits)**

This course will focus on the healthcare policy and legal aspects of healthcare in US. The healthcare policy related issues will cover policy formulation, implementation, modification, and the policy making process. The healthcare legal aspects will encompass tort, contract and antitrust laws; health information management law, patient consent, patients' rights and responsibilities, and legal reporting requirements.

#### **Healthcare Services Management (HSM 615 SEL) (3 credits)**

The course is designed to introduce learners to management issues of diverse healthcare organizations, including clinical (hospitals, ambulatory and long-term care), healthcare insurance (third-party payers), and healthcare financial and investment organizations. Students in this course will critically examine the management functions including planning, organizing, leading and controlling. Students will examine the importance of organizational culture, creation of strategy, new venture formation, change management, individual and group behaviors in the organization as well quality and productivity.

#### **Healthcare Human Resources Management and Collective Bargaining (HSM 615 SYS) (3 credits)**

This course will provide students with a comprehensive overview and foundation of the necessary planning, development and administration competencies vital for Human Resources Managers today, including recruitment, training, compensation, benefits, and collective bargaining and labor laws besides legal and social factors. The course also focuses on resolving of complex business issues, leading effective organization changes, conflict resolution, and

serving as effective team member and leader.

### **Managerial Accounting (MBA 615 SKI) (3 credits)**

This course examines the accounting information system and its application to profitability, financial position, and cash flows. Utilizing accounting data, students learn the role of the manager in planning, controlling, and decision-making. The course explores topics in financial accounting such as cash flow, financial statements, and ratio analysis. At the managerial accounting level, topics include short-term investing, budgeting, and internal control.

## **PURPOSE 2**

### **Strategic Healthcare Industry Planning (MBA 725 PCA) (3 credits)**

In this Constructive Action (CA 2), students apply knowledge gained from CA 1, in combination with the strategic industry assessment conducted for that Constructive Action, to develop a comprehensive strategic business and marketing plan for their chosen intrapreneurial and/or entrepreneurial venture. They will develop a well-written and exhaustive business plan, including allocation of resources.

### **Healthcare Risk and Quality Management (HSM 725 VAL) (3 credits)**

This course covers basic concepts of risk management, risk management strategies and practices. It also entails specific risk areas including medical malpractice, strategies to reduce liability, managing positions and litigation alternatives. The course further includes an emphasis on outpatient medicine and the risks associated with electronic medical records. It culminates with the impact of risk management practices on the improvement of healthcare quality in diverse healthcare settings.

### **Healthcare Technology Management (HSM 725 SEL) (3 credits)**

This course is designed to provide students a comprehensive look into Health Management Information Systems (HMIS). Topics include information systems from a managerial perspective; roles of CIO/CTO for healthcare services organizations; HMIS hardware/software concepts; HMIS database concepts; HMIS standards, privacy, and security concepts; HMIS communications and networking concepts; HMIS strategic planning; HMIS investigation & analysis; HMIS design, implementation, and evaluation; e-healthcare information systems; use of HMIS emerging technologies and its impact on healthcare.

### **Healthcare Data Analytics and Decision Support (HSM 725 SYS) (3 credits)**

This course is designed to provide students with a detailed description of data analytics in healthcare. Methods for acquiring, analyzing, and discovering new information from data would be discussed in addition to statistical analyses and data mining techniques and their implications for healthcare decision making.

### **Managerial Economics (MBA 725 SKI) (3 credits)**

Drawing upon modern managerial economics, this course will develop students' ability to apply the tools of economic analysis in the decision-making process for non-profit and for-profit organizations. The course covers topics such as how economic variables, such as output, interest

rates, unemployment, pricing, production efficiencies and exchange rates affect companies and organizations in arriving at optimal solutions for growth and profitability. Specific topics to be examined in this course are the evaluation of choices and alternatives, profit measurement, economic optimization, demand and supply estimation, profitability forecasting, production and competitive markets, competition and long-term investment decisions.

### **PURPOSE 3**

#### **Strategic Healthcare Industry Management (MBA 735 PCA) (3 credits)**

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

#### **Community Health Management (HSM 735 VAL) (3 credits)**

The course will cover topics relevant to the organization and management of services planned and provided in a community. The discussions will focus need assessment for community services, organization and implementation of community services, overall management of community health services, health promotion and education management, as well as other community management issues like, budgeting, performance, monitoring and evaluation.

#### **Healthcare Project Leadership (HSM 735 SEL) (3 credits)**

This course introduces the students to project management in the healthcare area. Students learn about project, program, and portfolio selection and management in healthcare; initiating and planning healthcare projects (project, scope, time, and cost management, project quality, human resource, communication, stakeholders, risk, and procurement management); executing, monitoring and controlling projects; closing projects, and best practices in project management.

#### **Global Business/International Practicum (MBA 735 INT) (3 credits)**

This course exposes students to the global environment and highlights the necessity to develop the skills and expertise to operate in this competitive environment. The course has a dual purpose: to familiarize students with understanding of the theories of international healthcare business, as well as to develop the skills to identify and target global healthcare markets. The course will examine the geographic, demographic, technological, political, economic, and sociocultural forces that influence national and international healthcare business management.

#### **International Practicum**

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

published MCNY tuition rates regardless of whether students participate in the study abroad trip or not.

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

### **Managerial Finance (MBA 735 SKI) (3 credits)**

This course provides fundamental concepts and tools in financial management and covers basic concepts, including cash flow analysis, financial statement interpretation and ratio analysis; the course then builds the foundation of knowledge and progresses toward more advanced topics such as capital budgeting, risk and returns, and various investment decision-making techniques. Basic financial securities, namely equity and bonds, are discussed during the course along with valuation methods of such instruments.

### **MS in Project Management Course Descriptions**

#### **CA 1: Strategic Project Research and Analysis**

The Constructive Action 1 course familiarizes the students with the research techniques and methodologies by which to explore and analyze the trends and needs in one of the different industries using project management. The CA 1 focuses on the project research and need analysis. From their assessment, they compile a report of their findings, identifying needs, trends, or areas for further research, and present their conclusions for the particular field using project management techniques.

The first CA gives the students an opportunity to determine the feasibility or viability of a project management plan by researching and analyzing the project environment and need assessment. A need assessment and analysis is crucial to building a project management plan from the ground up. The need analysis in field of project management takes into account the research related to project environment, constraints, and risks.

#### **Principles of Project Management**

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

### **Communications in Project Management**

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

### **Project Scope Management**

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

### **CA 2: Strategic Project Planning and Analysis**

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

### **Planning and Scheduling Projects**

In project management, planning and scheduling are two distinctive yet inseparable facets of successfully managing a project. A schedule is a listing of a project's milestones, activities, and deliverables within a certain timeline. Project planning involves selecting the appropriated procedures and policies with an aim to achieve the goals of the project. A well-planned and well-scheduled project is critical to successful project management. A proper planning and scheduling of the project is required to minimize the bottlenecks and maximize the results.

The course on planning and scheduling projects will equip students with the skills and knowledge to build a schedule management Plan. It will focus on the use of organizational procedures and processes needed for planning and scheduling the project. The course will also

delve into the duration of each component of the schedule management plan and the importance of flexibility in a project schedule.

### **Project Resource Management**

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

### **Project Cost Management**

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

### **CA 3: Strategic Project Management – Implementation & Evaluation**

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

### **Project Risk and Quality Management**

Project risk management includes the processes of conducting risk management planning, identification, analysis, response planning, response implementation and monitoring risk on a project. Project quality management includes the processes for incorporating the organization's quality policy regarding planning, managing, and controlling project and product quality management in order to meet stakeholders' objectives.

### **Ethics in Project Management**

In the business world, ethics plays a significant role in fair decision making and improving business relationships. The course 'Ethics in Project Management' familiarizes the students with different ethical issues that project managers face, and which have a key role in determining the success of the project. The course examines the ethical principles in managing the projects which are aligned with the Code of Ethics and Professional Conduct identified by the Project Management Institute (PMI). This course explores the various tools used for decision making based on the ethical standards set by PMI. The course describes the ethical dilemmas in project



management and demonstrates the methodology to apply ethical standards in project management. The course also covers the legal enforcements and accountability Acts by U.S. federal and State governments.

### **Procurement and Supply Chain Management and Legal Aspects**

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

## **Faculty and Administration for the School for Business**

Radhika Jha  
Associate Dean  
Director, Graduate and Undergraduate Programs  
Assistant Professor  
BA, HNB University India  
MA, HNB University India  
BC, Columbia University  
MA, New York University  
Ph.D. Candidate State University of New York

Dr. Setareh Sharif  
Coordinator of Services  
MBA Health Services & Risk Management

### **PROFESSOR**

Doru Tsagnea  
MA, University of Bucharest  
Ph.D., University of Bucharest  
MA, Graduate Center, CUNY  
Ph.D., Graduate Center, CUNY

### **ASSOCIATE PROFESSORS**

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

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

### **ASSISTANT PROFESSORS**

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

Mahbubul Joarder  
LL.B, University of Dhaka  
LL.M, University of London  
LL.M, New York University  
PhD, Islamic University Chittagong

PgDBA, Islamic University Chittagong  
MDBA, Training and Advanced Studies in Management and Communications  
CMC, Institute of Management Consultants  
CAPM, Project Management Institute

## Overview

### School for Public Affairs and Administration

The School for Public Affairs and Administration offers two distinct Master of Public Administration degree programs: the MPA in Administration and the MPA in Emergency and Disaster Management. Applicants must obtain a signed Letter of Agreement from employer or internship setting documenting the approval by the supervisor of the graduate student using the setting as a field site. Additionally, a signed Supervisor's Information form providing consent for a field supervisor and documenting experience and educational level of achievement of the field supervisor.

Applicants must demonstrate passing a college-level statistics course for admission to the MPA in Emergency and Disaster Management or may be required to repeat an equivalent undergraduate statistics class in the Audrey Cohen School for Human Services and Education in their first semester of attendance.

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

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

(MCNY) Purpose-Centered Education Model. All courses in the curriculum are three credits and each semester students must engage on a project to demonstrate application of knowledge.

### [National Honor Society Pi Alpha Alpha](#)

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

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

### [Academic Programs and Course Descriptions](#)

#### [Master of Public Administration – Emergency and Disaster Management](#)

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

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

This is a 12-month Master's degree requiring completion of 45 credits over three semesters of study. An on-site study component which consists of either a seven to 10-day excursion or a seven-day trip to the International Association of Emergency Planners Annual Conference can be included.

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

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

### [Course Descriptions](#)

#### **PURPOSE 1**

#### **Identification of Organizational Disaster Needs, Initiating an Emergency Management Plan MPA 710 PCA (3 Credits)**

This course is designed to introduce students to the six-step emergency planning process, the different tiers of planning (strategic, operational and tactical) and processes involved in conducting a gap analysis and needs assessment (Planning, Data Collection, and Reporting) to determine the products students design, implement, evaluate and improve for the client. Students will also be introduced to the different types of plans, policies, and/or programs developed in emergency management including Emergency Operations Plans (EOP), Continuity of Operations Plans (COOP), Emergency Action Plans (EAP), Standard Operating Procedures (SOP), Emergency Preparedness Policies, and Training and Exercise Programs (TEP) and integrate principles of Project Management including project approval and initiation. Students will begin to develop an emergency management portfolio to seek professional certification.

### **Values and Ethics for Administrative Decision Making MPA 710 VAL (3 Credits)**

The primary focus of the class for the Values and Ethics Dimension is to provide students with a comprehensive understanding of the major traditions of ethical reflection and implications for the manager who is working with citizens in crisis to improve service delivery.

Through a series of lectures, discussions, and case studies, students will be challenged first by arguments for and against ethical relativism and pluralism. Students will be encouraged to examine how their values affect their decision making. They will learn the ethics of international disaster relief, the importance of cultural competence, and ethics of disaster spiritual care and inter-religious engagement. Additionally, students will be taught the most important classical and contemporary ethical theories: ethical egoism, utilitarianism, the ethics of duty and respect, and nature and value of management. Finally, they will become skilled at developing their own organization code of ethics.

### **Research and Analysis Methods in Disaster Management MPA 710 SEL (3 Credits)**

The course will give students the tools to research emergency and disaster management problems as diverse as the social aspects of hurricane evacuation, behavior change in employee emergency preparedness programs, and applying a cost dimension to traditional risk assessment. Students will also learn to apply quantitative and qualitative research methods from a range of disciplines, such as sociology, psychology, political science, public administration, and criminal justice to contemporary and traditional emergency management problems.

Additionally, this course will help students to be able to think critically and creatively about solving the challenges faced in a dynamic emergency management environment. Students will acquire the ability to conduct comprehensive and in-depth analyses of complex scenarios, allowing them to adopt a more well-rounded view of the field.

### **Foundations of Business Continuity Management MPA 710 SKI (3 Credits)**

This course is designed to provide an overview of business continuity standards and frameworks including Disaster Recovery Institute International (DRI) Professional Practices Body of Knowledge, ISO22301 Business Continuity Management, and NFPA1600: Standard on Disaster/Emergency Management and Business Continuity Programs. Students will explore the holistic approach to Business Continuity Management (BCM) and the integration of various disciplines such as: Emergency Response, Crisis Management, Disaster Recovery and Business Continuity. Students will be introduced to the various professional certifications they can pursue.

### **Preparing and Planning for Disasters MPA 710 SYS (3 Credits)**

This is a fully online course with the content and online lectures provided by a pioneering leader in the Field of Emergency Management.

This course is designed to provide students with an overview of how policy and politics affect the process of preparing for disasters. Students will be introduced to a number of significant disaster management case studies, their After-Action Reports, and in many cases will study the governmental review process, with a focus on how and why various policies are created, and existing policies modified. Analysis of how political counter-weighting affects outcomes, efficiencies, and the availability of resources will be discussed.

### **PURPOSE 2**

#### **Implementation of an Emergency Management Plan MPA 720 PCA (3 Credits)**

This course is designed to provide real-world experience in developing an emergency management plan, training and/or exercise for the client. Students will research and produce the emergency management products identified as a result of the gap analysis and needs assessment. Students will be introduced to the fundamental principles and frameworks for instructional design, training and exercises including ADDIE model, Exercise Program Management, and Exercise Methodology. Students will also learn how to apply the Project Performance and Control phases in the development and implementation of the Constructive Action. Students will continue compiling their respective emergency management portfolios.

#### **Public Health Systems Preparedness and Response Implementation MPA 720 VAL (3 Credits)**

This course deals with public health and mental health issues involved in crises and emergencies presented for the non-clinical emergency/disaster manager. The wide range of medical and mental health issues inherent to crises and emergencies are described and reviewed using past events in which public health and mental health issues were encountered. The course covers topics such as: differentiation between natural and man-mediated outbreaks in the community (H1N1, avian flu, SARS, pandemic influenza, smallpox, Ebola, etc.); There will be case studies of real events and review of public health and mental health consequences of those events. The following topics will be covered: methods for integrating medical, public health, and psychological processes into disaster management and review of health systems implications of nuclear, biological, and chemical disasters. This course is designed to meet the need for a recognized curriculum in the public health aspects of disaster care and organized emergency medical services systems while simultaneously considering the mental health needs of the affected communities and emergency responders.

#### **Economics and Social Trends and Implementing Social Services MPA 720 SEL (3 Credits)**

This course provides a comprehensive overview of the economic aspects of hazards and disasters through a review of the concepts, analytical tools and policies that exist to aid emergency managers before, during and after emergencies. The course offers a broad perspective on the various facets of emergency management, the value systems in different work environments, and how emergency managers get resources when competing against other demands. The class



examines the major emergency management settings, including government presentation from federal, state, local, private sector and not-for-profit perspectives.

The course commences with an overview of present-day emergency management, and proceeds to the concepts of business continuity, vulnerability analysis, risk management and the development of a Business Area Impact Analysis (BAIA). From there, students will review the economic costs of disasters, and the underlying perceptions associated with the notion of risk and learn ways to communicate risks effectively with stakeholders and the public. The first half of the course concludes with an examination of business contingency planning, its vices and virtues.

