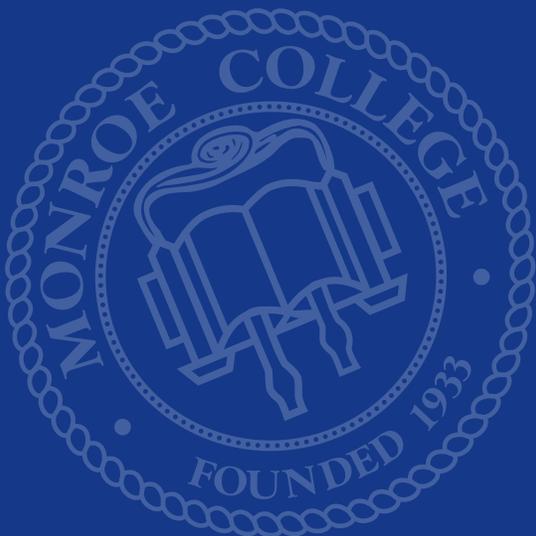


2019–2020

**GRADUATE
CATALOG**

KING GRADUATE SCHOOL
MONROE COLLEGE



Monroe College
Undergraduate Catalog 2019-2020
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ACCREDITATION

Institutional Accreditation

The Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, telephone (267) 284-5000, accredits Monroe College. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Program Accreditation

The A.A.S. programs in Culinary Arts and Baking & Pastry Arts are accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACF-EFAC), 180 Center Place Way, St. Augustine, FL 32095, telephone (904) 824-4468.

The A.A.S. programs in Accounting and Business Administration, B.B.A. programs in Accounting, Business Management, General Business, and Public Accounting, and the M.B.A. program in Business Management in the Bronx and New Rochelle, are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, telephone (913) 339-9356.

The Practical Nurse certificate program, the A.A.S. Registered Nurse program, and the B.S. Nursing program are accredited by the Academic Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, telephone (505) 975-5000.

New York State Authorization

Monroe College curricula are registered by the New York State Education Department, 89 Washington Avenue, Albany, New York 12234, telephone (518) 474-2593.

Monroe College is authorized by the Board of Regents of the University of the State of New York to grant:

- Certificates in Business and Practical Nursing
- Post Baccalaureate Extension Certificate in Bilingual Education
- Associate in Science (A.S.) degrees in Computer Information Systems, Criminal Justice, and Human Services
- Associate in Applied Science (A.A.S.) degrees in Accounting, Baking and Pastry, Business Administration, Culinary Arts, Diagnostic Medical Sonography, Hospitality Management, Medical Administration, Medical Assisting, Registered Nursing, and Sports Management
- Bachelor of Business Administration (B.B.A.) degrees in, Accounting, Business Management, General Business, Health Services Administration, Hospitality Management, and Sports Management

- Bachelor of Science (B.S.) degrees in Criminal Justice, Computer Information Systems, Computer Networks and Cybersecurity, Early Childhood Education, Human Services, Nursing, and Public Health
- Master of Business Administration (M.B.A.) degree in Business Management
- Master of Public Health (M.P.H.) degree in Public Health
- Master of Science (M.S.) degrees in Accounting, Computer Science, Criminal Justice, Executive Leadership in Hospitality Management, and Health Care Administration
- Master of Arts (M.A.T.) degree in Early Childhood Urban Education / Urban Special Education
- Master of Arts (M.A.T.) degree in Childhood Urban Education / Urban Special Education

The contact person is Senior Vice President Karenann Carty, telephone (646) 393-8772.

ABOUT THIS CATALOG

This document is the official catalog of Monroe College for graduate programs. The information presented in this catalog is certified as true and correct in policy and content. The catalog serves as a reference document containing approved curricula, programs and course descriptions. It is not intended as a listing of courses offered.

Monroe College reserves the right at any time to make appropriate changes in policies, procedures and other information contained in this publication. Such changes are published as an addendum within this electronic version of the catalog.

Monroe College is owned and operated by Monroe College, Ltd., 2501 Jerome Avenue, Bronx, NY 10468, telephone 718.933.6700. Student "Right to Know" and consumer information are available on the College website at www.monroecollege.edu.

Monroe College has three campus locations:

Bronx Campus
2501 Jerome Avenue
Bronx, NY 10468

New Rochelle Campus
434 Main Street
New Rochelle, NY 10801

St. Lucia Campus
P.O. Box CP5419
Vide Boutielle Highway
Castries LC04 101
St. Lucia

Monroe College has an extension site at 125 Barclay Street, New York, NY 10007.

Additionally, students may take individual courses in an online format or enroll in select degree programs offered completely online through Monroe Online.

MONROE COLLEGE VISION, MISSION, AND CORE VALUES

Vision

To be a national leader in educating urban and international students.

Mission

Monroe College, founded in 1933, is a national leader in higher education access, affordability, and attainment. We believe in the power of education to facilitate social mobility and transform communities, and embrace our responsibility to advocate national policies that serve students' best interests. We are proud of our outcomes and unique caring environment, especially for first-generation college students, newly arriving immigrants, and international students. Our innovative curriculum, taught by experienced industry professionals, integrates local, national, and global perspectives. Our academic programs align with industries that drive the New York and international economies that we serve. Our graduates are prepared for continued scholarship, professional growth, and career advancement.

Core Values

- ***Outcomes drive us.***
We are committed to remaining a national leader in delivering strong outcomes for students and always strive for continuous improvement.
- ***Integrity guides us.***
Honesty, transparency, accountability, and fairness are the bedrock of our work.
- ***Relationships define us.***
We build strong personal connections among students, faculty, and staff, as well as with external educational, corporate, and community partners.

ABOUT KING GRADUATE SCHOOL

The King Graduate School faculty is committed to facilitating learning and student achievement of the competencies required in each of our graduate programs. In that spirit, students are expected to learn proactively, commit to discover, apply and disseminate knowledge, and to recognize life-long learning as the path to successful professional and personal accomplishment.

Our approach places particular emphasis on competencies that are critical to personal and professional success. They include the ability to:

1. Develop personal leadership qualities
2. Communicate effectively
3. Adapt to and manage change
4. Engage in creative, strategic, and critical thinking
5. Apply theories, concepts, and experience to real world situations

The King Graduate School prepares students to understand the unique characteristics of urban communities around the globe and to have a positive impact on them through a focused curriculum and applied research.

We value:

- A commitment to teaching and learning in the areas of business and entrepreneurship, accounting, computer science, criminal and social justice, public health and safety, hospitality, and tourism.
- An integration of local, national, and international perspectives
- A practical, research-based approach to improving communities

King Graduate Research Center

The King Graduate Research Center supports and extends the mission of the King Graduate School. The Institute broadens the academic experience of Monroe College students and faculty by directly engaging them in the realities of contemporary urban communities and using research-driven activities to solve problems and discover opportunities. Through partnerships with community leaders and organizations, the Institute strives to be identified as a valuable resource for urban community development.

The King Research Institute is dedicated to understanding the unique challenges of urban communities around the globe and opportunities for positive intervention and collaboration in the areas of business, economic development, entrepreneurship, accounting, criminal and social justice, human services, public health and safety, education, tourism and hospitality, and computer science.

The Institute will become a recognized center for:

- Collecting and cataloging research on urban issues
- Conducting primary research in urban issues and in urban environments

- Publishing and disseminating pertinent research findings
- Conducting outreach initiatives to effect positive change in affected communities within the scope of its research activities

Institutional Review Board (IRB)

The Monroe College IRB is an appropriately constituted group that has been charged with the review of proposed research protocols, both in advance and periodically, in order to ensure that the rights of human subjects are protected and that risk of harm to subjects is minimized. The framework for protection of human subjects is set in Federal regulation. The IRB has the authority to approve, require modifications in (to secure approval), or disapprove research. The members of the IRB work together to ensure compliance with Monroe College policies and procedures, federal regulations, and state and local laws relative to the review of human subjects research studies.

Quality Review Panel (QRP)

The Office of Academic Affairs established a Quality Review Panel (QRP). This group is responsible to review each research proposal to ensure accuracy and completeness before a submission is made for IRB consideration. The panel evaluates submissions to ensure the College guidelines have been followed and requirements have been met in regards to thesis content, format and all IRB application requirements. The group meets on an ongoing basis throughout the academic year.

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ACADEMIC CALENDAR

Monroe College operates a fifteen-week semester calendar with three semesters per year: Fall, Winter, and Spring. Academic Calendars for the 2019-2020 academic year are included below.

Note: Semester calendars are subject to change as the College deems necessary.

Academic Calendar – Fall 2019

Fall 2019 Academic Calendar

Date	Day	Detail
Sept. 4	Wednesday	Students have access to Online Courses
Sept. 6	Friday	Classes Begin
Sept. 16	Monday	Last Day for: <ul style="list-style-type: none">• Late Registration• Program and Schedule Adjustments• Changing Spring 2019 Grades
Oct. 14	Monday	Columbus Day (Observed) – College Closed
Nov. 5	Tuesday	Election Day – Classes meet as scheduled
Nov. 11	Monday	Veterans' Day (Observed) – College Closed
Nov. 28 – Nov. 29	Thursday – Friday	Thanksgiving Recess – College Closed
Nov. 26	Tuesday	Last Day to Submit Withdrawal Documentation
Dec. 6	Friday	Last Day of Classes
Dec. 7 – Dec. 13	Saturday – Friday	Finals Week
Dec. 14	Saturday	Semester Ends – Grades Due

Fall 2019 7½-Week Online Module Calendars

Module A

Date	Day	Detail
Sept. 6	Friday	Classes Begin
Sept. 12	Thursday	Last Day for Program Adjustment
Oct. 18	Friday	Last Day to Submit Withdrawal Documentation
Oct. 24	Thursday	Last Day of Classes/Final Exams
Oct 25	Friday	Grades Due

Module B

Date	Day	
Oct. 26	Saturday	Classes Begin
Nov. 1	Friday	Last Day for Program Adjustment
Dec. 7	Saturday	Last Day to Submit Withdrawal Documentation
Dec. 13	Friday	Last Day of Classes/Final Exams
Dec. 14	Saturday	Grades Due

Academic Calendar – Winter 2020

Winter 2020 Academic Calendar

Date	Day	Detail
Jan. 8	Wednesday	Students have access to Online Courses
Jan. 10	Friday	Classes Begin
Jan. 21	Monday	Last Day for: <ul style="list-style-type: none">• Late Registration• Program and Schedule Adjustments• Changing Fall 2019 Grades
Feb. 17	Monday	Presidents' Day Holiday – College Closed
Mar. 31	Tuesday	Last Day to Submit Withdrawal Documentation
Apr. 10	Friday	Last Day of Classes
Apr. 11 – Apr. 17	Saturday – Friday	Finals Week
Apr. 18	Saturday	Semester Ends – Grades Due

Winter 2020 7½-Week Online Module Calendars

Module A

Date	Day	
Jan. 10	Friday	Classes Begin
Jan. 16	Thursday	Last Day for Program Adjustment
Feb. 20	Friday	Last Day to Submit Withdrawal Documentation
Feb. 27	Thursday	Last Day of Classes/Final Exams
Feb. 28	Friday	Grades Due

Module B

Date	Day	
Feb. 29	Saturday	Classes Begin
Mar. 6	Friday	Last Day for Program Adjustment
Apr. 9	Saturday	Last Day to Submit Withdrawal Documentation
Apr. 17	Friday	Last Day of Classes/Final Exams
Apr. 18	Saturday	Grades Due

Academic Calendar – Spring 2020

Spring 2020 Academic Calendar

Date	Day	
Apr. 28	Tuesday	Students have access to Online Courses
Apr. 30	Thursday	Classes Begin
May 11	Monday	Last Day for: <ul style="list-style-type: none">• Late Registration• Program and Schedule Adjustments• Changing Winter 2020 Grades
May (tba)	(tba)	Last Day to Submit Graduation Requirements for Commencement Program
May 25	Monday	Memorial Day – College Closed
June (tba)	(tba)	Commencement - Classes canceled with the exception of modules
July 3	Friday	Independence Day – College Closed
July 21	Tuesday	Last Day to Submit Withdrawal Documentation
July 30	Thursday	Last Day of Classes
July 31 – Aug. 6	Friday – Thursday	Finals Week
Aug. 7	Friday	Semester Ends – Grades Due

Spring 2020 7½-Week Online Module Calendars

Module A

Date	Day	
Apr. 30	Thursday	Classes Begin
May 6	Wednesday	Last Day for Program Adjustment
June 11	Thursday	Last Day to Submit Withdrawal Documentation
June 17	Wednesday	Last Day of Classes/Final Exams
June 18	Thursday	Grades Due

Module B

Date	Day	
June 19	Friday	Classes Begin
June 25	Thursday	Last Day for Program Adjustment
July 31	Friday	Last Day to Submit Withdrawal Documentation
Aug. 6	Thursday	Last Day of Classes/Final Exams
Aug. 7	Friday	Grades Due

Spring 2020 Module/Intersession Calendars

May Module

Date	Day	
Apr. 30	Thursday	Classes Begin
May 4	Monday	Last Day for Schedule Adjustments
May 4	Monday	Last Day to Submit Withdrawal Documentation
May 25	Monday	Last Day of Classes/Final Exams
May 26	Tuesday	Grades Due

June Module

Date	Day	
May 27	Wednesday	Classes Begin
May 28	Thursday	Last Day for Schedule Adjustments
June 10	Wednesday	Last Day to Submit Withdrawal Documentation
June 19	Friday	Last Day of Classes/Final Exams
June 21	June 20	Saturday

July Module

Date	Day	
July 6	Monday	Classes Begin
July 7	Tuesday	Last Day for Schedule Adjustments
July 20	Monday	Last Day to Submit Withdrawal Documentation
Aug. 3	Monday	Last Day of Classes/Final Exams
Aug. 4	Tuesday	Grades Due

August (Interession Module)

Date	Day	
Aug. 10	Monday	Classes Begin
Aug. 12	Wednesday	Last Day for Schedule Adjustments
Aug. 20	Thursday	Last Day to Submit Withdrawal Documentation
Aug. 28	Friday	Last Day of Classes/Final Exams
Aug. 29	Saturday	Grades Due

ACADEMIC PROGRAMS

Below is a list of Monroe College King Graduate School programs registered with New York State, along with the codes assigned according to the State Education Department HEGIS (Higher Education General Information Survey) coding system.

Note: Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain awards.

King Graduate School			
Program	Degree	Program Code	NYS HEGIS Code
Master of Business Administration degree in Business Management	M.B.A.	30569	0506
Master of Science degree in Accounting	M.S.	37672	0502
Master of Science degree in Health Care Administration	M.S.	39771	1202
Master of Science degree in Executive Leadership in Hospitality Management	M.S.	35868	5010
Master of Public Health degree in Public Health	M.P.H.	35914	1214
Master of Science degree in Criminal Justice	M.S.	32881	2105
Master of Science degree in Computer Science	M.S.	37667	0702
Master of Arts degree in Early Childhood Urban Education/Urban Special Education	M.A.T.	39781	0823
Master of Arts degree in Childhood Urban Education/Urban Special Education	M.A.T.	39780	0802

MS Health Care Administration

The MS in Health Care Administration program is designed to prepare health care professionals for leadership and management positions in organizations that serve diverse individual and community needs. The program is driven by a curriculum that applies technology, evidence based decision-making, and critical thinking skills to the delivery, configuration, and management of health care services. Graduates of the MS program will pursue careers in the private sector, government agencies, health care institutions, public health interest groups, academia, nonprofit organizations, professional societies, and the military.

The MS in Health Care Administration consists of 42 credits. Students are required to complete 33 credits of core courses, an integrative capstone experience, and 2 elective courses tailored to the student's learning goals, chosen from among health care and other academic disciplines.

Upon successful completion of the program, graduates will be able to:

1. Demonstrate leadership and management skills, apply strategies for interacting with organizational leaders, and managing the daily operations of health care organizations
2. Integrate knowledge of economic and financial principles to monitor, analyze and interpret healthcare financial and economic data for decision-making and strategic planning
3. Translate the knowledge of the U.S. health care delivery system, health care reimbursement, health policy, governance, and ethical considerations to strategic planning at the organizational level
4. Propose strategies that foster a dynamic organizational culture that clearly defines its strategic vision, identifies opportunities, and methodically engages in data analysis to support strategic planning, operations management, and continuous quality improvement
5. Evaluate health care systems and their dependence on local, national, and global factors, utilizing data analytics and critical thinking to formulate innovative solutions that improve health care delivery, as well as develop quantitative and qualitative methods to measure the outcomes
6. Create policies and processes that integrate ethical, legal, and regulatory concepts and professional values

Health Care Administration Requirements

Related Core Courses: 36 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
MG-616	Health Care Policy	3
MG-620	Research and Statistics in Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
PH-690	Global Health	3
HA-610	Health Care Law and Regulations	3
HA-615	Health Care Economics	3
HA-620	Research Methods in Health Care	3
HA-625	Health Care Information Systems	3
HA-700	Marketing and Strategic Planning in Health Care	3
HA-705	Continuous Quality Improvement in Health Care	3
HA-780	Integrative Capstone Experience	3
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
	Foundation Core Course (see below*)	
	Sub-total:	36

Elective Courses: 6 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
	Open Electives	6
	Sub-total:	6

Total Credit Hours: 42

***NOTE: A one-credit Foundation Core course may be required:**

KG-583 Statistics Foundation or
KG-584 Economics Foundation

Must receive a "P" (Pass) grade or better for Foundation Credit, or have received a grade of "C" or better, to receive transfer credits for the equivalent undergraduate coursework.

MS in Health Care Administration Course Offerings

HA-610 - Health Care Law and Regulations (3)

This course examines the wide range of legal and regulatory issues encountered by health care administrators in diverse settings. Students apply these principles to a variety of compliance situations related to cost, quality, and access to health care. Topics include the right to treatment, health care contracts and claims, provider licensure, credentialing, peer review, and privileges, scope of practice, research compliance, institutional liability, informed consent, and advance directives.

Prerequisite: MG-616.

HA-615 - Health Care Economics (3)

This course examines the wide range of legal and regulatory issues encountered by health care administrators in diverse settings. Students apply these principles to a variety of compliance situations related to cost, quality, and access to health care. Topics include the right to treatment, health care contracts and claims, provider licensure, credentialing, peer review, and privileges, scope of practice, research compliance, institutional liability, informed consent, and advance directives.

Prerequisite: MG-616.

HA-620 - Research Methods in Health Care (3)

This course examines the nature of the scientific method and basic techniques in social science research as applied to the collection, analysis, and interpretation of social and public data. It explores the use of quantitative, qualitative, and mixed methods as different approaches to research design, and covers the ethical issues in research involving human subjects. Students develop critical thinking skills through analysis of assigned readings and classroom discussions.

Prerequisite: MG-616.

HA-625 - Health Care Information Systems (3)

This course provides the student with the principles of information and technology management that are used to implement the strategic plan of the health care institution, improve the quality of services, and the one clinical care provided to the consumer. Emphasis is placed on data access, interpretation, and evaluation for making these decisions.

Prerequisite: None.

HA-700 - Marketing and Strategic Planning in Health Care (3)

This course focuses on the strategic planning and marketing processes of health care institutions. Students learn to apply a market-oriented perspective to the analysis of environmental factors and organizational resources, to formulate collective business goals, and

design customer driven marketing that achieves a sustainable competitive advantage. The course emphasizes critical thinking skills by concentrating on the use of marketing case studies. Topics include health consumer behavior, clinical staff needs, environmental analysis, product pricing, advertising, and new product development.

HA-705 - Continuous Quality Improvement in Health Care (3)

This course provides students with the tools they need to improve the quality of health care across the spectrum of institutions, by applying systematic measures to identify opportunities for improvement, implement change, and assess outcomes. This course provides the theoretical framework and the practical skills to understand the processes under the auspices of quality improvement and real-world examples.

Prerequisite: None.

HA-780 - Integrative Capstone Experience (3)

This course, taken in the final semester, integrates and synthesizes the information acquired from the prior courses, to design, execute, and present a scholarly project that presents a solution to an actual health care delivery issue. The course incorporates and enhances student learning in several different areas: content, key process skills including project management and teamwork, and methods of gathering, analyzing, and reporting data.

Prerequisite: HA-620.

MBA Business Administration

Students pursuing the MBA Program develop ethical business management leadership skills with an emphasis on urban studies and applied research through:

1. Effective oral, written, and interpersonal communication to enhance business outcomes
2. Acquisition of the vital common body of graduate business knowledge required to function effectively in a dynamic global environment
3. Utilization of quantitative techniques to identify and analyze business problems and solutions
4. The ability to integrate and apply, knowledge in all functional areas in business to solve business problems
5. Intensive career focus linked to a chosen concentration

At the successful conclusion of this program, MBA completers will be able to:

1. Apply quantitative methods to analyze business problems and implement solutions
2. Assess and analyze global opportunities and challenges for business growth
3. Integrate ethical analysis in decision making using advanced levels of ethical reasoning
4. Perform strategic analysis effectively and make recommendations
5. Research and analyze current issues in business, evaluate evidence, construct an in-depth written analysis, make recommendations, and deliver an oral presentation detailing the outcomes of the analysis

MBA Requirements

The King Graduate School offers a Master of Business Administration (MBA) degree in Business Management. Students are required to successfully complete 10 core courses (27 credits) and 3 electives (9 credits) or concentration courses for a total of 36 credits (or 13 courses) in order to earn the MBA degree in Business Management.

Required Core Courses: 27 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3

MG-660	Strategic Marketing	3
MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
Sub-total:		27

Elective Courses: 9 Credits		
<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
	Open Electives	9
Sub-total:		9

Total Credit Hours: 36

Concentrations

In addition to the General Track, the MBA program offers seven (&) concentrations of study in:

1. Accounting
2. Business Analysis
3. Finance
4. Health Care Management
5. Human Resources
6. Information Technology Management
7. International Business
8. Marketing
9. Supply Chain Management
10. Project Management

*Dual Concentration: Students can declare a dual concentration by completing all required courses for two concentrations and earning a total of 45 credits for their degree.

MBA Accounting Concentration Requirements

Required Core Courses: 27 Credits		
<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3

MG-660	Strategic Marketing	3
MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
Sub-total:		27

Accounting Concentration Courses: 9 Credits

Must select three courses:

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
AC-610	Managerial Accounting	3
AC-630	Advanced Accounting Information Systems	3
AC-650	Financial Accounting Theory and Reporting	3
AC-670	International Accounting (IFRS)	3
Sub-total:		9

Total Credit Hours: 36

MBA Business Analytics Requirements

Required Core Courses: 27 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3
MG-660	Strategic Marketing	3
MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
Sub-total:		27

Business Analytics Concentration Courses: 9 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
MG-756	Business Data Mining	3
MG-757	Marketing Analytics	3
MG-758	Decision Modeling for Managers	3
Sub-total:		9

Total Credit Hours: 36

MBA Finance Concentration Requirements

Required Core Courses: 27 Credits		
<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3
MG-660	Strategic Marketing	3
MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
Sub-total:		27
Finance Concentration Courses: 9 Credits		
<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
MG-760	International Finance	3
MG-761	Mergers and Acquisitions	3
MG-762	Financial Markets and Institutions	3
Sub-total:		9
Total Credit Hours: 36		

MBA Health Care Concentration Requirements

Required Core Courses: 27 Credits		
<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3
MG-660	Strategic Marketing	3

MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
Sub-total:		27

Health Care Concentration Courses: 9 Credits

Complete three of the following courses:

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
MG-616	Health Care Policy (required)	3
MG-625	Strategies for Decision Analysis in Health Care	3
PH-680	Emergency Management in Public Health	3
PH-690	Global Health	3
HA-625	Health Information Systems	3
HA-705	Continuous Quality Improvement in Health Care	3
MG-681	Operational Excellence in Health Care	3
Sub-total:		9

Total Credit Hours: 36

MBA Human Resource Concentration Requirements

Required Core Courses: 27 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3
MG-660	Strategic Marketing	3
MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
Sub-total:		27

Human Resource Concentration Courses: 9 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
MG-632	Human Resource Competencies and the Organization	3
MG-634	Human Resource Strategy and People	3
MG-636	Human Resource – The Workplace Setting	3
Sub-total:		9

Total Credit Hours: 36

MBA Information Technology Concentration Requirements

Required Core Courses: 27 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3
MG-660	Strategic Marketing	3
MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
Sub-total:		27

Information Technology Concentration Courses: 9 Credits

Must select three courses:

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
CS-620	Software Systems Design	3
CS-625	Object Oriented Software	
CS-630	Database Systems	3
CS-640	Computer Networks	3
CS-660	Managing Projects, Resources, and Risks	3
Sub-total:		9

Total Credit Hours: 36

MBA International Business Concentration Requirements

Required Core Courses: 27 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3
MG-660	Strategic Marketing	3
MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
Sub-total:		27

International Business Concentration Courses: 9 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
MG-745	Global Supply Chain Management	3
MG-760	International Finance	3
MG-775	Negotiation and Conflict Management	3
Sub-total:		9

Total Credit Hours: 36

MBA Marketing Concentration Requirements

Required Core Courses: 27 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3
MG-660	Strategic Marketing	3

MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
		Sub-total: 27

Marketing Concentration Courses: 9 Credits
Must select three courses:

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
MK-775	International Marketing	3
MK-776	Interactive and Direct Marketing	3
MK-777	Consumer Behavior	3
		Sub-total: 9

Total Credit Hours: 36

MBA Supply Chain Management Concentration Requirements

Required Core Courses: 27 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3
MG-660	Strategic Marketing	3
MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
		Sub-total: 27

Supply Chain Management Concentration Courses: 9 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
MG-745	Global Supply Chain Management	3
MG-746	Logistics Optimization	3
MG-747	Business Process Design and Improvement	3
		Sub-total: 9

Total Credit Hours: 36

MBA Project Management Concentration Requirements

Required Core Courses: 27 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-620	Research and Statistics for Managerial Decision Making	3
MG-630	Organizational Behavior and Leadership in the 21 st Century	3
MG-640	Managerial Economics	3
MG-660	Strategic Marketing	3
MG-670	Managerial Finance	3
MG-770	Financial Statement Analysis	3
MG-800	Strategic Management	3
Sub-total:		27

Project Management Concentration Courses: 9 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
MG-750	Project Management	3
MG-763	Project Risk and Cost Management	3
MG-764	Agile Project Management	3
Sub-total:		9

Total Credit Hours: 36

MBA Course Offerings

MG- Business Administration

MG-615 - Managing in the Global Environment (3)

Global companies are faced with varied and dynamic environments in which they must accurately assess the political, legal, technological, competitive, and cultural factors that shape their strategies and operations. This course prepares students for careers in a dynamic global environment wherein they will be responsible for effective strategic, organizational, and interpersonal management. Students develop the skills necessary to design and implement global strategies, conduct effective cross- national interactions, and manage daily operations in foreign subsidiaries in today's hypercompetitive, cross- cultural global arena.

Prerequisite: None.

MG-616 - Health Care Policy (3)

This course provides an overview of health care policy in the United States and a close examination of selected current policy issues. Students critically examine the process of health policy development, analysis and implementation to better understand the myriad factors that influence policy, as well as the mechanisms for intervention on behalf of programs and institutions.

Prerequisite: None.

MG-620 - Research and Statistics for Managerial Decision Making (3)

This course stresses the practical use of statistics in collecting, organizing, analyzing, interpreting, and presenting data. Areas covered include descriptive statistics, inferential statistics, regression analysis, and time series analysis. Students learn to use statistical thinking to improve the managerial decision making process.

Prerequisite: None.

