

Manhattan College

2023-2024 Graduate Catalog

True and correct in content and policy

A handwritten signature in black ink, appearing to read 'Carlos Tonche, Jr.', with a long horizontal flourish extending to the right.

Carlos Tonche, Jr.

Registrar

Table of Contents

Graduate Studies	3
About Manhattan College	4
Mission & History	15
Recognition & Membership	17
Purpose	18
FERPA	19
Non-Discrimination Policy	22
Veterans	23
Location	25
Medals	28
Programs of Study	29
Online Course & Program Information	32
Admissions	33
Academic Calendar	36
Academic Standards	40
Online Course & Program Definitions	52
Health Services	53
O'Malley School of Business	53
BS/MBA Professional Accounting	57
MS in Accounting	59
BS/MBA in Business	61
MBA Curriculum	63
School of Liberal Arts	66
Educational Leadership	70
Special Education	78
School of Engineering	89
Chemical	94
Civil & Construction	99
Electrical & Computer	102
Environmental	106
Mechanical	110

Core Courses	112
School of Health Professions	113
Counseling & Therapy	115
Healthcare Informatics	125
Kakos School of Science	126
Computer Science	130
Mathematics	137
School of Continuing & Professional Studies	142
Organizational Leadership	144
Advanced Certificate in Green Power & Sustainable Energy	147
Administrative Officers	149
Academic Resources	150
Center for Academic Success	152
Specialized Resource Center	153
Study Abroad Opportunities	154
International Student Services	155
Faculty	156
Financial Services	170
Services/Telephone Numbers	171
Index	175

Graduate Studies

Welcome to our Graduate online catalog, the College's primary, comprehensive single source of departmental and college-wide information related to academic programs. Courses, degree programs, and policies that govern progress toward completion of a degree are described in this catalog. Students are responsible for knowing and understanding the contents of the catalog year they are following. The catalog provides a broad range of course information in a consistent online format and is searchable and user-friendly.

While every effort is made to ensure that the course information, applicable policies, and other materials presented in the *Catalog* are accurate and correct, the College reserves the right to make changes as circumstances require.

About Manhattan College

The Mission of Manhattan College

Manhattan College is an independent Catholic institution of higher learning that embraces qualified men and women of all faiths, cultures, and traditions. The mission of Manhattan College is to provide a contemporary, person-centered educational experience that prepares graduates for lives of personal development, professional success, civic engagement, and service to their fellow human beings. The College pursues this mission through programs that integrate a broad liberal education with concentration in specific disciplines in the arts and sciences or with professional preparation in business, education and engineering.

Established in 1853 by the Institute of the Brothers of the Christian Schools, the College continues to draw its inspiration from the heritage of John Baptist de La Salle, the innovator of modern pedagogy and patron saint of teachers. Among the hallmarks of this Lasallian heritage are excellence in teaching, respect for human dignity, reflection on faith and its relation to reason, an emphasis on ethical conduct, and commitment to social justice.

Historical Note

In May 1853, five Christian Brothers moved their small Canal Street school to what was then known as Manhattanville, a section of New York City at 131st Street and Broadway. The Brothers brought with them more than their furniture and their students. They were the bearers of an educational tradition that began in 17th century France with Saint John Baptist de La Salle, the founder of their order and today acknowledged by the Catholic Church as the Patron Saint of Teachers. De La Salle formed a community of religious Brothers who would devote themselves exclusively to their work as teachers. Their students would be the children of the artisans and the underprivileged; their mission would be the intellectual, spiritual, moral, economic and social flourishing of those students. Responding to the needs of his time, De La Salle created a new type of school system and elevated the work of teaching school — treating it as a profession and a vocation. The Brothers were urged to go beyond rote memory to “touch the hearts” of the students. Practical subjects were taught that would lead to a useful role in society; religion was taught to impart a commitment to Christian ethics.

Between 1853 and 1863, the school grew significantly, adding college-level courses in 1859 and first using the name Manhattan College in 1861. It was chartered by the Board of Regents of the State of New York on April 2, 1863. Manhattan College was an unusual institution compared to its peer institutions at the time. From the beginning, the college sought to combine broad learning in the traditional liberal arts with rigorous technical and pre-professional training. As the first college catalog put it, the curriculum of Manhattan College combined the “advantages of a first-class College and Polytechnic Institute,” offering courses in both “the liberal and useful arts and sciences.”

As the school grew, new quarters were needed. The cornerstone of the “New Manhattan” was laid in 1922 on property bordered by the Hudson River and Van Cortlandt Park, in the Riverdale neighborhood of the Bronx, its present location. The addition of new buildings and student residences has enlarged and enhanced the campus significantly. From this

accessible site, the college is able to offer access to the cultural, educational, business and entertainment opportunities of New York City, as well as a self-contained residential campus environment.