Building on that foundation, the second half of the semester begins with an introduction to the increasingly important role of public-private relationships in emergency management and moves to the heavily debated topic of price controls during emergency and disaster events. Students will then review the rights of property owners from the perspective of those either indirectly or directly affected, examine the roles of employees, employers and the government and conclude with an investigation into the impacts of natural disasters.

### **Foundations of Continuity of Operations Planning (COOP) MPA 720 SKI (3 Credits)**

Continuity of Operations (COOP), as defined in the National Continuity Policy Implementation Plan (NCPiP) and the National Security Presidential Directive- 51/Homeland Security Presidential Directive- 20 (NSPD-51/HSPD-20), is an effort within individual executive departments and agencies to ensure that Primary Mission Essential Functions (PMEFs) continue to be performed during a wide range of emergencies, including localized acts of nature, accidents and technological or attack-related emergencies.

### **Enterprise Risk Management MPA 720 SYS (3 Credits)**

This course aims to provide students with the fundamental principles of risk management. It will provide the relevant knowledge and skills required to manage risk systematically to improve performance within all areas of an organization to maximize all opportunities and minimize all threats. This course will therefore examine the management issues involved with uncertainties and in assessing risk environments in order to assure continuous system wide operations. The course studies the elements of risk assessment and operational continuity using the project management framework of planning, organizing and control.

Furthermore, students will learn how to address these risk elements in an integrated manner, ensuring that trade-offs are understood, acknowledged and accepted by the enterprise and its management.

Students will also be exposed to the role of the organization especially as it relates to crisis response and management and as it pertains to the field of disaster and emergency management. Topics include the role and need for comprehensive strategy and planning, an overview of the system wide structure, as well as the organizations within that structure, designed to plan for and respond to local or national crisis, the social and emotional impact on operations and

productivity. Additionally, students learn gap analysis to identify gaps and areas in need of improvement with regards to compliance to the relevant standards identify, and correct gaps between desired levels and actual levels of performance.

### **PURPOSE 3**

#### **Evaluation and Improvement of an Emergency Management Plan MPA 730 PCA (3 Credits)**

This course is designed to provide students with hands-on experience in piloting and rolling out the emergency management plan, training program, or exercise developed in the previous semester and implement the 7-step process to planning for meaningful evaluation. Students will work together in the planning, conduct and evaluation of an exercise for the client. Students will also learn how to apply the Project Close phase to ensure proper hand-off to the client of the emergency management plan. Students will work on completing their respective emergency management portfolios.

#### **Information Technologies and Cybersecurity in Disaster Planning MPA 730 VAL (3 Credits)**

The nature and complexity of emergency management has grown significantly in the past two decades. Along with this growth has been an even greater growth in solutions based on information technologies (IT) and the need to protect them. Foremost has been the use of computers for emergency planning, regulatory compliance, response to disaster situations, and recovery. This course provides the student with an overview of the use of IT in emergency management. The course will discuss IT challenges in all emergency planning phases and the impact of the widespread adoption of social media as well as mobile technologies on the way we approach emergency management. Geographical Information Systems and decision support systems will be explored as they play an important role in the decision-making process during disasters. Emerging technologies and trends such as Internet of things will also be discussed.

#### **Evaluating Cultural Competencies and Community Resilience MPA 730 SEL (3 Credits)**

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

**Advanced Business Continuity Practicum MPA 730 SKI (3 credits)**

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

**Homeland Security Policy and Procedures MPA 730 SYS (3 credits)**

This course is designed to provide students with an overview of the Federal Government's role in planning, mitigating, preparing for, and responding to all disasters. This course will focus on analysis of the social, psychological, and political ramifications of Man Made vs. Natural Disasters. Students in this course will get an overview of the function of the Department of Homeland Security (DHS) and its programs, with a specific focus on the Federal Emergency Management Agency, students will get an overview of FEMA and its programs. This course will provide a comprehensive overview of counter-terrorism and homeland security while offering explanations to assist students understand the role of law enforcement agencies in emergency and disaster management.

## Master of Public Administration – Emergency and Disaster Management (Online)

The Master of Public Administration in Emergency and Disaster Management (MPA-EDM-DST) via distance learning provides a dynamic, market-driven education. The coursework examines current theory and purifies it in the crucible of best practices in the industry, while addressing all aspects of the disaster management cycle. The MPA-EDM-DST program is designed to cover a wide range of topics, including climate change impacts, social vulnerabilities to disasters, enterprise risk management, cybersecurity, economics of disasters, humanitarian response to disasters, and counterterrorism.

The program caters to students who balance work and family responsibilities: It allows flexibility in scheduling, while maintaining a personal connection to the campus, other students, and our distinguished faculty.

Students can complete the MPA-EDM-DST online in 12 months, as a full-time student. The program requires 45 credits of coursework and is organized into three, 14-week semesters. Each semester is comprised of one 14-week CA course and four, seven-week sessions. As part of the coursework, students must complete a 3-semester project, or Constructive Action (CA). The CA is split into three parts, and students work with a single faculty member who helps them with the project throughout the year.

During the month of June in each academic year, the program can hold a five-day on-site residency at the MCNY Manhattan Campus. This will be coordinated with the college's annual commencement. This will provide the opportunity for the online degree participants to formally receive their degree with the entire community of graduating students at MCNY.

### **PURPOSE 1**

#### **EDM 710 PCA (3 Credits)**

This course is designed to provide you with the understanding of how to use communication and design thinking to identify and address needs as they relate to disasters within communities.

Upon learning about these subjects, you will apply your knowledge within your own community to help an entity prepare for—and possibly respond to—a disaster.

This objective, and the subsequent information, can look and sound overwhelming. But, at the end of the day, your goal is threefold: (1) identify an entity within your community that is vulnerable to a particular threat, (2) interact with that entity, and (3) begin discussions to mitigate the threat.

We will discuss how to approach your entity in week five, after your initial research.

This course is the first of three constructive action (CA) courses. The other two you will take consecutively during the next two semesters. Upon completion of all three, you will present a substantial piece of work (comprised of the work you completed in the three courses) that shows your mastery in emergency management.

### **Values and Ethics for Administrative Decision Making EDM 710 VAL (3 credits)**

The primary focus of the class for the Values and Ethics Dimension is to provide students with a comprehensive understanding of the major traditions of ethical reflection and implications for the manager who is working with citizens in crisis to improve service delivery.

Through a series of lectures, discussions, and case studies, students will be challenged first by arguments for and against ethical relativism and pluralism. Students will be encouraged to examine how their values affect their decision making. They will learn the ethics of international disaster relief, the importance of cultural competence, and ethics of disaster spiritual care and inter-religious engagement. Additionally, students will be taught the most important classical and contemporary ethical theories: ethical egoism, utilitarianism, the ethics of duty and respect, and nature and value of management. Finally, they will become skilled at developing their own organization code of ethics.

### **Foundations of Business Continuity Management EDM 710 SKI (3 credits)**

This course is designed to provide an overview of national and international Business Continuity standards and frameworks including Disaster Recovery Institute International (DRI) Professional Practices Body of Knowledge, ISO22301 Business Continuity Management, and NFPA1600: Standard on Disaster/Emergency Management and Business Continuity Programs. Students will explore the holistic approach to Business Continuity Management (BCM) and the integration of various disciplines such as: Emergency Response, Crisis Management, Disaster Recovery and Business Continuity. Students will be introduced to the various professional certifications they can pursue.

### **Preparing and Planning for Disasters EDM 710 SYS (3 credits)**

This is a fully online course with the content and online lectures provided by a pioneering leader in the Field of Emergency Management. This course is designed to provide students with an overview of how policy and politics affect the process of preparing for disasters. Students will be introduced to a number of significant disaster management case studies, their After-Action Reports, and in many cases will study the governmental review process, with a focus on how and why various policies are created and existing policies modified. Analysis of how political

counterweighting affects outcomes, efficiencies, and the availability of resources will be discussed. Building on that foundation, the second half of the semester begins with an introduction to the increasingly important role of public/private relationships in emergency management and moves to the heavily debated topic of price controls during emergency and disaster events. Students will then review the rights of property owners from the perspective of those either indirectly or directly affected, examine the roles of employees, employers and the government and conclude with an investigation into the impacts of natural disasters.

### **Research and Analysis Methods in Disaster Management EDM 710 SEL (3 credits)**

The course will give students the tools to research emergency and disaster management problems as diverse as the social aspects of hurricane evacuation, behavior change in employee emergency preparedness programs, and applying a cost dimension to traditional risk assessment. Students will also learn to apply quantitative and qualitative research methods from a range of disciplines, such as sociology, psychology, political science, public administration, and criminal justice to contemporary and traditional emergency management problems.

Additionally, this course will help students to be able to think critically and creatively about solving the challenges faced in a dynamic emergency management environment. Students will acquire the ability to conduct comprehensive and in-depth analyses of complex scenarios, allowing them to adopt a more well-rounded view of the field.

## **PURPOSE 2**

### **Implementation of an Emergency Management Plan EDM 720 PCA (3 Credits)**

This course is designed to provide real-world experience in developing an emergency management plan, training and/or exercise for the client. Students will research, and produce the emergency management products identified as a result of the gap analysis and needs assessment from their first semester. Students will be introduced to the fundamental principles and frameworks for instructional design, training and exercises including The Planning Process, Exercise Program Management, and Exercise Methodology. Students will also learn how to apply the Project Performance and Control phases in the development and implementation of the Constructive Action.

### **Public Health Systems Preparedness and Response Implementation EDM 720 VAL (3 credits)**

This course deals with public health and mental health issues involved in crises and emergencies presented for the non-clinical emergency/disaster manager. The wide range of medical and mental health issues inherent to crises and emergencies are described and reviewed using past events in which public health and mental health issues were encountered. The course covers topics such as: differentiation between natural and man-mediated outbreaks in the community (H1N1, avian flu, SARS, pandemic influenza, smallpox, Ebola, etc.); There will be case studies of real events and review of public health and mental health consequences of those events. The following topics will be covered: methods for integrating medical, public health, and psychological processes into disaster management and review of health systems implications of nuclear, biological, and chemical disasters. This course is designed to meet the need for a

recognized curriculum in the public health aspects of disaster care and organized emergency medical services systems while simultaneously considering the mental health needs of the affected communities and emergency responders.

### **Foundations of Continuity of Operations Planning (COOP) EDM 720 SKI (3 credits)**

Continuity of Operations (COOP), as defined in the National Continuity Policy Implementation Plan (NCPIP) and the National Security Presidential Directive- 51/Homeland Security Presidential Directive- 20 (NSPD-51/HSPD-20), is an effort within individual executive departments and agencies to ensure that Primary Mission Essential Functions (PMEFs) continue to be performed during a wide range of emergencies, including localized acts of nature, accidents and technological or attack-related emergencies.

### **Economics and Social Trends and Implementing Social Services EDM 720 SEL (3 credits)**

This course examines the history of both disaster preparedness research and planning, and culminates with a review of contemporary disaster planning processes and how they can be applied to real-world experiences via the examination of meaningful and purposeful case studies. This course provides a comprehensive overview of the economic aspects of hazards and disasters through a review of the concepts, analytical tools and policies that exist to aid emergency managers before, during and after emergencies. The course offers a broad perspective on the various facets of emergency management, the value systems in different work environments, and how emergency managers get resources when competing against other demands. The class examines the major emergency management settings, including government presentation from federal, state, local, private sector and not-for-profit perspectives. The course commences with an overview of present-day emergency management, and proceeds to the concepts of business continuity, vulnerability analysis, risk management and the development of a Business Area Impact Analysis (BAIA). From there, students will review the economic costs of disasters, and the underlying perceptions associated with the notion of risk and learn ways to communicate risks effectively with stakeholders and the public. The first half of the course concludes with an examination of business contingency planning, its vices and virtues. Building on that foundation, the second half of the semester begins with an introduction to the increasingly important role of public-private relationships in emergency management and moves to the heavily debated topic of price controls during emergency and disaster events. Students will then review the rights of property owners from the perspective of those either indirectly or directly affected, examine the roles of employees, employers and the government and conclude with an investigation into the impacts of natural disasters.

### **Enterprise Risk Management EDM 720 SYS (3 credits)**

Enterprise Risk Management, Transportation Infrastructure

This course will provide students with the fundamental principles of risk management. It will provide the relevant knowledge and skills required to manage risk systematically, to improve performance within all areas of an organization, to maximize all opportunities and minimize all threats. This course will examine the management issues involved with uncertainties and in assessing risk environments in order to assure continuous system wide operations. Students will

study the elements of risk assessment and operational continuity using project management frameworks for planning, organizing and control. Furthermore, students will learn how to address these risk elements in an integrated manner, ensuring that trade-offs are analyzed, understood, acknowledged and accepted by the enterprise and its management.

### **PURPOSE 3**

#### **Evaluation and Improvement of an Emergency Management Plan EDM 730 PCA (3 Credits)**

This class will focus on the build-out of an exercise plan for a tabletop exercise, the execution of tabletop exercise and the after-action review of a tabletop exercise. Throughout the program students have built a functional emergency plan which will now be transformed into a tabletop exercise plan, to close out the planning cycle.

#### **Information Technologies and Cybersecurity in Disaster Planning EDM 730 VAL (3 credits)**

The nature and complexity of emergency management has grown significantly in the past two decades. Along with this growth has been an even greater growth in solutions based on information technologies (IT) and the need to protect them. Foremost has been the use of computers for emergency planning, regulatory compliance, response to disaster situations, and recovery. This course provides the student with an overview of the use of IT in emergency management. The course will discuss IT challenges in all emergency planning phases and the impact of the wide spread adoption of social media as well as mobile technologies on the way we approach emergency management. Geographical Information Systems and decision support systems will be explored as they play an important role in the decision-making process during disasters. Emerging technologies and trends such as Internet of things will also be discussed.

#### **Advanced Business Continuity Practicum EDM 730 SKI (3 credits)**

This course will allow students to apply the knowledge and skills they have learned through previous coursework in emergency management to real-life scenarios through case studies and a final project. The purpose of this course is to prepare you to be effective emergency managers who can employ various approaches to problem-solving and anticipate and manage the consequences of complex and large-scale disruptions. The course is structured by four case studies that represent a variety of hazards and impacts. We will spend two weeks on each of three case studies while reading *On Top of the World* (Barbash, 2003) throughout the first six weeks of the course. Weekly discussions, quizzes, and a final project will give you the opportunity to digest the material, think critically about how these scenarios were addressed and deepen your understanding of how to manage the impacts of complex emergencies. The final project will focus on developing the ability to create and implement an actual Continuity program in an organization or business of your choice.

#### **Evaluating Cultural Competencies and Community Resilience EDM 730 SEL (3 credits)**

This course is designed to equip the student with an overview introduction to the theoretical foundations of individual and community resilience in the context of emergency management. We will explore the impact of various types of disasters on individuals, groups and communities, with a focus on vulnerable populations and various cultural groups. Students will develop an



understanding of the science of risk communication and its efficacy in emergencies and disasters. We will also review the primary domains or dimensions of resilience and develop an expanded awareness of the strategies and methods for increasing adaptive capacities within these groups.

### **Homeland Security Policy and Procedures EDM 730 SYS (3 credits)**

This course is designed to provide students with an overview of the Federal Government's role in planning, mitigating, preparing for, and responding to all disasters. This course will focus on analysis of the social, psychological, and political ramifications of Man Made vs. Natural Disasters. Students in this course will get an overview of the function of the Department of Homeland Security (DHS) and its programs, with a specific focus on the Federal Emergency Management Agency, students will get an overview of FEMA and its programs. This course will provide a comprehensive overview of counterterrorism and homeland security while offering explanations to assist students understand the role of law enforcement agencies in emergency and disaster management.