MG-625 - Strategies for Decision Analysis in Health Care (3)

This course introduces students to the elements of cost- effectiveness analysis for health interventions and outcomes. Each student identifies a research problem, collects data, creates a decision analysis tree, calculates quality-adjusted life years, and tests for errors to demonstrate how cost-effectiveness analyses may transform the way health care is administered.

Prerequisite: None.

MG-630 - Organizational Behavior and Leadership in the 21st Century (3)

This course provides a broad understanding of the theories, research, and practices related to organizational behavior and leadership in the contemporary global environment. Emphasis is on

examining the multilevel issues of change, behavior and leadership from political, cultural, and economic influence. The course provides a comprehensive overview of the social science theories and scholarship that seek to explain variations and similarities in the behavior of individuals, groups, and organizations. Comparative perspectives on motivation and leadership, workforce diversity, teamwork, communication, and ethics are explored. Emphasis is on geography, globalization, demographics, diversity, change management, and corporate responsibility.

Prerequisite: None.

MG-632 - Human Resource Competencies and the Organization (3)

This course focuses on the human resource competencies and the organization. The first half of the course covers the following human resource competencies: leadership and navigation; ethical practice; business acumen; relationship management; consultation; critical evaluation; global and cultural effectiveness; and communication. The second half covers topics related to the organization, including: structure of the human resource function; organizational effectiveness and development; workforce management; employee relations; and technology and data.

Prerequisite: MG-630.

MG-634 - Human Resource Strategy and People (3)

This course focuses on human resource strategy and people. The first half of the course focuses on understanding people from a human resource perspective. Topics include talent acquisition and retention, employee engagement, learning and development, and total rewards. The second half of the course focuses on business and human resource strategy.

Prerequisite: MG-630.

MG-636 - Human Resource - The Workplace Setting (3)

This course focuses on the workplace environment from a human resource perspective. This course focuses on human resource in the global context and covers topics such as diversity and inclusion, risk management, corporate social responsibility, and U.S. Employment Law and Regulations.

Prerequisite: MG-630.

MG-640 - Managerial Economics (3)

Managerial Economics is an applied branch of microeconomics that examines resource-allocation and tactical decisions that are made by analysts, managers, and consultants in the private, public, and not-for-profit sectors of the economy. In this course students expand their knowledge of key economic concepts and tools addressing the decision-making process. Students also examine the philosophy of optimization, the role of profit, and the relationship between managerial economics and other areas of business and economic analysis.

Specific topics include the fundamental economic concepts of marginal analysis, net present value, risk, and decision analysis. The course also critically looks at areas of demand and forecasting, production and cost, pricing and output decisions; including strategy and tactics, long-term investment decisions, and risk management in the private and the public not-for-profit sectors of the economy. Students are required to apply economic tools to solve business problems using case analysis from a wide array of industries.

Prerequisite: MG-620 and Economics Foundations, if required.

MG-650 - Managing Information Technology across the Enterprise (3)

In this course, students gain an in-depth appreciation of problem-solving and decision-making in a dynamic business world. Emphasis is placed on defining managerial problems quantitatively and modeling these problems using computer-based simulations. Topics include queuing theory, decision analysis, project planning, networking, and inventory analysis.

Prerequisite: None.

MG-660 - Strategic Marketing (3)

This course teaches the fundamentals of strategic marketing. Students learn to apply a market-oriented perspective to the analysis of environmental factors and organizational resources and capabilities, to formulate collective business goals, and design customer-driven marketing strategies that achieve a sustainable competitive advantage. This course emphasizes the use of critical thinking skills by concentrating on marketing case studies. Students conduct environmental analysis, formulate marketing strategy, and implement and evaluate marketing programs.

Prerequisite: None.

MG-670 - Managerial Finance (3)

This course introduces students to financial theory and concepts. It incorporates the analysis, planning, and control of internal and external financial decisions of a firm with emphasis on corporate structure. In addition, the course explores important financial concerns facing multinational corporations, including ethics, and the role of information technology. Through the case study method, students acquire a practical knowledge of how to develop and examine financial reports that aid managers in making business decisions, in addition to gaining a working knowledge of managerial finance by learning to develop a systematic approach to financial analysis.

Prerequisite: None.

MG-680 - Operational Excellence (3)

The emphasis of this course is on the managerial skills of the professional manager in the implementation of production policies and strategies. Students examine the issues in production and operations management and learn to take an active role in developing effective methods for

solving problems. Through analysis and preparation of case studies, students develop problem-solving skills in a number of areas pertaining to manufacturing and service organizations. Students also gain a comprehensive understanding of all areas of production and operations management, as well as how creative management can lead to competitive advantage.

Prerequisite: MG-620.

MG-681 - Operational Excellence in Health Care (3)

This course examines methods of how to streamline organizational operations, enhance quality performance, and improve customer satisfaction within budgetary and labor constraints. Through case studies, students obtain the practical knowledge necessary to deal with the critical contemporary issues facing health care managers. Students examine how creative operations management can provide important competitive advantages and how successful operation strategies are integrated into overall planning within legally sanctioned guidelines.

Prerequisite: MG-620.

MG-682 - Operational Excellence in Information Technology (3)

This course is an in-depth examination of the methods to improve organizational operations, enhance quality performance, and improve customer satisfaction within budgetary and labor constraints. Students gain practical knowledge necessary to deal with the critical issues facing information technology managers today. Through case studies, lectures, and discussions, students examine how creative operations management in IT can provide important competitive advantages and how successful operation strategies are integrated into overall planning.

Prerequisite: MG-620.

MG-745 - Global Supply Chain Management (3)

This course introduces students to supply chain management concepts that are critical to business success in today's competitive environment. Global supply chain management involves coordinating and improving the flow and transformation of goods, services, information, and funds within companies and around the world, from raw materials to the final end user. This course integrates key functions of operations management, marketing, logistics, and computer information systems in order to analyze and design domestic and international supply chains. Topics include relationship management, transportation and distribution, inventory control, purchasing, forecasting, production management, and the impact of technology on supply chain management.

Prerequisite: MG-620.

MG-746 - Logistics Optimization (3)

This course discusses several strategic, tactical, and operational concepts used in improving the distribution of goods and services by companies worldwide. The course emphasis is on understanding when and how these concepts are applied, as well as on using mathematical programming and optimization methods for their adequate implementation.

Prerequisite: MG-620.

MG-747 - Business Process Design and Improvement (3)

This course explores the need for a business process focus, the essential steps for business process improvement, and the critical success factors for making the effort successful. It provides a practical framework for business process improvement and describes many tried and true process improvement concepts and techniques. Lastly, it provides valuable tips and techniques to introduce process changes effectively, to get the most from your process improvement effort. Presented in a methodology-neutral way, participants can easily apply the knowledge and skills to any environment, and use the techniques immediately upon leaving class.

Prerequisite: MG-620.

MG-750-Project Management

The course examines the concepts and applied techniques for cost effective management of both long-term development programs and projects. Project management principles and methodology are provided with special focus on planning, controlling, and coordinating individual and group efforts. Key topics of focus include overview of modern project management, organization strategy and project selection, defining a project and developing a project plan and scheduling resources, project risk analysis, work breakdown structures, and project networks. MS Project will be introduced in this course to provide hands-on practical skills with the above topics. Mastery of key tools and concepts introduced in this course provides a significant competitive advantage in the marketplace.

Pre-requisite: None.

MG-751 - Entrepreneurship: Managing Innovation, Executing Strategy, and Sustaining Growth (3)

This course focuses on the meaning of entrepreneurship and the process of starting and running an entrepreneurial business. The course covers a range of topics, including: the differences between entrepreneurial and conventional approaches to business; the attributes of a successful entrepreneur; the issues and obstacles facing an entrepreneurial enterprise; the creation of a business plan; and the ethical and social dilemmas facing entrepreneurs. The course also allows students to develop a concept for an innovative product or service.

Prerequisite: MG-630.

MG 753 - Marketing for the Entrepreneur (3)

This course focuses on the application of marketing concepts to explore an entrepreneurial concept and to develop/expand an entrepreneurial business's market and revenues. Students learn the seven steps of the marketing process and their application to entrepreneurship. The course includes topics such as: building and sustaining an entrepreneurial brand; using marketing to discover and satisfy customer needs; using market research to ensure entrepreneurial success; and the development of an entrepreneurial marketing plan. Prerequisite: MG-660.

MG-754 - Social Entrepreneurship (3)

The social entrepreneur participates in profit-seeking business ventures in order to yield profits that can be used to create valuable social programs for the community. Social entrepreneurship addresses critical social needs as they relate to human needs and citizen rights. Students explore the field of social entrepreneurship addressing opportunities and challenges within the field as well as the mechanics, challenges, and realities of starting and managing a social enterprise. Students also examine topics such as sustainability, performance, impact, innovation, and leadership within the social enterprise.

Prerequisite: MG-630, MG-660.

MG-756 - Business Data Mining (3)

This course provides an introduction to approaches and tools for making effective use of business data, focusing on machine learning techniques for discerning, meaningful, and useful patterns in data. The course aims at providing an overview of data mining and its application to business problems, core data mining techniques, and best practices. Details on the techniques and algorithms will be discussed, together with their application to business problems. Hands-on exposure to different data mining methods will be obtained through business case studies, using data mining tools.

Prerequisite: MG-620.

MG-757 - Marketing Analytics (3)

Marketing Analytics is an application of data science to marketing decision problems. This course explores customer data analysis techniques and their theoretical foundations to help students acquire analytic skills that can be applied to real world marketing problems. The course also examines the ethical and technical issues related to data privacy.

Prerequisite: MG-660.

MG-758 - Decision Modeling For Managers (3)

This course analyzes a wide range of business planning and decision problems involving data with the help of spreadsheet models. The frameworks for quantitative decision-making, optimal design, effective resource allocation and economic efficiency are provided. This framework will be used in the center of many business-related disciplines, including marketing, finance, operations research, accounting, and economics. The course will focus both on modeling the

decision problems and on implementing the designed models over the collected data. Powerful and easy to use spreadsheet tools have been developed to assist in this process. Those covered here include Optimization tools (e.g. Solver add-in); extracting maximum value from resources and activities; exploring complex combinations of possibilities to achieve desired goals; Simulation tools (e.g. Crystal Ball add-in); valuing and managing complex portfolios of risks. This decision technology has enabled many companies to improve their routine activities, but also identify long-run decision opportunities and sometimes rethink the whole of their activities. In this sense, decision models have tactical and strategic value; they are an important factor of value creation.

Prerequisite: MG-620.

MG-760 - International Finance (3)

This course focuses on international financial management and international trade. Topics in financial management, viewed primarily from the perspective of managers doing business overseas, include the management of foreign exchange exposure, foreign direct investment decisions, and multinational capital budgeting. Other topics covered include trends in international banking, the balance of payments, the determination of exchange rates, the LDC debt crisis, and the Asian meltdown. We will also examine the challenges and problems faced by firms planning on doing business in Western Europe, Eastern Europe, the Far East, Mexico, Canada, South America, Africa, India, and other regions during the next decade.

Prerequisite: MG-670.

MG-761 - Mergers and Acquisitions (3)

This course analyzes corporate mergers and acquisitions. Students develop skills necessary to structure a deal or form an opinion about a proposed transaction. The course evaluates the legal and regulatory framework for takeovers, such as filing requirements, fiduciary duties of the target board of directors, and antitrust regulation. The course uses a mix of lectures, projects, and cases analyses, to provide ample opportunity to understand and practice the application of standard corporate valuation methods.

Prerequisite: MG-670.

MG-762 - Financial Markets and Institutions (3)

This course looks at U.S. Capital Markets from structural, functional, and regulatory perspectives. It presents a wide range of topics, including: how funds flow into and out of the various capital markets; the determination of interest rates as a controller of funds flow; the inherent risks presented by these markets; techniques used to deal with these risks; the financial instruments used by the markets; and the role the government regulation in markets. Some of the current issues associated with these markets are analyzed, along with operational and legislative changes introduced to address them.

Prerequisite: MG-670.

MG-763-Project Risk and Cost Management

This course introduces the art and science of project risk as well as continuity management and cost management. Managing the risk of a project as it relates to a three-part systematic process of identifying, analyzing, and responding is examined through actual case studies. Students learn how to manage the components of a project to assure it can be completed through both general and severe business disruptions on local, national, and international levels. Students learn the process of cost management, early cost estimation, detailed cost estimation, and cost control using earned value method. Students study in depth the issues of project procurement management and the different types of contracts for various scope scenarios.

Pre-requisite: MG-750-Project Management

MG-764-Agile Project Management

The course provides an understanding of how new Agile principles and practices are changing the landscape of project management. The course is designed to give project managers fresh new insight into how to successfully blend Agile and traditional project management principles and practices in the right proportions to fit any business and project situation. The course provides a deep understanding of Agile project management principles and practices in order to see them as complementary rather than competitive to traditional project management. Topics include: Agile fundamentals, principles, and practices; roots of Agile in TQM and Lean Manufacturing; adapting an Agile approach to fit a business environment; planning and managing an enterprise-level Agile transformation; scaling agile to an enterprise level using enterprise-level Agile frameworks and Agile Project Management tools.

Pre-requisite: MG-750-Project Management

MG-770 - Financial Statement Analysis (3)

This course explains the fundamentals of analyzing financial statements of corporations and not-for-profit businesses. The analysis of financial statements is important in making business decisions, allocating resources and accumulating individual wealth through investing directly or indirectly in companies. Properly interpreting financial information is vital to the long-term well-being of the firm. This course allows the student to examine the implications of financial and accounting conventions on the financial statement totals and the various methods available for analyzing such information.

Prerequisite: None.

MG-775 - Negotiation and Conflict Management (3)

International marketing is important as the world becomes increasingly globalized. In an international context, marketing managers plan and conduct transactions across borders to create exchanges that satisfy the objectives of individuals and organizations. The fact that a transaction takes place “across national borders” highlights the difference between domestic and

international marketing. The course considers the basic concepts of international marketing, the various activities necessary for international marketing planning, the beginning of international marketing activities to be conducted by a domestic firm, and relevant issues on strategy and marketing management relevant to expanded global operations.

Prerequisite: MG-660.

MG-800 - Strategic Management (3)

This is the capstone course of the MBA program. The course uses the case method approach to demonstrate the integration of core business disciplines with formal analysis of an organization's macro and industry environment; mission and goals; and strategy formulation, implementation, and control. The purpose of the course is to give students the opportunity to organize and integrate what they have learned in the MBA program about various business topics and to utilize this knowledge in the analysis of complex business problems. The final project of the course allows students to demonstrate their proficiency of this integrated knowledge through either a business plan, a practicum, or a research project.

Prerequisite: None.

MK -Marketing

MK-775 - International Marketing (3)

This course is intended to enhance students' understanding of the complexities of marketing products and services in the international market. Students utilize an analytical approach to solving complex business problems in a dynamic, global marketplace. Emphasis is on applying a multidisciplinary framework to evaluate economic, financial, political, regulatory, socio-cultural, and technological issues when planning and implementing an international marketing strategy.

Prerequisite: MG-660.

MK-776 - Interactive and Direct Marketing (3)

This course examines the growth of various digital marketing formats for conducting interactive and direct marketing. In the current marketplace, consumers desire the speed and control that new digital and social media formats provide. Students are introduced to and build upon traditional foundations of direct marketing while learning how to apply new technology. Students learn how to develop a strategic and effective creative plan integrating different media platforms.

Prerequisite: MG-660.

MK-777 - Consumer Behavior (3)

The purpose of this course is to introduce students to the various dimensions of consumer behavior, including how consumers search for information and make purchasing decisions.

Internal motivations, as well as external influences are explored. Students gain experience in the application of buyer behavior concepts to marketing management and social policy decision-making, and develop the ability to analyze behavioral research data and methodology.

Prerequisite: MG-660.

MPH Public Health

Public health is a diverse field that attracts professionals from various educational backgrounds who work to reduce complex health issues such as sexually transmitted infections, chronic diseases, environmental hazards, and substance abuse. These professionals serve communities locally and globally to improve peoples' health and prolong lives. Public health professionals collaborate with clinicians, health care agencies, and community members to identify resources to help mitigate these health issues and prevent future health problems. The Master of Public Health program is designed for students who are interested in pursuing a career in public health and for those who want to enhance their careers. Most of the professional positions in public health require a graduate degree as this allows individuals to carry out the core functions of public health. Graduates are prepared to pursue careers in government agencies, academia, health care institutions, public health interest groups, and non-profit organizations.

Upon successful completion of the program, graduates will be able to:

1. Articulate and advocate the values and ethics that distinguish public health as a cohesive field of practice and inquiry
2. Explain how their chosen public health concentration contributes uniquely to the study of population health, and how it intersects with other public health disciplines
3. Understand the public health paradigm for health promotion and disease prevention and conceptualize, implement and evaluate population health interventions
4. Demonstrate knowledge and application of basic principles and methods of population health research to advance scientific knowledge of the health of human populations
5. Locate, assemble, and critically analyze data, information, and knowledge resources
6. Plan and execute programs or research initiatives intended to advance the public's health on the local, national, and international levels
7. Communicate effectively and appropriately with diverse groups of professional colleagues and public constituents

MPH with a Concentration in Community Health

Required Core Courses: 24 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
PH-601	Public Health Systems and Practice	3
PH-605	Behavioral and social Aspects of Public Health	3
PH-640	Environmental and Occupational Health	3
PH-650	Health Policy and Management	3
PH-660	Principles of Biostatistics	3
PH-690	Global Health	3
PH-705	Principles of Epidemiology	3
KG-601	Graduate Research and Critical Analysis	1

KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
		Sub-total: 24

Other Requirements: 3 Credits		
<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
PH-780	Internship in Public Health	3
		Sub-total: 3

Community Health Concentration Courses: 18 Credits		
<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
PH-620	Health Promotion and Education in Diverse Communities	3
PH-655	Community Health Program Planning and Development	3
PH-710	Public Health Nutrition	3
PH-770	Research Methods in Public Health	3
PH-760	Thesis Proposal	3
PH-765	Thesis Data Analysis and Interpretation	3
Foundation Core (Statistics)*		
		Sub-total: 18

Total Credit Hours: 45

****A one-credit Foundation Core course may be required:***

KG-583 Statistics Foundation

Must receive a "P" (Pass) grade or better for Foundation Credit, or have received a grade of "C" or better to receive transfer credits for the equivalent undergraduate coursework.

MPH with a Concentration in Health Administration and Leadership

Required Core Courses: 24 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
PH-601	Public Health Systems and Practice	3
PH-605	Behavioral and Social Aspects of Public Health	3
PH-640	Environmental and Occupational Health	3
PH-650	Health Policy and Management	3
PH-660	Principles of Biostatistics	3
PH-690	Global Health	3
PH-705	Principles of Epidemiology	3
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
	Foundation Core (Statistics)*	
	Sub-total:	24

Other Requirements: 3 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
PH-780	Internship in Public Health	3
	Sub-total:	3

Health Administration & Leadership Concentration Courses: 18 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
HA-625	Health Care Information Systems	3
PH-670	Finance and Economics in Public Health	3
PH-685	Public Health Policy and law	3
PH-770	Research Methods in Public Health	3
PH-760	Thesis Proposal	3
PH-765	Thesis Data Analysis and Interpretation	3
	Sub-total:	18

Total Credit Hours: 45

****A one-credit Foundation Core course may be required:***

KG-583 Statistics Foundation

Must receive a "P" (Pass) grade or better for Foundation Credit, or have received a grade of "C" or better to receive transfer credits for the equivalent undergraduate coursework.

MPH with a Concentration in Biostatistics and Epidemiology

Required Core Courses: 24 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
PH-601	Public Health Systems and Practice	3
PH-605	Behavioral and Social Aspects of Public Health	3
PH-640	Environmental and Occupational Health	3
PH-650	Health Policy and Management	3
PH-660	Principles of Biostatistics	3
PH-690	Global Health	3
PH-705	Principles of Epidemiology	3
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
Foundation Core (Statistics)*		

Sub-total: 24

Other Requirements: 3 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
PH-780	Internship in Public Health	3

Sub-total: 3

Biostatistics and Epidemiology Concentration Courses: 18 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
PH-661	Biostatistics II	3
PH-771	Epidemiological Research Methods I	3
PH-772	Epidemiological Research Methods II	3
PH-775	Public Health Geographic Information Systems	3
PH-776	Public Health Surveillance Methods	3
PH-785	Culminating Experience in Public Health	3

Sub-total: 18

Total Credit Hours: 45

****A one-credit Foundation Core course may be required:***

KG-583 Statistics Foundation

Must receive a "P" (Pass) grade or better for Foundation Credit, or have received a grade of "C" or better to receive transfer credits for the equivalent undergraduate coursework.

MPH Course Offerings

PH – Public Health

PH-601 - Public Health Systems and Practice (3)

This course provides an introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities, and results of public health practice at the national, state, and local levels. The course also addresses important health issues and problems facing the public health system. Case studies and a variety of practice-related exercises serve as a basis for learner participation in real world public health problem-solving simulations. This course also fosters and enhances skills related to the use of technology for accessing information and communicating with colleagues.

Prerequisite: None.

PH-605 - Behavioral and Social Aspects of Public Health (3)

The course examines the application of social and behavioral sciences knowledge to public health. The basic principles of psychology, sociology, anthropology, and other social sciences are used to underscore the social determinants and consequences of health and health-seeking behaviors, and to understand the contribution of socio-behavioral science to our understanding of the distribution, etiology, and solution of public health problems through planned interventions.

Prerequisite: None.

PH-620 - Health Promotion and Education in Diverse Communities (3)

This course provides a foundation for planning health promotion programs for diverse populations. It facilitates discussion of contemporary issues and challenges of health promotion and program planning. Students are provided with the knowledge and skills necessary to collaborate with communities to develop effective, efficient, culturally appropriate health promotion programs.

Prerequisite: None.

PH 640 - Environmental and Occupational Health (3)

This course examines environmental principles, methods, risk factors, prevention and control, and policies related to human health. It also examines the biological, physical and chemical factors in the environment at the local and global levels, and how they impact human health.

Prerequisite: None.

PH-650 - Health Policy and Management (3)

This course provides an understanding of the structure and function of the U.S. Health Care System. The general principles of planning, management, evaluation, policy, and behavior of the

public health system on the local, state and federal levels are addressed. Students learn how the public health system is organized and the roles of essential stakeholders. Students analyze critical management concepts through discussion, case analysis, and practical applications in a variety of health care settings.

Prerequisite: None.

PH-655 - Community Health Program Planning and Development (3)

This course examines the models and processes to systematically plan and evaluate public health interventions. It presents students with methods for identifying population-based needs for public health programs, developing strategies to meet those needs, and evaluating the effectiveness of these public health interventions. The course integrates knowledge and skills from research methods, epidemiology, biostatistics, proposal writing, budget planning, project management, and program evaluation.

Prerequisite: None.

PH-660 - Principles of Biostatistics (3)

This course introduces statistical concepts and analytical methods as applied to data encountered in public health research and biomedical sciences. It emphasizes the basic concepts of experimental design, quantitative analysis of data, and statistical inferences. The course provides students a foundation to evaluate information critically to support research objectives and product claims. Introduction to a statistical computer package such as SPSS is provided.

Prerequisite: None.

PH-661 - Biostatistics II (3)

This course is a continuation of PH-660 and expands on the statistical concepts and analytical methods as applied to data encountered in public health research. Emphasis is placed on the choice of the appropriate method for specific problems, common aspects of model construction, the testing of model assumptions through influence and residual analyses, and the use of graphical and other methods to present results that are readily understood by clinicians.

Prerequisite: PH-660.

PH-670 - Finance and Economics in Public Health (3)

This course engages students in economic and financial issues related to the operation of organizations, personnel, providers, and patients in the health care system. Specifically, it explores the sources and uses of financing and the built-in incentives of the health care system. It also explores this ever-changing industry, and explicitly considers the determinants of national health spending and the role of government in private and public health.

Prerequisite: None.

PH-680 - Emergency Management in Public Health (3)

This course provides information that enables students to deal effectively with emergency management issues. Students develop an understanding of disaster preparedness, emergency management procedures and responsibilities, management mitigation, and response and recovery actions for different disasters. It also explores public health's role in bio-terrorism and dealing with people with disabilities during and after a disaster.

Prerequisite: None.

PH-685 - Public Health Policy and Law (3)

This course provides public health students with a foundation of American health policy and law. It emphasizes health policy and legal issues affecting the health care system and public health. It also examines how the laws and policies are formulated, and emphasizes the need for collaboration between governmental and nongovernmental organizations. Furthermore, the course examines health policy issues relating to health insurance, and provides extensive discourse on the Health Care Reform Law of 2010.

Prerequisite: None.

PH-690 - Global Health (3)

This course reviews the main contributors to the global burden of disease and discusses current interventions and possible approaches for the future. This course addresses topics related to maternal and child health, nutrition, infectious disease, chronic illness, and environmental health. Each section provides a historical and cultural overview and includes consideration of cultural competence and humility. Sections engage students in learning about country-specific health data and descriptive information about the health system.

Prerequisite: None.

PH-705 - Principles of Epidemiology (3)

This course introduces epidemiological concepts and tools to study patterns of disease and injury, incidence, prevalence, and risk, with the goal of broadening the understanding of population health, health inequality, and the influence on public policy. Epidemiological methods as applied to environmental health, infectious disease, and the behavioral and social factors of disease are explored.

Prerequisite: PH-660.

PH-710 - Public Health Nutrition (3)

This course develops the skills required to understand how to identify and address major nutrition-related public health problems. It covers topics such as malnutrition, excess nutrition,

complex eating disorders, maternal and child health, and chronic diseases that affect people globally.

Prerequisite: None.

PH-760 - Thesis Proposal (3)

This course allows students to synthesize the knowledge and skills acquired in all previous courses and apply them to the development of a thesis proposal. Students are guided through the preparation of the research question(s) and hypothesis, literature review, and a proposed methodology for answering the research question(s). Students are expected to work closely with their thesis chairperson/advisor and committee member throughout the semester. Students are expected to write and defend a scientifically sound thesis proposal.

Prerequisite: PH-770.

PH-765 - Thesis Data Analysis and Interpretation (3)

This course is the second part of the thesis process. It focuses on students' ability to collect and analyze data, and interpret the findings. Students use the methodology presented in their proposal to conduct their research and develop their thesis. Students must complete their thesis independently, and are expected to work closely with their thesis chairperson/advisor and committee member throughout the semester. Students are expected to write and defend a scientifically sound thesis.

Prerequisite: PH-760.

PH-770 - Research Methods in Public Health (3)

This course examines the nature of the scientific method and basic techniques in social science research as applied to the collection, analysis, and interpretation of social and public data. It explores the use of quantitative, qualitative, and mixed methods as different approaches to research design, and covers the ethical issues in research involving human subjects.

Prerequisite: None.

PH-771 - Epidemiological Research Methods I (3)

This course is designed to provide an introduction to epidemiological research theory, methods, and practice. The course focuses on the design, implementation, analysis, and interpretation of cohort, case-control, and cross-sectional epidemiological studies. Students will become proficient in the interpretation of epidemiologic data and the application of epidemiologic approaches to the investigation of infectious and non-infectious diseases.

Prerequisite: PH-705.

PH-772 - Epidemiological Research Methods II (3)

This course is a continuation of PH-771, Epidemiological Research Methods I, and as such will further refine students' ability to analyze and interpret data from various epidemiologic study designs. Students gain experience in analysis of original research reports, writing critiques of epidemiologic articles, data management, preparing appropriate tables and graphs, designing and analyzing observational studies.

Prerequisite: PH-771.

PH-775 - Public Health Geographic Information Systems (3)

This course provides students with the knowledge of Geographic Information Systems (GIS) and Spatial Analysis as they apply to public health. Students focus on the collection, maintenance, and interpretation of spatial data to study health concerns, specifically disease clusters, access to health care, health outcomes, risk factors, health status disparities, and emergency response operations. Students will use a variety of downloadable software such as ArcGIS to gain hands-on experience and supplement the case studies provided.