Today Manhattan College identifies itself as a Catholic college in the Lasallian tradition. That tradition has continued to characterize the special educational experience offered by the College over its long history. Its constant focus has been the education of the disadvantaged. From its beginning, the College has paid particular attention to educating first-generation college students, and was an early proponent of access to disadvantaged and minority students, establishing special scholarship funds as early as 1938. That commitment continues today and is evident in Manhattan's diverse student body, many of whom are the first in their families to attend college, and most of whom are supported by significant financial aid.

The College continues to realize the objectives stated in its first catalog by maintaining a full range of programs in the liberal arts (<http://www.manhattan.edu/academics/arts/>) and sciences (<http://www.manhattan.edu/academics/science/>), combined with professional programs in engineering (<http://www.manhattan.edu/academics/engineering/>), business (<http://www.manhattan.edu/academics/business/>) and education (<http://www.manhattan.edu/academics/education/>). The quality of the undergraduate programs is demonstrated in many ways, for example, in the presence on campus of chapters of prestigious honor societies (<http://www.manhattan.edu/about/national-honor-societies/>) such as Phi Beta Kappa, Sigma Xi and Tau Beta Pi.

Over the years, Manhattan College has seen many changes, and yet it maintains its deep commitment to its heritage and ideals. What was a predominantly Christian Brothers faculty has become predominantly lay, and includes a significant percentage of women. The College became coeducational and accepted its first women undergraduate students in 1973. Currently, women comprise almost half of the full-time undergraduate student body.

With the opening of Horan Hall (1990) and its twin, East Hill (2008), the College completed a major transformation from a majority-commuter to a majority-residential college. Manhattan College now offers a four-year guarantee of resident housing (http://www.manhattan.edu/student_life/residence-halls/) and 80 percent of the student body chooses to live on or near campus. Currently, the College has a student body of approximately 3,500 — 2,900 undergraduates and 600 graduate and continuing education students. The student-faculty ratio is 12:1.

The College continues to follow the founding spirit of John Baptist de La Salle by being responsive to the needs of its place and time. Innovation grounded in tradition has always been a hallmark of Lasallian education, and Manhattan College's new strategic plan (<http://www.manhattan.edu/about/strategic-plan/>), "Renewing the Promise," commits the College to a course of continuous improvement of its programs and facilities in response to emerging needs.

Recognition and Membership

Manhattan College is chartered and empowered to confer academic degrees by the University of the State of New York.

It is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680, 215-662-5606, www.msche.org (<http://www.msche.org/>). The college is approved by the American Chemical Society for the professional training of chemists and by the New York State Department of Health for Radiation Therapy Technology. The School of Business is accredited by AACSB International, the Association to Advance Collegiate Schools of Business, the premier accrediting agency for business programs globally.

The undergraduate bachelors of science degree programs in Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering and the master of engineering program in Environmental Engineering are accredited by the Engineering Accreditation Commission (EAC) of ABET (www.abet.org).

The teacher education programs at Manhattan College are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) . AAQEP is nationally recognized (<https://www.aaqep.org/files/Public%20Statement%20AAQEP.pdf>) by the Council for Higher Education Accreditation (CHEA) (<https://www.chea.org/>) as a programmatic accrediting organization with the following scope: *AAQEP accredits programs that prepare professional educators (including teachers, school leaders and administrators, and other education-related personnel) and that lead to recognized degrees at the bachelor's, post-baccalaureate, or master's level and/or to recognized post-degree professional certificates or endorsements, across the United States and its territories and dependencies.*

The College is a member of the Association of American Colleges, the American Council on Education, the Institute of International Education, the National Catholic Educational Association, the Association of Urban Universities, the Association of Governing Boards of Universities and Colleges, the American Association of University Women, the American Society for Engineering Education, Middle Atlantic Association of Colleges of Business Administration, Association of Continuing Higher Education, the National Association of College and University Summer Sessions, American Association of Colleges for Teacher Education, the College Entrance Examination Board, the National Commission for Cooperative Education, Association of Catholic Colleges and Universities (ACCU), Commission on Independent Colleges and Universities (CICU), National Association of Independent Colleges & Universities (NAICU), NY Campus Compact, Lilly Fellows Program, Lower Hudson Valley Consortium of Catholic Colleges & Universities (LHVCC), FSC DENA, International Association of Lasallian Universities (IALU), Annapolis Group.

The College is an associate member of The Hispanic Association of Colleges and Universities (HACU).

Purpose

The Graduate Division of Manhattan College has for its primary purpose the offering of programs leading to academic and professional degrees through a coherent series of courses, discussions, seminars and independent studies or investigations, assisting the student to acquire an introduction into the mastery of knowledge, creative scholarship and basic research in a specific discipline.

The Graduate Division seeks to serve the American and International community by offering programs in professional areas, affording men and women the opportunity of

acquiring a broader and deeper acquaintance with one field of knowledge, of learning the methods of productive scholarship, and of advanced study in their professions.