### [AA/BA in Emergency Management and Business Continuity](#)

The Associate and Bachelor of Arts degrees in Emergency Management and Business Continuity program will prepare students for careers in the fields of criminal justice, homeland security, crisis management, cyber security, business continuity, and other emergency management-related industries. The Associate of Arts degree is a 60-credit degree program and the Bachelor of Arts degree is 120 credits. The bachelor's degree spans eight semesters (Purposes) each of which entails five dimensions: Purpose, Values & Ethics, Self & Others, Systems, and Skills, which are the cornerstone of the Metropolitan College of New York's (MCNY) Purpose-Centered Education Model. Thus, every semester students gain a comprehensive overview of the knowledge and practical skills necessary to successfully accomplish their selected Purpose. The model necessarily and simultaneously calls for a direct nexus between theory and purpose as well as theory and practice and derives from the belief that theory married to practice in a contemporaneous manner is the optimum approach to ensuring that knowledge applied is indeed wisdom gained. These Dimensions provide students with an inventory of knowledge that transcends traditional disciplines and allows them to focus on the

relevance of the subject matter to the performance area that is the current focus of the semester. Students are required to come up with their own synthesis of accumulated knowledge gained through these various disciplines in order to apply their knowledge to real-life problems. All courses in the curriculum are three credits and each semester students must engage on a project to demonstrate application of knowledge

## **PURPOSE 1**

### **Assessment & Planning (EMB110PCA) (3 credits)**

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on teaching the student how to research and identify careers in Emergency Management and/or Business Continuity. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose. An additional requirement will be to develop a written career plan to complement their chosen degree and professional interests. The emergency management and business continuity program will be analyzed so the student can decide their specialty within the degree program and create an academic plan to support the choice successfully. The Keirseley Temperament Inventory tool will be utilized to assist the student in identifying their type so that they can work with their strengths and understand where there may be opportunities to improve, in order to be the best candidate for a particular job. Students will learn internet job search tools. Preparation of a resume, cover letter and list of references and best use of software programs is part of the curriculum.

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

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

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

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

### **Introduction to Homeland Security (EMB 110 SYS) (3 credits)**

This course will introduce students to the challenges associated with the five-fold mission of The Department of Homeland Security: to prevent terrorism and enhancing security, to secure and manage our borders, to enforce and administer our immigration laws, to safeguard and secure cyberspace, and to ensure resilience to disasters. The course will provide an overview of the

threat of terrorism, public and private sector counterterrorism, and all hazards emergency management. An examination of Antiterrorism and Counterterrorism applications through research, planning, and testing techniques will be discussed. Evaluation of the impact on state and local resources committed to security in local communities.

### **Computer Applications for Profit and Non-Profits (MIS CC 130) (3 credits)**

An introduction to Microsoft Office Suite, including Word, Excel, PowerPoint, and Access. Students are encouraged at the end of the course to seek Microsoft Office User Specialist (MOUS) certification. Students also become familiar with the use of the Internet for research.

## **PURPOSE 2**

### **Professional Relationships in the Community (EMB 120 PCA) (3 credits)**

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on the importance of groups and professional relationships. Effective groups determine boundaries for ethical behavior and create environments for stimulating intellectual capital. Leadership and competency qualities of the team are stressed. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. National Incident Management System (NIMS) and Incident Command System (ICS) are excellent examples in emergency management which highlight the importance of group work. This demonstrates the need and importance of networking and coordination efforts, especially in disaster scenarios when resources and staff may be unavailable or shared. The course examines the need for assessment, progress, metrics, and conflict negotiation and resolution. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

### **Contemporary Values and Ethics (ETH CC 120) (3 credits)**

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

### **Psychology of Disaster (EMB 120 SEL) (3 credits)**

This course focuses on the psychological impacts of disasters on people and communities. Disasters affect people in a multitude of negative ways. Students will learn the importance of psychological first aid, both immediately following and in the recovery phase after a disaster. Emphasis on the needs of vulnerable groups, such as children, older adults, minorities and other populations will be of particular importance. The student will be shown the importance of planning and working with communities to aid in their psychological coping during a disaster.

### **Introduction to Emergency Management (EMB 120 SYS) (3 credits)**

This course presents the theories and principles that are foundational to emergency management. The philosophy of Comprehensive Emergency Management will be discussed with respect to the four phases: mitigation, preparedness, response, and recovery. An analysis of past disasters will be presented along with their impacts on policy formation leading up to the current FEMA all-

hazards approach. The National Incident Management System, National Response Framework, National Disaster Recovery Framework, and the Whole Community Approach to Emergency Management will also be covered. This class is also offered in a fully online format.

### **Business Math (MIS 123 SKI) (3 credits)**

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

### **PURPOSE 3**

#### **Negotiating and Promoting a Risk Analysis (EMB 230 PCA) (3 credits)**

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on the importance of an all-hazards, multidisciplinary approach to a comprehensive emergency management plan in the private and public sector. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. The student will examine hazards and risks as well as preparedness, prevention, mitigation and response plans and procedures to ensure that strategies are in place for disaster events. The community and stakeholders are identified and included in the planning process to strengthen resilience. Key staff, resources and assets are ascertained and incorporated into the emergency plan. The student will learn how to train and test the plan periodically to ensure accuracy and staff involvement. Emphasis is placed on efficient response and fostering teamwork in a disaster, along with the proper use of disaster coordination and communication plans in the emergency operations center. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

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

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

#### **Understanding Terrorism (EMB 230 SEL) (3 credits)**

The course explains the ideological forces behind terrorism and provides an overview of terrorists' groups, and their tactics of intimidation and fear. The course highlights the effects a terrorist incident has on a given nation, such as impacting its economic, social and critical infrastructures. Analysis of various mitigation and prevention models that may be implemented prior to a terrorist attack, along with coordination and leadership efforts which will be addressed throughout the course to ensure an effective response is achieved throughout the Emergency Management cycle. Emphasis will be placed on understanding terrorist motivations, goals and objectives throughout history to the present. The course will address lessons learned (based on actual terrorist attacks) for Emergency Managers and Homeland Security practitioners to utilize

in field operations as well as applying them to the academic environment. This course helps students develop critical thinking and planning skills as they relate to the management of terrorist events. This class is also offered in a fully online format.

### **Introduction to Business Continuity (EMB 230 SYS) (3 credits)**

This course is about business continuity planning, which focuses on strategies to minimize the risk of disruptions to normal business operations. Examples of threats and hazards to business would be floods, power outages, catastrophic IT failure, and/or disruption to an organization's supply chain. Business Continuity is the private sector version of Continuity of Operations planning (COOP). Students will be introduced to business continuity planning methodologies, along with the introduction of the Business Impact Analysis. Operational risk management and crisis management for businesses, municipalities, and non-profits will be discussed. This class is also offered in a fully online format.

### **Principles of Accounting (ACC 231 SKI) (3 Credits)**

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

## **PURPOSE 4**

### **Integrating Emergency Planning (EMB 240 PCA) (3 credits)**

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on the evolution of management practices over the past half century. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. It also introduces the student to the National Incident Management System, which will be covered more fully in Purpose 5. The National Response Framework (NRF) and the NFPA 1600 (National Fire Protection Association Standard for Disaster/Emergency Management and Business Continuity Programs) will familiarize the student with national standards. Ethics, culture, and attitudes will be analyzed in the workplace and in management. Management and leadership roles and methods for supporting the emergency management and business continuity fields will be examined. The student will learn effective ways to manage a wide range of organizations and stakeholders. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

### **Humanities: World Civilizations (HUM 471 VAL) (3 credits)**

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

### **American Government (GOV CC 150) (3 credits)**

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

### **Community Health Services (HSM 240 SEL) (3 Credits)**

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

### **Cyber Security (EMB 240 SKI) (3 credits)**

Cyber security has gained prominence as of late especially as the world has become increasingly defined by information technology systems, and so, our dependence and reliance on these systems has also increased and even has become critical. Computer-based technologies are vulnerable to threats and attacks. These cyber threats, whether they are against individuals, governments, or businesses are continually taking on newer, more complex, and more dangerous forms. As a consequence, emergency professionals must possess a range of skills to understand the impact of such threats to be able to secure information and infrastructure that are so dependent them. This course provides an introduction to the range of disciplines that are fundamental to protecting cyber assets in the modern world and the various technical and non-technical skills that are foundational to understanding information technologies security and its key aspects to our nation's homeland security. This class will be offered in a fully online format in May, 2017.

## **PURPOSE 5**

### **Managing Information and Communication CA (EMB 350 PCA) (3 credits)**

This seminar Constructive Action course is where students will marry theory with practice. The case study method will be employed in this fifth Constructive Action. This particular Constructive Action will focus on the recurrent tragedy of communications management errors, as well as the human toll that poor information management can cause during an emergency. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. Students in Semester 5 will receive strong support for the CA through their coursework in Public Speaking and the focus on the Public Information Officer, Risk Assessment and Analysis as it applies to communications regarding risk, and the ARC/GIS

course, using enhanced technologies to improve information applications. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

### **Public Speaking (SPE CC 160) (2 credits)**

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

### **Principles of Management (BUS 121 SYS) (3 Credits)**

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

### **Disaster Mitigation and Preparedness (EMB 350 SYS) (3 credits)**

This course provides students with a basic overview of disaster mitigation and preparedness, which focuses on strategies to minimize the consequences of disasters. Some examples of disasters include hurricanes, earthquakes, floods, power outages and terrorist attacks. By understanding the importance of mitigation and preparedness within the cycle of emergency management, the student will obtain a better understanding of its role in the field. Study of FEMA's four step mitigation strategy: assessment of community support, assessment of risks by a community planning team, identifying mitigation options, and public education and awareness. This class is also offered in a fully online format.

### **Computer Mapping ArcGIS (EMB 350 SKI) (3 credits)**

Geographic Information Systems (GIS) encompasses a range of applications and services. GIS is used by several disciplines such as forestry and environmental studies, Political Science, Epidemiology and has the potential to be used by many others. Generally, any research that contains a spatial component is a potential GIS application area. This course is an introduction to GIS and is designed to offer the skills needed to master the elements of GIS. It provides hands-on instructions about GIS technology in the context of safeguarding communities from deliberate attacks and natural disasters. This course introduces the students to the basic skills and problem-solving capabilities of ArcGIS software and applying them to emergencies and disasters. This class will be offered in a fully online format in May, 2017.

## **PURPOSE 6**

### **Collaborative Identification of Disaster Needs (EMB 360 PCA)**

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on working with a client-organization from the community. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. Students will collaborate with their client as well as agencies and

entities that support the client and the overall plan. This community-based collaboration is essential in identifying the key components of an emergency plan that will promote community resilience. Students will begin to identify client needs by conducting both a preliminary needs assessment and an outline of their plan. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

### **Managerial and Business Writing (ENG 361 VAL) (3 Credits)**

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

### **Macroeconomics (ECO 231 SYS) (3 Credits)**

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

### **Disaster Response and Recovery (EMB 360 SYS) (3 credits)**

This course provides students with a basic overview of disaster response and recovery, which focuses on strategies to minimize the consequences of disasters such as earthquakes, floods, hurricanes, power outages, and/or terrorist attacks. The components of response and recovery are reviewed in the context of the other phases of emergency management. Emphasis will be placed on the three C's: coordination, cooperation, and communication in addition to short-term recovery planning vs. long-term recovery planning. Social and psychological recovery will also be discussed.

### **Intelligence and Investigations in Homeland Security (EMB 360 SKI)(3 credits)**

The course is about terrorism and why politically motivated acts of violence occur. The course explores the ideological forces behind terrorism and provides an overview of terrorists groups and their tactics of intimidation and fear. The course also highlights the effects of terrorism (examining weapons of mass effect) and will explore what can be done to prevent terrorist attacks or respond more effectively. This course examines threats, vulnerabilities, objectives, and strategies, instruments of national power, and protocols for investigating intelligence related activities. The course provides an overview of the intelligence structure within the United States to include its inner workings. The student will also be acquainted with the various roles within the intelligence community to include analysis and investigations. The student will become familiar with the various types of intelligence related investigations and how they interface with



criminal investigations. Various in-depth case studies (based on actual terrorist attacks) will provide the student with a foundation for the investigative process for the course.

## **PURPOSE 7**

### **Developing, Managing and Testing a Disaster Plan (EMB 470 PCA) (3 credits)**

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action will utilize information learned throughout the curriculum thus far, and students will begin to apply it in Semester 7 in the form of a written emergency plan document. Emergency Management students will be responsible for developing a plan that is specific to client requirements, as well as managing the interview and data gathering process, and designing effective testing and drills that will demonstrate the feasibility and effectiveness of the disaster plan. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. Business Continuity students will either prepare a Business Continuity Plan (BCP) or Disaster Recovery Plan (DRP) based on the needs of the client. Corrections made to the plan as a result of testing will need to be addressed in the final phase of study in Purpose 8. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

### **Homeland Security Law and Policy (EMB 470 VAL) (3 credits)**

This course examines the effect that federal and state legislation has on emergency management in various types of disasters. The student will be introduced to the individual rights guaranteed under the US Constitution and the ethical application of homeland security measures within the parameters of these rights. Students will analyze the U.S. Patriot Act of 2001 and provide comparative analysis of the USA Patriot Improvement and Reauthorization Act of 2005. Students will learn about the constitutional tests that must be the litmus test of laws, procedures and actions applied in defense of national security. The national institutional framework for the control of national security, including the authority of Congress and the President to make national security decisions, the war powers and constitutional issues in the debate on interpretation of the Anti-Ballistic Missile Treaty. Students will be asked to examine the national security process including the national command structure, secrecy issues, access to information, and the classification system. Review of intelligence and counterintelligence law, and concerns regarding individual rights and accountability as they pertain to national security.

### **Natural Disaster Planning for Communities (EMB 470 SEL) (3 credits)**

In order for a community to be truly prepared to respond to a natural disaster, it must develop effective disaster plans. This course is about the steps required for developing these plans, and the strategies that will help ensure success. Concentration on analyzing natural disaster case studies, the Threat and Hazard Identification and Risk Assessment process, and analyzes the steps in the planning process such as plan development, implementation, and maintenance.

### **ICS / EOC Interface (EMB 470 SYS) (3 credits)**

This course provides students with a basic overview of incident command system (ICS) and emergency operations center integration. Students will examine the implementation of ICS and

EOC during disasters such as earthquakes, hurricanes, floods, power outages, and terrorist attacks or anything else that would disrupt an organization's operations. Students will analyze the three essential functions of an EOC: Command and Control, Operational Control, and Recovery Planning. Students will learn about containment teams vs. recovery teams.

### **Exercising and Maintaining a Plan (EMB 470 SKI) (3 credits)**

This course is about the fundamentals of exercise design, development, conduct and evaluation of an emergency management plan. The roles and responsibilities of players, controllers, facilitators, actors, simulators, evaluators and Subject Matter Experts (SMEs) will also be presented. The course will follow and meet the guidelines established by the Homeland Security Exercise and Evaluation Program (HSEEP).

## **PURPOSE 8**

### **Disaster Plan (EMB 480 PCA) (3 credits)**

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on creating the final version of the emergency plan document for the client/organization. In this course, students will integrate their learning experience from the respective dimensions of this Purpose as well as demonstrating mastery of the subject matter covered in previous Constructive Action projects. Emergency Management students will be responsible for revising, improving, and submitting the emergency plan document. Business Continuity students will prepare a Business Continuity Plan (BCP), or a Disaster Recovery Plan (DRP) based on the needs of the client. Corrections that need to be implemented in the plan will be addressed in this final phase of study. Students will edit the final product and submit the document to their client upon receiving approval from their Instructor, Department Chairperson, Dean and President of Metropolitan College of New York.

### **Business Law (LAW 351 SYS) (3 credits)**

Drawing upon a review of the fundamentals of our legal system, this course will provide the student with an introduction to basic concepts of our system of jurisprudence, legal processes and procedures, the methods for establishing and ending business relationships, and the laws regulating our business transactions.