Prerequisite: PH-660.

PH-776 - Public Health Surveillance Methods (3)

This course prepares students to design, evaluate, and operate a public health surveillance system, analyze and interpret surveillance data, apply surveillance to various settings, diseases, and public health emergencies, understand how surveillance is used to develop public policy, and appreciate the legal and ethical implications of surveillance. This course focuses on the procedures that are utilized to investigate and track infectious and communicable diseases as well as non-infectious chronic diseases in the United States and developing countries.

Prerequisite: PH-660.

PH-780 - Internship (3)

The Public Health internship provides students with the ability to integrate the theories learned in the classroom with real world practical experiences. It also allows students to gain valuable skills to be effective in the workplace and to demonstrate public health competencies to their assigned tasks.

Prerequisite: None.

PH-785 - Culminating Experience in Public Health (3)

This course serves as the Capstone experience for the Biostatistics and Epidemiology concentration of the MPH degree. Students utilize the information acquired from the core and concentration courses to design, execute, and present a scholarly project. The course integrates and enhances student learning in several different areas: content, key process skills including project management and teamwork, and methods for gathering, analyzing, and reporting data.

Prerequisite: Final Semester.

MS Accounting

The Master's of Science in Accounting program is designed to provide students with the critical thinking and problem solving skills needed for a mid- to senior-level position in the field of accounting. Graduates develop competencies in research methods and analysis; financial statements and reporting; taxation and auditing; and international accounting. Students who successfully complete the program will meet the academic requirements to sit for the Certified Public Accounting (CPA) exam in New York State.

At the successful conclusion of this program, MS in Accounting completers will be able to:

1. Apply advanced accounting and tax principles and techniques in a variety of business settings
2. Evaluate alternative solutions to complex accounting and tax issues and determine the costs and benefits of each possible solution
3. Demonstrate in-depth knowledge of professional responsibilities and ethical decision making in accounting and tax settings
4. Integrate all accounting principles related to the NYS CPA exam into a comprehensive plan to sit for all four parts of the exam
5. Research and analyze current issues in accounting, evaluate evidence, construct an in-depth written analysis, make recommendations, and deliver an oral presentation detailing the outcomes of the analysis

MS Accounting Requirements

Required Core Courses: 36 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
Kg-601	Research and Critical Analysis	1
AC-610	Managerial Accounting	3
AC-620	Financial Statement Analysis and Reporting	3
AC-630	Advanced Accounting Information Systems	3
AC-640	Federal Estate and Gift Taxation	3
AC-650	Financial Accounting Theory and Reporting	3
AC-660	Advanced Auditing	3
AC-670	International Accounting (IFRS)	3
AC-780	Accounting, Tax, and Audit Seminar	3
FA-620	Advanced Quantitative Methods and Analysis	3
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
MG-615	Managing in the Global Environment	3
MG-640	Managerial Economics	3
Sub-total:		36

Total Credit Hours: 36

MS Accounting Course Offerings

AC - Accounting

AC 610 - Managerial Accounting (3)

This course reviews advanced managerial accounting concepts and methods used in management decision-making. The course is meant as a survey in the field of cost accounting using case studies. Major topics include comprehensive and complex systems of cost accumulation and capital budgeting. The course also integrates expanded economic analyses, quantitative methods, cost-volume-profit analysis, and profit performance.

Prerequisite: AC-610.

AC 620 - Financial Statement Analysis and Reporting (3)

This course is an overview of the accounting principles governing the preparation of financial statements, using United States Generally Accepted Accounting Principles and International Financial Reporting Standards (IFRS). Topics explored in this course include asset valuation, income determination, and consolidated financial statements of multinational corporations. The course reviews the analytical methods of working capital, statements of cash flows, techniques used in analyzing solvency, quality of earning, forecasting techniques, and methods of evaluating financial statements.

Prerequisite: AC-610.

AC 630 - Advanced Accounting Information Systems (3)

This course is an in-depth analysis of Accounting Information Systems (AIS) concepts. The objective is to evaluate how AIS tools are used to record, process, and analyze financial data; determine how best to integrate AIS tools and processes in a given organization; review and recommend controls to secure AIS applications and processes; and evaluate how technology can be used in AIS applications. Topics include: transactional processing concepts and core AIS transactional cycles; basic control frameworks used to secure AIS applications and processes; strategies for implementing or upgrading AIS applications; information technology and accounting standards; and e-commerce and e-business.

Prerequisite: AC-610.

AC 640 - Federal Estate and Gift Taxation (3)

This course provides a detailed understanding of the gift, estate, and generation-skipping transfer tax laws. Students will focus on the procedural laws and practical applications of gift, estate and generation-skipping transfer tax laws by analyzing study problems after review and discussion of each code section. This will include the preparation of federal estate tax returns and federal gift tax returns.

Prerequisite: AC-630.

AC 650 - Financial Accounting Theory and Reporting (3)

This course focuses on the scope of accounting theory and practice with an emphasis on critical concepts and accounting-related assumptions. The historical development of accounting theory is reviewed. Significant emphasis is placed on the analysis and evaluation of Generally Accepted Accounting Principles (GAAP) as well as issues facing the accounting profession. The course involves an in-depth study of the content and implications of the Financial Accounting Standards Board (FASB) pronouncements. Considerable attention is given to regulatory bodies, and their influences, such as the Securities and Exchange Commission (SEC).

Prerequisite: AC-610.

AC 660 - Advanced Auditing (3)

Advanced auditing is the study of AICPA and Public Company Accounting Oversight Board (PCAOB) accounting standards. The course enables students to understand the philosophy and the overall audit environment and relate to the conventional framework and procedural aspect of auditing. Students are exposed to the growing use of statistical sampling and the use of computer applications in the audit process.

Specific topics include audit sampling for the test of control and substantive test of transactions, statistical vs. non-statistical sampling, information technology (IT) audit overview, legal and ethical issues for IT auditors, Fraud and Forensic Auditing, review of contingent liabilities, review of subsequent events, evidence accumulation, and issue of an audit report.

Prerequisite: AC-620.

AC 670 - International Accounting (IFRS) (3)

This course examines the international dimension of financial reporting and analysis. International Accounting is a rapidly expanding field and its importance has grown in conjunction with the trend towards globalization. The course equips students with the knowledge to deal with the global challenges of the twenty-first century that require accountants to be well-versed in issues of international financial reporting, harmonization, standardization, and consolidation of financial statements of multinational corporations.

Prerequisite: AC-650.

AC 780 - Accounting, Tax, and Audit Seminar (3)

This capstone course provides students with the opportunity to maximize their accounting, tax, and auditing skills to analyze and evaluate real-world situations. A strong emphasis is placed on conducting professional research. The work encompasses a semester long collaborative team project that address a real world scenario. Prerequisite: AC-650 or AC-660.

FA- Finance

FA 620 - Advanced Quantitative Methods and Analysis (3)

This course enables students to master modern portfolio theory by focusing on risk-return trade-off, investors' risk preferences, portfolio optimization, and index models. It addresses the implications of portfolio theory for the equilibrium structure of expected rates of return on risky assets and covers other topics important for portfolio oversight, notably performance evaluation and active portfolio management.

MS Computer Science

The Master of Science (MS) in Computer Science program is designed for students who have completed their undergraduate in Computer Science, Information Technology, Computer Information Systems or a similar program and who seek to enhance their theoretical, analytical, and practical skills through a solid foundation in the areas of programming, web design, database management system, networking, and project management. Students study the cutting-edge technologies including cyber-security, cloud computing, artificial intelligence, and mobile computing. Computer Science is the driving force behind the way we live our lives in this technology-driven world. Achieving an MS Degree in Computer Science provides career opportunities in computer, financial, health care, media/telecom, defense, entertainment, retail, real estate, education, government, and non-profit industries/entities. The 36-credit program is offered on the New Rochelle and Bronx campuses.

The program level objectives for students completing the MS in Computer Science are as follows:

1. To build, strengthen and expand students' competencies, qualifications and marketability in four (4) areas:
 - a. Technical / Practical Skills
 - b. Business / Soft Skills
 - c. Industry Training / Experience
 - d. Certification Preparation
2. To cultivate problem-solving and critical thinking skills to solve complex computing problems through identification, assessment and evaluation of business and information systems; effectively design, develop and expand diverse software and system applications
3. To foster students' leadership and decision-making skills; and ability to work with others to function effectively as software and systems solution providers
4. To enhance and elevate students' awareness in conducting themselves in a manner that is professional, ethical, and social
5. To adequately prepare students for rewarding careers in computer science

MS Computer Science

Required Core Courses: 27 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
CS-610	Computer Architecture	3
CS-615	Operating System Design	3
CS-620	Software System Design	3
CS-625	Object Oriented Software	3
CS-630	Database Systems	3
CS-640	Computer Networks	3
CS-700/701	Special Project in Computer Science	3 or 6

	or	
CS-705/706	Computer Science Thesis	3 or 6
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
		Sub-total: 27

Electives: 9 Credits - Select any 3 courses:		
<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
CS-633	Data Mining	3
CS-635	Mobile Computing	3
CS-637	Designing e-Commerce Site	3
CS-645	Network Security and Privacy	3
CS-650	Artificial Intelligence	3
CS-660	Managing Projects, Resources, and Risks	3
CS-670	Cloud Computing	3
		Sub-total: 9
Total Credit Hours:		36

MS Accounting Course Offerings

CS – Computer Science

CS-610 - Computer Architecture (3)

This course teaches students the fundamentals of computer architecture. The course covers the basic organizations of computer systems including number systems, computer logic, ARM architecture, RISC, bus designs, multimedia, performance, processor control, memory hierarchy, secondary storage, I/O, parallel processing, and multithreading. It also addresses a wide range of micro- architecture issues geared toward to improving processor performance.

Prerequisite: None.

CS-615 - Operating System Design (3)

This course is an introduction to operating system (OS) and its functions regardless of the hardware that houses it. It is intended for students with a basic background in computing systems. The course presents the basic concepts of operating systems, and covers specific issues of storage, memory management, processor scheduling, process management, concurrent processes, device management, and networking functions of OS. Current operating systems such as Unix/Linux, Windows, and/or Android are explored through case studies.

Prerequisite: None.

CS-620 - Software System Design (3)

This course is a comprehensive, accessible, and concise introduction to core topics and methodologies of software development. The essential topics emphasized by IEEE Computer society-sponsored Software Engineering Body of Knowledge (SWEBOK) are included. Students are given an overview of programming concepts, system analysis and design, principles of software engineering, development and support processes, testing methodologies, and product management.

Prerequisite: None.

CS-625 - Object Oriented Software (3)

This course is a conceptual and practical study of object- oriented programming. Students learn how to use data structures known as “objects” to implement object-oriented problem solving. Topics covered include functions, multi- dimension arrays, lists, classes, objects, methods, inheritance, polymorphism, exception handling, recursion, multithreading, and graphics. Object-oriented languages like C#, Java, or Python are used.

Prerequisite: None.

CS-630 - Database Systems (3)

This course introduces the fundamental concepts of database management systems, with emphasis on relational model. Students are exposed to database design topics such as data models, ER modeling, normalization of database tables, SDLC, performance and query optimization, distributed systems, web technology and database connectivity, and data warehousing. Students learn how to create and maintain databases as well as perform queries using Structured Query Language (SQL). Advanced SQL topics such as joins, subqueries, set operators, and procedural SQL are also covered. Students use Oracle or a similar database package to complete several hands-on database projects.

Prerequisite: None.

CS-633 - Data Mining (3)

This course presents a conceptual and practical study of the basic concepts in data mining. Students learn the fundamental principles of data querying, data analysis, inferential statistics, and classification and then implement solutions to extract meaningful insights from the data. Building upon previous course requirements in coding, programmatic solutions are developed using an enterprise DBMS and a popular language environment.

Prerequisite: CS-625; CS-630.

CS-635 - Mobile Computing (3)

This course introduces students to mobile computing, device security, and mobile application development. The overall goal of this course is to provide an in depth understanding of the fundamental problems in the area of mobile computing and study the existing and proposed solutions for these problems from both research and development perspective. Mobile computing is discussed from three standpoints: mobile technology, application development, and user interaction. The course will first overview various mobile computing applications, technologies and wireless communication. Next, students learn about common paradigms in mobile computing such as low power computing, computing in an environment with limited resources, fault tolerance, security measures in mobile devices and persistence. Students are introduced to and use the cross-platform mobile development environment to reinforce concepts covered in lectures. User interface and user experience are discussed and application development guidelines from various platforms are analyzed. Lastly, the course will look at some current research in mobile computing.

Prerequisite: CS-625; CS-630.

CS-637 - Designing e-Commerce Site (3)

The phenomenal growth in the last few years of the Internet and its related technologies has created new ways of communicating and trading. The most obvious effects of this growth is the great impact of e-commerce on business transactions in today's marketplace. This course presents concepts and skills for the strategic use of e-commerce and related information system technologies needed to plan, design, analyze develop and evaluate an e-commerce website. Through this project oriented course, students learn essentials of e-commerce Web site development including design techniques, shopping carts, payment options, security, ethical and legal issues. Students design and create a fully functioning e-commerce site and online shops for small business clients. In class projects guide the students step by step through the design and business decisions that are critical to success.

Prerequisite: CS-625; CS-630.

CS-640 - Computer Networks (3)

This course explores the fields of computer networks and data communications in detail. Students become familiar with network topologies and standards necessary to support computer network systems and their applications. Emphasis is to achieve a balance between the technical aspects of data communications and everyday practical aspects. Topics include networking protocols, Ethernet standards, OSI model, transmitting media, interfaces, various Network Operating Systems case studies, Internet protocols, network management, and network security.

Prerequisite: None.

CS-645 - Network Security and Privacy (3)

This course expands students' knowledge of computer network and business security. Emphasis is on hands-on projects to guide students through several key security activities. Students will also apply the concepts to case projects. The course topics include the ten domains of CISSP (Certified Information Systems Security Professional) Security: access control; telecommunications and network security; information security governance and risk management; software development security; cryptography; security architecture and design; security operations; business continuity and disaster recovery and planning; legal regulations, investigations, and compliance; and physical environment security.

Prerequisite: CS-640.

CS-650 - Artificial Intelligence (3)

This course surveys of the field of Artificial Intelligence. The focus is on theory of AI, problems in the field of AI, and techniques and algorithms for solving those problems. Various computer languages of AI from LISP to Python are discussed. Students are exposed to many applications of AI in game programming, intelligent agents, neural networks, pattern recognition, data mining, and more. Students are not expected to have any prior knowledge of AI, but they are expected to have good programming skills and basic understanding of theoretical techniques for analyzing computer algorithms.

Prerequisite: CS-625.

CS-660 - Managing Projects, Resources and Risks (3)

This course helps students develop the knowledge and skills necessary to successfully address the complex and unique issues in an Information Technology project environment. The emphasis is on learning how to accomplish project objectives on time and within budget. The course focuses on the nine knowledge areas specified by the Project Management Institute (PMI). Team-based and discovery-based methodology is stressed. An industry recognized software is used in conjunction with this course, and students participate in group projects to investigate the scopes, deadlines, and constraints of actual industry problems.

Prerequisite: CS-620.

CS-670 - Cloud Computing (3)

This course provides a comprehensive study of Cloud concepts and capabilities across the various Cloud service models including Software as a Service (SaaS), Platform as a Service (PaaS), Infrastructure as a Service (IaaS), and Identity as a Service (IDaaS). The course also covers data storage, collaboration, virtualization, security, and disaster recovery aspects in the cloud. Students learn to design and code scalable applications using Cloud-based software applications on top of various Cloud platforms. Students are introduced to different layers of the cloud technologies, as well as practical solutions such as Google, Amazon, Microsoft, and Salesforce.com.

Prerequisite: CS-640.

CS-700/701 - Special Project in Computer Science (3 or 6)

Students may elect to work on a special project in the computer science field, for which 6 credits can be earned toward the degree requirement. Students are required to find an appropriate adviser to guide and monitor the project. The project must be industry standard, and it should adequately demonstrate mastery in the project design, creation, execution, and implementation. An oral presentation of the project in front of a panel of professors is required. Students may register for the special project either in one semester for 6 credits or in two semesters for 3 credits each.

Prerequisite: Requires Dean's Approval.

CS-705/706 - Computer Science Thesis (3 or 6)

Exceptional students may elect to write a master's thesis in computer science, for which 6 credits can be earned toward the degree requirement. Students are required to find an appropriate adviser to guide and monitor the research. The research may or may not be original, but it should adequately demonstrate the student's proficiency in the subject matter. An oral defense of the thesis in front of a panel of professors is required. Students may register for the thesis either in one semester for 6 credits or in two semesters for 3 credits each.

Prerequisite: Requires Dean's Approval.

MS Criminal Justice

The interdisciplinary field of criminal justice has grown exponentially over the last two decades. This incredibly rich discipline seeks not solely to explain the dysfunctional aspects of society but to contribute to the advancement of the larger society. The criminal justice professional has developed a social science arsenal that transcends the use of deadly force. The incorporation of crime reduction strategies, the burgeoning impact of forensics, and advanced criminological theories have made the study of criminal justice exciting and gratifying. Courses in this major, notwithstanding internships, are offered either in a hybrid format or fully on-line. The hybrid courses meet 2/3 on-site and 1/3 on-line.

Graduates are expected to demonstrate the following competencies:

1. Proficiency in writing and oral communication skills
2. Knowledge of the causes of crime and effective measures to reduce crime
3. The ability to critically analyze scholarly articles in the field of Criminal Justice
4. Competence in the application of criminological theory and the framing of the scientific method
5. An integrated knowledge of the various components of the Criminal Justice System
6. Knowledge of the transnational nature of crime in the age of globalization

In addition to the General Track, the MSCJ program offers three (3) concentrations:

1. Human Services
2. Urban Crime Policy
3. Homeland Security

MS Computer Science General Track Requirements

Required Core Courses: 24 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
CJ-615	Criminology Theory	3
CJ-620	Research Methods and Data Analysis	3
CJ-630	The Supreme Court, U.S. Constitution, and Criminal Law	3
CJ-640	Perspectives on Drugs, Alcohol, and the Criminal Justice System	3
CJ-730	Comparative Criminal Justice Systems	3
CJ-755	Terrorism and Counter-Terrorism	3
CJ-780	Public Policy Issues in Criminal Justice (Capstone Course)	3
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
Sub-total:		24

Electives: 12 Credits

Must choose any 4 classes, or any 2 classes and Master's Thesis:

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
	Four Elective Courses or	12
	Two Elective Courses and	6
CJ-791	Master's Thesis I	3
CJ-792	Master's Thesis II	3
Sub-total:		12
Total Credit Hours:		36

MS in Criminal Justice – Human Services

MS Criminal Justice-Human Services Requirements

Required Core Courses: 24 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
CJ-615	Criminology Theory	3
CJ-620	Research Methods and Data Analysis	3
CJ-630	The Supreme Court, U.S. Constitution, and Criminal Law	3
CJ-640	Perspectives on Drugs, Alcohol, and the Criminal Justice System	3
CJ-730	Comparative Criminal Justice Systems	3
CJ-755	Terrorism and Counter-Terrorism	3
CJ-780	Public Policy Issues in Criminal Justice (Capstone Course	3
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
Sub-total:		24

Electives: 12 Credits

Must choose any 4 classes, or any 2 classes and the Master's Thesis:

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
CJ-618	Crime Scene Investigation	3
CJ-650	The Sociology of Juvenile Delinquency	3
CJ-718	The Psychology of Criminal Behavior	3
CJ-750	Crisis Management and Disaster Preparedness	3
CJ-760	Community Violence: Causes, Effects, and Solutions	3
CJ-765	Child Development, Trauma, and the Criminal Justice System	3
CJ-770	Counseling Psychology and Human Service	3

OR

	Two electives and	6
CJ-791	Master's Thesis I	3
CJ-792	Master's Thesis II	3
		Sub-total: 12

Total Credit Hours: 36

MS in Criminal Justice – Urban Crime Policy

MS Criminal Justice-Urban Crime Policy Requirements

Required Core Courses: 24 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
CJ-615	Criminology Theory	3
CJ-620	Research Methods and Data Analysis	3
CJ-630	The Supreme Court, U.S. Constitution, and Criminal Law	3
CJ-640	Perspectives on Drugs, Alcohol, and the Criminal Justice System	3
CJ-730	Comparative Criminal Justice Systems	3
CJ-755	Terrorism and Counter-Terrorism	3
CJ-780	Public Policy Issues in Criminal Justice (Capstone Course	3
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
		Sub-total: 24

Electives: 12 Credits

Must choose any 4 classes, or any 2 classes and the Master's Thesis:

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
CJ-618	Crime Scene Investigation	3
CJ-655	Race, Class, and Crime in America	
CJ-725	Organized Crime and Transnational Crime	
CJ-735	International Perspectives on the Death Penalty	3
CJ-745	The Use of Deadly Force in Contemporary America	3
CJ-776	New York and the Great Crime Decline	3
CJ-777	Cyber Crime, Intelligence Systems and National Security	3

OR

	Two Elective courses and	6
CJ-791	Master's Thesis I	3
CJ-792	Master's Thesis II	3
		Sub-total: 12

Total Credit Hours: 36

MS in Criminal Justice – Homeland Security

MS Criminal Justice-Homeland Security Requirements

Required Core Courses: 24 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
CJ-615	Criminology Theory	3
CJ-620	Research Methods and Data Analysis	3
CJ-630	The Supreme Court, U.S. Constitution, and Criminal Law	3
CJ-640	Perspectives on Drugs, Alcohol, and the Criminal Justice System	3
CJ-730	Comparative Criminal Justice Systems	3
CJ-755	Terrorism and Counter-Terrorism	3
CJ-780	Public Policy Issues in Criminal Justice (Capstone Course	3
KG-601	Graduate Research and Critical Analysis	1
KG-602	Ethics and Leadership: An Interdisciplinary Perspective	2
		Sub-total: 24

Electives: 12 Credits

Must choose any 4 classes, or any 2 classes and Master's Thesis:

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
CJ-750	Crisis Management and Disaster Preparedness	3
CJ-751	Critical Infrastructure Protection	3
CJ-752	Homeland Security: Programs, Policies and the Legal System	3
CJ-777	Cybercrime, Intelligence Systems, and National Security	3
CJ-791	Master's Thesis I	3
CJ-792	Master's Thesis II	3
		Sub-total: 12

Total Credit Hours: 36

MS Criminal Justice

CJ - Criminal Justice

CJ-615 - Criminological Theory (3)

This course allows students to develop a comprehensive knowledge of the different theories of criminal behavior. In addition to becoming versed in the different criminological theories, students focus on the efficacy of the different theories and their usefulness in crime reduction strategies.

Prerequisite: None.

CJ-618 - Crime Scene Investigation (3)

Police work has become increasingly scientific and the preservation of the crime scene often determines the validity of the evidence gathered. The obtaining of fingerprints, blood samples, DNA, and other forensic evidence is essential for the successful prosecution of suspects. This course emphasizes the importance of the evidence preservation and the developments in forensic science that have revolutionized the approach to crime scene investigations.

Prerequisite: None.

CJ-620 - Research Methods and Data Analysis (3)

In this course, students formulate hypotheses and research designs in order to develop mastery of empirical analysis. The course includes dissecting data sets and developing surveys to conduct empirical research. A research paper demonstrating an understanding of quantitative and qualitative research skills is required.

Prerequisite: None.

CJ-630 - The Supreme Court, U.S. Constitution, and Criminal Law (3)

In this course, students critically examine landmark cases and their impact on the criminal justice system. Special attention is given to the constitutional protection of civil liberties and the urgency of maintaining the social order.

Prerequisite: None.

CJ-640 - Perspectives on Drugs, Alcohol, and the Criminal Justice System (3)

In this course, students examine different approaches to dealing with the twin plagues of alcoholism and drug addiction. The effects of the war on drugs, its impact on families and communities, and the subsequent impact on the correctional system are analyzed.

Prerequisite: None.

CJ-650 - The Sociology of Juvenile Delinquency (3)

This course examines patterns of juvenile delinquency and assesses how changes in the family structure impact on sub-cultural deviance and juvenile delinquency. Public policy measures to rehabilitate juvenile delinquents are critically examined.

Prerequisite: None.

CJ-655 - Race, Class, and Crime in America (3)

The course examines race, class, and ethnicity in the criminal justice system. Students read and critically analyze literature on the particular forms of policing in multicultural and urban communities. Emphasis is placed on inner-city communities, sentencing disparities, and the disproportionate representation of minorities in the U.S. penal system.

Prerequisite: None.

CJ-660 - Statistics for Criminal Justice (3)

This course provides students with the basic tools used in quantitative analysis in the field of criminal justice along with an introduction to the statistical issues involved in the design and logic of research. Students learn to use various non-parametric tests of significance and are introduced to the fundamentals of correlation and regression.

Prerequisite: None.

CJ-690 - Internship in Criminal Justice (3)

This course allows students to observe learned theory in a practical setting. Police agencies, para-professional positions in probation, correctional counseling, custodial and non-custodial correctional facilities, detention centers, and similar agencies are most appropriate. Students employed in Criminal Justice will develop a specialized internship with their existing agencies. Classes meet on a regular basis to assess student progress and share individual experiences.

Prerequisite: None.

CJ-691 - Internship in Criminal Justice (3)

This course allows students to observe learned theory in a practical setting. Police agencies, para-professional positions in probation, correctional counseling, custodial and non-custodial correctional facilities, detention centers, and similar agencies are most appropriate. Students employed in Criminal Justice will develop a specialized internship with their existing agencies. Classes meet on a regular basis to assess student progress and share individual experiences.

Prerequisite: None.

CJ-692 - Internship in Criminal Justice (3)

This course allows students to observe learned theory in a practical setting. Police agencies, para-professional positions in probation, correctional counseling, custodial and non-custodial correctional facilities, detention centers, and similar agencies are most appropriate. Students employed in Criminal Justice will develop a specialized internship with their existing agencies. Classes meet on a regular basis to assess student progress and share individual experience.

Prerequisite: None.

CJ-715 - The Law and Politics of the Criminal Justice System

This course will analyze the politics of race and racism in the United States through the examination of major court decisions which are both recent and historical. Students will be asked to discuss how court decisions have affected race in America. During this course students will discuss and debate the treatment of racial minority groups in the criminal and civil justice systems. This course will take an in-depth look at the treatment of racial minority groups by courts, police, and prisons.

Prerequisite: None

CJ-718 - The Psychology of Criminal Behavior (3)

This course explores psychological theory and research findings to further students' understanding of criminal behavior with a particular focus on the developmental, cognitive-behavioral aspects of the offender. Students analyze the psychological, social, economic, political, and ecological factors that impact criminal behavior.

Prerequisite: None.

CJ-725 - Organized Crime and Transnational Crime (3)

This course explores the roots and guile of organized crime. Students learn how globalization has facilitated the emergence of transnational organized crime syndicates engaged in the flow of drugs, the transfer of funds, the illegal arms trade, and human trafficking. Measures to break up these crime syndicates are assessed.

Prerequisite: None.

CJ-730 - Comparative Criminal Justice Systems (3)

In this course, students are provided a greater understanding of the United States criminal justice system by examining the structure and function of other criminal justice systems around the world. The course explores how culture and economics, among other factors, can impact the level of crime and incarceration.

Prerequisite: None.

CJ-735 - International Perspectives on the Death Penalty (3)

This course examines the legal and social history of the death penalty, how it is applied in different parts of the world, and the influence of race, class, and religion. Students examine controversial cases, as well as how capital punishment is used to prop up political regimes. The course also examines the widespread use of capital punishment in particular countries and its abolishment in other regions of the world.