### **EM for Tourism, Hospitality and Travel Management (EMB 480 SEL) (3 credits)**

This course applies emergency management principles to the tourism, hospitality, and travel management industries. There will be a strong focus on the aspects of security and travel risk management for business executives and their families and providing a safe and secure environment for customers. Students will analyze how the lack of emergency management strategy and planning can adversely affect the bottom-line in travel related industries, where customers are increasingly security conscious. Students will develop a knowledge and understanding of criminal and civil law, risk and personnel management, budgeting and finance, and a host of other areas that comprise of this challenging arena of services. An organization's ability to obtain and maintain emergency action plans in conjunction with security policies and procedures will be examined in detail. Establishing effective public-private partnerships within

these industries aids in providing the essential services of protection while providing quality services to the customer base. An overview of Executive Protection methods and employee security awareness for those traveling abroad for their organization in these settings will also be examined. This class is also offered in a fully online format.

### **Business and Industry Crisis Management (EMB 480 SYS) (3 credits)**

This course is about managing pre-disaster and post-disaster planning. Crisis Management is a crucial issue for any organization that needs to ensure correct information is disseminated to staff, stakeholders, and media. A well-constructed plan will protect the reputation of the organization. Considerations for good planning include moral and legal issues as well as effective messaging, culture, online exposure and suitable staff involvement. Employees must be trained, and drills created to test the training, to ensure that staff roles are defined and understood in a crisis. Case studies will be discussed to show the necessity for crisis management planning.

### **Principles of Project Management (MIS 351 SKI) (3 Credits)**

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

### **Master of Public Administration**

This unique, three-term Master of Public Administration – Public Affairs and Administration Program can be completed in just one year. The program of study and practice has been designed specifically for working professionals with some related experience in a public agency, not-for-profit or profit-making setting, and provides the student with the skills necessary to enhance the organization's efficiency through applied learning. Each term is 14 weeks and concentrates on an area essential to building leadership careers in public service and nonprofit administration.

Within the term, classes are divided into 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 of each Dimension, which will help them master the Purpose for that term. The Purpose Dimension is designed to help the students integrate theoretical material from the other four Dimension classes, plan and carry out an effective innovation or pilot program at the field site, document their action and achievement in writing, and 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 (the equivalent of a thesis in more theoretical programs). An extensive research component is integrated into each term's requirements. Graduate students are awarded the Master of Public Administration (MPA) degree upon the successful completion of 45 credits (15 credits per term) and a grade point average of 3.0.

## **PURPOSE 1**

### **Research Implementation and Documentation (PAA 611 CON) (2 credits)**

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

### **Identifying Opportunities for Organizational Change (PAA 611 PUR) (2 credits)**

The Purpose Dimension seminar is a forum in which you explore the opportunities for change in your organization. You are expected to contribute actively, sharing ideas, research findings, suspected problems, and plans concerning your specific Constructive Action with a particular constituency.

You will develop a formal needs assessment or research proposal to identify and support the existence of a problem, need, or opportunity for Constructive Action and provide background information about your organization that clarifies the setting in which the research takes place.

### **Field Activity (PAA 611 FLD) (1 credit)**

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

The purpose of the Self and Others Dimension is to improve your ability to work effectively with others in public and nonprofit organizations. An interdisciplinary field of study known as organizational behavior is the basis of the Dimension's investigation into some of the issues that are fundamental to the successful management of people in these organizations.

This Dimension involves four levels of analysis and their influence on each other in the public sector: individual, group, organization, and the public interest. Organizational behavior in the

public sector is distinct in that public administrators must understand the public service motive of individuals who work in the public sector, the political environment of public administration, the unique characteristics of public sector organizations, which function with a different incentive structure than organizations in the private sector, and the way in which democratic participation and public values are integral to work in public organizations.

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

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

### **Public Policy (PAA 610 VAL) (2 credits)**

The purpose of the Values and Ethics Dimension is to explore a variety of topics in public policy ranging from policy formulation and implementation to measurement and evaluation. Policies are limited by the politics of political communities which are affected by competing ideologies or world views. It is important to understand not only the process by which policies are formulated but also the consequences inherent in each policy choice.

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

This is an introductory graduate course in research methods that are employed in the social sciences. It assumes that public administration practitioners can perform program design and evaluation tasks more effectively if they have knowledge and skills in the quantitative and qualitative principles of research.

The emphasis of the course will be on the theoretical and practical aspects of the research process. The course will introduce you to a variety of tools and techniques for analyzing data and making management and policy decisions based on the data.

The course is designed to provide conceptual and methodological tools for managers, evaluators and analysts charged with formally evaluating program implementation and performance. These tools will also aid you in performing the Constructive Action needs assessment and in developing the Constructive Action Purpose 1 and 2 documents.

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

This course prepares you for the use of computer knowledge and skill in your professional work life and academic projects in public administration, such as oral presentations using PowerPoint, research reports, and practical descriptive statistics using Excel worksheets.

It is a practical course that is oriented toward utilization of computer application software. You are given the opportunity to use the computer in several exercises to gain hands-on experience

with managerial applications that include word processing, Excel spreadsheets, database management, and PowerPoint presentation software.

## **PURPOSE 2**

### **Program Implementation and Documentation (PAA 621 CON) (2 credits)**

In a Constructive Action document, you will present your plan for a pilot program and program evaluation. You will also report on the implementation of the pilot program.

### **Field Activity PAA 621 FLD) (1 credit)**

### **Initiating and Managing Organizational Change (PAA 621 PUR) (2 credits)**

The Purpose 2 Dimension seminar provides the occasion for you to collaborate on the organizational challenges that must be met to design and implement a successful program. You will implement the needs assessment or research proposal that you planned in the first term and analyze, present, and interpret the data collected to support the existence of a problem in need of Constructive Action. Based on the research findings, you will design a pilot program to address the problem that you initially identified or alternative problem uncovered in the research.

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

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

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

The purpose of the Systems Dimension is to introduce you to nonprofit management, beginning with the history of philanthropy and the emergence of the nonprofit sector. Classical organizational theory and principles as well as current management and supervision practices are applied to the structure, resources, and mission of the nonprofit organization. Special attention is focused on collaborative strategic planning and its application in nonprofit organizations.

### **Administrative Ethics (PAA 620 VAL) (2 credits)**

The purpose of this Dimension is to develop your ability to explain how the major approaches to ethical decision making define the professional obligations of public administrators and resolve ethical dilemmas that arise within the profession. You will investigate the kinds of obligation and ethical dilemmas that originate in public and nonprofit organizations, the contrast with for-profit organizations, and the challenges and ambiguities that public administrators face when they try to act with integrity in the public interest.

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

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

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

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

### **PURPOSE 3**

#### **Program Evaluation and Recommendations (PAA 631 CON) (2 credits)**

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

#### **Long Range Planning for Organizational Improvement (PAA 631 PUR) (2 credits)**

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

#### **Field Activity PAA 631 FLD) (1 credit) Intergovernmental Relations (PAA 630 SEL) (2 credits)**

The Purpose of the Self and Others Dimension is to introduce the American federal system of government and explain how the division of power, authority, and functions impact 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 are characteristic of intergovernmental relations. You will learn the extent to which agency administrative functions involve interacting with other units of governance, and that these interactions can facilitate program implementation insofar as intergovernmental relations are characterized by cooperation.

### **Public Economics (PAA 630 SYS) (2 credits)**

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

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

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

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

The course in strategic planning and proposal writing is designed to complement some of the activities in the Purpose seminar. First, you will be introduced to the basic steps in strategic planning. You will define organizational opportunities and challenges after an investigation of the political, economic, social, and technological trends in the external environment. You will also define the strengths and weaknesses of your organization and strategize about how to respond to the external opportunities and challenges and internal strengths and weaknesses. Next, you will study the various types of proposals for funding, the funding environment, the identification of funding opportunities, the components of a proposal, the process of submitting a proposal, and the organization and writing of a proposal. Based on your study of proposal writing, you will convert your Constructive Action pilot into a long-range program and present it in the form of a proposal for funding. You will also prepare a strategic plan that addresses the external and internal environmental factors that might impact the implementation of your long-range program.



**Program Evaluation (PAA 632 SK2) (2 credits)**

The purpose of the Skills 2 Dimension is to introduce you to the methods of program evaluation used in public policy and administration. The course assumes that all program and agency stakeholders, for example, administrators, elected officials, oversight agencies, citizens, and staff, must understand the value of the programs they are responsible for. Specifically, managers need to lead learning organizations in the collection and interpretation of data that define program and organizational effectiveness. Data collection and interpretation will ultimately improve organizational program service delivery.

## **Faculty of the School for Public Affairs**

### **PROFESSOR**

Humphrey Crookendale  
Professor  
BA, Queens College  
JD, Howard 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 PROFESSOR**

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Associate Professor  
BA, Harvard University  
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Master of Public Administration-Public Affairs and Administration Program

### **ASSISTANT PROFESSOR**

Sophie Jiseon Lee  
Assistant Professor  
BA, Ewha Women's University  
MS, Duke University  
Ph.D., Duke

### **PROGRAM DIRECTORS**

Louis Tietje, Director, Master of Public Administration-Public Affairs and Administration Program

Ali Gheith, Director, Graduate Program  
Emergency and Disaster Management

Chuck Frank, Director, Undergraduate Program  
Emergency Management and Business Continuity

## Office of Admissions

Manhattan Campus  
60 West Street, 1<sup>st</sup> Floor  
Phone: 212-343-1234, ext. 5001  
Fax: 212-343-8470  
Email: [admissions@mcny.edu](mailto:admissions@mcny.edu)

Bronx Campus  
463 East 149<sup>th</sup> Street  
Phone: 212-343-1234, ext. 4004  
Fax: 212-665-7788  
Email: [admissions@mcny.edu](mailto:admissions@mcny.edu)

### Application Deadlines

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

### Undergraduate Admissions

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

#### Undergraduate freshmen/women

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

#### Undergraduate transfer students:

- A completed online application for admission <https://apply.mcny.edu/apply/>

- Official transcripts from all colleges/universities attended You may submit a student copy of your transcript while MCNY waits for your college to send your official transcript. Official transcripts are required before classes begin. Transfer applicants with less than 24 earned college credits must also submit a copy of their high school diploma or official HS transcript or copy of GED. An applicant may be required to have an admissions interview.

International Undergraduate applicants:

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

(The CEEB code for MCNY is 2157)

## Graduate Admissions

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

- A completed online application for admission <https://apply.mcny.edu/apply/>
- Official transcripts sent from the undergraduate institution(s) attended (and graduate institutions if applicable) \* Applicants may submit unofficial transcripts for admission review while MCNY waits for the official transcripts. Official transcripts must be received before classes begin.
- Resume
- Personal Statement/Essay
- Some Applicants may be required to have an interview with the Program Director

- **For MBA applicants only:** A 250–500-word essay describing the business venture the applicant will develop and work on during the program.
  - One letter of recommendation
- **For MPA applicants only:** A 350–500-word essay describing what the applicant hopes to gain from the master’s degree program at Metropolitan College of New York.
  - Completed Letter of Agreement. For field placement
  - Completed Field Supervisor Form for field placement
- **For MEd applicants only:** A proctored writing sample will be conducted, writing prompt to be provided by the admissions counselor.
  - An interview with the Program Director
  - Two professional letters of recommendation
  - GRE or MAT scores
- **For MA Community Health Education applicants only:** A 300-500- word essay describing the applicant’s interest in community health education.
  - One course in Human Biology.
  - 15 credits in undergraduate psychology, sociology, and/or government.
  - One course in Statistics.
- **For MS Project Management applicants only:** A 250–500-word essay describing the applicant’s career goals as a project manager.

\* More information may be found at <https://www.naces.org/members>

### Transfer Students

Transfer Students seeking a bachelor's degree may transfer up to 90 credits, depending on program requirements and individual transcripts. Transfer students are also required to submit an

official transcript from each institution previously attended, before the start of the semester

MCNY offers semester exemption or credits towards certain degrees for life and professional experience, military service as well as College-Level Examination Program® (CLEP) examinations.

### [MCNY Articulation Agreements](#)

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

### [International Students](#)

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

- Personal Statement/Essay of 250 to 500 words describing their interest in pursuing undergraduate study at MCNY\*
- One letter of recommendation from their high school or college These are included in the MCNY International Student Application. Letters submitted on official school letterhead may be substituted in lieu of the official MCNY form\*\*
- Academic transcripts with a GPA of 2.5 or higher for undergraduate admission consideration. Original or certified copies of transcripts translated into English and listing individual courses including types, numbers, and grades received are required. Highschool diplomas will not be accepted without an accompanying high school transcript.
- Transcript Evaluations: International academic transcripts must be evaluated by any one of our NACES approved/affiliated transcript evaluators: [Education Credential Evaluators \(ECE\)](#);

World Education Services (WES); or a NACES approved/affiliated transcript evaluator.

Academic Transcripts from secondary schools or high schools outside the US require a general evaluation. Academic Transcripts from colleges or universities outside the US require a course-by-course evaluation. Completed official transcript evaluations should be forwarded to the MCNY Admissions Office.

- English Language Proficiency Requirements: Submit one of the following:
  - [TOEFL](#) Scores – IbT (75 or above) or PbT (537 or above)
  - [IELTS](#) – Academic band score of 5.5 or higher
  - [Pearson](#) – PTE score of 50 or better
  - [LSI](#) – Completion of Advance Level English course (recommendation letter from language instructor required)
  - [ELS](#) – Completion of ELS Language Center course of 112 or higher
  - [Kaplan International](#) – Completion of an Advance Level English course (recommendation from language instructor required)
  - [Manhattan Language](#) – Completion of an Advance Level English course (recommendation from language instructor required)
  - [Rennert Language](#) – Completion of an Advance Level English course (recommendation from language instructor required)
  - [ACT or SAT – MCNY will accept an ACT composite score of 18 or above or an SAT score of 860. The SAT score is a combined score of the Critical Reading and Math portions of the exam. The Critical Reading portion by itself should be no less than 430.](#)
  - **MCNY Accuplacer:** For students already in New York City, the Accuplacer examination to meet the English Language Proficiency Requirements is available. Students will need to achieve a minimum of 60 on the Reading section and a minimum score of 65 on the sentence skills portion of the examination.

- **Transcript Evaluation:** International applicants with official transcripts from an accredited high school, secondary school, college, or university within the United States, Canada, United Kingdom, or Australia that verify high school diploma, secondary school diploma, bachelor's degree, master's degree or doctoral degree completion are exempt from English Language Proficiency Requirements.

Please Note:

- Only one of the above-mentioned tests (that meets the minimum requirements for admission) is necessary. Official scores of the TOEFL, IELTS, Pearson, ACT, SAT, and LSI, Kaplan or ELS course completion must be sent directly to MCNY from the test administration site. In most cases, MCNY will allow certified copies stamped by a high school counselor, high school administrator, or academic advisor. CEEB: 4802/TOEFL School Code: 2509
- Graduate students are only required to complete one essay.
- Graduate students are required to submit 2 professional letters of recommendation

#### [Enrollment Requirements for International Students \(\*post-admission\*\)](#)

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

- Personal bank statements (checking/savings accounts)
- Bank or investment statements
- Income tax returns as proof of annual income
- Pay stubs from your recent employer as proof of regular income



- Affidavit(s) of support from one or more sponsors
- Business registration, ownership documents, and profit and loss statements from a company owner as a sponsor
- Property deed, lease, or rent receipts from housing sponsors

#### [Application Deadlines for International Students](#)

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

#### [Readmission](#)

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

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

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

#### [Enrollment Requirements for All Students\(post admissions\)](#)

- All Veteran applicants are required to submit a Certificate of Release or Discharge from Active Duty (DD214)

- All Veteran applicants wishing to utilize Military benefits are required to submit a Certificate of Eligibility (COE)
- All Applicants are required to submit proof of immunity to Measles Mumps and Rubella. NYS [Public Health Law Section 2165](#) and [NYCRR Title 10, Subpart 66-2](#) require students attending post-secondary institutions, who were born on or after January 1, 1957, and registered for 6 or more credit hours, to demonstrate proof of immunity against measles, mumps, and rubella. Public Health Law Section 2165 provides for medical and religious exemptions to immunization
- All members of the MCNY community—faculty, staff, and students—are required to submit proof of COVID-19 vaccination to enter our campuses in Manhattan and the Bronx, effective September 7, 2021. Proof of vaccination must be uploaded [here](#) to enter MCNY campuses.
- For anyone who may be unable to receive the vaccine for a religious or medical reason, please email [VaccineQuestion@mcny.edu](mailto:VaccineQuestion@mcny.edu) to find out about required documentation for requesting religious or medical exemptions. If granted an exemption, they will be required to provide proof of a negative COVID test on a weekly basis.

## Office of Financial Aid

Phone: 212.343.1234 Ext. 5004

Fax: 212.625.2072

Email: [fa@mcny.edu](mailto:fa@mcny.edu)

Website: <https://www.mcny.edu/admissions-aid/financial-aid/>

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

Federal and institutional grants are based on demonstrated financial need calculated through the [Free Application for Federal Student Aid](#) (FAFSA). Financial need is the difference between the total cost of attendance and the amount that a student and or family is expected to contribute ([expected family contribution](#)) as determined by the FAFSA based on federal methodology. Financial aid is awarded to meet the needs of the recipient within the framework of the funds available and may include:

- Scholarships and grants such as Federal Pell Grant and TAP (New York State Tuition Assistance Program). Scholarships and Grants do not have to be repaid
- Loans through the [William D. Ford Federal Direct Loan Program](#) must be repaid to the U.S. Department of Education.
- Federal Work-Study requires that the student work for monies awarded.

## Aid Eligibility

To be considered for Federal Student Aid, students must:

- Be accepted and admitted into an eligible degree program at MCNY;
- Be enrolled in degree applicable coursework;
- Be a U.S. citizen or permanent resident of the United States;
- Have completed the FAFSA application;
- Have completed the annual TAP application (for Undergraduate New York Residents);
- Not be in default on a federal student loan;
- Not be in overpayment or owe a refund on a federal grant
- Be in good standing with all Federal Student Aid programs;
- Students must re-apply for Federal Student Aid each year, the FAFSA opens annually October 1;
- Meet the requirements of the Satisfactory Academic Progress (SAP) Policy.
- Transfer students must make sure that all financial aid is cancelled at the previous institution to ensure that there will be no delays in the awarding of financial aid at MCNY.

## Application and Procedures

MCNY requires students to file the FAFSA through the U.S. Department of Education's

[electronic application](#) (MCNY's school code is 009769). Filing the FAFSA also initiates the TAP application process for undergraduate New York residents. The TAP application may also be completed through the [New York Higher Education Services Corporation/](#) (school code 1099).

The financial aid year at the College covers the summer, fall, and spring semesters – in that order. Therefore, the summer semester is the first semester in the financial aid year.

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

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

## Office of the Registrar

Phone: 212-343-1234, ext. 5008

Email: [registrar@mcny.edu](mailto:registrar@mcny.edu)

Website: <https://www.mcny.edu/current-students/registrars-office/>

The Office of the Registrar maintains the official record for each student and performs a number of services for students such as registration, changes in status or programs, transcript requests, and graduation. The Office of the Registrar works in concert with the Office of Student Services to help register students for classes each semester.

### MCNY Correspondence

Please see section on “Policies Pertaining to Students” for MCNY’s correspondence policy

### Registration for Classes

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

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

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

### Changes to Course Schedule

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

## Student Registration Holds

Prior to advisement for classes, students should check Self-Service to ensure that there are no Registration Holds. Holds can be due to a variety of factors such as missing official documents in a student's permanent file or an outstanding balance. Students who have a Hold placed on their registration by the Admissions Office, Office of the Registrar, Bursar's Office, or Financial Aid Office must take appropriate action to remove the Hold before advisement takes place. This must be accomplished prior to the end of the first week of class in a semester, as no student will be allowed to register for class after this time. The College reserves the right to make exceptions regarding registration after the drop/add period ends.

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

## Transcript Requests

The Registrar provides transcripts of students' academic record as requested. Students may request an official transcript through: <https://studentclearinghouse.org/students/>.

There is a charge of \$8.25 for each transcript. A free transcript is issued upon graduation. Students should allow three business days for processing of transcripts. Students can access and print unofficial copies of their transcript by logging on to their Self-Service account. Transcripts will not be issued to any students who have a tuition or library hold.

## Grades and Academic Assessment

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

### Name, Address and Other Changes

It is imperative that any changes in a student's name, address, or phone number be reported promptly to the Registrar's Office. For name changes, please use the Change of Name Form located in the download center of the website. This form must be notarized and accompanied by official documentation. Changes of address and/or phone number can be made via Self Service (<https://selfservice.mcny.edu>). It is the student's responsibility to provide complete, accurate, and up to date information to the Registrar's Office.

### Requests for Enrollment Verification

When a student needs a letter certifying enrollment dates, good standing, or other information relating to the College, the Letter Request Form must be completed. The confirmation letter will be mailed to the student or specified addressee (employer, educational institution, etc.). Normally, it takes 2 to 3 days processing from the time the request is received. All enrollment letters require proof of the student's attendance before any letter may be issued. A student must be in attendance for a minimum of one week to receive verification of enrollment.

### Changing Academic Programs

Students must obtain the approval of their advisor to change academic programs from one-degree level to the next, at the undergraduate level, i.e. from an Associate's degree program to a Bachelor's degree program. This requires documentation, approval and a change in registration records. Upon the completion of the degree audit, records are changed accordingly. Students may change from the Bachelor to Associate degree programs so long as they have one semester (at least 15 credits) left in the Associate's degree program, and have not begun that final semester in the Associate's degree program. This change requires documentation, approval and a change in registration records. It also may affect a student's financial aid status regarding



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

### Part-time Study

The College welcomes part-time undergraduate students, who are officially defined as individuals registering for less than 12 credits a semester.

### Changing Status

Students changing from a part-time program to a full-time program or vice-versa must notify their advisor. Status changes may affect a student's financial aid status. Consult the Financial Aid Office for more information. Because changes to status or academic programs may require administrative time to obtain current grades prior to approval and or registration, students negatively affected by this delay will not be charged a late fee.

### Course Offerings

The final class schedule for each semester is contingent upon sufficient enrollment. If an insufficient number of students register for a particular section - day, evening, evening/weekend - of a Purpose, that section will be cancelled. A student may not attend a class or a section without officially registering. Unless a student is registered for a class their name will not appear on the official class roster, and the student will not be graded even if work is submitted. Courses and faculty are subject to change each semester.

### Distance Learning

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

Services.

### Transfer Student and Transfer Credits

The College welcomes students from regionally accredited institutions of higher education and former students interested in resuming their college education. Determination of credit transferability typically takes place during the admissions evaluation and decision period, although an unofficial preliminary evaluation may be made during an admissions interview. A listing of the applicant's courses and transfer credits applicable to MCNY will be given to admitted students provided the official transcripts of previous college work are on file at the time of admission. No undergraduate course will be accepted if the grade of the course is less than a "C." A "B" is required for graduate transfer credit. Other transfer limitations may also apply. Transcripts for all previously completed college work must be sent directly from the former institution to the MCNY Office of Admissions. The absence of any official transcripts will be a barrier to registration for the second semester, regardless of whether you are receiving transfer of credits or not.

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

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

transfer credits and at least a “B” or its equivalent for matriculated graduate transfer credits.

The total number of possible transfer credits for a given program is as follows:

Associate of Arts - 12 credits

Associate of Science in Business – 24 credits

Bachelor of Professional Studies and Business Administration – 90 credits from an approved four-year college.

Master’s degree - 6 credits

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

#### Credit by Examination

Students with significant academic experience may become eligible for credit by examination upon passing selected examinations of the College Level Examination Program (CLEP). Credit-bearing scores are based upon the recommendations of the American Council of Education. Currently, a maximum of 32 credits may be awarded through examination.

Information on CLEP can be found at [www.collegeboard.org/clep](http://www.collegeboard.org/clep).

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

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

Students who cannot attend classes for which they have registered have the responsibility to officially withdraw from classes. Students are considered enrolled until they have completed all withdrawal procedures. A student who wishes to withdraw from all courses should complete an Application for Semester Withdrawal from the Registrar Forms section of the Student Resources

<https://www.mcny.edu/student-resources/>

Students who wish to drop a class or switch class times - move from a day to an evening schedule - can drop/add courses via self-service up through the first week of the semester. Students should speak with an academic advisor prior to adding, dropping or withdrawing from classes.

Students in good standing who withdraw are qualified to return to the College within one academic year without reapplying. A student withdrawing with conditions is qualified to return to the College provided the specific conditions are met within one academic year. The date of withdrawal is the date of notification to the Registrar's Office. A student who officially drops a class prior to the end of the official add/drop period (within the first week of the semester) will receive a grade of "W" which is reflected on the transcript. A "W" grade has no effect on the grade point average. Dropping and withdrawing from classes, however, can have a negative impact on financial aid in the current and subsequent semesters. Withdrawals made after the close of the add/drop period will be classified as WP (Withdraw with Penalty) and the credits from those courses will count toward the attempted credits for the Financial Aid Standards of Academic Progress that must be maintained for financial aid eligibility. No withdrawals are allowed after the 10th week of class. Students should refer to the Financial Aid section of the website or speak to a Financial Aid Counselor prior to withdrawing.

#### [Withdrawal and Refund Policy](#)

Students, who withdraw, take a leave of absence, or drop a course(s) after the first day of classes are responsible for tuition charges. The tuition refund amount for dropping any or all courses is based on the date the student drops the course(s). The tuition refund policy may be found in the Bursar section of the Catalog. It is possible that a student's future eligibility for Federal and State financial aid may be affected by a withdrawal. Visit the Office of Student

Financial Services section of our website or speak with a member of our staff before withdrawing.

### [Leave of Absence](#)

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

### [International Students Tracking and Registration Requirements](#)

International Students are subject to special regulatory rules mandated by the Federal government. Students’ records are closely monitored, and registration and attendance are all carefully reported to the Department of Homeland Security via SEVIS. All international students are required by law to be in attendance every spring and fall semester during their matriculation at MCNY. International Students are not permitted to register for less than a full-time credit load (12 credits for undergraduate students, 9 credits for graduate students) during the fall and spring semesters unless they are in their last semester of attendance or if a documented medical emergency occurs. For undergraduate students 9 of the 12 credits must be on-campus rather than online, and for graduate students 6 of the 9 credits must be on-campus rather than online, although both undergraduate and graduate students are permitted to take more online courses so long as the minimum on-campus credits are satisfied.

### [Internship and Worksite Standards](#)

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

## Education Abroad

Certain graduate degree programs at MCNY may contain a study abroad component. If you are enrolled in such a program, participation in the study abroad trip is required. If you are unable to participate in the trip because of extenuating circumstances, you must consult with the Dean of your school as soon as possible to seek a waiver from participation. Students who receive a waiver or who are ineligible for travel for any reason will be assigned an alternative project to earn the required credit.

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

## Graduation

All MCNY students are responsible for understanding and successfully completing his or her degree requirements. This includes successful completion of his or her program of study, and for ensuring that he or she makes sufficient academic progress toward graduation, and assumes that all obligations - financial, academic, and documentary - have been fulfilled.

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

To be considered as a candidate for graduation, a student must meet all degree requirements for graduation and file the Graduation Application Form during registration for the semester he or she expects to graduate. If a student does not, for any reason, meet the requirements for graduation in the semester he or she filed the application, a new application must be submitted when the student seeks graduation again. This means that graduation

applications are valid only for the semester graduation is expected. They do not “carry over” to subsequent semesters.

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

- Undergraduate students: 2.0 GPA, GED or official high school transcript, and official transcripts from any colleges from which you are requesting transfer of credit, immunization records;
- Graduate students: 3.0 GPA, transcripts from all colleges from which a degree was conferred or you have received transfer of credit, immunization records.

Information about graduation will be provided to students whose names have been reviewed and validated by the Registrar. Any questions regarding eligibility for graduation should be referred to the Office of the Registrar.

### Graduation Honors

Undergraduate students become eligible for graduation with honors as follows:

- cum laude: 3.65-3.749
- magna cum laude: 3.75-3.949
- suma cum laude: 3.95-4.0

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

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

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

If the College no longer needs its copy of any Constructive Action document, the copy will be destroyed.

### Family Educational Rights Privacy Act (FERPA)

#### Confidentiality of Student Educational Records

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



which a student seeks or intends to enroll.

### Directory Information

“Directory Information” refers to information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed.

MCNY designates the following categories of student information as public or "Directory Information." MCNY may disclose such information at its discretion, without the written consent of the student.

- name
- address
- telephone numbers
- email address
- photograph
- date of birth
- enrollment status (including full or part time)
- major field of study
- grade level or purpose
- dates of attendance
- degrees received
- honors and awards received
- most recent education institution attended
- student ID number

A currently enrolled student may request that his or her directory information not be released by

filing an opt-out form with the Office of the Registrar. Students should be aware that opting out does not prevent the release of information to school officials as described above, nor does it prevent a school official from identifying a student by name or from disclosing a student's institutional email address in class.

### Right to Inspect Records

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

### Complaints

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

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

### New York State Immunization Laws

Please see section on "Policies Pertaining to Students."

### Campus Hours

Usually, the Manhattan campus is opened Monday through Friday from 8:00am to

10:30pm and on Saturdays from 10:00am until 4:00. hours of operation are subject to change throughout the 2021-2022 academic year.

#### Use of Campus Facilities

Please see section on “Policies Pertaining to Students.”

#### Security Procedures

Please see section on “Policies Pertaining to Students.

## Office of Student Services

Phone: 212-343-5009

Email: [studentservices@mcny.edu](mailto:studentservices@mcny.edu)

Website: <https://www.mcny.edu/current-students/>

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

The Office of Student Services has the responsibility for planning, implementing, and evaluating student support systems for all students. Workshops on developing college skills, time management, stress relief, public speaking, and creating Constructive Actions are periodically offered by Student Services. Advisement on both academic and personal issues is always available from our courteous staff.

### New Student Orientation

Participating in New Student Orientation is the first step towards success for all students. Whether attending MCNY for the first time or returning after an extended break; whether you're an adult learner or a student coming to MCNY directly from high school, Orientation is an effective and informative introduction to the College. This event provides students with information about the School for Business, the Audrey Cohen School for Human Services and Education, and the School for Public Affairs and Administration. Orientation includes presentations that teach students how to navigate through MCNY and the broader complexities of college life. Students receive information about the administrative offices and support services

of the College, including Office of Career and Professional Development, Registrar, Bursar, Financial Aid, Library, E- Learning, Mentors Program, and the Learning Enhancement Center. Orientation is a great opportunity for students to meet and get to know their peers. Student will be exposed to various activities that promote student involvement and the opportunity to meet and network with other new students.

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

### First Year Students/Experience

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

### Advisement

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

All students must complete academic advisement at the Office of Student Services prior to registration. Advisors are well versed in the intricacies of MCNY's policies and procedures,

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

### [Accessibility Services](#)

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

Students who require accommodations due to a physical, learning, or other disability must formally apply to the Office of Accommodation and Accessibility, located in Student Services, room 642. In order to receive accommodations students must submit official documentation from a licensed medical professional. Documentation must be on official letter head. Student must also submit an application for accommodations which can be obtained on the College's website or through the Office of Accommodation and Accessibility. This information must be presented to the Coordinator of Accessibility Services during advisement and no later than the first week of the semester in which the student is seeking accommodations.

If the requests for accommodations are approved, the Coordinator generates a Letter of Accommodation which documents what accommodations have been granted and forwards the letter to the professors via email. In addition to the email, the student is responsible for communicating with their professors about the accommodations.

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

### [Policies Regarding Accommodations](#)

- Accommodations are NOT retroactive (students cannot seek accommodations for class work prior to registering with the Office of Accommodation and Accessibility).
- Accommodations are not guaranteed from semester to semester. Students must meet with Coordinator of Accessibility Services every semester to determine eligibility for accommodations even if accommodating a permanent or long-term condition.
- Students receiving accommodations are still required to complete all necessary course work and degree requirements.

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

You can contact the Office of Accommodation and Accessibility by email at [access@mcny.edu](mailto:access@mcny.edu).