Prerequisite: None.

CJ-745 - The Use of Deadly Force in Contemporary America (3)

The course examines trends in civil society and in the law enforcement community vis-à-vis the use of deadly force in American society. Students research and analyze the variations in state laws related to such issues as gun ownership, carrying concealed weapons, and "stand your ground." The course is enriched by provocative case studies.

Prerequisite: None.

CJ-750 - Crisis Management and Disaster Preparedness (3)

This course explores crisis management and disaster preparedness in the post-9/11 world. The brittle nature of the social order is evident when students examine the impact of Hurricane Katrina in New Orleans, the terrorist attack on the World Trade Center, and the riots in Crown Heights, Brooklyn and in Los Angeles. Emphasis is placed on the notion that supervisory law enforcement personnel are perennially faced with natural and unnatural disasters and they must be prepared to address such incidents.

Prerequisite: None.

CJ-752 - Homeland Security: Programs, Policies and the Legal System

This course is designed so that students will gain a comprehensive understanding of the structure and function of the Department of Homeland Security (DHS). Students will assess the multi-functional areas of DHS and its responsibilities. Students will review the evolution of National Preparedness Goals and assess strategies for protecting the vast network of structures throughout the United States. DHS policies and legal guidelines will be explored and evaluated in great detail. The concept of federalism will be explored as states develop their own homeland security plans.

Prerequisite: None

CJ-751 - Critical Infrastructure Protection

The course is designed so that students will learn how to assess the vulnerability of critical infrastructure. They will also learn how to develop and implement infrastructure protection systems. Students will begin by learning how infrastructure sectors develop, their vulnerabilities based on design and in some cases limited funding, and how such sectors can

best be protected in our current global state. Students will assess various diverse infrastructure sectors including energy, banking and finance, telecommunications, water, public health, chemical and hazardous materials, information and technology by applying a scientific approach and will propose ways to minimize risk of harm to such structures.

Prerequisite: None

CJ-755 - Terrorism and Counter-Terrorism (3)

This two-part course is a study of terrorist organizations and the use of intelligence and counter-terrorism strategies to contain and eliminate these threats. Students examine the fundamental tenets of terrorist organizations, such as the wanton destruction of people and property. They also examine measures adopted by the government on all levels to enhance national security.

Prerequisite: None.

CJ-760 - Community Violence: Causes, Effects, and Solutions (3)

This course examines the proliferation of community violence in an age of globalization. Students examine the rising phenomenon of inter-community violence, intra- community violence, and violence against the state. Violence can be caused by religious, ethnic, or racial rivalries. Measures by the state to reassert its legitimacy and reduce violence are examined within the context of localization.

Prerequisite: None.

CJ-765 - Child Development, Trauma, and the Criminal Justice System (3)

In this course, students gain theoretical and practical knowledge of cognitive, socio-emotional, and physical development from infancy through adolescence. Students learn about family styles of parenting and discipline, the impact of trauma on juvenile's development and behavior, and the best practices in forensic interviewing. They also examine various roles that human services personnel play in juvenile and adult criminal justice system.

Prerequisite: None.

CJ-770 - Urban Poverty and the Family (3)

This course examines the persistence of poverty in America and the impact of rising unemployment on inner- city communities. The course includes an analysis of neighborhoods where there is a concentration of poverty and the disintegration of once viable institutions. Special attention is given to recommended policy reforms and the literature on community efficacy.

Prerequisite: None.

CJ-775 - Counseling Psychology and Human Services (3)

This course deals with improving the lives of those served by the criminal justice and human services systems. Professionals and practitioners are called upon daily to assist clients in a wide range of situations and, in a caring way, alleviate crisis and distress. This course provides an understanding of the range of issues affecting clients, the challenges practitioners face in addressing clients' needs, and how practitioners can work with other professionals to improve their clients' lives.

Prerequisite: None.

CJ-777 - Cyber Crime, Intelligence Systems and National Security (3)

Intelligence is vital to national security and U.S. foreign policy. This course covers both domestic and foreign intelligence gathering, analysis, and dissemination techniques, including both human and technical sources. It also explores the structure of the U.S. intelligence community, looking at particular agencies, the interactions of these agencies with national security policymakers, key issues about their inner workings, their specific jurisdiction, and the challenges that the intelligence community faces. It additionally examines the legal mechanisms that governments use to control and oversee intelligence agencies. Furthermore, this course considers key intelligence missions such as counter proliferation, counterinsurgency, and counterterrorism.

Prerequisite: None.

CJ-780 - Public Policy Issues in Criminal Justice (Capstone course) (3)

This capstone course provides students with the opportunity to synthesize theories about issues related to the criminal justice system. The competencies of students in critical thinking, analytical writing, and effective oral communication are tested throughout the semester.

Prerequisite: None.

CJ-791 - Master's Thesis (3)

Graduate students have the option of completing either four elective courses or two elective courses and the Master's thesis for 6 credits. Students are encouraged to make a decision before they complete 24 credits regarding whether or not they intend to pursue the thesis option. In order to be eligible for the thesis option, students must have maintained a minimum GPA of 3.5 at the completion of 24 credits in the program. Students are assigned to a thesis advisor who works with students in developing the hypothesis, research design, and the bibliography. The thesis topic chosen is related in some aspect to the material covered in the core courses.

Prerequisite: None.

CJ-792 - Master's Thesis (3)

Graduate students have the option of completing either four elective courses or two elective courses and the Master's thesis for 6 credits. Students are encouraged to make a decision before they complete 24 credits regarding whether or not they intend to pursue the thesis option. In order to be eligible for the thesis option, students must have maintained a minimum GPA of 3.5 at the completion of 24 credits in the program. Students are assigned to a thesis advisor who works with students in developing the hypothesis, research design, and the bibliography. The thesis topic chosen is related in some aspect to the material covered in the core courses.

Prerequisite: None.

MS Executive Leadership in Hospitality Management

The Master of Science in Executive Leadership in Hospitality Management program prepares students for leadership positions in hotels and resorts, convention services, strategic development for tourism boards, international tourism development, real estate development projects, business ownership, and academia. As travel and hospitality have become prominent national industries across the globe, more qualified professionals at the higher levels are required. As related industries expand, professionals holding graduate-level degrees are needed to lead this burgeoning industry and to educate and train others to fulfill the expanding employment opportunities.

Conducted primarily online so that working professionals from a range of geographic locations and career backgrounds can participate, this program includes two residencies: a two-week session at the beginning and a two-week session at the end. These sessions allow participants to build relationships and share first-hand issues they are currently facing in their industry.

Upon completion, graduates of the MS in Executive Leadership in Hospitality Management will be able to:

1. Evaluate the social, cultural, and economic impacts of the travel and tourism industry as a driver of hospitality's global market impact
2. Argue the importance of data analysis and interpretation as a motivator of change in the hospitality industry
3. Compare and contrast statistical information in order to identify contemporary problems and issues that relate to the Hospitality industry on a global level
4. Evaluate the role technology plays in all facets of the hospitality industry and especially in data collection and analysis, marketing and strategic leadership
5. Craft a personal leadership statement consistent with the principles of leadership, the understanding of human resource management. and will have the ability to move people to a clear vision
6. Create and defend a piece of substantive action research addressing a contemporary problem or issue in the hospitality industry

MS Executive Leadership in Hospitality Management Requirements

Required Core Courses: 36 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
HP-610	Economics of Tourism	3
HP-650	Hospitality Management Information Systems	3
HP-701	Qualitative Research Applications for Hospitality	3
HP-702	Global Tourism in Emerging Markets	3
HP-703	Contemporary Problems and Issues in Hospitality; Research Thesis I	3
HP-704	Tourism Marketing and Branding	3
HP-705	Strategic Management and Leadership in Hospitality	3
HP-706	Hospitality Human Resource Management	3
HP-710	Contemporary Problems and Issues in Hospitality; Research Thesis II	3
HP-900	Professional Portfolio Development or Prior Learning Experience Credit or	3
HP-901	Professional Portfolio Seminar I	1
HP-902	Professional Portfolio Seminar II	1
HP-903	Professional Portfolio Seminar III	1
MG-620	Research and Statistics for Managerial Decision Making	1
MG-650	Managing Information Technology Across the Enterprise	2
Total Credit Hours:		36

MS Executive Leadership in Hospitality Management Course Offerings

HP - Hospitality

HP 610 - Economics of Tourism (3)

This course includes the set theory of tourism, cost-benefit analysis, tax policy impacts, and other economic and statistical aspects of tourism. Students examine research designed to determine the economic impact of the hospitality and tourism industries.

Prerequisite: None.

HP 650 - Hospitality Management Info Systems (3)

This course covers the analysis and design of management systems for hotels, restaurants, and the travel industry. Topics include cost and value information, data management, implementation of systems, and the impact of information systems on hospitality organizations.

Prerequisite: None.

HP 701 - Qualitative Research Applications for Hospitality (3)

This course covers the basic principles and techniques of qualitative inquiry necessary to conduct hospitality research. The course explores methods that qualitative researchers may use, such as the grounded theory practice, narratology, storytelling, classical ethnography, or shadowing. Students are focused on addressing problems and issues in hospitality through qualitative methods such as action research.

Prerequisite: None.

HP 702 - Global Tourism in Emerging Markets (3)

This course provides an in-depth investigation of the components of the global tourism system and the economic dynamics of tourism. The course familiarizes students with the major areas of production and distribution of hospitality products. Students are exposed to viewpoints from practitioners from various disciplines such as anthropology, economics, psychology, and urban planning as issues facing tourism destinations are explored.

Prerequisite: HP-610.

HP 703 - Contemporary Problems and Issues in Hospitality; Research Thesis I (3)

This course provides an in-depth investigation of the components of the global tourism system and the economic dynamics of tourism. The course familiarizes students with the major areas of

production and distribution of hospitality products. Students are exposed to various viewpoints from practitioners from various disciplines such as anthropology, economics, psychology, and urban planning as issues facing tourism destinations are explored.

Prerequisite: None.

HP 704 - Tourism Marketing and Branding (3)

This course covers the major issues related to the marketing of travel and tourism products according to the specific nature of the travel and tourism industry, including strategic marketing, travel market analysis, and the major tools available for creating successful marketing and branding of travel and tourism products.

Prerequisite: None.

HP 705 - Strategic Management and Leadership in Hospitality (3)

This course provides an understanding of the use and effects of strategic management at different levels. The course covers the concepts of strategic management in the hospitality business environment and the role of strategic leadership practices. Strategic decision-making principles are examined to create competitive advantages for hospitality industry leaders and organizations.

Prerequisite: None.

HP 706 - Hospitality Human Resource Management (3)

This course studies the human resource function from a strategic and developmental standpoint within a variety of hospitality and tourism contexts. Topics include the application of current sociological and psychological theories of organizational behavior; motivation and conflict with focus on employee-employer relations; and diversity in food service, lodging, and club establishments.

Prerequisite: None.

HP 710 - Contemporary Problems and Issues in Hospitality; Research Thesis II (3)

This course continues the analysis of the problems and issues identified in HP-703 with the completion of the research thesis with a focus on interpretation of data collected and suggestions for future study.

Prerequisite: HP-701, HP-703.

HP 900 - Professional Portfolio Development or Prior Learning Experience Credit (3)

The King Graduate School recognizes that significant learning can occur outside of the classroom through relevant career, training, extracurricular, or personal experiences. Prior to accepting a student for admission into the MS Executive Leadership in Hospitality Management program, it must be determined if the candidate has an experience base commensurate with the institution's requirements for prior learning experience credit. To determine eligibility for prior learning experience credits, candidates submit a portfolio for review by the end of the first August residency. It must reference the specific competencies learned and provide evidence of how they relate to the program of study. The portfolio must include detailed descriptions of the experience, including but not limited to, the work performed, the responsibilities of the candidate during the experience, what was learned, and any formal credentials resulting from the experience. Once the portfolio is evaluated by the dean and faculty, the student will either be granted 3 credits for prior learning experience or be required to complete 3 credits of Professional Portfolio Development articulated as three 1- credit courses taken over the Fall, Winter, and Spring semesters, with the final portfolio being submitted at the end of the Spring semester.

Prerequisite: None.

HP 901 - Professional Portfolio Seminar I (1)

This is the first in a series of three 1-credit courses taken sequentially to allow the student to revisit, reflect on, and re-analyze their curriculum vitae specific to experiences that build upon their professional branding and positioning in the professional workplace. This series of 1-credit courses is not required of students who have been granted credit for HP-900 - Professional Portfolio Development or Prior Learning Experience Credit.

Prerequisite: None.

HP 902 - Professional Portfolio Seminar II (1)

This is the second in a series of three 1-credit courses taken sequentially to allow the student to revisit, reflect on, and re-analyze their curriculum vitae specific to experiences that build upon their professional branding and positioning in the professional workplace. This series of 1-credit courses is not required of students who have been granted credit for HP-900 - Professional Portfolio Development or Prior Learning Experience Credit.

Prerequisite: None.

HP 903 - Professional Portfolio Seminar III (1)

This is the third in a series of three 1-credit courses taken sequentially to allow the student to revisit, reflect on, and re-analyze their curriculum vitae specific to experiences that build upon

their professional branding and positioning in the professional workplace. This series of 1-credit courses is not required of students who have been granted credit for HP-900 - Professional Portfolio Development or Prior Learning Experience Credit.

Prerequisite: None.

Master of Arts in Teaching

MAT Early Childhood Urban Education/Urban Special Education

The Early Childhood Urban Education/Urban Special Education graduate program leading to a Masters of Arts in Teaching offers an integrated combination of rigorous academic study and clinically rich fieldwork focusing on the needs of all learners. The program culminates in a dual degree in regular and special education for students from birth to Grade 2, particularly those in an urban environment. The program offers a 12-month, full-time and part-time course of study, combining in person and online courses.

The MAT prepares candidates to be successful in obtaining New York State teacher certification as both an Early Childhood Teacher (birth-grade 2) and a Teacher of Students with Disabilities (birth-grade 2), including passing the edTPA, which measures competency in instructional planning, teaching and assessment. Graduates will be well-positioned for employment in high needs schools within the New York City Department of Education, as well as charter and private schools and early childhood centers.

MAT Childhood Urban Education/Urban Special Education

The Childhood Urban Education/Urban Special Education graduate program leading to a Masters of Arts in Teaching offers an integrated combination of rigorous academic study and clinically rich fieldwork focusing on the needs of all learners. The program culminates in a dual degree in regular and special education for students from Grades 1-6, particularly those in an urban environment. The program offers a 12-month, full-time and part-time course of study, combining in person and online courses.

The MAT prepares candidates to be successful in obtaining New York State teacher certification as both an Childhood Teacher (grades 1-6) and a Teacher of Students with Disabilities (grades 1-6) including passing the edTPA, which measures competency in instructional planning, teaching and assessment. Graduates will be well-positioned for employment in high needs schools within the New York City Department of Education, as well as charter and private schools.

At the successful conclusion of either of these programs, MAT program completers will be able to:

1. Create respectful, supportive, culturally relevant and challenging learning environments, specifically in urban settings. (95% of students in ED 710 and ED 720 will achieve an average of 3.0 or better on Domain 2 Danielson on 2 observations per course.)
2. Plan developmentally and culturally appropriate lessons for all learners in a variety of settings. (90% of students in ED-615, ED-625, ED-630, and ED-640 will earn 10 or better on lesson plan assignments using a 12 item check list.)
3. Implement lessons in all academic areas including reading, writing, critical thinking, and problem solving, using a variety of instructional strategies for general and special education students. (90% of students will earn average of 2.8 or better on lesson plan assignments in ED-625, ED-630, ED-640, using Danielson rubrics in Domain 3.)

4. Implement formal and informal assessments to monitor progress and ensure continuous development of all learners. (90% of students in ED-630, ED-640, ED-710 and ED 712 will achieve average of 2.8 or better on edTPA Task 3, assessments.)
5. Demonstrate ability to reflect on professional practice for continuous improvement. (90% of students will earn 10 or better on end of semester reflections in ED-625, ED-630, ED-640, ED-710 and ED-712, using 12 item self-reflection checklist.)
6. Demonstrate ability to work collaboratively with all stakeholders and advocate for all learners, especially those with disabilities. (90% of students will earn 10 or better on end of semester reflections in ED-612 and ED-650 using 15 item self-reflection checklist.)
7. Meet the academic and assessment criteria to become a dual -certified teacher in New York State. (80% of program completers will meet certification requirements by graduation.)
8. Secure a first teaching position. (90% of program completers new to education, will secure an ECE head teacher position upon graduation.)

MAT Early Childhood Urban Education/Special Education Program Requirements

Major-Related Courses: 42 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
ED-605	Foundations and Contemporary Issues of Education	3
ED-610	Foundations and Contemporary Issues in Urban and Special Education	3
ED-612	Early Development and Practice: Risk, Resilience and Early Intervention (Birth-age 8)	3
ED-615	Foundations of Literacy: Research and Practice	3
ED-620	Observation and Assessment of Children with Exceptionalities	3
ED-625	Curriculum in General and Special Education: Instruction and Planning in Inclusive Learning Environments to Support Whole Child Development	3
ED-630	Language and Literacy Development in Linguistically and Culturally Diverse Early Childhood Classrooms	3
ED-640	The Development of Mathematical Thinking and Science Exploration in Diverse Early Childhood Classrooms	3
ED-650	Collaborative Partnerships and Inclusive Practices in Special Education	3
ED-660	Classroom Management through Positive Behavior Supports	3
ED-710	Student Teaching and Mentored Internship in General Education Setting / Early Childhood or Childhood General Education	6
ED-712	Student Teaching and Mentored Internship in a Special Education Setting / Early Childhood or Childhood Special Education	6
Sub-total:		42
Total Credit Hours: 42		

MAT Childhood Urban Education/Special Education Program Requirements

Major-Related Courses: 42 Credits

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
ED-605	Foundations and Contemporary Issues of Education	3
ED-610	Foundations and Contemporary Issues in Urban and Special Education	3
ED-614	Child Development and Practice: Risk, Resilience and Early Intervention (Childhood - Ages 6-11)	3
ED-615	Foundations of Literacy: Research and Practice	3
ED-620	Observation and Assessment of Children with Exceptionalities	3
ED-625	Curriculum in General and Special Education: Instruction and Planning in Inclusive Learning Environments to Support Whole Child Development	3
ED-642	Mathematics and Science in Childhood Classrooms (Childhood)	3
ED-650	Collaborative Partnerships and Inclusive Practices in Special Education	3
ED-660	Classroom Management through Positive Behavior Supports	3
ED-680	Language and Literacy Development in Linguistically and Culturally Diverse Childhood Classrooms (Childhood)	3
ED-710	Student Teaching and Mentored Internship in General Education Setting / Early Childhood or Childhood General Education	6
ED-712	Student Teaching and Mentored Internship in a Special Education Setting / Early Childhood or Childhood Special Education	6
Sub-total:		42
Total Credit Hours: 42		

Other requirements of the MAT programs (both Early Childhood and Childhood) include the follow non-credit bearing seminars and workshops:

- A three-hour online seminar in Child Abuse Prevention and Identification (1st Term)
- Workshops: Preparation for New York State EASE-Certification Exam (2nd Term)
- A two-hour seminar in Violence Prevention and Intervention (3rd Term)
- Workshops: Preparation for New York State CST Certification Exam (Early Childhood/Childhood general Education and Special Education) (3rd Term)
- A six-hour seminar in Dignity for all Students (DASA) (4th Term)

Course Offerings

ED-605 Foundations and Contemporary Issues of Education (3)

Students will examine the foundations of education through multiple lenses: Historical and Philosophical; Political, Economic and Legal; and Social and Curricular. Through readings, class discussion, and a variety of research projects, students will focus on the works of educational pioneers and key theorists, analyzing their work and exploring them for application and impact in today's classrooms.

Prerequisites: none

ED-610 Foundations and Contemporary Issues of Urban and Special Education (3)

Students will examine and analyze the policy and legal mandates in special education from a historical and contemporary lens, exploring the impact on practice, service systems and instructional models, specifically in urban environments. Students will be introduced to key researchers and theorists in urban and special education, providing a theoretical framework for their studies. They will explore disabilities and services from the perspective of equity and excellence and learn the important roles of parents, teachers and evaluators in the special education process. Students will review current research and study key issues in special education including accountability, the over-representation of minorities, teacher shortages, the rise in autism and meeting the special education challenges in urban classrooms.

Prerequisite: none

ED-612 Early Development and Practice: Risk, Resilience and Early Intervention (birth to age 8) (3)

Students will explore child development from birth to age 8 from both theoretical and practical perspectives, looking carefully at typical and delayed development across the physical, cognitive, linguistic and social domains through the lens of risk factors, including those heightened in urban environments. The work of key developmental theorists such as Gesell, Brunner, Piaget, Vgotsky, and Bronfenbrenner will be studied in light of contemporary relevance. Students will explore resiliency and intervention in young children and how it can be maximized to assist in helping young children reach developmentally appropriate milestones. Students will analyze intervention services and promising programs and learn important strategies to work in conjunction with parents and caregivers to understand the nature of their child's needs and assist them in navigating the Early Intervention (EI), the Committee on Pre-school Special Education (CPSE) and the Committee on Special Education (CSE) system.

Required: 25 hours of fieldwork

Prerequisites: none

ED-614 Child Development and Practice: Risk, Resilience and Early Intervention (ages 6-11) (3)

Students will explore child development of children from 6 -11 years old from both a theoretical and practical perspective. They will explore the growth of typical and delayed development across all developmental domains analyzing risk factors, including those heightened in urban environments. Students will explore resiliency and intervention in children and how both can be maximized to assist children to grow and develop prior to adolescence. Students will develop classroom strategies that teachers can implement to support children reaching their potential. They will also analyze the impact Special Education and other interventions play in supporting students with cognitive, physical or social/emotional challenges.

Required: 25 hours of fieldwork

Prerequisites: None

ED-615 Foundations of Literacy: Research and Practice (3)

This course will examine and analyze effective literacy/reading instruction from a developmental perspective, exploring research and best practices. Students will analyze the work of the National Reading Panel and National Early Literacy Panel as a framework for effective, research-based literacy instruction. Students will explore key findings including the recommendations that all literacy programs provide systematic and explicit instruction in: phonemic awareness, phonics, fluency, vocabulary development, and comprehension. Students will explore the continuum of literacy skill development from a developmental perspective from pre-emergent to fluent reader and evaluate how the Common Core Learning Standards support the development of these skills. Students will apply what they have learned in class as they observe these literacy components in a classroom and reflect on those observations in ways that synthesize research/theory and practice.

Required: 25 hours of fieldwork

Prerequisite: ED-605

ED-620 Observation and Assessment of Children with Exceptionalities (3)

Students will explore the topic of assessment through the lens of culture and environment, making students aware of the need for cultural understanding and sensitivity when assessing learners. Students will develop skills to observe and assess diverse children within a pre-school or a school setting for the purposes of identifying typical progress as well as areas of concern and referring students to CPSE (Committee on Pre-School Special Education) and CSE (Committee on Special Education), as appropriate, establishing goals to support the child and measuring progress. Students will develop skills in using observation as a powerful tool for assessment. Students will explore informal and formal assessments and learn when each assessment can be most useful in obtaining relevant data. Students will have an opportunity to assess children in the field using instruments they have learned about in class. Students will utilize video and other technology to deepen their understanding of the observation and assessment process and utilize appropriate technical applications (apps) to assist them in tracking and analyzing their observations.

Required: 25 hours of fieldwork

Prerequisite: ED-610

ED-625 Curriculum in General and Special Education: Instruction and Planning in Inclusive Learning Environment to Support Whole Child Development (3)

Students will examine and analyze effective planning and instructional practices for teaching all learners including students with disabilities in inclusive environments. They will focus on implementing standards based curriculum that includes modifications appropriate to meet individual needs. Students will learn how to develop IEP goals and utilize Response to Intervention strategies to support at-risk learners, students with disabilities and emergent bilinguals' progress in meeting standards. Students will learn teaching techniques to address the social-emotional, physical, and cognitive needs of students in diverse settings. Students will explore the role of technology and assistive technology in assisting students with disabilities to be successful in an inclusive environment.

Required: 25 hours of fieldwork

Prerequisites: none

ED-630 Language and Literacy Development in Linguistically and Culturally Diverse Early Childhood Classrooms (3)

Students will explore the components of literacy: reading, writing, speaking and listening from a developmental perspective for children from birth-age 8, using the work of key developmental theorists and linguists as a theoretical framework. They will examine first and second language acquisition and development from the perspective of typical and delayed young learners and explore the impact of risk factors on young children's language development. Students will investigate promising parent and school-based programs to support early language and literacy development and address early language-based achievement gaps. Students will apply classroom theory to practice through targeted fieldwork experiences.

Prerequisite: ED-612 and ED-615

Required: 25 hours of fieldwork

ED-640 The Development of Mathematical Thinking and Science Exploration in Diverse Early Childhood Classrooms (3)

Students will explore and analyze effective mathematics instruction for diverse young learners through an understanding of child development from both theoretical and practical perspectives and corresponding learning trajectories. The work of key developmental theorists will be studied in light of contemporary relevance. Students will be introduced to project based learning in science for young children. Students will have the opportunity to explore the integration of play with exploration of hands-on materials in the development of mathematical thinking through classroom and fieldwork. Special attention will be given to the developmental differences among diverse learners including students with disabilities. Students will learn how to support cognitive growth through developmentally appropriate lessons and activities and the integration of

technology and assistive technology. Students will learn how to assess student progress in mathematics and develop support plans and IEP goals for learners, as needed.

Prerequisites: ED-625

Required: 25 hours of fieldwork

ED-642 Mathematics and Science in Childhood Classrooms (3)

Students will explore and analyze effective mathematics and science instruction for diverse learners in grades 1-6, using the Common Core Learning Standards for mathematics and NY State Standards in Science as a framework. Through classwork and fieldwork students will develop and implement instructional strategies and modifications for students with disabilities. Students will design and implement an effective RTI system for mathematics, using assessments and progress monitoring, will learn how to design and measure IEP goals and how to use assistive technology to support mathematical/scientific thinking and skill development

Prerequisite: ED-625

Required: 25 hours of fieldwork

ED-650 Collaborative Partnerships and Inclusive Practices in Special Education (3)

Students will explore the legal and ethical reasons to include students with disabilities in general education classrooms and develop an understanding of the importance of collaborative partnerships for students' success in an inclusive environment. Special attention will be focused on the role of collaboration for Autism Spectrum Disorder students and English Language Learners with Disabilities to promote success. Strategies to maximize partnerships with parents, between general and special educators and other professionals will be discussed and developed. Emphasis will be placed on the collaborative co-teaching model. Students will learn about the current status of inclusion within the public and charter schools of New York and explore the challenges to implementation in an urban environment. Students will explore the role of technology and assistive technology in assisting students with disabilities to be successful in an inclusive environment.

Prerequisite: none

ED-660 Classroom Management through Positive Behavior Supports (3)

In this course, students will explore classroom management techniques that can be implemented to create positive classroom learning environments and learn how to implement a PBIS model. Students will learn and understand the role of self-regulation and developmentally appropriate social skills as fundamental to the development of appropriate behavior, and develop strategies to effectively assist learners in their acquisition of these skills. Students will learn specific strategies, including conducting a functional behavior assessment and developing an appropriate support plan, to manage challenging behaviors that are disruptive to the classroom and put students at risk for school failure.