## International Students

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

The Associate Director can provide support and guidance to help international students become oriented to life at MCNY and life in the United States.

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

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



## Student Life

Students who develop networks with shared interests generally have a more fulfilling, well-rounded college experience. Involved students motivate each other and are generally more successful in attaining their academic goals. A cohesive student body, which recognizes its common concerns and goals enables students to better represent themselves as a constituency at the College and enhances the quality of student life. Student Services develops and plans activities with this goal in mind.

## Publications

The Office of Student Services produces a variety of documents to enhance student learning and disseminate important information. Useful publications include a Student's Guide to Mid-Semester Assessments and MCNY Student Survival Guide. The office also coordinates the distribution of information about emergency operations and procedures, domestic violence, and veteran's support services.

## Identification Cards

Students are required to carry a valid MCNY I.D at all times. I.D. cards must be presented to College officials and security staff upon request. College I.D. cards are issued through the Office of Student Services, free of charge. There is a \$10.00 fee for a replacement card. When obtaining their initial I.D. card, students must present another valid photo I.D. (passport, driver's license, etc.) their identity.

## Student Participation in Governance

The Office of Student Services facilitates the operation of the MCNY Student Government Association. In line with the College's philosophy of empowerment, an ongoing Student Government is encouraged, giving students a medium through which they can make their voice heard and achieve change. Students must be in good academic standing in order to hold office in

Student Government. If you are interested in becoming an active member, please contact Student Services for further information.

### [Beta Mu Iota Chapter of Phi Theta Kappa International Honor Society at MCNY](#)

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

### [Mid-Semester Assessments](#)

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

## Code of Conduct for Students

All members of the MCNY community are expected to treat one another with dignity and respect. Together we seek to create a safe and comfortable learning environment for everyone. As such, students are expected to comport themselves in a professional, respectful manner and in ways that facilitate the College's mission. Jurisdiction over student conduct and behavior of a non-academic nature resides with the Dean of Students.

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

Students must refrain from:

- Making any verbal or physical threats of violence, or behaving in a coercive, intimidating, hostile or threatening manner to students, faculty or staff
- Bringing weapons on campus - firearms, box-cutters, knives, mace, or any instrument or device used for attack
- Engaging in unprofessional and or illegal behavior or conduct, such as harassment, assault (see separate section on sexual harassment and sexual assault), falsifying official College documents, stealing, damaging personal or College property, using illegal substances, disrupting a class or activities in an area of the College's premises, etc.
- Uploading or downloading copyrighted works - music, movies, software, video games and other copyrighted works - without authorization of the owners. This is a violation of Federal copyright law
- Viewing sexually explicit or other inappropriate websites on any of the College's computers

- Any behavior that interferes with the operation of the College or any situation that recklessly or intentionally endangers or threatens the mental or physical health of any individual, including but not limited to threats, coercion, harassment, or acts of violence.

Students must refrain from **Disruptive Behavior**, such as:

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

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

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

## Procedure for Non-Academic Conduct Violations

Any member of the faculty, administration, staff, or student body may file a complaint against a student for any offense by following the procedure below. Complaints must be filed within 30 days of the initial incident. The institution's policy and procedures for handling matters regarding sexual misconduct, including sexual harassment and sexual assault, can be found in the document entitled Policy and Procedures for Sexual Assault Prevention and Reporting Sexual Misconduct found on our website.

### Filing a Complaint

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

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

In some cases, the Dean of Students may designate a representative to conduct an investigation into the allegation(s). The designated representative of the Dean will notify the accused party and may schedule a fact-finding meeting to begin the investigation.

As part of the fact-finding process, the accused may submit a written response to the allegations and may present any relevant evidence.

During the fact-finding process, upon agreement of all parties, the Dean of Student's designated representative may attempt mediation to informally resolve the issue. Sexual harassment claims and sexual assault claims shall not be subject to mediation directly between

the parties, and the handling of sexual harassment claims is explained separately in the document entitled Policy and Procedures for Sexual Assault Prevention and Reporting Sexual Misconduct found on the MCNY website.

### Disciplinary Sanction

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

- Verbal and or written warning
- Behavioral contract
- Social probation (suspension from a student club, group or activity)
- Suspension from attending classes or being on College premises
- Dismissal
- Discretionary sanctions, which may include notation in the student's permanent file.

The College reserves the right to combine sanctions, as appropriate. Any student who is suspended or dismissed will be responsible for tuition charges incurred, in accordance with the tuition liability policy.

### Disciplinary Appeals

Decisions made by the Dean of Students or designee may be appealed, in writing, to the VP of Enrollment Management and Student Affairs within 14 calendar days of the date of the notification. Failure to submit an appeal within this period shall constitute a waiver of the right to appeal. In cases where the student wishes to appeal the sanction, the VP may convene a ***Conduct Appeals*** Committee.

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

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

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

### [General Grievance Procedure](#)

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

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

If the matter is not resolved informally, the student should present a written statement

explaining the grievance to the Dean of Students. He or she will delegate the review of the student's issue to the appropriate administrative office or official for prompt review and determination of required action. The review process will generally be completed within 45 calendar days of receipt of the written statement.

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

#### [Policies and Procedures on Sexual Assault and Sexual Harassment](#)

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

- Threatening retribution or promising benefits in return for sexual favors, whether implicitly or explicitly
- Unwanted verbal, physical or visual conduct - the person who is the target of the conduct is the judge of what is considered unwanted
- Unwanted sexual advances
- Sexual violence and sexual assault



- Comments concerning an employee's or a student's sexual habits, sexual preference, or sexual desirability, whether generally stated or, specifically at an individual
- Offensive talk about sex or sexuality
- The use of demeaning or offensive words when referring to people of a particular sex
- The display of pornographic or other offensive material, including circulating written or graphic material including e-mail messages that denigrates or shows hostility or aversion toward an individual or group and
- Any other activity that creates an unpleasant or offensive working or learning environment, or that interferes with work or academic performance, because of a person's sex

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

### [Procedure for Reporting Sexual Harassment](#)

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

- Promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Failure to advise the offender will not invalidate the claim.
- Students should then immediately report the complaint, via email, call, or in writing to the Title IX Coordinator.

If the complaint is against an employee of the College or third party, the Title IX Coordinator will work with the Director of Human Resources or College Counsel for investigation. The institution's policy and procedures for handling matters regarding sexual misconduct, including sexual harassment and sexual assault, can be found in the document entitled Policy and Procedures for Sexual Assault Prevention and Reporting Sexual Misconduct found on the MCNY website.

### Other Types of Harassment and Discrimination

Harassment on the basis of race, color, gender, ethnicity, disability, religion, national origin, age, veteran status, sexual orientation, or any other category protected by law is strictly prohibited. The College will not tolerate harassment or discrimination of applicants, employees, or students by anyone, including managers, supervisors, co-workers or students. Employees or students who believe they are being harassed or discriminated against on the basis of any of these factors should follow the procedures below.

### Procedure for Reporting Harassment/Claims of Discrimination

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

- Advise the offender that his or her behavior is unwelcome and request that it be discontinued. Failure to advise the offender will not invalidate the claim.
- Report the complaint in writing to the Title IX Coordinator
- If the complaint is against a student, the investigation will be undertaken by the Title IX Coordinator through the procedures for non-academic code of conduct violations, above.
- If the complaint is against an employee of the College or third party, the Title IX

Coordinator will work with the Director of Human Resources or College Counsel for investigation.

In both cases of claims against students and claims against employees, the College will request consent from the complainant before investigating, however, if consent is not granted or confidentiality is requested, the College will take reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue the investigation, but may be limited in completing the investigation. Complaints will be shared only with necessary parties to the investigation, discipline process, or supervisory process. The College will accept complaints from third parties who are not themselves the victims of harassment, but the College's ability to investigate such complaints may be limited without the cooperation of the alleged victim.

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

Both the complainant and the subject(s) will be given written notice of the results of the investigation.

The complainant in harassment cases will be notified of any sanctions that relate directly to the complainant if harassment is found to have occurred, for instance, sanctions that the harasser avoid contact with the complainant or leave the College.

Corrective action may include training, referral to professional counseling, and or disciplinary action such as warning, reprimand, suspension and dismissal, or any combination or

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

### Field Placement

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

### Off-Campus Behavior

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

### False Claims

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

## Policies on Bias Crimes

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

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

## Weapons in the Workplace and on Campus

Metropolitan College of New York strictly prohibits employees and students from possessing weapons of any kind on the premises. The prohibition explicitly includes firearms of any type, including those for which the holder has a legal permit, with the exception of firearms carried by off-duty police officers or other peace officers. Other examples may include but are not limited to box-cutters, knives, mace, or any instrument or device used for attack. Employees

and students are not permitted to bring weapons to the work site or keep weapons on school property. The school property covered by this policy includes property of any nature owned, controlled or used by the College, including but not limited to offices, desks, file cabinets and lockers. This policy is designed to ensure the health and safety of all employees and students on campus. A violation of this policy may result in disciplinary action up to and including immediate discharge or expulsion. Police officers or peace officers who fall within the exception above must seek written approval from the College President to bring the weapon on campus and provide any requested documentation to support the granting of this approval.

### Violence Warning Signs

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

- Verbal, nonverbal, or written threats or intimidation, explicit or subtle
- Fascination with weaponry and or acts of violence
- Expression of a plan to hurt self or others
- Feelings of persecution, expressed distrust, especially with authority figures
- Frequent interpersonal conflicts
- Displays of unwarranted anger
- Indications of marked mood swings
- Vandalism- violence toward inanimate objects
- Sabotaging projects or equipment

- Holding a grudge against a specific person; verbalizing a hope that something will happen to him or her.
- Employees and students who are concerned about potentially violent behavior of co-workers or classmates should report their concerns to the appropriate College official.

### Workplace Violence Prevention Procedures

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

### Emergency Responses and Evacuation Procedures

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

### Advice and Updates to Students Regarding Security Procedures

In addition to the information contained herein, the College Campus Safety Committee reviews current campus security policies and procedures and makes recommendations for their

improvement. Students and employees are advised and updated regarding campus security procedures via email and/or website updates.

### [Public Safety/Annual Security Report](#)

MCNY's annual security report (The Clery Report) includes statistics for the previous three years concerning reported crimes that occurred on campus, in off-campus building or property owned or controlled by the College; and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning alcohol and drug abuse, crime prevention, the reporting of crimes, sexual assault and other matters. You can obtain a copy of this report by contacting Admissions (ext. 5001), Student Services (ext. 5009) or Security (ext. 2101), or by accessing our website at [mcny.edu](http://mcny.edu).

### [Policies with Regard to Alcohol, Drug-Free Schools and Communities](#)

The unlawful use, manufacture, distribution, dispensation, sale, or possession of any illegal drug or controlled substance – without a valid prescription – is prohibited. This policy covers all illegal drugs, alcohol, and legal drugs, which impair a student's or employee's ability to successfully complete his or her work or educational program at the College. Students are prohibited from reporting to the College or to work or fieldwork while under the influence of any illegal drug or controlled substance, including alcohol. Violation of this policy may be grounds for serious disciplinary action, up to and including dismissal. Individuals suffering from drug or alcohol abuse are encouraged to seek assistance from their doctor who can refer them to proper treatment or rehabilitation programs. The College also reserves the right to require individuals to undergo a medical evaluation under appropriate circumstances. A list of referrals regarding available treatment, special resources, community drug prevention programs, etc., is available by contacting the Office of Student Services.



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

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

If convicted of an offense involving:

### **The possession of a controlled substance: Ineligibility period is:**

First offense .....1 year

Second offense .....2 years

Third offense ..... Indefinite.

### **The sale of a controlled substance: Ineligibility period is:**

First offense .....2 years

Second offense ..... Indefinite.

## Office of the Bursar

Phone: 212-343-5009

Email: [boffice@mcny.edu](mailto:boffice@mcny.edu)

Website: <https://www.mcny.edu/current-students/bursars-office/>

### Tuition

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

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

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

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

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

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

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

### Payment of College Bills

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

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

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

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

Metropolitan College of New York

Student Financial Services, ATTN: BURSAR

60 West Street

New York, NY 10006

For Wire Transfers:

Payee Name:	Metropolitan College of New York
Payee Address:	60 West Street New York, NY 10006
Account Name:	General Fund Account
Bank Name:	JPMorgan Chase
Bank Address:	270 Park Avenue New York, NY 10017
Bank Officer:	Vonetta E. Jones (855) 237-2612
Swift Code	CHASUS33
ABA/IBAN	021000021
Account Number:	530503743

### Third Party Payments

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

### Electronic Billing and Payment Through Nelnet

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

### Returned Check Policy

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

## Payment Plans – Domestic Students

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

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

## Payment Plan - International Students

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

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

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

### [Collections](#)

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

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

### [Late Registration Fee](#)

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

### Refunds for Degree Students

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

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

The tuition refund policy is as follows for students enrolled in our Emergency Disaster Management Online program:

#### Session 1 & Session A

Before Session 1 & Session A begins	100%
Through the first week of the Session 1 & Session A	75%
Through the second week of Session 1 & Session A	50%
Through the third week of Session 1 & Session A	25%
After the third week of Session 1 & Session A	No Refund

#### Session B

Before Session B begins	100%
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Through the first week of Session B 50%

After the first week of Session B No Refund

Any adjustment of aid for dropped courses, withdrawals, and leave of absence will be determined by the Bursar's office. Students who are due a refund for financial aid or loan funds in excess of their college charges will first have refunds posted to their student account. It can take up to two weeks from the date it was posted for the refund to be received by the student. Refunds are distributed to the student by BankMobile based upon the refund preference selected by the student on [www.bankmobilevibe.com](http://www.bankmobilevibe.com).

Please note that MCNY disburses aid in the following order: loans, federal grants, state (TAP) grants, and lastly institutional scholarships. Hence, student refunds usually occur towards the end of the semester. Students may review their student account (financial aid awards and billing statements for instance) on the Self-Service website.

All students are sent a green envelope from BankMobile containing a Personal Code to the address on file with the college. Students are also sent a Personal Code to their MCNY Outlook email. If you do not receive the green envelope, please log into your MCNY Outlook email for your Personal Code. Visit [www.bankmobilevibe.com](http://www.bankmobilevibe.com) and use the unique set of digits to log in and view your choices and select the refund preference that's right for you. If you do not receive a green envelope from BankMobile and you did not receive an email from BankMobile in your MCNY Outlook email, please stop by the Bursar office in order to request an Instant Personal Code in order to select your refund preference. Students can also contact us at 212-343-1234 ext. 5002 or at [boffice@mcny.edu](mailto:boffice@mcny.edu) to request an Instant Personal Code.

\*Please note that Instant Personal Codes are only sent to the student's MCNY Outlook email address.



## Refund Preferences Options

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

<https://www.vibeaccount.com/main/printablefeeschedules.do>

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

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

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

## Using Title IV Financial Aid Refunds to Pay Prior Year Charges

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

## Parent PLUS Refunds

If a credit balance is the result of a Parent Plus loan, the credit balance will go to whomever the parent selected to be the recipient of the refund on the loan application. This can

be either the student or the Parent. If the refund is to be issued to the parent, it will be sent to the address on file with the Financial Aid Department.

### [Return of Title IV Funds](#)

This policy applies to students who complete 60% or less of the enrollment period (i.e., Fall, Spring or Summer session) for which they received Federal Title IV aid. A student who drops a class but still completes one or more classes does not qualify for the Return of Title IV Funds policy. The term “Title IV aid” refers to the following Federal financial aid programs: Unsubsidized Federal Direct Loans, Subsidized Federal Direct Loans, Federal Direct PLUS Loans, Federal Pell Grants, and Federal SEOG (Supplemental Educational Opportunity Grant). To conform to the policy, Metropolitan College of New York (MCNY) must determine the student’s withdrawal date. The withdrawal date is based on the earlier of the two:

1. The last date of attendance at an academically-related activity by a student, or
2. the date the student began the withdrawal process or officially notified MCNY of their intent to withdraw.

The calculation required determines a student’s earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded from both the numerator and denominator.

Until a student has passed the 60% point of an enrollment period, only a portion of the student’s aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the enrollment period. Earned aid is not related in any way to institutional charges. In addition, the College’s refund policy and Return of Title IV Funds procedures are independent of one another. A student who withdraws from a course may

be required to return unearned aid and still owe the college for the course.

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

#### **Modules:**

***Regulatory change effective July 1, 2021: A program is offered in modules if the program uses a standard-term academic calendar, and a course or courses in the program do not span the entire length of the payment period or period of enrollment.*** MCNY will calculate the percentage and amount of awarded Federal Student Aid that the student earned within the payment period. If the student has completed more than 49 percent of the payment period, *or* has completed all of the degree requirements from his/her program before completing the days in the payment period that he/she was scheduled to complete, *or* if the student completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student for the payment period, *or* the school receives written notification that the student will attend a module that begins in the same payment period or period of enrollment, the student is not considered to have withdrawn, and a Return of Title IV Funds (R2T4) is not required and will not be calculated.

#### **Book Advance**

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

\$500.00 towards the purchase of books and supplies. The amount has been determined based on the cost of attendance at the Metropolitan College of New York. By signing and submitting a Book Advance form, the student understands that:

- Student must be enrolled for the semester that they request the Book Advance.
- Student must be Pell eligible and submit all required paperwork to the financial aid office.
- Student must be anticipating a Title IV based credit balance (Title IV funds include Pell, Unsubsidized Loan, Subsidized Loan and Federal Supplemental Educational Opportunity Grant/FSEOG).
- Students, who have a prior year balance but are anticipating a Title IV credit balance, will have up to \$200.00 of their credit used within the academic year towards their prior balance first, in accordance with federal regulations. The remaining amount will be used towards their Book Advance refund.
- Book Advance submissions will not be accepted after 1 month from the first day of classes for the semester of the request.
- If the student is approved for the Book Advance refund, the student authorizes the Metropolitan College of New York to advance a partial refund to them prior to the first day of class.
- Refund files are sent to BankMobile weekly. BankMobile will then issue the refund to the student based on the refund preference they have selected at [www.Bankmobilevibe.com](http://www.Bankmobilevibe.com). Failure to select a refund preference will result in a delay in the issuance of the student's Book Advance refund.
- Student is responsible for full repayment to the Metropolitan College of New York in

the event that the student's financial aid eligibility changes or their awards require re-calculation due to a change in his or her course schedule. The student will be responsible for any balance incurred due to the Book Advance refund.

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

Those students who are not Pell eligible but have a Title IV credit balance available after submitting all required paperwork to the financial aid office, can apply for a Book Advance. This book advance can be used through MCNY's partnership with Akademos, a virtual bookstore, to offer students the option of purchasing books online for below list price. Students can receive a credit line of up to \$500 for book purchases. If you do not use the line of credit, you will not be charged or if you spend less than your line credit, your account will reflect the actual cost. If your total purchase exceeds your credit line, you will have to pay the difference. Students who have a prior balance are not eligible to receive a Book Advance. Furthermore, all Book Advances expire 1 month from the first day of classes for the semester of the request.

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

### [Education Tax Benefits](#)

A portion of the student's educational costs may be deductible on Federal and State income tax return via the college generated 1098-T Tuition Statement Tax Form. This can increase the student's tax refunds. In order for a 1098-T Tuition Statement Tax Form to be generated, students must have a Social Security number or Tax Identification number on file

with the Registrar office. Students should consult with an accountant to assure compliance with tax regulations.

### Changes to 2018 1098-T Form

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

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

### 1098-T Electronic Consent

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

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

<https://www.mcny.edu/current-students/bursars-office/>

Please see BankMobile's Refund Choice selection at the below URL:

<https://bankmobiledisbursements.com/refundchoices/>

## The Learning Commons: Library and Office of Academic Support

Phone: 212-343-1234, Ext. 2001

Email: [library@mcny.edu](mailto:library@mcny.edu)

Website: <https://www.mcny.edu/library/>

### The Library

The MCNY Library has branches at both the Bronx and the Manhattan campuses. The library is a comfortable community space for students to relax, study, read, and to work on their own or in groups, and with librarians. Our librarians are available to meet one-on-one, either in person or online; assist with research, introduce students to library resources, and help in any other way. There are computers and copy machines available for student use.

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

### The Collection

Through the Library page on the MCNY website, students can look up physical materials owned by the library and access digital resources through library subscriptions.

The Library's physical collections are subdivided into three categories:

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

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

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

### Library Facilities Policies

- Respectful behavior is expected of all users, and offensive language or conduct towards other community members or library staff will not be tolerated.
- Food is not permitted.
- Beverages are permitted only in covered containers.
- Cell phone conversations are not permitted.
- Conversation is permitted, but the overall noise level should be kept to a minimum; this also includes music or noise from any personal devices.
- As in the other areas of the college: smoking is not permitted; children are never allowed in the library unaccompanied, and overall, only allowed in the library for short periods while transactions are being completed.

### Computer Use, Internet Use Policy, and Library Privileges

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



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

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

#### Internet Usage.

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

#### Unattended computers.

Computers left unattended for 15 minutes or more will be considered vacated and may be reassigned. Students MUST take their external storage and personal belongings with them whenever they leave the Library. Staff members of the Library are not responsible for lost or stolen articles.

#### Downloading and Saving.

Library staff members are not responsible for any coursework left on workstations. Workstations are programmed to delete all individual files upon restart of the machine in question OR after 24 hours has elapsed.

#### Printing.

Students are urged to use College printers responsibly. Limiting printing to documents that are necessary reduces strain to the College's printing resources and the environment. Printers should be used only for documents of less than 50 pages only. If you need to print a larger document you should consult with a staff member. Printers should not be used to print

multiple copies of a document; if multiple copies are necessary (and in compliance with the copyright law), a photocopier should be used. A maximum of 3 copies of a document of no more than 5 pages may be made using College printers. Like the computers, printers may be used only for College related purposes. Students found to be using computing facilities for personal use or violating the guidelines on copying may have their library privileges revoked.

#### Alumni.

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

#### Violations

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

## Privacy

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

## Copyright Violations and Peer to Peer File Sharing

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

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

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

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

### Fair Use and Copyright Violations

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

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
2. The nature of copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for, or value of, the copyrighted work

Although it is typically permissible for a student to copy an excerpt of a larger work for personal academic purposes, there is no specific number of words, lines, or notes that may safely

be taken without permission. Photocopying should not be used as a substitute for purchasing required materials. Instructors at the College are encouraged to use course packs and to place materials on reserve in the library to reduce the materials students must purchase.

Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

### Office of Academic Support

Phone: 212-343-1234, ext. 2438

Email: [academicsupport@mcny.edu](mailto:academicsupport@mcny.edu)

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

### Learning Enhancement Center (LEC)

Email: [LEC@mcny.edu](mailto:LEC@mcny.edu)

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

## Mentor Program

Email: [mentoring@mcny.edu](mailto:mentoring@mcny.edu)

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

## Office of Career and Professional Development

Phone: 212-343-1234

Email: [careerservices@mcny.edu](mailto:careerservices@mcny.edu)

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

Our highly skilled staff are professional and committed to helping students and alumni reach their career goals. (CPD) builds substantial relationships with employers and organizational partners to create bridges for students and alumni to achieve career development objectives. The (CPD) team is responsive, personable, understanding, and accessible.

### Services Offered

We offer a wide array of services that include:

- Professional Development Workshop Series
- Job Fairs/On-Campus Recruiting
- Individual Career Coaching and Advisement
- Resume and Cover Letter Preparation Guidance
- Interview and Salary Negotiation Strategies
- LinkedIn Account Development Advice
- Networking and Job Search Strategies

## Policies Pertaining to Students

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

### Standards of Academic Conduct and Student Integrity

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

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

- Cheating – Receiving or providing unapproved help in any academic task, test or treatise. Cheating includes the attempt to use or the actual use of any unauthorized information, educational material, or learning aid in a test or assignment. Cheating includes multiple submission of any academic exercise more than once for credit without prior authorization and approval of the instructor.
- Plagiarism – Presenting someone else's work as though it is one's own. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that



are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

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

### Penalties for Academic Misconduct

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

#### First-time offenders

- Failure or no credit for the academic task
- Mark down of the grade for the course
- Failing grade for the course.
- Recording the incident in the student's academic record, especially in situations of collusion or obstruction, where a student may not be registered in the course
- Placement of the student on Academic Probation
- The College reserves the right to suspend or dismiss first-time offenders if, in its judgment, the situation or infraction warrants such action

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

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

## Academic Misconduct Procedure

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

1. Discuss the situation with the student immediately. If, after consultation with the student, the faculty member determines that an academic standard was violated, he or she will determine and impose an appropriate sanction with regard to the student's grade in the course.
2. The faculty member will immediately submit written documentation with regard to the violation and the sanction imposed to the Dean of the school in which the alleged incident took place. If the faculty member believes that additional sanctions are appropriate, they shall request that the Dean review the case and impose such additional sanctions. If no additional sanctions are requested, the faculty member shall notify the student of the grade sanction in writing and also alert the Registrar and other appropriate offices.
3. Where requested by the faculty member, or otherwise determined appropriate, the Dean or Dean's representative shall review the allegation and speak to both the faculty member and student regarding the claims. Upon completing this review, the Dean or Dean's representative will notify the student in writing of the allegation, grade sanction, any additional sanctions imposed, and of the Procedure to Appeal Academic Conduct Violations. The faculty member and appropriate officials shall receive a copy of this letter.

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

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

To appeal an academic misconduct allegation and sanction a student must:

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

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

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

4. The Dean will make the final decision and notify the student and other appropriate College individuals within 10 calendar days of the hearing.

5. If the student feels that the College has not adhered to the appeal process, they may submit a written request to the Vice President of Academic Affairs to review the appeals process. The request must be sent within 10 calendar days of the Dean's notification.

6. If the Vice President determines the College's procedure was followed, the outcome will stand with no further appeal. If it is determined that there was a material violation

of the appeals process, the matter will be returned to the Dean to conduct a second review. The result of the second review is final.

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

### Attendance Policy

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

### Grades and Symbols

Grade	Definition	Grade Weight
A	Outstanding	4.000
A-	Excellent	3.667
B+	Very Good	3.333
B	Good	3.000
B-	Competent	2.667
C+	Fair	2.333
C	Satisfactory (Lowest passing grade for graduate students)	2.000
C-	Below Satisfactory	1.667
D+	Poor	1.333
D	(Lowest passing grade for undergraduate students)	1.000
F	Failure	0.000

	<b>The following are not computed in the GPA but are counted in pace for graduation.</b>	
I	Incomplete *	
EI	Extended incomplete*	
WP	Withdrawn with Penalty**	
FWD	Unofficially Withdrawn**	
FNS	No Show failure for the Course**	
AW	Administratively Withdrawn Effective Spring 2020FNS will be replaced by the AW.	
WA	Waived Credits	
TR	Transfer Credits	
PL	Prior Learning	
	*As of Summer 2019 **With Tuition Penalty	

### Grade Point Average

A system of points is used to determine a student's Grade Point Average (GPA). Every semester a GPA is calculated in two ways: for all courses attempted in that semester, and cumulatively for all semesters.

The semester GPA is calculated as follows. The grade point weight for each grade received is multiplied by credit hours assigned to that course, creating quality points. All quality points are added together. This sum is then divided by the number of credits attempted for that semester, producing a semester GPA. The GPA is calculated to three decimal places.

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

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

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

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

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

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

### [Incomplete Grades Policy](#)

There are times when unanticipated events occur to a student that prevent them from completing all of the requisite course work within the 14-week time frame. At those times it is within the instructor's discretion to decide whether additional time and a grade of Incomplete can be granted to the student to complete the outstanding work. Generally, a grade of incomplete is the exception rather than the norm.

Please note that:

- A grade of Incomplete is granted or denied solely at the discretion of the instructor. When necessary, the VPAA may intervene.
- Incompletes are only granted if the student has completed a substantial portion of the course and the course work is of passing quality (recommended 60% undergraduate and 70% graduate at the time Incomplete is requested).
- An incomplete grade will eliminate a student's eligibility for the dean's list and may affect the student's financial aid.
- If the instructor does not submit a grade change by the date designated by the Registrar in the academic calendar, the grade will automatically change to an "F".
- In rare circumstances, an Extended Incomplete may be granted, but only with the signed approval of the Dean.
- If an Incomplete or Extended Incomplete is changed to an "F" because deadlines for the submission of course work were not met, the failed course must be repeated, and tuition will be assessed for both the Incomplete and the subsequent course.
- For financial aid SAP review, an incomplete grade is not calculated towards GPA, but it is factored into pace.
- Student should refer to the academic calendar for due dates. Students who receive an Incomplete during the semester in which they intend to graduate must adhere to deadlines, otherwise the degree may not be conferred until all graduation requirements are met.

## Student Status

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

## Good Standing and Academic Progress

Good Standing guidelines exist to ensure that students understand what the College expects of them in terms of behavior and performance. To be in good academic standing at the College, a student must be matriculated and making satisfactory progress toward a degree. Each MCNY student is responsible for learning the degree requirements for their program of study, for seeking out needed academic and career advice, and for ensuring that they make sufficient academic progress toward graduation.

## Academic Standing and Financial Aid

### MCNY Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility

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

#### I. Definitions and Terminology

- A. Attempted Credit: Any credit for which a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, F, I, EI, WP, FWD, FNS, AW, WA, AW, and courses not yet graded.
- B. Cumulative Grade Point Average (CGPA): The MCNY grading policy is published in the MCNY Student Handbook.



- C. Transfer Student: Transfer students are those who enter MCNY with transferrable credits from another college or colleges that may be applied towards their eligible MCNY degree program. The MCNY CGPA does not include transfer credits in the CGPA calculation. Transfer students not meeting SAP CGPA or pace of progression requirements will be recalculated to include transfer credits. The re-evaluation with transfer credits will determine SAP status to ensure students are able to complete program requirements within 150%.
- D. New Student: New to college students (students without prior college credits) are considered to be meeting SAP standards upon entry and will be evaluated after their first payment period (semester).
- E. Readmitted Student: A student who has ceased attendance with MCNY for three (3) consecutive semesters (or more) must apply and be readmitted into an eligible program. Readmitted students are considered to be meeting SAP standards upon entry and will be evaluated after their first payment period (semester).
- F. Financial Aid Warning: Status assigned to an eligible payment period for the next enrolled semester after failing SAP standards. Students not meeting Maximum Timeframe requirements are not eligible for a financial aid warning period.
- G. Appeal: A process by which a student not meeting MCNY's SAP standards is eligible to appeal for reconsideration of the student's eligibility for Title IV Federal Student Aid programs based on extenuating circumstances that led them to fail SAP standards.
- H. Extenuating Circumstance: A one-time (not on-going) circumstance that is beyond the reasonable control of the student.

- I. Financial Aid Probation: A status assigned to a student who fails to meet SAP GPA and / or pace of progression, with an approved appeal. An appeal that has been approved may not exceed one payment period (semester) without an academic plan. Students must be able to meet maximum timeframe requirements to qualify for financial aid probation.
  - J. Academic Plan: A plan developed with academic advising through the SAP appeal process for students who will not meet SAP standards within one probationary period (semester) on an approved appeal. Students must be progressing towards meeting SAP standards based on the terms outlined in the academic plan.
  - K. Financial Aid Suspension: Status assigned upon failing to meet the minimum SAP standards or the terms of probationary status. Students in this status are not eligible to receive Title IV Federal Student Aid funds.
  - L. Maximum Timeframe: Maximum timeframe for completing receiving aid towards completing program of study, specifically 150% of the program's published length, as measured in credit hours.
- II. MCNY evaluates SAP using qualitative (GPA) and quantitative (pace of progression) standards, as is required under the law (34 CFR 668.16(e); 668.32(f); 668.34).
  - III. Qualitative and quantitative measures of SAP are required to ensure students receiving Federal Student Aid are progressing towards the completion of a degree or certificate in a Title IV-eligible program.
  - IV. Specific requirements for academic progress for Federal Student Aid recipients are applied differently than scholastic standards. Federal regulations state that SAP standards must include a review of all periods of enrollment, regardless of whether students received Federal Student Aid funding or not. Standards are applicable for all enrolled payment periods, including all levels of enrollment (full-time or part-time enrollment). Students will

be evaluated using the standards described below.