Prerequisite: none

ED-680 Language and Literacy Development in Linguistically and Culturally Diverse Childhood Classrooms (3)

This course will examine and analyze effective literacy/reading instruction for diverse students at all levels including an exploration of appropriate strategies for English language learners and students with special needs. Techniques for constructive assessment in reading, and remediation will also be addressed through practical application of methods in classroom and field assignments, such as observation records, small group and individualized instruction, and a diagnostic evaluation and analysis via required field hours. Students will explore the role of Response to Intervention in evaluating, teaching, and monitoring students who are not progressing at the same rate as their peers. This course also examines the teaching of reading and writing through the content areas. Critical thinking and reasoning skills will be developed through exploration of primary and content area resources and materials. Multicultural issues that impact instruction of diverse learners and the classroom learning environment will be investigated through analysis of the role of culture, ethnicity, heritage, linguistics, socioeconomic levels and the community plays in the students' learning readiness. Academic strategies and resources that engender success in a teaching-learning setting through literature across the curriculum will be evaluated.

Required: 25 hours of fieldwork

Prerequisite: ED-614 and ED-615

ED-710 Student Teaching and Mentored Internship in a General Education Setting / Early Childhood or Childhood Education (6)

This course provides students with the opportunity to review current issues, to reflect on understandings of the academic field, apply classroom theory in academic settings through lectures, discussions of student teaching situations, analysis of lessons, and development of a self-study project. The student teaching component provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions in general education classrooms. Students will take part in three formal classroom observations in which they will work collaboratively with their student teaching supervisor. Students will be expected to integrate technology into each of these lessons, to maximize student engagement and achievement. Upon completion of this course, the student will have gained essential knowledge and education/pedagogical literacy through a practical understanding of, and/or be able to do, the following:

- Orientation to Student Teaching
- Student Teacher Values
- Developing a Teaching Style
- Preparing to be Observed
- Review of Child Development and Learning Theory
- Instructional Planning and Assessment
- Classroom Management
- edTPA completion in general education in literacy and mathematics

Required:

- FT Placement for 10 weeks in one of the following settings, Pre-K to Grade 2 in urban education classes (50 days)
or
- FT Placement for 10 weeks in each of two settings, Grades 1-6 in urban education classes (50 days)

Prerequisite: Successful completion of all courses, permission of the Program Director

ED-712 Student Teaching and Mentored Internship in a Special Education Setting / Early Childhood or Childhood Special Education (6)

This course provides students with the opportunity to review current issues in special education, to reflect on understandings of the academic field, apply classroom theory in academic settings through lectures, discussions of student teaching situations, analysis of lessons, and development of a portfolio. The student teaching component provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions. Students will engage in reflective sessions that include discussions of topics related to school experiences; i.e., lesson planning, classroom management, delivery of instruction, assessment and portfolios, and challenges in special education and urban settings. Students will take part in three formal classroom observations in which they will work collaboratively with their student teaching supervisor. The students will plan and implement lessons and then reflect on the lesson while being guided by their student teaching supervisor. Students will be expected to integrate technology into each of these lessons, to maximize student engagement and achievement. Students will also complete an edTPA project in special education in which they will create a case study on one student to plan and implement lessons on a targeted skill to support the students' needs. After implementation of the lessons, the student will reflect on a video of the lesson, analyze assessments, and plan next instructional steps. The mentored internship component is an integral part of each of the majors and its primary goals are the following: 1) to enable the student-teacher to reflect on the practice gained in the classroom and in a practical school setting; 2) to help the schools and their students, and 3) get to know a prospective full-time candidate, assessing his/her profile and fit within the school.

Required:

- FT Placement for 10 weeks in one of the following settings, Pre-K to Grade 2 in urban education classes (50 days)
or
- FT Placement for 10 weeks in each of two settings, Grades 1-6 in urban education classes (50 days)

Prerequisite: Successful completion of all courses, permission of the Program Director

Faculty

School of Education Faculty

*Part-time Faculty

***Haas, Alison**

BS, University of Miami
MA, Teacher's College, Columbia University
PhD Candidate, New York University

Lillis, Anne

Dean, School of Education
BS, Thomas More College-Fordham University
MA, Columbia University
PD, Fordham University
EdD, Columbia University

May, Allison

BA, Muhlenberg College
MEd, Antioch University New England
EdM, Teachers College, Columbia University

Metscher-Mosher, Susanne

BA, St. Thomas Aquinas College
Childhood Literacy Certification,
University of Albany
MA, State University of NY at Albany
MA, Mercy College
PhD Candidate, Walden University

***Padia, Lilly**

PhD, New York University
MS Ext, City College of New York
MS, Pace University
Ba, New York University

***Scott-Croff, Cecilia**

BS, City College of New York
MSEd, Touro College
MSEd, City College of New York
EdD, St. John Fisher College

***Tramantano, Johanna S.**

BA, Hunter College CUNY
MAEd, Teachers College, Columbia University
MSEd, The College of Saint Rose
PhD Candidate, New York University-Steinhardt

***Weinberg, Jill**

BS, Miami University
MEd, DePaul University

Wong, Kevin

BA, Duke University
MA, The Chinese University of Hong Kong
EdM, Teachers College, Columbia University
PhD Candidate, New York University

Professional Experience Track

The King Graduate School offers a *Professional Experience Track (PET)* for students enrolled in the MBA, MPH, and MS programs who need professional work experience to supplement their academic program.

Students may be required to enroll in this track at the discretion of the admissions committee and/or Dean of the King Graduate School. Enrollment is based on a review of the student's academic and professional experience.

Students may pursue this track and a concentration of their choice.

Students in the *Professional Experience Track* are required to enroll in and complete at least two 1-credit internship courses beginning within the first two semesters of graduate study. Once enrolled, two internship credits are required in addition to core courses and elective/concentration courses in order to graduate. Each internship opportunity must be approved in advance by the Academic Dean of their program and the Office of Career Services as an appropriate match for the student's academic program.

Graduate Professional Experience Courses

Professional Experience Track 1-credit internship courses include: KG-689 (pre-internship course), KG-690, KG-691, KG-692, KG-693, KG-694, KG-695, KG-696, and KG-699.

KG-689 – KG-699 - Graduate Professional Experience (1)

These internship courses provide students with an opportunity to combine academic study with valuable industry experience in their desired career track. Students work in an approved industry setting under the mentorship of a faculty member. Students apply theory to practice, gain managerial experience, enhance their resumes, clarify career goals, and make contact with potential employers.

Prerequisite: None.

Foundation Core Courses

Foundation Core Courses serve two primary purposes:

1. For students to master relevant knowledge and skills not included in their undergraduate studies.
2. To provide King Graduate School students the opportunity to refresh their knowledge of fundamental concepts and/or sharpen specific skills as needed throughout their degree programs.

Foundation Core Course Offerings:

The following foundation workshops are offered by the King Graduate School:

- KG-581 Foundations of Accounting
- KG-582 Foundations of Management & Marketing
- KG-583 Foundations of Statistics
- KG-584 Foundations of Economics
- KG-585 Foundations of Finance
- KG-586 Foundations of Health Care

Foundation Core Courses

KG-581 - Accounting Foundations (1)

This foundation course provides the knowledge and skills necessary for students to understand accounting principles and standards, financial statements, and financial records. Students learn basic accounting concepts and theories, such as: the three principal types of business activity, analysis and classification of business transactions, debits and credits, the content, purpose, and relationship of each of the financial statements, the meaning of assets, liabilities, and stockholders'/owners' equity, and the basic accounting equation. Students are introduced to various accounting tools that are used for business decision making, such as: inventory cost flow methods, the depreciation method, direct and indirect methods for analyzing statements, and the ethics of financial reporting.

Prerequisite: None.

KG-582 - Business, Management, and Marketing Foundations (1)

This course focuses on the nature of management. Students examine the interpersonal and analytical skills managers need to meet their day-to-day responsibilities in a variety of corporate settings, as well as profit and not-for-profit organizations. Students also discuss the manager's role with emphasis on planning, organizing, leading, and controlling within an organization. This workshop includes brief introduction to the nature and role of marketing in today's economy

and provides a good foundation for understanding how the marketing process allows goods and services to flow from producer to the ultimate consumer, and how it affects the overall consumer buying process.

Prerequisite: None.

KG-583 - Statistics Foundations (1)

This foundation workshop covers concepts in Descriptive Statistics, Inferential Statistics, Probability, and OLS estimates (trend line with intercept and slope). The objective of the workshop is to strengthen skills in abstract thinking, critical analysis, and forecasting. Topics include implementation of basic statistical applications, probability outcomes of experiments and events, graphing of linear equations, correlation, regression, and sample testing.

Prerequisite: None.

KG-584 - Economics Foundations (1)

Students in this course are introduced to a variety of concepts and tools in micro and macroeconomics. This workshop analyzes supply and demand, price elasticity, and the main components of macroeconomics such as gross (and net) domestic product, inflation and interests, unemployment, income, debt, and investment, and how these factors affect the market.

Prerequisite: None.

KG-585 - Finance Foundations (1)

This course teaches students how to identify, understand, and describe financial ratios, and use them to analyze a firm's liquidity, profitability and solvency. The workshop includes an overview of financial statements and business decision-making, and analysis and interpretation of financial data. Students are also introduced to the tools available to analyze a firm's profitability and risk. In addition, several key financial concepts are highlighted such as, the Time Value of Money.

Prerequisite: None.

KG-586 - Health Care Foundations (1)

This course introduces students to the historical development, structure, operation, and current and future directions of the American health care delivery system. Students examines the ways in which health care services are organized and delivered, the influences that impact health care public policy decisions, factors that determine the allocation of health care resources, and the relationship of health care costs to measurable benefits. Students also undertake an in-depth analysis of the nature and operations of managed care in the United States as well as the purposes of various plans and how they operate.

Prerequisite: None.

Interdisciplinary Courses

Interdisciplinary Courses

KG-601 - Graduate Research and Critical Analysis (1)

This interdisciplinary course (required by most Master's programs) develops student writing, specialized research, and communication skills that are necessary for success at the Master's degree level and in your professional life. In this workshop-style course, students will examine the writing process, and the development of research questions and thesis statements. Students will begin by using their skills to develop a presentation regarding a work-related topic. Students will also find, select, read, and evaluate scholarly articles from pre-researched and peer-reviewed databases. Students will use the research articles related to their field of study to develop a literature review with an annotated bibliography crafted in APA format.

Prerequisite: None.

KG-602 - Ethics and Leadership: An Interdisciplinary Perspective (2)

This interdisciplinary course exposes graduate students to the ethical and leadership challenges they face and will face in their lives and careers. The course will highlight ethical questions pertaining to business, healthcare, technology, and the criminal justice system. Emphasis will be placed on the case study approach as students discuss topics such as social responsibility; discrimination (related to racial and sexual discrimination); ethical decision-making in how to distribute resources; and how to ethically handle issues with colleagues, subordinates, and supervisors. Using the case study method, students will develop an ability to critically identify ethical dilemmas and use the principles of ethics and ethical related to their fields of study to formulate decisions and solutions.

Prerequisite: None.

KG-689 - KG-699 - Graduate Professional Experience (1)

These internship courses provide students with an opportunity to combine academic study with valuable industry experience in their desired career track. Students work in an approved industry setting under the mentorship of a faculty member. Students apply theory to practice, gain managerial experience, enhance their resumes, clarify career goals, and make contact with potential employers.

Prerequisite: None.

ACADEMIC POLICIES

The King Graduate School is a learning community for students enrolled in graduate programs at Monroe College. The King Graduate School staff on each campus approaches each student holistically, providing professional development, academic advisement, and career guidance.

Each graduate program is housed in a Monroe College school appropriate to its discipline, headed by a School Dean. The School Dean is responsible for the program's curriculum, faculty and academic requirements and policies.

King Graduate School Programs

Program	School of	School Dean
Master of Business Administration Master of Science in Accounting	Business and Accounting	Ahmed Eshra, PhD
Master of Public Health Master of Health Care Administration	Allied Health Professions	Denese Ramadar, PhD
Master of Science in Criminal Justice	Criminal Justice	Guylaine Harrison, JD
Master of Science in Computer Science	Information Technology	Nilesh Shah, PhD
Master of Science in Executive Leadership in Hospitality Management	Hospitality Management	Frank Costantino, PhD
Master of Arts in Teaching Early Childhood Urban Education/Urban Special Education	Education	Anne Lillis, PhD
Master of Arts in Teaching Childhood Urban Education/Urban Special Education	Education	Anne Lillis, PhD

Semester Course Load

To be considered full-time, graduate students must enroll for a minimum of nine (9) credit hours (or the equivalent) per semester. Any semester in which a graduate student takes less than nine (9) credit hours (or the equivalent) is considered a part-time semester. Students may not register for 12 credits or more in a given semester without the recommendation of the King Graduate School and the written approval of the School Dean.

Attendance Policy

Students are expected to attend every class of each course in which they are registered. Each class meeting provides a unique opportunity for learning. While acknowledging the critical importance of class attendance, the College also recognizes that there are times when absence from class is unavoidable. More than two absences in a course will result in the reduction of the student's final grade by a full letter (for example from A to B).

Documented Absences

The College understands that situations arise that may interfere with attendance and are beyond the control of the student. These include, but are not limited to, medical emergencies for the student or members of their family, an important legal obligation, military deployment, job-related obligations, or the unfortunate passing of a loved one. In such cases, a student may provide timely documentation for the related absence to the Office of Academic Affairs, which will review the circumstances and record the absence as "documented" when warranted (denoted on the student's attendance record with a "D"). The student will be permitted and encouraged to make up any missed exams or assignments.

Note: All documents are subject to verification. Submitting falsified documents is a serious violation of the Code of Academic and Scholarly Integrity, resulting in sanctions up to and including expulsion from the College.

Sanctioned Absences

Occasionally, a student may miss a class because they are representing the College at a conference, an academic competition, or a co-curricular event. These valuable experiences enhance student learning and achievement. In such cases, the Office of Academic Affairs records the absence as "sanctioned" (denoted on the student's attendance record with an "S"). The student will be permitted and encouraged to make up any missed exams or assignments.

Academic Standing

Academic Standing

The academic progress of each student is reviewed at the end of each semester. To be in good academic standing, a student must maintain a 3.0 cumulative grade point average. A grade point average below 2.0 results in academic dismissal. A grade point average of 2.0 to 2.99 in a given semester results in academic probation.

Academic Alert

The following situations result in academic alert:

1. Student earns a grade of "F" provided they are not on academic probation.
2. Student officially withdraws from all of their classes in the first semester
3. An initial violation of the Code of Academic and Scholarly Integrity in the first semester.

Academic Dismissal

The following situations result in academic dismissal:

1. Being on academic probation for two consecutive semesters
2. A cumulative grade point average below 2.0
3. More than one failing grade in the same graduate course (credit-bearing or foundation)
4. Student earns a grade of "F" or "R" in the same course
5. Repeated violations of the Code of Academic and Scholarly Integrity

Students have the right to appeal their dismissal to the King Graduate School if failure to meet academic standards was related to extenuating circumstances. Proof of such circumstances is required. If warranted, an appeal committee will be convened to hear the students' appeals. Depending on the decision of the Appeals Committee, the student may be permitted to return as matriculated or non-matriculated status.

Academic Waiver

In extenuating circumstances, a student may be eligible for a waiver of a specific academic policy or requirement. Academic waivers require the approval of the School Dean and the Vice President of Academic Affairs.

Add-Drop Period

At the start of each semester there is a designated "Add- Drop" period as indicated on the Academic Calendar. During this period, students may be permitted to make adjustments to their academic status, program of study, and/or semester schedule of classes. Following the posted date, deletions to a student's schedule of classes require that students follow the procedures for a course withdrawal through the King Graduate School. Students should note that any changes to their schedule that result in less than full-time status will affect enrollment status, financial aid, immigration status and billing.

Academic Withdrawal

There are three types of withdrawals: official (W), unofficial (UW), and administrative (AW). When a student officially notifies the college of the intent to withdraw, a grade of W applies. If the student does not provide notification, a grade of UW applies. Grades of W and UW are not calculated into the grade point average.

The King Graduate School strongly recommends an in- person visit or direct phone call so that the withdrawal can be expedited. Students are counseled about potential ramifications of their withdrawal, which may potentially include: delay in academic progress, delay in graduation, financial liability, loss of immigration status, and/or loss of financial aid.

A grade of AW is applied administratively for disciplinary reasons and carries the same value of a grade of F.

In all cases, the date of withdrawal is based on the last date of attendance in an academic activity.

Course Withdrawal

Students who wish to withdraw from a course after the add-drop period indicated in the Academic Calendar, must submit a course withdrawal form to the King Graduate School Office.

Program Withdrawal

A student who wishes to withdraw from the program in which they are enrolled, must submit a mid-semester withdrawal form to the King Graduate School Office.

Students who wish to return to the College after they have withdrawn must complete an application for readmission.

Semester Leave

Students who wish to take a full semester leave may do so without losing matriculated status. The King Graduate School does not approve partial semester leaves. Students who request a one-semester leave while in good standing may be permitted to return in good standing upon completion of the readmission process.

Readmission

Readmission is initiated in the King Graduate School Office. Eligibility is determined through an evaluation of the student's prior academic performance and potential for success.

The readmission of a student who is not in good standing (on academic probation or academically dismissed), requires the approval of the School Dean.

Credit Hour

The federal definition for credit hours states "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen (15) weeks for one semester;
2. Or at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by and institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the awarding of credit hours;

3. Or institutionally established reasonable equivalencies for the amount of work described in paragraph (1) of the definition for the credit hours awarded, as represented by verifiable student achievement of intended learning outcomes.”

At Monroe College the majority of graduate and undergraduate credits are awarded on the basis of contact hours, i.e., face-to-face instruction, and the completion of outside work, e.g., homework. Monroe College has approximately thirteen (13) weeks of instruction/semester and one (1) week of final examinations. According to our catalogs, “A ‘lecture’ credit hour represents the equivalent of fifteen 50-minute class meetings during a 15-week semester. A ‘lab’ credit hour represents the equivalent of forty-five 50-minute class meetings during a 15-week semester.” For courses meeting more or less often than 3 times/week and courses having more or less than 3 credits/semester, e.g., laboratory work, internships, practica, and other academic work leading toward the awarding of credit hours, an equivalent amount of work is required, including weekly contact hours adjusted accordingly. When necessary, e.g., a weather cancellation, students are given practical assignments yielding product or verifiable achievement equal to the contact hours missed.

Schedules	Credits	Contact minutes per semester	Contact Hours	Required Contact Hours (37.5)
Federal Compliance	3	2250 min.	37.5 hrs.	37.5 hours
Monroe College	3	2340 min.	39 hrs.	39 hours (+1.5 hours)

However, the definition for credit hours, “does not emphasize the concept of ‘seat time’ (time in class) as the primary metric for determining the amount of student work for Federal purposes. In determining the amount of work the institution's learning outcomes will entail, as under current practice, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels”.

Grading Scale

Grades are used as a quantitative measure to indicate a student’s academic progress. King Graduate School transcripts record letter grades. Each letter grade has a numerical value (on a 4 point scale), and a numerical average range (on a 100% scale). The King Graduate School grading scale is as follows:

Grade	Value	Definition
A	4.0	Excellent
B+	3.5	Very Good
B	3.0	Good

C+	2.5	Above Average
C	2.0	Average
F	0.0	Failure
I	0.0	Incomplete (at a designated time this grade will change to a grade of F)
AW	0.0	Administrative Withdrawal

The following grades are not computed in the Grade Point Average (GPA):

P	Satisfactory Completion
W	Withdrawal
UW	Unofficial Withdrawal
AU	Audit
PL	Prior learning
PR	Proficiency Credit
TR	Transfer Credit
I	Incomplete

Grade Point Average (GPA)

To calculate the semester GPA:

Step 1 - Calculate Grade Points: For each course, multiply the numerical value of the grade earned by number of course credits

Step 2 - Calculate Semester Grade Point Average: Total semester grade points and divide by number of attempted credits

To calculate the cumulative GPA:

Step 1 - Calculate total Grade Points (add up the Grade Points for all semesters)

Step 2 - Divide the total Grade Points by the total number of attempted Monroe College credits

Note: Grades for non-credit courses are not calculated in the GPA.

A grade of “F” affects the GPA. However, if the course is repeated, the new grade will replace the original grade in the GPA calculation. All grades remain on the transcript whether they are calculated into the GPA or not.

Grade Reports

Students obtain grade reports after each semester through the Monroe College electronic student portal. These reports show both semester and cumulative grade point averages. The student’s academic status related to satisfactory academic progress and program pursuit appears on the grade report.

Grade Appeal Process

The grade appeal process provides a student with an opportunity to question or dispute a final course grade. The student should first discuss the matter with the professor. If the matter is not resolved, the student may file a grade appeal with their school Dean or with the King Graduate School.

Grade Replacement for Repeat Courses

A student may repeat a course for which they earned a passing grade or a “W”, however, an individual course may only be repeated once and no more than two courses may be repeated throughout the student’s program. The new grade would replace the old grade in the GPA calculation; however, all grades remain on the transcript. Students should consult with their King Graduate School advisor before deciding to repeat a course.

Graduation Requirements

To qualify for graduation, candidates must have satisfactorily completed all stated requirements of the program for which they seek the degree and have achieved a minimum cumulative grade point average of 3.0. To graduate with a concentration, in addition to an overall GPA of 3.0, the student must have a GPA of 3.0 in their concentration courses. Additionally, graduates must have satisfied all financial obligations to Monroe College before receiving their diploma.

Graduate Honors

Graduating students who have a cumulative GPA of 4.0 are recognized for outstanding achievement at Commencement.

Transcripts

Monroe College has authorized the National Student Clearinghouse to provide official transcript ordering via the web. Transcripts are processed within 3 to 5 business days. A transcript fee applies. Transcripts are not released for any student who has outstanding financial obligations to Monroe College.

Code of Academic and Scholarly Integrity

Monroe College is an academic community. Its fundamental purpose is the pursuit of knowledge in preparation for a career and for life. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the college community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic and Scholarly Integrity.

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include, but are not limited to, the following definitions:

A. Cheating: Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Example: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, using an electronic device to obtain assistance during an examination, etc.

B. Plagiarism: Using the ideas, data, or language of another without specific or proper acknowledgment. Example: copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.

C. Fabrication: Submitting contrived or altered information in any academic exercise. Example: making up data for an experiment, falsifying data, citing nonexistent articles, contriving sources, etc.

D. Multiple Submissions: Submitting, without prior permission, any work submitted to fulfill another academic requirement at Monroe or any other institution.

E. Misrepresentation of academic records: Misrepresenting or tampering with or attempting to tamper with any portion of a student's transcript or academic record, either before or after coming to Monroe College. Example: forging a change of grade slip, tampering with computer records, falsifying academic information on one's resume, etc.

F. Facilitating academic dishonesty: Knowingly helping or attempting to help another violate any provision of the Code. Example: working together on a take-home exam without prior permission from the instructor, etc.

G. Unfair advantage: Attempting to gain unauthorized advantage over fellow students in an academic exercise. Example: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a

need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use, etc.

Penalties: Students who violate the Code of Academic and Scholarly Integrity may be subject to a grade of "F" for the work submitted, an "F" in the course, written reprimands in the student's academic file, probation, suspension, or dismissal from the College.

Students are expected to be fully aware of the College's requirements and expectations regarding academic honesty and scholarly integrity. If a student is unsure whether his action(s) constitute a violation of the Code of Academic and Scholarly Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.

Copyright Policy

Inclusion of the following policy is a requirement of the federal government.

Disclaimer

The information presented here is only general information. Legal advice must be provided in the course of an attorney-client relationship specifically with reference to all the facts of the particular situation under consideration. Such is not the case here, and accordingly, the information presented here must not be relied on as a substitute for obtaining legal advice from a licensed attorney.

It is the policy of Monroe College that all faculty, students, staff and other members of the Monroe College community must comply with U.S. Copyright Law, in particular the Copyright Act of 1976, 17 U.S.C. Section 1, et seq., as amended.

Instructors and students of Monroe College can make regular use of copyrighted materials with permission from the copyright holder or without permission from the copyright holders if such use constitutes fair use. If permission is not obtained in instances that fall outside of fair use, the user of the material and the institution may be exposed to a claim of copyright infringement.

An Introduction to Copyright

What is Copyright?

Copyright is a form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression. Copyright covers both published and unpublished works.

What is protected by Copyright?

Copyright protects original works of authorship that are fixed in a tangible form of expression. The fixation need not be directly perceptible so long as it may be communicated with the aid of a machine or device. Copyrightable works include the following categories:

- literary works
- musical works, including any accompanying words
- dramatic works, including any accompanying music
- pantomimes and choreographic works
- pictorial, graphic, and sculptural works
- motion pictures and other audiovisual works, sound recordings; and
- architectural works

These categories should be viewed broadly. For example, computer programs and most “compilations” may be registered as “literary works”; maps and architectural plans may be registered as “pictorial, graphic, and sculptural works.” (U.S. Copyright Office, 2008, p. 3).

Copyright provides copyright owners fairly substantial control over their work. The Copyright owner has the exclusive right to:

- copy and reproduce of the work, including the exclusive right to make digital copies
- sell or otherwise distribute copies of the work
- prepare new works based on the protected work
- perform the protected work (such as a stage play or a song) in public
- display the work (such as a painting) in public. (U.S. Copyright Office, 2008, p. 1)

Note that a work may be copyright protected even if the work does not contain a copyright notice (e.g. © Monroe College). Solely because a work does not contain a copyright notice, does not mean that such work is not protected under copyright law. Under the Berne Convention (which the United States signed in 1989), Copyright protection extends to a work of authorship automatically upon creation, and a copyright notice, is, thus, not required to obtain such protection.

How long does Copyright protection last?

Under the Copyright law of the United States, the creator of an original work of authorship is automatically granted a copyright to such work for a specified period of time. The standard length of a U.S. copyright is the life of the author plus 70 years. For an anonymous work, a pseudonymous work, or a work made for hire, the copyright endures for a term of 95 years from the year of its first publication or a term of 120 years from the year of its creation, whichever expires first. Different rules apply for works created before 1978, and for some foreign works.

Thus, solely because a work is very old does not mean that the rights of the copyright owner of such work have lapsed. It is also important to note that rights of a copyright owner survive an author’s death; such rights being passed down to estates, heirs, and beneficiaries.

What is not protected by Copyright?

According to the United States Copyright Office (2008, p. 2), several categories of material are generally not eligible for federal copyright protection. These include among others:

- works that have not been fixed in a tangible form of expression (for example, choreographic

works that have not been fixed in a tangible medium of expression from which the work can be performed, or improvisational speeches or performances that have not been written or recorded)

- titles, names, short phrases, and slogans; familiar symbols or designs; mere variations of typographic ornamentation, lettering, or coloring; mere listings of ingredients or contents
- ideas, procedures, methods, systems, processes, concepts, principles, discoveries, or devices, as distinguished from a description, explanation, or illustration
- works consisting entirely of information that is common property and containing no original authorship (for example: standard calendars, height and weight charts, tape measures and rulers, and lists or tables taken from public documents or other common sources)
- works in the public domain

What is the Public Domain?

Notwithstanding the lengthy term of copyright protection as described above, copyright protection eventually does expire on a work of authorship at which point such work enters into the public domain. When a work enters the public domain it is available to be used by the public without the requirement that a user obtain permission from the copyright owner because such works in the public domain are no longer eligible from private ownership.

Permitted Uses of Copyrighted Materials

Faculty, students and staff of Monroe College may use copyrighted materials provided such activities (1) are allowed by obtaining permission from the copyright owner (this typically involves securing a license from the copyright owner), or (2) are permissive under the fair use doctrine.

Licensing: Open-source Materials

Certain copyrighted materials are becoming available for public use without the requirement to obtain permission from the copyright holder through the use of Open-Source and Open-Access licenses. Open-Source typically refers to access to software and source code and Open-Access refers scholarly journal materials. Open-Source and Open-Access materials are not in the public domain and use of such materials is typically governed by standard “creative commons” licenses that are extended to all members of the public wishing to use such materials. The Open-Source or Open-Access licenses set forth specific limitations of such use (i.e., commercial uses may prohibited, etc.). However, Open-Source or Open-Access materials are typically clearly labeled as such so it will be apparent to the user when encountering such materials.

An Introduction to Fair Use

What is Fair Use?

Fair use is the most significant limitation on the copyright holder's exclusive rights (United States Copyright Office, 2010, para. 1). There are no set guidelines that are universally accepted. An important facet of Fair Use analysis is that use for an educational purpose, alone, does not necessarily render such use Fair Use under Copyright Law. To determine if a use is Fair Use, a user must balance four factors "in light of the purposes of copyright" to determine whether such use best serves the goal of promoting "the Purpose of Science and Useful Arts" than protecting such use. The four factors are:

(1) The purpose and character of the use:

- Is the use of the copyrighted work for nonprofit or educational purposes? The use of copyrighted works for nonprofit or educational purposes is more likely to be considered fair use (NOLO, 2013, para. 6).
- Is the new work merely a copy of the original? If it is simply a copy, it is not as likely to be considered fair use.

Does the new work offer something above and beyond the original? Does it transform the original work in some way? If the work is altered significantly, transformative, used for another purpose, or appeals to a different audience, it more likely to be considered fair use (NOLO, 2013, para. 6).

(2) The nature of the copyrighted work:

- Is the copyrighted work a published or unpublished work? Unpublished works are less likely to be considered fair use.
- Is the copyrighted work out of print? If it is, it is more likely to be considered fair use.
- Is the work factual or fiction? The more a work tends toward artistic expression and fiction, the less likely it will be considered fair use (NOLO, 2013, para. 9).
- Note that if use is transformative under factor (1), then factor (2) is less important to the analysis.

(3) The amount and substantiality of the portion used:

- The more you use, the less likely it will be considered fair use. Minimal copying does not usually trigger infringement liability.
- Does the amount you use exceed a reasonable expectation? If it approaches 50 percent of the entire work, it is not likely to be considered a fair use of the copyrighted work.
- Is the particular portion used likely to adversely affect the author's economic gain? If you use the "heart," or "essence" of a work, it is less likely your use will be considered fair (NOLO, 2013, para. 13).

(4) The effect of use of the potential market for the copyrighted work:

- The more the new work differs from the original, the less likely it will be considered an infringement
- Does the work appeal to the same audience as the original? If the answer is yes, it will likely be considered an infringement.
- Does the new work contain anything original? If it does, it is more likely the use of the

copyrighted material will be seen as fair use (NOLO, 2013, para. 11).

- Does the new work usurp the market of the original work?
- Note that if use is transformative under factor (1), then factor (4) is less important to the analysis.

Monroe College recommends that its faculty and instructors consider the four factors that are used to evaluate fair use when they are deciding what and how much of a copyrighted work to use.

In General, What Counts as Fair Use?

General examples of limited portions of published materials that might be used in the classroom under fair use for a limited period of time, include:

- Displaying works such as charts, graphs, and diagrams from a book, periodical, or newspaper
- Displaying quotes or small portions of a chapter of a non-fiction book or other work.
- Displaying drawings, cartoons or pictures from a non-fiction book or other work.
- Displaying a work that is transformative enough to outweigh commercial use.

What Should Be Avoided?

- Using films, music, or any other type of performances without obtaining permission
- Reproducing copyrighted materials for distribution to a class without obtaining permission

Copyright and Electronic Publishing

- The same copyright protections exist for the author of a work regardless of whether the work is in print, in a library research database, a blog, an online discussion board or comment space, or any social media formats.
- If you make a copy from an online source for your personal use, it is more likely to be seen as fair use. However, if you make a copy and put it online, it is less likely to be considered fair use.
- Note that the Internet IS NOT the public domain. There are both copyrighted and uncopyrighted materials online. Always assume a work online is copyrighted.

Tips for Using Online Information

Always credit the source of your information. If you do not see an individual named as the author, do not forget that the author may in fact be the organization responsible for the Web site. Credit the organization.

Find out if the author of a work (e.g., text, video, audio, graphic, etc.) provides information on how to use his or her work. If the author provides explicit guidelines, follow them.

Whenever feasible, ask the copyright holder for permission. If no copyright holder is specifically named, do not assume that the material is in the public domain. Assume that the copyright holder is the author, whether it is an individual or an organization. Keep a copy of your request for permission and the permission received.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

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ADMISSIONS

Admission to the King Graduate School of Monroe College is open to individuals who hold a bachelor's degree or its international equivalent from an accredited undergraduate institution. Admissions decisions are based on the strength of each individual application and interview. Applicants whose cumulative undergraduate GPA is at least 3.0 are given preference in the admissions process.

Admissions Process

Applicants seeking admission to a King Graduate School master's degree program must provide the following:

- Completed admission application along with a \$50 non-refundable application fee
- Goal statement
- Official transcripts (from all prior undergraduate and graduate programs of study)
- Two professional recommendations
- Current resume

All candidates participate in an interview either in person or by phone/SKYPE with the admissions committee/representative. An additional writing sample may be required. Applicants are notified of the admission decision upon completion of all the above items.

Transfer Credits

The King Graduate School may accept up to six (6) graduate level transfer credits for the following programs:

- Master of Science in Accounting
- Master of Business Administration
- Master of Science in Computer Science
- Master of Science in Criminal Justice
- Master of Science in Health Care Administration

Up to nine (9) transfer credits may be accepted for the Master of Public Health program.

The MS in Executive Leadership in Hospitality Management accepts (3) credits of prior learning.

Transfer credits are accepted only from accredited institutions. Preferably these credits will have been taken within the last five years. Acceptance of all transfer credits is at the discretion of the appropriate School Dean and the Registrar. The student is required to submit an official transcript and may be required to submit course descriptions and syllabi.

TUITION AND FEES FOR KING GRADUATE SCHOOL PROGRAMS

Student Financial Services Counselors assist students in obtaining and making the best use of all resources available to finance the costs of attending the King Graduate School. Students at the graduate level may be able to fund their education through a combination of tuition reimbursement plans from their employers, the Federal Direct Unsubsidized Loan program, as well as payment plans by Tuition Management Systems (TMS). Still others may be eligible for scholarships and/or grants. Monroe College has a number of corporate partnership agreements, and a student employed by one of these corporate partners may be eligible for a Monroe Partnership Grant.

The following charts provide details on tuition and fees for King Graduate School programs for 2019-20209:

MBA, MS in Criminal Justice, and MPH

Per Semester Cost

Full-time Tuition (9 Credits)	\$7,812 per semester	\$868 per credit
Part-time Tuition (Less than 9 Credits)		\$868 per credit

Second Master's Degree

Full-time Tuition (9 Credits)	\$4,581 per semester	\$509 per credit
Part-time Tuition (Less than 9 Credits)		\$509 per credit

International Online (MBA, MS in Criminal Justice)

Per Semester Cost

Full-time Tuition (9 Credits)	\$3,701 per semester	\$413 per credit
Part-time Tuition (Less than 9 Credits)		\$413 per credit

Fees

Graduate Admissions Fee (non-refundable)	\$50
International Application Processing Fee	\$100
Administrative Fee for 8 credits or more	\$550 per semester
Administrative Fee for 7 credits or less	\$275 per semester
International Online Classes	(no administrative fees)
Graduate EASE Class	\$900
Foundation Workshop Fee	\$300
CPA Review Course	\$750 per semester
Application Fee for On-campus Housing (non-refundable)	\$150*

**Refer to the Monroe College website for information regarding housing charges at www.monroecollege.edu.*

Billing and Payments

Monroe College uses an online, electronic billing system that enables students to view their accounts, print statements, and make payments. Students may access their electronic bills through Web Advisor. Each time a new statement is ready or a payment is made, students are notified via their Monroe College e-mail address. Students may authorize parents or guardians to access statements and make payments.

Refund Policies

Cancellation by the Student Prior to the Start of Classes

There is no financial liability for students who withdraw prior to the start of classes with the exception of the non-refundable Admissions Fee (charged to all first-time and re-admit students) and any bookstore liability incurred.

Tuition Refunds

Students who withdraw or are dismissed after classes begin, are responsible for the administrative fee, actual bookstore charges, and a percentage of tuition as shown on the following chart:

Withdrawal Date	Amount of Tuition Liability
During the 1st week	10%
During the 2nd week	30%
During the 3rd week	50%
During the 4th week	60%
During the 5th week	70%
During the 6th week	75%
During the 7th week	75%
During the 8th week	80%
During the 9th week and after	100%

(See additional charts for Housing and Meal Plan cost adjustments as a result of withdrawing from the College.)

Students who do not officially withdraw from the College by the twelfth week of the semester earn grades submitted by the faculty.

Students who withdraw or are administratively withdrawn from the College must satisfy all financial obligations.

Housing and Meal Plan Refunds

Refunds are processed only after the withdrawal and move-out procedures have been completed. Students who are administratively terminated from housing for violating College and/or Residence Life policies are not eligible for a refund.

If a student withdraws from the College or decides to move out during the semester, the student's liability is as follows:

Amount of Housing Liability

Withdrawal Date	Amount of Tuition Liability
During the 1st week	15%
During the 2nd week	15%
During the 3rd week	50%
During the 4th week	50%
During the 5th week or after	100%

Meal Plan

The meal plan refund policy for students who withdraw from the College during the semester is the same as the housing refund policy. The refund policy for students who decide to drop their meal plan during the semester, is the same as the tuition refund schedule for students who withdraw during the term.

Employer Tuition Reimbursement

Many employers reimburse employees for graduate course work. Students are encouraged to check with their employers to learn if they are eligible for tuition reimbursement and under what conditions.

Scholarships and Grants

King Graduate School Students may be eligible for one of the following institutional scholarships.

KING GRADUATE SCHOOL SCHOLARSHIPS

Graduate Articulation Scholarship (MART)	May be awarded to full-time graduate applicants entering the New Rochelle Monroe Graduate School from schools who have an articulation agreement with the Monroe King Graduate School. Recipients must maintain a cumulative 3.7 GPA, full-time status and continuous enrollment.
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Graduate International Student Scholarship (GINTS)	May be awarded to new Monroe graduate international F1 matriculated students who have a 3.75 GPA from their previous undergraduate institution. The number of awards is limited by the availability of funds and is awarded by the Office of International Admissions.
Graduate Law Enforcement Grant (MJCJG)	May be awarded to full or part-time matriculated students who are active, retired or disabled members of a uniformed police department, as well as correction and court officers. Proof of current or former employment by a police department is required as is proof of current or former employment as a corrections or court officer. Awards may be up to 50% of direct costs for each semester based on the student's enrollment status. The number of grants is limited. The award may be used for any major that is offered by the College.
Monroe Alumni Grant (MALG)	May be awarded to students who have graduated from Monroe College and are returning for a Graduate Degree from Monroe. Students may also be returning for a second Graduate Degree.
Public School Safety Officer Grant (MPCJG)	May be awarded to full or part-time matriculated students who are active, retired or disabled Public School Safety Officers. The award may be up to 50% of direct costs. Proof of current or former employment as a Public School Safety Officer is required.
Mayor's Graduate Scholarship Program (MGSP)	Awards may provide up to a 50% tuition only discount for students who are full-time employees of the City of New York. Recipients must maintain a 3.3 cumulative GPA. Contact the Dean of the King Graduate School on the appropriate campus.
Second Master's Degree Grant (2MDG)	Awarded to students who have completed a Master's Degree at Monroe and are enrolling in a second Master's Degree program. Students must maintain good academic standing and continuous enrollment. The amount of the award will be determined by the appropriate Graduate School Administrator.
International Student Grant (ISG)	May be awarded to new-to-Monroe graduate international F1 matriculated students. It may be awarded to US citizens or permanent residents who reside abroad, commence studies at Monroe College immediately upon entering the United States, and are Pell eligible.

Veterans' Benefits

Eligible veterans may receive benefits to pay tuition, fees, housing and textbook costs. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

- **Post-9/11 GI Bill Eligibility:** The Post-9/11 GI Bill is for individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. The student must have received an honorable discharge to be eligible for the Post-9/11 G.I. Bill.
- Applications can be made online at: VA benefits or by calling 888.442.4551, or by contacting the Post-9/11 GI Bill liaison in the Freshmen Financial Aid Office.
- Monroe Tuition and Fees may be fully covered by the Post 9/11 GI Bill, (VCH33).
- Recipients may also be eligible for the Yellow Ribbon Program if they began receiving 100% VCH33 benefits after January 2011.
- Post-9/11 GI Bill recipients may also be eligible for the Title IV Federal Unsubsidized Direct Loan program and/or the Grad Plus Loan program and need to begin the application process by completing a FAFSA at www.fafsa.ed.gov.
- All GI Bill benefits are prorated for part-time students. Students must be enrolled for a minimum of 7 credits to be considered part-time. Part-time students will have their living allowances and book stipends prorated based on their enrollment.

Students receiving 100% VCH33 benefits may also be eligible for the following:

- Stipend for books and supplies - up to \$1,000 annually
- A housing allowance
- The ability to transfer unused education benefits to their dependent spouse or children

For further information about veteran's educational benefits contact the Monroe College Veteran's Affairs Liaison, Roxanne Virgo (rvirgo@monroecollege.edu) or Valerie Daley (vdaley@monroecollege.edu) in the Freshmen Financial Aid Office.

FEDERAL FINANCIAL AID (TITLE IV AID)

Students enrolled in King Graduate School programs on the New York State campuses may be eligible for Direct Unsubsidized federal student loans and work-study programs.

Each program has its own eligibility requirements based on federal regulations. To establish eligibility for federal financial aid, students must complete the Free Federal Application for Federal Student Aid (FAFSA) and upon request, provide required documentation. Students must utilize the U.S. Department of Education's website (www.fafsa.ed.gov) to complete the FAFSA. All applicants must obtain a Federal Personal Identification Number (PIN), which can be obtained at www.pin.ed.gov.

How to apply for FAFSA? Click here, <http://www.monroecollege.edu/financialaid/howtoapply>.

Student Eligibility Requirements for Federal Financial Aid (Title IV Aid)

- All male students between the ages of 18 and 25 must be registered with the Selective Service System. Only permanent residents of the Trust Territory of the Pacific Islands and the Northern Marina Islands are exempt from this requirement.
- Must be a U.S. citizen
- Must be enrolled and working toward a degree as a matriculated student in an eligible program
- Must have a valid social security number
- Must make satisfactory academic progress
- Must not be in default on a federal student loan and not owe money on a federal student grant
- Must have resolved any drug conviction issues
- Must have no record of conviction for sex offenses

Verification

The U.S. Department of Education may select a student for verification. Selected students will receive an email from the Student Financial Services Office requesting documentation of specific items reported on the student's FAFSA application. Students are expected to respond to this request within two weeks of receiving the email. Failure to submit documentation in a timely manner may result in the loss of federal aid. **Failure to submit documentation within 120 days of the last day of the student's enrollment or the federal deadline of September 16, 2019, whichever is earlier, will result in the loss of federal aid.**

Cost of Attendance

Student Financial Services utilizes estimated cost of attendance budgets, by student type, to calculate financial aid awards. These budgets reflect reasonable enrollment related expenses and can be found below:

Cost of Attendance: Graduate (Commuter)

	4 months	8 months
Tuition (3 classes)	\$7,812	\$15,624
Fee	550	1,100
Books and Supplies	450	900
Room/Meals	2,100	4,200
Transportation	450	900
Personal/Miscellaneous	2,050	4,100
Total	\$13,412	\$26,824

Cost of Attendance: Graduate (Dormitory)

	4 months	8 months
Tuition (3 classes)	\$7,812	\$15,624
Fee	550	1,100
Books and Supplies	450	900
Room/Meals	5,550	11,100
Transportation	300	600
Personal/Miscellaneous	2,050	4,100
Total	\$16,712	\$33,424

Cost of Attendance: Graduate Online (International)

	4 months	8 months
Tuition (3 classes)	\$3,717	\$7,434
Fee	0	0
Books and Supplies	450	900
Room/Meals	2,100	4,200
Transportation	200	400
Personal/Miscellaneous	1,500	3,000
Total	\$7,967	\$15,934

Cost of Attendance: Graduate Online (USA or US Territory)

	4 months	8 months
Tuition (3 classes)	\$7,812	\$15,624
Fee	550	1,100
Books and Supplies	450	900
Room/Meals	2,100	4,200
Transportation	200	400
Personal/Miscellaneous	1,500	3,000
Total	\$12,612	\$25,224

Federal Aid Program Descriptions

Graduate students may be eligible for the following federal Title IV programs:

- Federal Unsubsidized Direct Loans
- Federal Graduate PLUS loans
- Federal College Work Study Program

Federal Unsubsidized Direct Student Loan Program

The Federal Unsubsidized Direct Student Loan Program allows a graduate student to borrow up to \$20,500 per award year. The federal government does not pay the interest on unsubsidized loans. Students are responsible for the interest that accrues on this loan during the time they are enrolled in school, during their grace period, and during periods of authorized deferment and forbearance. Students, however, have the option of paying these interest charges while attending school. If they choose not to pay the interest, it will accrue and be capitalized. Graduate students may not borrow more than a total of \$138,500. This total includes all previously borrowed undergraduate subsidized and unsubsidized loans. First-time borrowers must complete a Master Promissory Note (MPN) and an Entrance Counseling session at www.studentloans.gov to insure that all borrowers' rights and responsibilities are understood. Loans cannot be disbursed until the entrance counseling and MPN have been completed. Loan terms are determined by federal statute and may vary by the year the students obtain their initial loans. Go to studentloans.gov for current interest rates.

Federal Direct Graduate Plus Loan Program (GPLUS)

These loans are available to Graduate students to help meet their cost of attendance expenses and may not exceed the total calculated cost of attendance minus other financial aid received. GPLUS loan borrowers are subject to a credit check and, if approved, are required to complete a Graduate Plus Master Promissory Note (MPN) and Entrance Counseling. Loans cannot be disbursed until the MPN and Entrance Counseling have been completed by going to www.studentloans.gov.

GPLUS loan repayment begins within 60 days of disbursement of funds.

Federal College Work Study Program (FWS)

This need-based award enables students to work in order to earn funds to help pay for their cost of attendance expenses. The amount of the award is determined by the federal needs analysis from the information provided on the FAFSA. Employment placement and the amount students can earn depend on the availability of funds and job sites. Continued eligibility for FWS employment is contingent upon continued satisfactory academic progress, attendance, and job performance. Students begin the application process at the Office of Career Services (OCS) and are then sent to Student Financial Services for a determination of their financial aid eligibility. Authorization and job placement is contingent upon their eligibility and the successful completion of OCS requirements, as well as the availability of a job assignment.

FAFSA Information

The FAFSA is the Free Application for Federal Student Aid and must be completed in order to qualify for any type of financial aid program, including student loans. The only forms of federal aid available to graduate students are unsubsidized direct loans, federal work study, and/or Graduate PLUS loans.

- Students need a federal FSA ID, which must be created at www.fsaid.ed.gov. This is needed prior to beginning the FAFSA application.
- Go to www.fafsa.ed.gov to fill out the FAFSA online. Students will need their FSA ID and 2016 income information to do so. Graduate students are considered independent and will not need parents' income information.
- The Federal School Code for Monroe College is 004799.
- **How to apply for FAFSA?** Go to <http://www.monroecollege.edu/financialaid/howtoapply>

Standards of Academic Progress (SAP)

To remain eligible for federal Title IV aid, students must make satisfactory academic progress (SAP) towards completion of their degree. Satisfactory academic progress is measured by a qualitative standard and a quantitative standard. Monroe College monitors SAP at the end of each semester.

Qualitative Standard

Students are expected to earn a 3.0 cumulative grade point average (GPA). GPA's are manually reviewed at the end of each semester. Students whose cumulative GPA falls below 2.0 are dismissed. Students whose cumulative GPA falls between 2.00 and 2.99 are manually placed on *Graduate SAP Warning* status. These students are eligible for Title IV funding; however, they must achieve the required 3.0 cumulative GPA by the end of the next payment period to continue their Title IV eligibility.

Quantitative Standard

The quantitative standard requires that students complete a minimum of 67% of their attempted courses each semester. Students who fail to achieve this standard are manually placed on *Federal SAP Warning* status. For the purposes of this calculation, percentages are rounded up. Students on *Federal SAP Warning* status are eligible for Title IV funding; however, they must achieve the required standard by the end of the next payment period to continue their eligibility for Title IV aid. For students who change their program of study, the quantitative standard, is calculated from the time of the program change and includes only the attempted credits applicable to their new program of study.

Determination of Credits Attempted and Effect on GPA

- An official withdrawal (initiated by the student) is considered a course attempted but does not count towards a student's GPA. The grade on the transcript will be "W."
- An unofficial withdrawal will be considered as a course attempted and will not count towards a student's GPA. The grade on the transcript will be UW.
- An administrative withdrawal (initiated by the College on a case by case basis) is considered a course attempted and counts as an "F" in a student's GPA.
- Repeated courses are considered course attempts. The passing grade of the second attempt replaces the first earned grade. Students may only attempt a course twice.
- All transfer, proficiency, and prior learning credits count as attempted credits and credits earned but do not count toward the student's GPA.

Loss of Title IV Federal Aid Eligibility *

A student who falls into one of the following categories is subject to the loss of Title IV federal financial aid eligibility:

- Students who fail to achieve the required qualitative standard (cumulative GPA of 3.0) following their Graduate SAP Warning Status;
- Students who fail to achieve the required quantitative standard following their Federal SAP Warning status, or
- Students who attempt more than 150% of the credits required for the completion of their program. (For example, a student may not attempt more than 54 credits to earn a degree that requires 36 credits.)

**Federal Unsubsidized Loans are considered to be Title IV Federal Aid.*

SAP Appeals

Students who have lost Title IV eligibility because they did not meet the quantitative standard or they exceeded the 150% credit cap have the right to appeal if mitigating circumstances prevented them from achieving the required standard. Proof of such circumstances is required. Appeals must be submitted to the Director of Financial Aid Compliance in the Student Financial Services Office or appropriate administrator of the King Graduate School. Both offices must approve the appeal.

Impact of Withdrawal on Federal Financial Aid

It is important for students who are receiving federal financial aid to understand the implications of either officially or unofficially withdrawing after classes begin.

Financial Responsibilities for Both Official and Unofficial Withdrawals

If a student withdraws or is dismissed after classes begin, he/she will be responsible for the administrative fee, actual bookstore charges and a percentage of tuition. The amount of tuition liability is related to the date of withdrawal. Please visit www.monroecollege.edu (click on Financial Aid) for more details.

Students who do not officially withdraw from the College by the twelfth week of the semester will receive grades submitted by the faculty.

Retention of Federal Financial Aid Funds upon Withdrawal

The U.S. Department of Education regulates the treatment of all federal grants and loans. For those students who withdraw during a semester, the College is required to exercise the "Return to Title IV" calculation (R2T4) using the student's date of withdrawal, which is determined using the best available academic record.

The R2T4 calculation is based on the number of days in the semester divided into the number of days attended based on the date of withdrawal. This provides the percentage of Title IV aid a student has "earned."

For example, if the semester is 100 days, and a student's withdrawal date falls on the 43rd day of the semester, the formula used would be $43/100$ or 43 percent. This percentage would then be applied to the Title IV aid disbursed, or potentially disbursed, in order to determine how much and which proceeds need to be returned. Any "earned" percentage greater than 60 will yield the student 100% retention of all eligible Title IV aid.

The order in which funds are returned is also determined by the Federal Department of Education. The Attribution Table requires funds to be returned as follows:

First: Direct Unsubsidized Loan

Second: Graduate PLUS

NOTE: Federal Work-Study (FWS) must be earned and is not included in the R2T4 calculation. Funds earned prior to withdrawal may be kept by the student or retained, with student authorization, by the school for a balance owed. Students may not continue working in the FWS program after their withdrawal date.

Federal Loan Exit Counseling

All recipients of a Federal Direct Loan who withdraw, drop below six (6) credits, or graduate must complete an Exit Counseling session on the web at www.studentloans.gov. During this counseling, students are able to view their loan history and learn about repayment and deferral options. Students will need their FSA ID in order to access this website.

Federal Student Loan Repayment

The repayment of Federal Direct Loans begins six (6) months after a student graduates or drops below half-time matriculated status. The amount of the monthly repayment is calculated based upon the total amount that has been borrowed, as well as the repayment plan selected. Visit www.studentloans.gov and click on the link “Repayment Plans and Calculators” to learn more.

Borrower Services and Financial Literacy

The Office of Loan Management provides life-time, professional student loan management information and advocacy services to Monroe College students and their families, including:

- Information on repayment options that fit individual needs and circumstances
- Help in understanding the status of each student loan (www.studentloans.gov)
- Loan consolidation advice
- Financial Literacy Resources and Seminars (www.monroecollege.edu/dream)
- Information on avoiding the pitfalls of delayed or non- repayment of student loans

Office of Loan Management locations and contact information:

Bronx Campus – King Hall (646) 393-8769

New Rochelle Campus – Milavec Hall (914) 740-6849

Open Monday through Saturday; day and evening Hours

E-Mail: olm@monroecollege.edu

Enhanced Loan Counseling

Monroe College has been selected to participate in a Department of Education Experimental Site initiative involving enhanced loan counseling. (Federal regulation 688.16(b)(1) and (4)). All undergraduate Direct Loan borrowers, who have previously completed one-time entrance counseling will be identified. Those with a Social Security number that ends in an even number will be part of the enhanced counseling group. These students will be required to complete the enhanced counseling once each year in order to receive their loans. Those with a Social Security number that ends in an odd number will be part of the control group and will not be required to complete enhanced loan counseling. Information about students in both groups will be reported annually to the Department of Education.

Financial Aid Administrators' Code of Ethics

Financial Aid Code of Conduct

The following Code of Conduct was last updated by the National Association of Student Financial Aid Administrators (NASFAA) Board of Directors in March 2014. Subject to enforcement procedures that go into effect July 1, 2015, institutional members of NASFAA will ensure that:

1. No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.
 - a. Employees within the financial aid office will not award aid to themselves or their immediate family members. Staff will reserve this task to an institutionally designated person, to avoid the appearance of a conflict of interest.
 - b. If a preferred lender list is provided, it will be compiled without prejudice and for the sole benefit of the students attending the institution. The information included about lenders and loan terms will be transparent, complete, and accurate. The complete process through which preferred lenders are selected will be fully and publically disclosed. Borrowers will not be auto-assigned to any particular lender.
 - c. A borrower's choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution's preferred lender list.
 - d. No amount of cash, gift, or benefit in excess of a *de minimis* amount shall be accepted by a financial aid staff member from any financial aid applicant (or his/her family), or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).
2. Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.
3. Institutional award notifications and/or other institutionally provided materials shall include the following:
 - a. A breakdown of individual components of the institution's Cost of Attendance, designating all potential billable charges.
 - b. Clear identification of each award, indicating type of aid, i.e. gift aid (grant, scholarship), work, or loan.
 - c. Standard terminology and definitions, using NASFAA's glossary of award letter terms.
 - d. Renewal requirements for each award.
4. All required consumer information is displayed in a prominent location on the institutional web site(s) and in any printed materials, easily identified and found, and labeled as "Consumer Information."
5. Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.