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

<i><b>Program / Attempted Credits</b></i>	<i><b>Credits Required</b></i>	<i><b>Minimum GPA</b></i>	<i><b>Minimum Pace of Progression</b></i>	<i><b>Maximum Credits Allowed</b></i>
<b>Associate degree</b>	<b>60</b>			<b>90</b>
1-30		1.5	33%	
31-46		1.8	58%	
47-60+		2	67%	
<b>Bachelor's Degree</b>	<b>120</b>			<b>180</b>
1-30		1	25%	
31-59		1.5	33%	
60-89		1.7	54%	
90-120		2	67%	
<b>Graduate Degree</b>	<b>45</b>			<b>67.5</b>
1-30		2	50%	
31-45		3	67%	

### ***Evaluation Period***

- SAP standards will be evaluated at the end of each payment period. For credit hour programs, a payment period is a semester (Fall, Spring, and Summer).
- SAP standards are evaluated based on qualitative (CGPA), quantitative (pace of progression), and maximum timeframe. Failure to meet any of these standards may result in the loss of eligibility for financial aid. Grades of F, I, EI, WP, FWD, FNS, AW, WA, AW, and courses not yet graded are considered attempted but not completed in evaluating SAP. Late grades will be recalculated and may change eligibility.
  - Grade Point Average Qualitative Measurement:
  - Maximum Time Frame Measurement: Students must be able to complete their program within 150% of the published program length. Once students have attempted 150% of the published program length, they are no longer eligible for Federal Student Aid. For example, a 120 credit certificate program will allow up to 180 credit hours to complete the program.

### ***3. Courses included in SAP evaluation:***

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

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

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

**5. *Course work not included in SAP evaluation:***

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

***Notification***

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

***Financial Aid Warning***

Students are allowed a warning period upon failing Qualitative and/or Quantitative SAP

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<sup>1</sup> In the event transfer student is not meeting SAP, transfer credits will be evaluated to recalculate SAP.

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

### ***SAP Appeal***

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

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

The outcome of the appeal will depend upon:

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

All documentation submitted is confidential. All decisions are final and cannot be appealed. For assistance in completing the SAP appeal paperwork, including examples of supporting documentation, visit the MCNY Financial Aid Office.

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

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

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

### ***Regaining Eligibility***

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

### **TAP**

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

### **Undergraduate Standing, Academic Warning, Probation, and Dismissal**

The College requires that students meet minimum academic performance standards in order to remain enrolled. A student who is not meeting the standards for satisfactory academic performance will be placed on Academic Probation. Academic Probation is a serious warning that educational performance is below standards and continuation could lead to a student’s dismissal from the College.

Undergraduate students must earn a Cumulative Grade Point Average (GPA) of 2.0 or above in order to be awarded a Bachelor or Associate degree. Students are expected to earn the same GPA requirements as stipulated under the Financial Aid Satisfactory Academic Progress (SAP) chart in the previous Financial Aid section of this catalog (i.e., SAP requirements). While the SAP standards allow for an undergraduate

to have less than a 2.0 cumulative GPA during their 46 credits for an associate degree and first 89 credits (see SAP Chart on p. 235 for specific GPAs required for first, second and third semesters) when a student falls below a 2.0 GPA in any given semester, they will be notified by the Registrar's Office that their academic standing is at risk and recommending that they meet with their Academic Advisors to develop a plan for improvement.

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

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

Graduate students must earn a Cumulative Grade Point Average (GPA) of 3.0 or above to be awarded a degree. Graduate Students are expected to earn the same GPA requirements as stipulated under the financial aid Student Academic Progress (SAP) charts listed previously (p. 235) in the financial aid SAP requirements. The Satisfactory Academic Progress (SAP) Chart for a graduate student allows a graduate student to have a GPA less than 3.0 for their first 30 credits for a 45 credit Masters and the first 24 credits for a 36 credit master's program; however, the student will receive a letter from the Registrar's Office alerting them to an at risk GPA and advising the student to meet with their academic advisor for an academic improvement plan when their GPA falls below a 3.0.

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

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

### Dean's List – Undergraduate Students

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

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

### Grade Appeals

A student will not be permitted to proceed with the formal grade appeal procedure without demonstrating that they have first attempted to resolve the issue with the faculty member



issuing the grade. This might include a review of the course syllabus, grading system, tests, assignments, class attendance, and papers submitted. Most concerns about grades are resolved at this informal level. If, after this meeting, a student wishes to formally appeal the grade they must follow the Formal Grade Appeal Procedure that follows.

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

- The professor made a clerical error or mistake of fact in assigning the grade;
- The professor assigned the grade because of an improper motivation; or
- The grade is based upon standards that are significant, unannounced and

unreasonable departures from those articulated in the syllabus distributed at the beginning of the course.

Failure to make an appeal within the specified timeframe shall constitute a waiver of the right to appeal the grade.

### Formal Grade Appeal Procedure

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

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

3. The Dean or Dean's representative will review all appeal forms and notify the faculty member that a grade appeal has been filed. If the written appeal does not raise a

legitimate ground for a grade change (as described above, clerical error, improper motivation, or unreasonable departure from previously announced standards), the appeal will be dismissed. The Dean or Dean's representative shall notify the student of such dismissal within 7 calendar days of receiving the appeal.

4. If the written appeal raises legitimate grounds for consideration of a grade change, the Dean or Dean's representative will schedule meetings with the student and the faculty member, either together or separately, within 14 calendar days of receiving the written appeal. The faculty member will be asked to submit supporting evidence for the grade given. If a faculty member refuses or is unavailable to cooperate with the investigation, the Dean will continue the investigation despite the faculty member's absence.

5. If, after these meetings, a consensus between the student and the professor is not reached, the Dean or Dean's representative will convene a meeting of the Academic Appeals Committee, comprised of a minimum of three full-time professors appointed by the Dean, within 30 days of the date the appeal was filed.

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

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

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

### MCNY Correspondence

Your MCNY email account will be used for most official communications. You will be expected to check your MCNY email account regularly; you should not expect to be provided with a hard copy of documents or communications that are emailed.

Please respond immediately to any correspondence from any College office. Failure to do so may jeopardize financial aid, academic status, registration, graduation or other areas important to students. Students are responsible for the information contained in official College correspondence, and for providing the Office of the Registrar with accurate and current student contact information, such as name, address, phone number, and e-mail address.

### Immunization Policies

#### New York State Immunization Laws

The New York State Public Health Law mandates that students residing in New York State and born on or after January 1, 1957, must provide the College with documentation of immunization for Measles, Mumps and Rubella within 30 days of enrolling. Students from out of state or International Students have 45 days from enrolling to provide acceptable documentation. The documentation consists of either of the following:

Official blood test results confirming that you have been tested and you are immune to the above diseases. Arrangements for such blood tests are most easily made through your own physician, or, if you are part of a Health Maintenance Organization, then through its services; or a statement or form signed by a health provider confirming that you have been immunized by

vaccine for the above diseases. This confirmation must also include the dates of immunization and show that one dose of the mumps and rubella vaccines and 2 doses of the measles vaccine were administered.

New York State also requires colleges to notify all students of the dangers of Meningitis an infection which can lead to high fever, headache, vomiting and skin rash. It is easily spread through nose or throat discharges of an infected person. Vaccines are available from your health practitioner. MCNY is required to inform all students of the dangers of this disease and secure a signed statement from each student that they are aware of the dangers of this disease and understand that they may take steps to be properly immunized and thereby protect themselves from infection.

Certain individuals are exempt from these new requirements, including those who sign a statement indicating that they hold sincere religious beliefs which prohibit such immunizations, and those with certain documented medical conditions. A physician's confirming statement is required and should be attached to the medical form already provided. Medical forms are distributed to all students at the time of admission. These must be completed and returned to the appropriate office within 30 or 45 days of enrolling and will become part of the student's official record.

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

## COVID-19

As a result of the COVID pandemic, the College put in place a requirement for all students, faculty and staff to be fully vaccinated in order to come on campus. The College has

made this requirement mandatory as of September 7<sup>th</sup>, 2021 in order to provide a safe environment for the entire community

Anyone who may be unable to receive the vaccine for a religious or medical reason is advised to send an email to [VaccineQuestion@mcny.edu](mailto:VaccineQuestion@mcny.edu) to receive information regarding required documentation for requesting the exemption. Individuals who are granted an exemption are required to provide proof of a negative COVID test on a weekly basis.

Students are provided access to a confidential portal where they are required to submit the appropriate documents. Unvaccinated students who do not have an approved medical or religious exemption will not be permitted on campus, regardless of the presence of a negative COVID test. Additional safety protocols, such as mask wearing and social distancing, may be instituted, as determined necessary by the College.

### Leave of Absence

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

- Medical
- Military
- Personal

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

- 1) Tuition is frozen for the term of the leave
- 2) Degree requirements, as per the catalog of admission, stay the same

- 3) No tuition or fees are charged for semesters for which a leave of absence has been approved provided that the request is received and approved **prior** to the start of the semester of the leave. A student who begins a leave after paying tuition or fees is responsible for tuition and fees in accordance with the withdrawal refund policy.

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

Note that taking a leave of absence can impact the student loan repayment timeline. Students who have an outstanding federal student loan or loan deferral for their undergraduate and/or graduate studies should contact the Office of Financial Aid before requesting a leave of absence to ensure that they understand the full financial impact.

### **Military**

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

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

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

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

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

### **Medical Leave**

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

A student who must interrupt study temporarily because of physical or psychological illness or condition or due to pregnancy may request a medical leave. To apply for such a leave, the student must submit a certification from the medical or mental health professional who has been providing treatment to the student (the "Student's HCP") that a medical leave is warranted due to the student's health issues. Supporting medical documentation must be dated within 30 days of the request for a medical leave. In certain unusual cases, a compulsory medical leave may be required by the College, if needed to protect the safety, health and well-being of the student or others. Students will be given notice and an opportunity to be heard prior to being placed on a leave.

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

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

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

### **Personal**

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



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

#### Academic Policies for all Leaves of Absence

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

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

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

#### Impact on Financial Aid

- *Current Aid.* If a student has received any form of federal financial aid (Direct Unsubsidized Stafford Loan, Direct Graduate PLUS Loan, Perkins Loan, Federal Work Study, or Federal TEACH Grant), he or she should contact the Office of Financial Aid

immediately. The Office of Financial Aid will determine whether the student may be allowed to retain or be required to return any federal aid paid directly to the student.

Awarded institutional and endowed scholarships may also be forfeited and/or revoked.

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

### International Students

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

### Use of Campus Facilities

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

## Security Procedures

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

The College maintains tight security at all times. An organization such as ours must be proactive in maintaining a safe learning environment. We are proud of our safety record. By law, we are required to provide annual statistics related to the security of our institution. Student cooperation in this is expected and appreciated.

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

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

If you forget your College ID card, you must show other identification and sign in with security. The College has a security guard on duty in the building from 6:00 p.m.-7:00 a.m. as well as during evening hour and weekends.

The College has security guards on duty whenever classes are in session. Any incidents of illegal behavior, including sexual assault, should be reported immediately to the security guard on duty, or in his or her absence, to one of the Deans or the College Administrator responsible during evenings and weekends. The building security officer and the local police

department must be called without delay. Students must leave the building when Security makes the final evening check.

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

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

#### [Violation and Misuse of MCNY Identity and Logo](#)

The College's name and logo are registered trademarks of Metropolitan College of New York. and may not be used without the written permission from the College. Such permission will set forth the name of the group, the nature of the use, and restrictions regarding the standards and quality of the goods and services in connection with which the trademark(s) are used.

Violation of this rule is regarded as sufficient cause for dismissal.

## Academic Calendar, 2022/2023

*Academic Calendar is subject to change*

### Fall Semester 2022 (September 12 through December 22)

First day of classes	Monday, September 12
Last day to Add/Drop/Last day to register	Saturday, September 17
Last day to submit grade changes for summer 2021 degree applicants	Friday, September 23
Summer 2022 degrees conferred	Friday, September 30
Indigenous People's Day/Columbus Day (college closed)	Monday, October 10
Spring 2023 registration begins	Monday, October 24
Mid-semester assessment	Mon Oct 24-Oct 30
Last day for instructor to submit grade for summer 2022 incomplete	Monday, November 14
Last day to withdraw for fall 2021 semester	Monday, November 15
Saturday classes will run asynchronously	Week of 11/21
Thanksgiving (College closed)	Thurs - Sat, November 24- 26
Last day of classes	Thursday, December 22
Winter Break (Classes Not in Session)	Mon., December 26-Mon., January 2

### Spring Semester 2023 (January 17 through April 25)

Martin Luther King Birthday (College closed)	Monday, January 16
First day of classes	Tuesday, January 17
Last day to add/drop	Monday, January 23
Last day to submit grade changes for fall 2022 degree applicants	Tuesday, January 24
Fall 2022 degrees conferred	Tuesday, January 31
President's Day (College closed)	Monday, February 20
Mid-semester assessment	Mon, February 27-Sun., Mar. 5
Summer 23 and Fall 23 registration begins	Monday, March 6
Last day for instructor to submit grade change for fall 2021 incomplete	Monday, March 20
Last day to withdraw for spring 2022 semester	Monday, March 20
Last day of classes	Tuesday, April 25

### Summer Semester 2022 (May 9 through August 16)

First day of classes Session E	Monday, May 8
Last day to Add/Drop/Last day to register for Session E	Saturday, May 13
First day of classes for Sessions 1 and A	Monday, May 22
Last day to submit grade changes for spring 2022 degree applicants	Wed., May 24
Memorial Day (College closed)	Monday, May 29
Spring 2022 degrees conferred	Wednesday, May 31
Classes follow Monday schedule	Wednesday, May 31
Commencement	Saturday, June 17
Juneteenth observed (College closed)	Monday, June 19
Mid-semester assessment for Session E	June 19 – 25
Mid-semester assessment for Session 1	July 3-9
Independence Day (College closed)	Tuesday, July 4
Session A classes end	Sunday, July 9
Session B classes start	Monday, July 10
Last day for instructor to submit grade change for spring 2022 incomplete	Monday, July 24
Last day to withdraw for summer 2022 Semester	Monday, July 24
Last day of classes	Wednesday, August 30

## Notice of Nondiscrimination

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

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

For College procedures and resources regarding sexual and gender-based misconduct please refer to the Policy and Procedures for Sexual Assault Prevention and Reporting Sexual Misconduct.

As stated above, and consistent with the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973 ("Section 504") the College does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs and activities. Inquiries regarding the application of the ADAA and/or Section 504 and its implementing regulation may be referred to the Title IX Coordinator named below or to the U.S. Department of Education, Office for Civil Rights. The College's

Title IX Coordinator is responsible for the coordination of compliance with all aspects of Section 504.

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

Clotilde Ibarra  
*Dean of Students*  
*Title IX Coordinator/504 Coordinator*  
Metropolitan College of New York  
60 West Street  
New York, NY 10006  
(212) 343-1234; CIbarra@mcny.edu

U.S. Department of Education Office for Civil Rights  
New York - Region II  
32 Old Slip, 26th Floor  
New York, NY 10005  
(646) 428-3800; OCR.NewYork@ed.gov

## Campus Locations and Access

Metropolitan College of New York offers classes and programs at two locations: 60 West Street, New York, NY 10006 and 463 East 149th Street Avenue, Bronx, NY 10455. Hours of operation are posted and updated on the College website and are subject to change.

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

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



## Changes in Rules and Policies

Although every effort has been made to assure the accuracy of the information in this Catalog, students and others who use this Catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. The MCNY 2022/2023 catalog was published on September 20, 2022.