Non-Federal Loans

Students in need of funds beyond those available from college grants, outside grants, scholarships, work study and Federal Direct Unsubsidized Loans, and Graduate Plus Loans may seek non-federal loans. Students should carefully research these options as interest rates, fees, and loan terms vary widely among loan providers. Students will work with their lender to provide all necessary documentation for approval. Upon approval, the Student Financial Services Office will be sent a certification form to be completed and returned to the

CAREER SERVICES

The resources of the Office of Career Services (OCS) are fully integrated into the King Graduate School experience. The OCS provides tools, techniques, programs, and services to assist students in preparing for entry or advancement in the job market. The OCS encourages students to visit the Graduate Career Advisor during their first semester. The advisor will work with students to manage their career development throughout their studies and employ effective job search strategies when seeking employment and Internship opportunities. Career development resources and job search services are available to King Graduate School students for life. For the complete OCS description and website, visit <http://www.monroecollege.edu/careerservices/>.

STUDENT SERVICES

A hallmark of the King Graduate School educational experience is the high level of personalized academic support. Student Services advisors are knowledgeable professionals who provide graduate students with a single point of contact. They provide academic guidance, helpful resources, and assistance with registration.

Bronx Campus:

Craig Woodward, Associate Director of Graduate Student Services
Ustin Hall
cwoodward@monroecollege.edu

New Rochelle Campus:

Gajanan Nataraj, Assistant Director of Graduate Students Services
145 Huguenot
gnataraj@monroecollege.edu

International Students

The Office of Student Services is devoted to serving the special needs of international students and helping to create a supportive atmosphere for living and studying. During admission and enrollment, international students are provided personalized assistance and support. Monroe College provides students and graduates a range of support services, immigration advisement, and cultural, social and co-curricular programs.

Veterans and Military Personnel

The Office of Veterans' Services is located on the Bronx Campus and has a representative on the New Rochelle Campus. The office provides information about educational benefits, programs and resources available to National Guard, Reservists, and active military personnel. The Director of Military and Veterans' Services meets with all military applicants and continuing students and certifies students for education benefits.

Students with Disabilities

Monroe College is accessible to students with disabilities and admits those students whose credentials demonstrate they have the motivation and capabilities to successfully pursue their academic goals at the college. All students with disabilities have access to a Coordinator of Services for Students with Disabilities on each campus:

Bronx Campus: Elizabeth Maybruch; emaybruch@monroecollege.edu

New Rochelle Campus: Saadia Del-Llano; sdelllano@monroecollege.edu

Accommodations for students with disabilities include, but are not limited, to the following:

- Adaptive furniture
- Testing accommodations
- Recorders and calculators
- Note takers
- “Recording for the Blind” educational materials

STUDENT CODE OF CONDUCT

The Student Code of Conduct sets forth certain standards required of all students and outlines the disciplinary process created to preserve a safe, secure learning environment. Inappropriate behaviors that are contrary to the College’s mission will not be tolerated.

This Student Code of Conduct contains policies that establishes standards of behavior for students at Monroe College relating to:

- Academic honesty
- Alcohol and drugs
- Endangering the safety of others
- Discriminatory and other harassment
- Disruptive conduct
- Failure to comply
- False Information
- Fire Safety
- Guests
- Misuse of Materials, Services or Property
- Residence Hall Regulations
- Sexual Misconduct
- Student Clubs and Organizations
- Theft
- Weapons, Dangerous Instruments, and Explosive Chemicals or Devices

This Code of Conduct also outlines:

- Disciplinary Process
- Student Sanctions

1. Academic Honesty

All students must be honest and forthright in their academic studies. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive

unauthorized assistance. The College's policies on academic honesty are described in the Code of Academic and Scholarly Integrity, and are administered by the Academic Affairs offices on each campus under the oversight of the Vice President for Academic Affairs.

2. Alcohol and Drugs

Alcohol: Monroe College's campuses are dry, which means that alcohol possession and/or consumption is prohibited at all times on College property, including within and around all buildings and facilities. All students must comply with applicable laws and these alcohol regulations.

Important note regarding alcohol/drug use: The College will not punish any student who is the victim or witness of sexual misconduct at or near the time while he/she is under the influence of alcohol/drugs. Please see the Alcohol/Drug Amnesty policy in the College's Sexual Misconduct Policy, <https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/>, for more information.

Prohibited Activities: The College prohibits alcohol intoxication (regardless of age), as well as the unauthorized possession, use, consumption, manufacture, sale or distribution of alcohol, and driving while impaired due to alcohol consumption while residing in the dormitory. Specifically, this offense includes, but is not limited to:

- a) The possession, use, consumption, manufacture, sale, or distribution of alcohol by anyone under the legal age to do so;
- b) *Alcohol in Residence Halls:* No resident may possess or consume alcohol anywhere on campus including a student's room. Possession of an open container or consumption of alcoholic beverages in any area on the campus is strictly prohibited.
- c) *Use of Alcohol Off-Campus:* The College accepts no responsibility for the possession, use, consumption, manufacture, sale or distribution of alcoholic beverages by students off-campus, including at events or functions sponsored by others. A student hosting or attending an off-campus function should be aware of the applicable laws regarding alcohol and should be aware that the College may also pursue student conduct charges for such behavior.

Drugs: The illegal possession, use, consumption, manufacture, sale or distribution of drugs and drug paraphernalia is prohibited. Any violations of this drug policy may be subject to sanctions by the College and may be reported to all appropriate law enforcement authorities. All College buildings, including residence halls, are designated as smoke-free for all substances.

Important note regarding drug/alcohol use: The College will not punish any student who is the victim or witness of sexual misconduct at or near the time while he/she is under the influence of drugs/alcohol. Please see the Alcohol/Drug Amnesty policy in the College's Sexual Misconduct Policy, <https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/>, for more information.

Definitions: The term "drugs" broadly includes, but is not limited to, any stimulant, intoxicant (other than alcohol as it is covered above), nervous system depressant, hallucinogen, or other chemical substance, compound or combination, including any otherwise lawfully available product, which has not specifically been prescribed for that student at the dose consumed according with the current prescription, or used for any purpose other than its intended use.

The term "drug paraphernalia" broadly includes any material, product, instrument, or item used to create, manufacture, distribute, use or otherwise manipulate any drug and includes, but is not limited to, bongos or marijuana pipes, grinders, vaporizers, hypodermic needles, and syringes.

Prohibited Activities: Specific violations of this standard include, but are not limited to:

- a) The possession, use, consumption, manufacture, sale, or distribution of any illegal drug or drug paraphernalia, prescription, or prescription drug not prescribed to the student;
- b) The transfer, delivery, or manufacture or intent to transfer, deliver, or manufacture any drug or drug paraphernalia;
- c) The possession of a prescription or prescription drug not issued to the student;
- d) The misuse, sale, delivery or transfer of a prescription or prescription drug;
- e) Driving while impaired by any drug, whether it be legal or illegal, while residing in the dormitory; or
- f) A violation of any applicable local, state, or federal law relating to drugs or drug paraphernalia.

3. Endangering the Safety of Others

A student shall not endanger the lives or safety of oneself or others.

Prohibited Activities: Specific violations of this standard include, but are not limited to:

- a) Creating an unsafe condition or environment that could cause harm to the student or others;
- b) Acting in a manner that endangers or reasonably could endanger the health, safety, or welfare of the student or anyone else; or

- c) Instigating, participating or otherwise encouraging others to engage in a fight, riot, or other disruption.

4. Discriminatory Behaviors and Other Harassment

Any verbal, written or physical conduct toward another that unreasonably creates an intimidating, hostile or offensive learning, living, or working environment or unreasonably interferes with an individual's academic or work performance is prohibited.

5. Disruptive Conduct

A student shall not impair, interfere with or obstruct the orderly conduct, process or function of the College or any of its students, faculty members, College officials, guests, or the surrounding community.

Specific violations of this standard include, but are not limited to:

- a) Committing or threatening to commit any act of physical violence against self or another. This includes, but is not limited to, hitting, kicking, scratching, punching, shaking, slapping, burning, or restraining;
- b) Threatening the health, safety, or welfare of another;
- c) Interfering with the freedom of movement of another;
- d) Invading the privacy of another;
- e) Interfering with the right of another to enter, use, or leave any College building, facility, property, service, resource, or activity;
- f) Interfering with a faculty member or College staff member in the performance of their duty;
- g) Interfering with the freedoms of speech, religion, or association of another;
- h) Making, exhibiting, or producing any inappropriate, loud, or disruptive noise or behavior or cursing in public places on the campus;
- i) Acting recklessly or in a manner that causes a disruption to the orderly function or operation of the College;
- j) Exhibiting public nudity or lewd behavior; or
- k) Interacting with cell phones or other electronic devices without an academic purpose and causing disruption to the classroom.

6. Failure to Comply

It is a violation to ignore, disobey, disregard, or otherwise violate any provision of this Code of Conduct; rules or processes of student conduct hearings or proceedings;

reasonable directives or orders from College administrators, campus Public Safety or law enforcement; or any other applicable rule of the College.

7. **False Information**

Making a false or misleading oral or written statement to any College official, staff member, or faculty member (including, but not limited to, with respect to an application for admission, financial aid, residency classification or participation in any special programs sponsored by the College) when the student knew or should have known the statement was false is prohibited.

8. **Fire Safety**

A student shall not engage in any behavior that creates a fire hazard nor shall a student inhibit or impede another person who is responding to a fire hazard.

Prohibited Activities: Specific violations of this standard include, but are not limited to:

- a) Setting or causing a fire;
- b) Tampering with, misusing or damaging fire or safety equipment, such as fire alarms, heat sensors, smoke detectors, fire extinguishers, or hoses;
- c) Blocking or otherwise preventing the use of a fire exit, including hallways, windows, doors, and stairwells;
- d) Failing to immediately exit any College facility or building when a fire alarm has been activated, or hindering or impairing the orderly evacuation of any College building or facility; or
- e) Disobeying the command of any college official or faculty member in connection with a fire, alarm or other safety or security measure.

9. **Guests on Campus**

Students are responsible for the behavior of their guests and must ensure that guests comply with College regulations, including the standards in this Code of Conduct. Guests are not allowed in residential dormitories overnight without special permission from the Office of Residence Life. Guests visiting dormitories must comply with specific days and times established by the Office of Residence Life.

10. **Misuse of Materials, Services or Property**

A student shall not misuse any material, service, or property belonging to the College or another party.

Prohibited Activities: Specific violations of this standard include, but are not limited to:

- a) Destroying, damaging, or misusing any property belonging to another;

- b) Destroying, damaging, misusing, reproducing, altering or defacing any student identification card, College-provided key or access card, residence hall key or access card, laboratory equipment, emergency phone, athletic equipment, or any material issued or owned by the College;
- c) Destroying, damaging, or defacing any College building, facility or property; or
- d) Impairing or otherwise hindering another's use of a College material, service, or property.

11. Residence Hall Regulations

All students shall comply with all provisions of this Student Code of Conduct, and any additional rules and responsibilities related to students living on campus are set forth in the signed Housing Agreement administered by the Office of Residence Life.

12. Sexual Misconduct (*see separate Sexual Misconduct Policy*)

Sexual misconduct includes sexual assault, sexual harassment, domestic violence, dating violence, stalking, and sex discrimination. All incidents of sexual misconduct will be resolved through the College's Sexual Misconduct Policy, which can be found online at <https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/>.

13. Student Clubs and Organizations

Student clubs and organizations must adhere to the same standards of conduct applicable to individual students.

14. Theft

Students may not take or possess the property of the College, its guests, or any member of the College community without right or permission.

15. Weapons, Dangerous Instruments, and Explosive Chemicals or Devices

The possession, use or threat of use of any object that may reasonably be believed to cause physical injury to another person is prohibited.

Prohibited Activities: Specific violations of this policy include, but are not limited to, the possession, use or threat of use of any of the following items:

- a) Any deadly weapon, defined as any instrument, item, or material readily capable of causing death or serious physical injury;
- b) Any firearm (including any weapon or instrument from which a shot, projectile, or other object may be discharged by force, whether operable or inoperable, loaded or unloaded) or ammunition;

- c) Any BB gun, pellet gun, air rifle, paint gun or toy gun which, based on color, design or appearance, would be considered by a reasonable person to be an actual firearm;
- d) Any knife (other than an ordinary pocketknife carried in a closed position, with a blade of three inches or less or cutlery of a reasonable size, when used in a kitchen or other food preparation area); or
- e) Any explosive chemical or device including a substance or a combination of substances possessed or prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration or detonation, including fireworks and illegal or potentially dangerous chemicals.

Note: Possession of a license to possess or use any of the above items shall not constitute a defense of any violation of this section.

Disciplinary Process

Upon learning of a potential violation of the Student Code of Conduct, the campus Disciplinary Committee (which is comprised of various campus officials) will investigate. The specific aspects of an investigation may vary as appropriate with the alleged violation, but may include interviewing the student in question, interviewing other students or individuals who may have witnessed the incident or have other relevant knowledge, and gathering relevant evidence such as photographs, security camera video footage, social media and text messages, and other information.

Students accused of misconduct will be interviewed. They will be given the opportunity to deny and/or defend their alleged actions. Depending on the nature of the conduct alleged, temporary sanctions may be imposed, as appropriate, during the investigation.

After investigating the allegation, the Disciplinary Committee will render a decision as to whether the alleged violation was likely committed by the student in question.

Upon receiving the Disciplinary Committee's decision, the student will receive written notice describing the conduct alleged. It will articulate the Code of Conduct provision that such conduct violates, the determination of the student's responsibility, and any sanctions imposed.

All students have the right to appeal the decision of the Disciplinary Committee. Students who wish to appeal must submit a written appeal request to the Chair of the Appeals Panel (i.e., the campus Senior Vice President) within 10 days of receiving the decision. The written appeal request should state the basis for the appeal, whether the student objects to the entire finding of responsibility or only to the sanction imposed, and new arguments or information that supports the student's position.

Upon receiving the appeal request, the Appeals Panel will review all information relevant to the case, including information gathered during the Disciplinary Committee's investigation and any information or arguments submitted by the appealing student. If appropriate, the Appeals Panel may convene a hearing at which the student may plead his/her case, if desired.

After its review (and the hearing, if applicable), the Appeals Panel will render a decision to uphold, overturn, or modify the decision of the Disciplinary Committee. The decision of the Appeals Panel is final and not subject to further appeal. The student will receive written notice of the final decision.

Note: The disciplinary process for sexual misconduct violations has certain features that are relevant only to the Sexual Misconduct Policy. Unless stated otherwise, those features do not apply to the Disciplinary Process described above.

College administration reserves the right to determine appropriate sanctions to be imposed upon a student for any violation of the Student Code of Conduct. The sanctions explained in the following section may be cumulative, and no sanction needs to be exhausted before any other sanction may be imposed. Sanctions may be determined based on a past disciplinary record, the severity of behavior, the impact upon the community, any combination of these considerations, or other relevant factors. Sanctions may be tailored to specific situations.

Student Sanctions

The following list of possible consequences/sanctions is not exhaustive, and these consequences/sanctions may be imposed singularly or in any combination. Different and/or additional consequences or sanctions may be imposed by the Discipline and Appeals Panels as their members deem appropriate.

- **No Consequences/Sanctions:** In the case where the Disciplinary Panel (and/or the Appeal Panel, in the event an appeal is sought) determines that a student is “not responsible”, the student conduct charges against the student will be dismissed and the student’s name will be cleared.
- **Verbal Warning:** The Disciplinary Panel discusses the incident with the student, but no written notification issued.
- **Written Warning:** The student receives a written notice stating that his/her conduct is in violation of College regulations and that the continuation of said conduct during a stated period of time may be cause for more serious disciplinary action, such as community service, probation, or suspension.
- **Counseling and/or Training:** The student is required to undergo appropriate counseling and/or training in order to remain a member of the College community.
- **Restitution:** The student must make financial reimbursement for damages to (or loss of) property.

- **Community Service:** The student is required to volunteer a stated number of community service, set in writing and commensurate with the conduct violation.
- **'No Contact' Order:** The student receives an order from the College requiring the student to stay away from another individual for a stated period of time. The impacted students' academic schedules may also be amended.
- **Disciplinary Probation:** The student is placed on probation for a stated period of time, set in writing. Failure to demonstrate appropriate conduct during that period may subject the student to further consequences/sanctions, such as community service and/or suspension.
- **Residence Hall Suspension:** For a stated period of time, set in writing and not to exceed one academic year, the student is excluded from living in and/or visiting the campus residence halls. Upon the expiration of the suspension period, the student may be subject to an approbation period, during which the student is expected to demonstrate appropriate conduct as a member of the College community. During residence hall suspension, a student may or may not also be concurrently suspended from classes and/or campus activities.
- **Residence Hall Expulsion:** The student permanently loses privileges to live and/or visit the campus residence halls.
- **Disciplinary Dismissal with Pending Appeal:** The student is excluded from classes and/or campus activities for a stated period of time, set in writing and not to exceed one academic year. Students have the right to appeal the Dismissal with the Appeals Panel. Upon the expiration of the dismissal period, the student may be subject to a probation period during which the student is expected to demonstrate appropriate conduct as a member of the College community. When the student's punished conduct involves certain types of violence, this sanction automatically results in a Transcript Notation sanction.
- **Disciplinary Dismissal from the College (Expulsion):** The student permanently is expelled from the College, based on the decision from the Appeals Panel, terminating all rights and privileges as a student of the College. When the student's punished conduct involves certain types of violence, this sanction automatically results in a Transcript Notation sanction.
- **Transcript Notation:** Where a student is found 'responsible' for a violation involving certain types of violence, including sexual violence such as rape or sexual assault, and is then subjected to either suspension or expulsion from the College, the student's transcript will automatically receive a notation stating "Suspended after a finding of responsibility for a Code of Conduct violation" or "Expelled after a finding of responsibility for a Code of Conduct violation," as appropriate. Where a student withdraws from the College while such charges are pending, the student's transcript will receive a notation stating "Withdrew with conduct charges pending." Transcript notations regarding expulsion are permanent.

- Students may be subject to other consequences and/or sanctions, as deemed appropriate by the Student Disciplinary Committee and/or Appeal Hearing panel.

Problem Resolution Procedure

As Monroe College prides itself on the respectful atmosphere it provides for its students, all students at Monroe should expect to be treated with respect, courtesy, and fairness. However, there are times that matters will arise about which reasonable people may disagree. If such a disagreement occurs, students may avail themselves of the procedure detailed below. Students should raise their concerns within ten calendar days of the event.

Problem Resolution for Classroom and Academic Matters

Students with academic or classroom-related concerns should first address them with the faculty member involved. If the matter is not resolved or the student prefers not to address the faculty member, the student should discuss the matter with the department director or School Dean. If the matter is not successfully resolved, the student may request that it be addressed by the Vice President of Academic Affairs.

Problem Resolution for Non-Academic Matters

Students with concerns that are **not** academically related should first address them with the appropriate Student Services Office. That office will act as a mediator with other departments in the College. Should the matter remain unresolved, the student may present the matter in writing to the Vice President for Student Affairs.

Student Grievance Policy and Procedures

This policy ensures that student grievances are resolved in an orderly and timely manner. A grievance is a formal difference or dispute between a student and a Monroe employee or department regarding a non-academic issue that is perceived as negatively affecting the student. Issues may include the provision of services or the interpretation and/or application of policies and procedures by members of the College's faculty or staff. A grievance differs from an appeal of an academic decision as it deals with service issues and not academic coursework or grades.

Typically, a grievance may be based on one of the following claims:

- Failure to provide services
- Arbitrary and/or capricious actions by a College employee or administrative office
- A policy or procedure applied unfairly and/or in a different manner than it was applied to others
- An administrative error in the application of the policy or procedure

The student is strongly encouraged to first seek informal resolution of a grievance by bringing it to the attention of the relevant supervising administrator or office.

If a student is not satisfied with the attempt at informal resolution, they may make a formal, written grievance to **Jacqueline Ruegger, Director of Public Affairs** at: jruegger@monroecollege.edu.

Ms. Ruegger will review the grievance and provide a written response within 15 business days, indicating how the matter was resolved and what steps, if any, the student should take next. Students will be informed if extenuating circumstances require additional time to resolve the complaint. If the student is dissatisfied with the formal grievance decision, the student may appeal in writing to the appropriate Senior Vice President, whose decision is final.

Title IX and Sexual Misconduct at Monroe College

Monroe College is committed to providing students and employees with a safe environment in which to learn, live, and work – one that cultivates equality and mutual respect, and is free from any form of sexual discrimination, violence, harassment, or misconduct.

The College embraces its Title IX and Sexual Misconduct responsibilities. Title IX Coordinators on the Bronx and New Rochelle campuses are available to all members of the college community:

Bronx Campus:

Alvelena (Abby) Mills
Telephone: (646) 393-8204
Email: amills@monroecollege.edu

New Rochelle Campus:

Paula Green
Telephone: (914) 740-6612
Email: pgreen@monroecollege.edu

Title IX Coordinators serve as resources for any Title IX-related related questions or concerns. Such matters include, but are not limited to: dating violence, domestic violence, rape, sexual assault, sexual harassment, and stalking.

To report an incident to the College, please call one of our Title IX Coordinators above. If you prefer, you may submit a report, which may be completed anonymously. The form can be found online at <https://www.monroecollege.edu/Incident-Reporting-Form/>

Title IX

Title IX of the Education Amendments of 1972 is a comprehensive federal law that protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. The law prohibits discrimination on the basis of sex in any federally funded education program or activity. Title IX applies to traditional educational institutions such as colleges, universities, including SUNY campuses. Under Title IX of the Educational Amendments Act of 1972, colleges and universities are required to develop procedures to respond to claims of sexual harassment.

Title IX states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” For more information regarding Monroe College’s full Title IX Policy, please view the code of [Conduct and Sexual Misconduct Policy](#). The link is:

<https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/>

Enough is Enough

New York State has the most aggressive policy in the nation to fight against sexual assault on college campuses. By standing up and saying “Enough is Enough,” we made a clear and bold statement that sexual violence is a crime, and students can be assured they have a right to have it investigated and prosecuted as one.

The new “Enough is Enough” legislation requires all colleges to adopt a set of comprehensive procedures and guidelines, including a uniform definition of affirmative consent, a statewide amnesty policy, and expanded access to law enforcement. With this law, we will better protect all of New York’s college students from rape and sexual assault. The New York State Enough is Enough website can be found here:

<https://www.ny.gov/programs/enough-enough-combating-sexual-assault-college-campuses>

Sexual Offense Policies and Procedures

1. Title IX Definitions

- **Accused** is defined as a person accused of a violation who has not yet entered Monroe College’s judicial process.

- **Affirmative Consent** is defined as a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression
 - Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
 - Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
 - Consent may initially be given but withdrawn at any time.
 - Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
 - Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
 - When consent is withdrawn or can no longer be given, sexual activity must stop.

- **Bystander** is defined as a person who observes a crime, impending crime, conflict, potentially violent or violent behavior, or conduct that is in violation of rules or policies of Monroe College.

- **Bystander Intervention** is defined as a safe and positive option that may be carried out by a person or persons to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene.

- **Confidentiality** is defined as information shared by an individual with designated campus or community professionals cannot be revealed to any other entity without the express permission of the individual, unless required by law. These campus and community professionals include licensed mental health counselors, medical providers and pastoral counselors. Students in need of confidential assistance may contact the Director of Health and Wellness Services and/or the Counseling Services Office. These individuals are prohibited from breaking confidentiality unless there is an imminent threat of harm to self or others, or if a report involves suspected abuse of a minor under the age of eighteen (18). Confidential entities, like many other professions, including employees in higher education, are required by state law to notify Child Protective Services or local law enforcement in cases of suspected child abuse.

Please note: Please note: All Monroe College employees that are not listed above are not confidential resources, because they are mandated to report any incidents of sexual assault or other crimes. However, all Monroe College employees will maintain good faith in protecting your privacy best they can. If you do speak with a non-confidential resource, information will be passed on to the Title IX coordinator for an investigation and/or resolution.

- **Dating Violence** is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of "domestic violence".

- **Domestic Violence** is defined as a felony or misdemeanor crime of violence committed
 - by a current or former spouse or intimate partner of the victim;
 - by a person with whom the victim shares a child in common;
 - by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;

- by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or
 - by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- **Hate Crime** is defined as a crime reported to local police agencies or to the Department of Public Safety that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For the purposes of this section, the categories of bias include the victim's actual or perceived race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, and disability.
 - **Privacy** is defined as the information relating to a report of misconduct will only be shared with a limited number of trained college professionals who "need to know" in order to provide support for the individual and to ensure safety for individuals and the community as well as review, investigate, and resolve the report. The professionals with knowledge of the situation will be limited as much as possible to preserve privacy and ensure safety of the reporter.
 - **Reporting Individual** is defined as a victim, survivor, complainant, claimant, or witness with victim status. A bystander, or a third party reporter, is not considered a reporting individual.
 - **Sexual Assault** is defined as any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes, but is not limited to, the offenses defined below.
 - **Rape** is the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
 - **Fondling** is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the person, including instances where the person is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
 - **Incest** is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - **Statutory Rape** is sexual intercourse with a person who is under the statutory age of consent.
 - **Sexual Harassment** is defined as unwelcome, sexual or gender-based verbal, written or physical conduct that is, sufficiently severe, persistent or pervasive that it, has the effect of unreasonably interfering with, denying or limiting employment opportunities or the ability to participate in or benefit from the college's educational, social and/or residential program,

and is based on real or reasonably perceived power differentials (quid pro quo), the creation of a hostile environment or retaliation.

- **Stalking** is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress

2. Confidentiality and Privacy

Confidentiality:

Confidentiality can be provided when speaking with an individual who cannot share information to any other entity without the permission of the individual, unless required by law. Confidential on-campus resources are offered through the Counseling Center. Please see the full list of resources in Monroe College Resources and Services.

Privacy:

Monroe College Campus staff and faculty who cannot guarantee confidentiality will protect your privacy to the best of their ability. The information reported to a non-confidential resource will be relayed as necessary to the Title IX Coordinator for further investigation and/or to determine a solution.

Mandated Reporting:

Monroe College staff and faculty who are non-confidential resources are mandated reporters for all of the information they collected about a reported incident. The mandated reporters will share information with the Title IX Coordinator. Reporting to a mandated reporter constitutes as an official reporter to Monroe College.

3. Non-Discrimination Policy:

Monroe College does not discriminate and prohibits illegal discrimination, inclusive of harassment, against any individual on the basis of their race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, criminal conviction, familial status, or any other protected characteristic under federal or state law in any of its employment practices or educational programs or activities.

4. Drug and Alcohol Amnesty Policy:

The health and safety of every student at Monroe College is of utmost importance. Monroe College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Monroe College strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to

institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to College officials or law enforcement will not be subject to Monroe College's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

5. Student Bill of Rights:

All students have the right to:

- Make a report to local law enforcement and/or state police;
- Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
- Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
- Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
- Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
- Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
- Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
- Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
- Access to at least one level of appeal of a determination;
- Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
- Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

RESOURCES AND SERVICES DIRECTORY

Title IX Coordinator Contacts

Title	Campus	Name	Contact Info	Hours
Title IX Coordinator	New Rochelle	Paula Green	(914) 740-6612 pgreene@monroecollege.edu	M-F, regular business hours
Title IX Coordinator	Bronx	Alvelena (Abby) Mills	(646) 393-8204 amills@monroecollege.edu	M-F, regular business hours

On-Campus Confidential Resources

Title	Campus	Name	Contact Info	Hours
Senior Vice President	New Rochelle and Bronx	David Dimond	(914) 740-6436 ddimond@monroecollege.edu	24 hours / 7 days per week through Public Safety (914) 740-6854
Counseling Services	New Rochelle	Dr. Dana Goren (646) 393-8442	(914) 740-6402 counseling@monroecollege.edu	Tuesdays and Thursdays

On-Campus Mandated Reporters

Title	Campus	Name	Contact Info	Hours
Public Safety	New Rochelle	Clifton Hollingsworth	(914) 740-6854 chollingsworth@monroecollege.edu	24 hours / 7 days per week
Public Safety	Bronx	Kenneth Hodges	(646) 393-8495 khodges@monroecollege.edu	24 hours / 7 days per week
Senior Vice President	Bronx	Anthony Allen	(914) 740-6811 aallen@monroecollege.edu	24 hours / 7 days per week
Student Services Office	New Rochelle	Emerson Phillips	(914) 740-6478 ephillips@monroecollege.edu	M-F, regular business hours
Student Services office	Bronx	Edith Banks	(646) 393-8237 ebanks@monroecollege.edu	M-F, regular business hours

Off-Campus Sexual Assault and Domestic Violence Advocacy and Counseling

YA NO MAS Prevention Program	Westchester, NY	Hotline: 1-844-926-6627 Office: 914-948-8446	Available: 24 hours/7 days a week
Family Ties of Westchester	Westchester, NY	914-964-2063	Available: M-F, regular business hours
Hopes Door: Domestic Violence and Sexual Assault Shelter	Westchester, NY	Hotline: 888-438-8700 Office: 914-747-0828, ext. 1003	Available: 24 hours/7 days a week
My Sister's Place: Domestic Violence and Sexual Assault Shelter	Westchester, NY	Hotline: 1-800-298-7233	Available: 24 hours/7 days a week
WestCOP, Inc Victims Assistance Rape Crisis Services	Westchester, NY	Hotline: 855-827-2255 Office: 914-345-3513	Available: 24 hours/7 days a week
Bronx District Attorney's Crime Victim's Unit	Bronx, NY	Office: 718-590-2115	Available: Mon-Thurs, 8:30am- 11:00 pm; Fri. 8:30am- 5:00 pm
NYC Family Justice Center	Bronx, NY	Office: 718-508-1220	Available: M-F, regular business hours
Safe Horizons	Bronx, NY	Office: 718-590-2355	Available: M-F, regular business hours
Kingsbridge Heights Community Center, Changing Futures Program	Bronx, NY	Office: 718-884-0858, ext. 100	Available: M-F, regular business hours
New York State Health Program	Bronx, NY	718-960-0215 (English); 718-960-0300(Spanish)	Available: M-F, regular business hours

Off-Campus Mental Health Resources

Mental Health Association	Maribel Rivera, LCSW	914-345-0700, ext. 7302	Available: M-F, regular business hours
Open Door Family Medical Center	Mildred Tandria, PhD.	914-406-8210	Available: M-F, regular business hours
Victims Justice Center	Elizabeth Bussian, LCSW	914-995-5165	Available: M-F, regular business hours
Family Services of Westchester	Jocelyn Pineda-Archer, LMHC	914-305-6882	Available: M-F, regular business hours
Crisis Prevention Response		Hotline: 914-925-5959	Available: 24 hours/7 days a week

Off-Campus Medical Services

Montefiore Hospital New Rochelle	Emergency Care	914-632-5000	Available: 24 hours/7 days a week
Bronx-Lebanon Hospital Center	Emergency Care	718-590-1800	Available: 24 hours/7 days a week
Westchester Medical Center	FACT Program: Forensic Acute Care Team	1-866-468-6962	Available: 24 hours/7 days a week
Open Door Family Medical Center	Primary Doctors	914-632-2737	Available: M-F, regular business hours with some Saturdays
North Central Bronx Hospital, Sexual Assault Treatment Program	SAFE Hospital: medical care and forensic exam	718-519-5722	Available: 24 hours/7 days a week

Off-Campus Legal Services

Make the Road New York (WHC)	Ida Serrano	914-948-8488	Available: M-F, regular business hours
Hudson Valley Legal Services	Betty Luciano	1-877-574-8529	Available: M-F, regular business hours
Pace Women's Justice Center	Tracy Alter	914-287-0739	Available: M-F, regular business hours

Off-Campus Survival Services (Food, Clothing, and Housing)

Department of Social Services, Temporary Housing	Celia Megias	914-995-6267	Available: M-F, regular business hours
Social Service at Westchester County, Temporary Housing	Silvia Solis	914-995-6855	Available: M-F, regular business hours
Food Pantry New Rochelle	Jim Anderson	914-207-5047	Available: M-F, regular business hours
Food Pantry Port Chester	Reverend Hilario Albert	914-939-1244	Available: M-F, regular business hours

Off-Campus Culturally Specific Services

LGBTQ Services and Advocacy	Shepard Verbas	914-948-2932, ext. 13	Available: M-F, regular business hours
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Off-Campus Law Enforcement

New York State Police Campus Sexual Assault Victims Unit	Senior Investigator: Lisa Lastorino	Office: 631-756-3358	Available: M-F, regular business hours
New York State Police		Hotline: 1-844-845-7269	Available: 24 hours/7 days a week
New Rochelle Police Department	Detective: Yadilene Machado	914-654-2356	Available: 24 hours/7 days a week
NYPD 46 th Precinct, Bronx	Commanding Officer: Wilson Aramboles	718-220-5254	Available: 24 hours/7 days a week

Responding to a Sexual Offense

Your safety and well-being are of paramount importance. Monroe College's Title IX staff, Counseling Services, and Student Services offices are here to help you get the continued support you need. Do not blame yourself; sexual assault is never a victim's fault. Survivors of sexual assault are encouraged to take the following actions immediately:

1. **Go to a safe place as soon as possible.** Your safety is our highest priority. If you do not feel safe on campus, contact the Department of Public Safety at (914) 740-6854 (New Rochelle Campus) or (646) 393-8495 (Bronx Campus). If you are off campus, dial your local police at 911. You may also contact the WestCOP, Inc. Victim's Assistance Rape Crisis hotline at 1-855-827-2255 or Safe Horizon's Rape and Sexual Assault hotline at 212-227-3000.
2. **Seek medical attention.** If you are in need of medical attention, please contact the Department of Public Safety at (914) 740-6854 (New Rochelle Campus); (646) 393-8495 (Bronx Campus) to be transported to the hospital or dial 911. You may also contact the WestCOP, Inc. Victim's Assistance Rape Crisis hotline at 1-855-827-2255, Safe Horizon's Rape and Sexual Assault hotline at 212-227-3000, or the Westchester Medical Center's Forensic Acute Care Team at 1-866-468-6962.
3. **Reach out for support.** We are here to support you. If you need academic support after the alleged sexual offense, please contact the Office of Student Services at (914) 740-6420 (New Rochelle Campus) or (646) 393-8295 (Bronx Campus). If you wish to receive counseling or need help finding an appropriate counselor, please contact our Counseling Services Office at (914) 740-6402 (Tuesday: 11am-5pm, Thursday: 9am-3pm). You may also contact the WestCOP, Inc. Victim's Assistance Rape Crisis hotline at 1-855-827-2255, Safe Horizon's Rape and Sexual Assault hotline at 212-227-3000. For more information on services and support, refer to the Resource and Services Guide
4. **Consider collecting evidence.** It is recommended that you do not wash or change clothing, sheets, towels, etc., to preserve any evidence to use in an investigation. It is recommended that you do not shower, bathe, douche, brush your teeth, use mouthwash, comb your hair, etc., until after a medical professional, preferably a Forensic Acute Care Team, examines you to help retain evidence. If you decide to seek medical attention, it is best to do so within 72 hours of the assault to preserve evidence.
 - o Note: You are not obligated to press charges just because you consent to a collection of forensic evidence; however, this evidence is important should you later decide to prosecute. The Department of Public Safety or Police will provide transportation if necessary. Make sure to bring a full change of clothing, because the clothes you wore at the time of the incident might be kept as evidence.
 - o Note: Sexual assault forensic exams are free and confidential regardless of medical coverage.

5. **You have options.** You do not need to pursue any action until you have decided which option is best for you. You may work with Monroe College to come to a resolution, you may initiate criminal proceedings, and/or you may initiate a civil process against the perpetrator. Students who decide to work with Monroe College to investigate and resolve the incident should contact their campus Title IX coordinator: On the New Rochelle campus, Paula Green, (914) 740-6612, pgreen@monroecollege.edu; or on the Bronx campus, Alvelena (Abby) Mills, (914) 740-6489, amills@monroecollege.edu. Employees should contact Human Resources, Kerry McLaughlin, (646) 393-8306, to help with the investigation and resolution. If you decide to move forward with a criminal investigation, please contact the Department of Public Safety and/or the local police station where the incident occurred. If you would like someone to accompany you to make the report, please contact your Title IX coordinator.

Reporting an Incident:

The incident report form can be found here:

<https://www.monroecollege.edu/Incident-Reporting-Form/>

Any individual who believes they are a victim of sexual assault, discrimination, or harassment has the right to pursue more than one of the reporting options below simultaneously, or they can choose not to participate in any of the options below:

- To *confidentially disclose* the incident to one of the following, who by law may maintain confidentiality, and can assist in obtaining services:

On-Campus:

- Counseling Services: (914) 740-6402

Off-Campus New Rochelle Services:

- Westchester Hispanic Coalition Prevention Program: Hotline: (844) 926-6627
- Family Ties of Westchester: (914) 964-2063
- WestCOP, Inc Victims Assistance: Hotline: (855) 827-225
- Westchester District Attorney's Office: (914) 813-5800

Off-Campus Bronx Services:

- Safe Horizon's Rape and Sexual Assault Hotline: (212) 227-3000
- Bronx District Attorney's Office Crime Victim's Assistance: (718) 590-2114

(Note: the hotlines listed above are for crisis intervention, resources, and referrals, and are not reporting mechanisms)

- To disclose the incident to one of the following college officials who can offer *privacy* and information about remedies, accommodations, evidence preservation, and how to obtain resources. These officials will also provide the information contained in the Students' Bill of Rights. These college officials will disclose that they are private and not confidential resources, and they may still be required by law and college policy to inform one or more college officials about the incident, including but not limited to the Title IX Coordinator.
- Title IX Coordinators:
 - Paula Green, New Rochelle Campus: (914) 740-6612
pgreene@monroecollege.edu
 - Alvelena (Abby) Mills, Bronx Campus: (646) 393-8204
amills@monroecollege.edu
 - Department of Public Safety- available 24/7
 - New Rochelle Campus: (914) 740-6854
 - Bronx Campus: (646) 393-8495
 - To file a criminal complaint with local law enforcement
 - New York State Police Sexual Assault Victims Unit: (631) 756-3358
 - New York State Police: Hotline: (844) 845-7269
 - New Rochelle Police Department: (844) 845-7269
 - NYPD 52nd Precinct, Bronx: (718) 220-5857
 - When the accused is an employee, a reporting individual may also report the incident to Monroe College's Human Resources Department or may request that one of the above referenced confidential or private employees to assist in reporting to Human Resources. Disciplinary proceedings will be conducted in accordance with the College's Policies and Procedures. When the accused is an employee of an affiliated entity or vendor of the college, college officials will, at the request of the reporting individual, assist in reporting to the appropriate office of the vendor or affiliated entity and, if the response of the vendor or affiliated entity is not sufficient, assist in obtaining a persona non grata letter, subject to legal requirements and college policy.

Human Resources Department, contact Kerry McLaughlin: (646) 393-8306;
kmclaughlin@monroecollege.edu,

Note: You may withdraw your complaint or involvement from Monroe College's process at any time. Monroe College may continue the investigation process to ensure safety within the college community even if your participation in the investigation is withdrawn.

For more information regarding on and off campus resources, please refer to the Resources and Services directory above.

Education and Prevention

Bystander Intervention:

A type of harassment intervention that encourages the community to pay attention and take action if they see someone is uncomfortable or in potential danger

The 4 D's of Bystander Intervention:

- Direct – Confront the harasser (i.e. ask the harasser to leave the victim alone)
- Distract – Interrupt either party (i.e. ask the harasser or the victim for the time)
- Delegate – Get help from others (i.e. alert a public safety officer)
- Delay – Check in on the situation later (i.e. ask the victim if they are okay after the incident)

Links and Resources

- Title IX Brochure
[https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIX_Bro_102418\(1\).pdf](https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIX_Bro_102418(1).pdf)
- Title IX Resource Guide
https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIX_ResourceGuide_102418.pdf
- Title IX Staying Safe on Campus
https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIX_StayingSafeGuide_102418.pdf
- Title IX information for Parents of Students
https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIX_Parents_102418.pdf
- Title IX Reporting Options
https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIX_ReportingOptionsFlyer_102418.pdf
- Monroe College Sexual Misconduct Policy
[https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/Monroe%20College%20-%20Sexual%20Misconduct%20Policy%20\(last%20revised%20November%202018\).pdf](https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/Monroe%20College%20-%20Sexual%20Misconduct%20Policy%20(last%20revised%20November%202018).pdf)

Campus Climate Assessments

Title IX Campus Climate Executive Summary

May 2018

Introduction:

Monroe College is committed to ensuring a positive campus climate, especially surrounding issues of sexual assault, sexual harassment, and gender discrimination on campus. As part of this important work, we anonymously surveyed the College community to better understand the perspectives and experiences of our students. The results of this survey will be used to improve our policies and services to support our students.

The survey was administered from May 2, 2018 to May 8, 2018 and was adapted from the *White House Task Force to Protect Students from Sexual Assault*.

Demographics:

The survey was sent to all currently enrolled Monroe College students in the Bronx and New Rochelle campuses, the Queens Extension Center, and online. We received 174 responses to the survey. The majority of respondents were Bachelor's (40.8%) and Associate (42%) students. Most of the respondents were female (74.7%) and heterosexual (72.4%), and most students fell between the ages of 18-24 (64.4%).

Campus Climate:

The results revealed that the majority of students feel valued (79.3%), safe (85.6%) and have a sense of belonging (75.7%) at the College. Students feel as though the College treats all students fairly (77%), and that the Public Safety is genuinely concerned about students' well-being (81.2%). Most respondents agreed that Public Safety officers protect students from harm (86.5%) and treat students respectfully (91.8%).

Awareness on Policies and Procedures:

Students demonstrated that they know the definition of sexual assault (96.6%), affirmative consent (81%), sexual harassment (97.7%) and gender discrimination (98.3%). More than half of students know how and where to report a sexual assault (54%), but only 23% of students know who the Title IX Coordinator is on their campus.

The feedback regarding policy awareness will help us improve our policy, communication tools, training's, and education regarding Title IX and Enough is Enough. Less than half of students thought that the gender discrimination (35.1%), sexual violence (40%), sexual

harassment (40.2%) and sexual assault (40.8%) policies are well-communicated. To improve these findings, we created a student-friendly digital brochure to help students better understand the College's policies and procedures, as well as their rights. Information flyers have since been placed around campus to raise student awareness of essential facts regarding Title IX and Enough is Enough.

The survey results revealed other areas for improvement. Specifically, there is a need for better communication on services available for victims of sexual assault, as half of respondents (51.2%) said they are unsure of available services. The College also needs to improve and expand available sexual assault education, as 40.2% of students were not sure if Monroe is doing a good job of educating students about sexual assault.

Bystander Intervention and Education:

More than half of Monroe students (62.6%) would respect someone who did something to prevent a sexual assault. Most (56.3%) felt that they were aware of strategies to intervene if a situation had the potential for sexual assault. Students (60.9%) largely reported they feel empowered to intervene in a sexual assault or harassment incident if they feel safe in doing so.

The College is encouraged by these results, yet is working to improve them. The College has recently developed additional materials regarding bystander intervention, and added more bystander training sessions to the training schedule.

Although most students understand the basic Title IX and Enough is Enough definitions -- as well as how and where to report incidents -- only 43.1% of students believe the College is doing a good job educating students about sexual assault. To help ensure that more students are participating in training and education seminars, we are working with smaller cohorts (i.e. freshmen students, student-athletes, etc.). This allows us to better fit their training sessions into their schedules and partner with their coaches and advisors to help promote the sessions.

Victimization:

Given the College's overall low reporting rates, the questions surrounding victimization help us better understand if victims of sexual assault, harassment, and discrimination are reporting. Overall, 4.6% of students reported being sexually harassed, 1.2% reported being a victim of sexual assault, and 4.6% experienced gender discrimination. Among students who have been a victim, only 2.8% spoke with someone off campus regarding the incident, 1.7% spoke with local law enforcement, and 2.3% spoke with a college official. These results indicate that more training and education need to take place to make victims feel comfortable speaking to someone and reporting an incident.

Comparatively, 5.2% of students reported witnessing a student being sexually harassed, 1.7% reported witnessing a sexual assault, and 7.5% reported witnessing gender discrimination. Among students who witnessed an offense, approximately 3.8% reported it to a college official and 2.8% reported the incident to local law enforcement. The College will be increasing the frequency of bystander intervention training's and inviting local law enforcement experts on campus to better familiarize students to whom they can report.

Conclusion:

Monroe College embraces its Title IX and Enough is Enough responsibilities and obligations, and is committed to working to prevent sexual offenses from occurring on-campus and within the local community.

As part of its commitment to a safe and supportive campus climate, the College recently expanded available campus resources. A psychologist joined the staff to provide counseling to victims as well as confidential resources, and the Bronx District Attorney's Office is helping the College improve policies and procedures relating to Title IX and Enough is Enough. As well, the College added more trainings for students, faculty, and staff regarding bystander intervention, consent, and reporting.

Monroe College appreciates the candor of survey participants and thanks them for their feedback, which will be used to inform and improve the programs, services, and policies relating to Title IX and Enough is Enough.

[TITLE IX CAMPUS CLIMATE SURVEY RESULTS 2017-2018](#)

[2018 ANNUAL SECURITY AND FIRE SAFETY REPORT](#)

LIBRARY, RESEARCH, AND ACADEMIC SUPPORT SERVICES

Graduate Research Center (GRC) and Graduate Academic Support Center (GASC)

The Graduate Research Center (GRC) provides a wide range of academic support services for King Graduate School students. Located in Ustin Hall U215, the GRC partners with the King Graduate School Academic Center (GSAC) on the New Rochelle Campus (145 Huguenot) to service Bronx, New Rochelle and Online students.

The two centers offer assistance to King Graduate School students in the areas of writing, research, statistical analysis, and subject-specific peer tutoring. Services include:

1. Writing Services
2. Academic writing
3. Academic writing for ESL students (New Rochelle)
4. APA formatting
5. Research services
6. Library services
7. Information Literacy resources, workshops, and skills support
8. Thesis development and formatting
9. Statistical support
10. Design and analysis of research projects
11. SPSS support for both faculty and students
12. Biostatistics
13. Subject-specific academic support
14. Language literacy

Key representatives of the GRC (Bronx) include:

- Dr. Janice Girardi, Assistant Vice President, Institutional Assessment
- Dr. Peter Nwakeze, Senior Research Faculty
- Marilyn Reside, Research Librarian
- John Perra, Writing Specialist
- David Plick, Writing Specialist
- Peer Tutors

Key representatives of the GASC (New Rochelle) include:

- Aruna M. Jarju, Academic Support Coordinator
- Amanda L. Ramlochan, Writing Specialist
- Keshana Bromley-Laird, Staff Tutor
- Peer Tutors

COLLEGE POLICIES AND CONSUMER DISCLOSURES

Monroe College is owned and operated by Monroe College, Ltd., 2501 Jerome Avenue, Bronx, NY 10468. Telephone: 718.933.6700.

College policies and consumer disclosures are described below.

Campus Safety

The College seeks to create a supportive and respectful environment by providing a secure and safe academic, living, and working campus atmosphere. The Clery Report, Title IX, Enough is Enough, and other official documents in this regard, are available at:

<http://www.monroecollege.edu/aboutmonroe/righttoknow/publicsafety>

Drug-Free Campus

The college seeks to foster a positive environment by maintaining a drug and alcohol-free campus by implementing policies in compliance with local, state and federal law: *

- The college provides drug-free awareness and prevention literature and programs for students through the Student Services offices and for employees through the Human Resources office. For additional information, click here:
<http://www.monroecollege.edu/aboutmonroe/righttoknow/drugfreeinformation>
- The possession, use and/or distribution of any controlled substance and the unauthorized and/or illegal use of alcohol are prohibited within the confines of the properties owned or leased by Monroe and at all activities sponsored by the college.
- The sale and/or possession of any controlled substance, including marijuana, is illegal under New York State Law.
- Sanctions or required rehabilitation of an employee or student convicted of workplace or campus-based drug abuse will be imposed. Violators will be subject to disciplinary action (which may include expulsion or termination of employment) and/or referral to outside authorities.

**Drug-Free Workplace Act of 1988 (Public Law 100-690 Title V Subtitle D) and the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101- 226)*

Graduation and Retention Rates

Monroe College graduation and retention rates are available here on the College website's Institutional Planning, Effectiveness, and Budget (IPEB) page:

<https://www.monroecollege.edu/Accreditation/>

Identification Card Policy

Students are required to carry valid Monroe student identification (ID) cards at all times and must present the ID card when entering campus facilities or requested by a staff or faculty member. There is a fee, payable at the Bursar's Office, to replace ID cards.

Visitors to any Monroe College facility are required to obtain a temporary ID from Campus Public Safety personnel.

Non-discrimination Policy

Monroe College does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its admissions policy, activity programs, educational offerings or hiring procedures.

Discrimination Complaint Procedure

1. Informal Resolution

A current or potential student who alleges that an act of discrimination has been committed shall notify the Vice President for Student Affairs, at (718) 933-6700 or by mail care of: Monroe College, 2501 Jerome Avenue, Bronx, NY 10468

If it is found that the complainant's allegation is valid and if the correction is within the scope of authority of the Vice President, within ten days after receipt of the complaint, the appropriate administrator will correct the situation.

2. Review of Title IX and Section 504 Decision

If the complaint is not resolved by the Vice President for Student Affairs to the satisfaction of the complainant within ten days, the complainant may request the Vice President for Student Affairs to appoint a review committee which will be composed of college administrators.

The review committee will review the case and conduct an investigation. A decision will be made and sent to the complainant in writing within 30 days from presentation of the complaint. The action of the review committee is final.

3. Appeal to the Department of Education

Any person who has a complaint that discrimination exists in any program funded by the Department of Education and who has exhausted the college's complaint procedure indicated above may notify the Office for Civil Rights. A complaint should be filed by letter to: Director, Office for Civil Rights, U.S. Department of Education, Washington, DC 20201.

Right to Know

A full presentation of all Right to Know policies appears on the College website here: <https://www.monroecollege.edu/About/Right-to-Know/>. Selected sections of this material appear in various sections of this catalog.

Family Educational Rights and Privacy Act of 1974 Statement of Compliance

1. **General Policy:** Under the Authority of the Family Educational Rights and Privacy Act of 1974, students have the right to examine certain files, records, or documents which are maintained by the school pertaining to them. The school must permit students to examine such records within forty-five days after submission of a written request and to obtain copies of such records upon payment of the cost of reproduction. Students may request the school to amend their education records on the grounds that they are inaccurate, misleading or in violation of their right of privacy. In the event that the school refuses to so amend the records, students may, after complying with the Monroe Complaint Procedure, request a hearing.
2. **Education Records:** Education records are all files, records, or documents that contain information directly related to the students. Examples include student placement and financial aid files. Such records are maintained by and are in custody of the school. The only persons allowed access to such records are those who have a legitimate administrative or educational interest.
3. **Exemptions:** The following items are exempt from the Act:
 - a. Parents' Confidential Statement, Financial Need Analysis Report, Federal Grants, Student Eligibility Report.
 - b. Confidential letters of recommendation received after 1974. The Act permits students to waive their right of access if the letters are related to admissions, employment, or honors.
 - c. Records about students made by teachers or administrators are maintained by and accessible only to them.
 - d. School security records.
 - e. Employment records for school employees who are not also current students.
 - f. Records compiled or maintained by physicians, psychiatrists, psychologists, or other recognized professional or paraprofessionals acting or assisting in such capacities, for treatment purposes and which are available only to the persons providing the treatment.
4. **Review of Records:** It is the policy of the school to monitor educational records to insure that they do not contain information that is inaccurate, misleading, or otherwise inappropriate. The school may destroy records that are no longer useful or pertinent to the students' circumstances.
5. **Directory Information:** Directory information is that information that may be unconditionally released without the consent of the student unless the student has specifically requested that the information not be released. The college requires that such

requests be made in writing to the Office of the Registrar within 15 days after students start class. Directory information includes: student's name, address(es), telephone number(s), date and place of birth, course of study, extra-curricular activities, degrees and awards received, last school attended, post-graduation employer(s), academic awards or equivalent, and dates of attendance.

6. **Access without Student Consent:** The College may release student information without the student's written consent to:
- a. Other schools that have legitimate interests;
 - b. Other schools where students have applied for admission. In this case, students must be advised that the records are being sent and that they may receive a copy;
 - c. Authorized representatives of the Department of Education, Office of Inspector General of the United States, or state and local education authorities as part of an audit or program review process;
 - d. Attorney General of the United States or his designee in response to an ex parte order in connection with the investigation of a crime of terrorism;
 - e. Accrediting agencies;
 - f. Parents of students who are dependents for purposes of the Internal Revenue Code. However, the school is not required to release such records;
 - g. Appropriate persons or agencies in connection with student applications for, or receipt of, financial aid, i.e., Bureau of Citizenship and Immigration Services;
 - h. Courts, in compliance with a court order or subpoena with appropriate notification to the student, unless it is an ex parte order that does not require student notification;
 - i. Appropriate persons or agencies in the event of a health or safety emergency, where such release without consent is necessary under the circumstances. In all other cases, the school shall obtain the written consent of the student prior to releasing such information to any person or organization.

Emergency College Closing

Emergency closings are announced on the College website. All emergencies or unusual events should be reported immediately with the Office of Public Safety.

24-Hour Public Safety Numbers

- Bronx: (646) 393-8495
- New Rochelle: (914) 740-6854

Technology Use Policies

Monroe College provides technology resources and policies that promote its academic mission and support its administrative functions. For information, click here: [Technology Policies](#)
Find technology policies on the College's website at: <https://www.monroecollege.edu/About/IT/>

Immunization Policy

New York State Public Health Law 2167 requires all college students to be immunized against measles, mumps, rubella, and meningococcal disease (meningitis). The law applies to all students born on or after January 1, 1957. Students who are not compliant with this law after 30 days may be restricted from attending classes until they are compliant.

Find immunization policy on the College's website at:

<https://www.monroecollege.edu/Campus-Life/Student-Support/Health-Services/>

Credit Card Marketing Policy

Monroe College prohibits the advertisement, marketing and merchandising of credit cards to students on its campuses. Students are encouraged to participate in College financial literacy sessions and learn more about good credit management practices by visiting: <http://www.monroecollege.edu/dream>

COLLEGE ADMINISTRATION

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Olesia Tiagi *Controller*

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Matthew Avgerinos *Assistant Dean, First Year Experience, Bronx Campus*

Edith Banks *Dean, First Year Experience, Bronx Campus*

Alexander Canals *Dean, Admissions and Student Services, King Graduate School, Bronx Campus*

Frank C. Costantino *Dean, School of Hospitality Management*

Ahmed Eshra *Dean, School of Business and Accounting*

Denese Ramadar *Dean, School of Allied Health Professions*

Ted Goldstein *Dean, Office for Transfer, Readmission, and Veterans*

Roberta Harris *Dean, King Graduate School, New Rochelle Campus*

Guylaine Harrison *Dean, School of Criminal Justice*

Anne Lillis *Dean, School of Education*

Gersom Lopez *Dean of Admissions, New Rochelle Campus*

Ngozi Nkongho *Dean, School of Nursing*

Emerson Phillips *Dean of Student Services, New Rochelle Campus*

Nilesh Shah *Dean, School of Information Technology*

Augustus Small *Dean of Administration, St. Lucia Campus*

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