The Graduate Division seeks to provide the academic and professional needs for those who are already engaged in a profession as teachers, engineers, or those who having completed their undergraduate preparation desire to enter immediately into advanced study.

Because many of its students are pursuing a profession, the Graduate Division provides the opportunity of achieving the master degree on a part-time basis. It is possible to pursue full-time graduate study in most programs. The courses are generally conducted in the late afternoons, early evenings and Saturdays during the fall and spring sessions. The schedule will vary with the degree program. In general, Education courses are offered in the late afternoon and Engineering courses in the evenings.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that was enacted to protect the privacy of students and their educational records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of "educational information." Educational Information refers to any record maintained by an educational institution, including files, documents, and materials of any type which contain information directly related to students, and which allows a student to be identified.

What is *not* considered Educational Information?

- Sole possession records or private notes held by educational personnel which are not accessible or released to other personnel
- Law enforcement or campus security records which are solely for the law enforcement purposes
- Records related to individuals who are employed by the college
- Records related to treatment provided by a physician, psychiatrist, psychologist or other recognized professional
- Records of the college which contain only information about an individual obtained after that person is no longer a student at the college (i.e., alumni records)

Who is protected under FERPA?

Students who are protected under FERPA are those students who are currently enrolled or formerly enrolled, regardless of their age or status in regard to parental dependency. Students who have applied but have not attended the college, and deceased students do not fall under FERPA guidelines.

Student's rights under FERPA

Eligible students have the right to inspect and review their educational records within 45 days of the day Manhattan College receives a request for access. The eligible student should submit the request to the Registrar and identify the record(s) they wish to inspect. The Registrar will make arrangements for access and will notify the student of the time/place where the records may be inspected.

An eligible student may also ask the college to amend a record believed to be inaccurate or misleading. If the school decides to not amend the record, the parent or student then has a right to a formal hearing. If, after the hearing, the school still chooses to not amend the record, the eligible student has the right to place a statement with the record commenting on the contested information.

Lastly, a student may formally request that Manhattan College not release Directory Information on their behalf. This request must be submitted to the Registrar. When this request is made, a notation will be flagged in the MC Student Information System and every reasonable effort will be made to safeguard the confidentiality of such information.

When is a student's consent not required?

There are several exceptions to releasing information without a student's written approval. Some examples are:

- School officials with legitimate educational interests. A school official is a person employed by Manhattan College in an administrative, supervisory, academic, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Manhattan College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- In connection with Financial Aid
- Other schools to which a student is seeking to transfer/enroll
- Parents of a dependent student, as defined by the IRS. The college may release a student's records upon request, but the parent must submit proof of the student's dependency (via most recent federal tax form) prior to receiving the requested information
- Individuals who have obtained court orders or legally issued subpoenas
- Certain government officials in order to carry out lawful functions
- State and local authorities within a juvenile justice system, pursuant to specific State law
- Health and safety emergencies
- Accrediting organizations or organizations conducting studies for MC

Directory Information

Under FERPA guidelines, a student's record may not be disclosed without written authorization unless the requested information falls under the category of "Directory Information." MC may disclose information on a student without violating FERPA if it has designated that information as Directory Information. The following information has been classified as Directory Information by Manhattan College and may be disclosed without a student's written authorization:

- Student name
- Address

- Electronic mail address
- Telephone number
- Dates of attendance
- Date and place of birth
- Major field of study
- Number of credit hours enrolled
- Grade level
- Degrees, honors, and awards received
- Participation in clubs and activities
- Photograph
- Weight and height of members of athletic teams
- Most recent educational institution

The College uses extreme discretion in releasing any student information to an outside source. While MC is legally entitled to release Directory Information, it generally does not disclose more than deemed necessary. The following items are defined as Personally Identifiable Information and can never be disclosed by the College:

- Social Security Number
- Race
- Gender
- Grades
- GPA
- Country of citizenship
- Religion

You have the right to request that any or all of your directory information not be released by Manhattan College. You may contact the Registrar with a written and signed notice not later than 2 weeks of beginning of the semester to withhold the release of any directory information you specify. This request is in effect until you provide written notice to the contrary.

You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Manhattan College to comply with the requirements of FERPA at:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue. S.W.
Washington, D.C. 20202-4605

Non-Discrimination Policy

Manhattan College has had a longstanding policy of non-discrimination. The College repudiates all discriminatory procedures and specifically those based on race, creed, color, religion, national origin, age, sex, marital status, sexual orientation, veteran status,

citizenship status, disability or any other legally protected status. The College does not knowingly support or patronize any organization or business which discriminates.

No person shall be denied admission or access to the programs or activities of Manhattan College, nor shall any person be denied employment at the College, solely because of any physical, mental or medical impairment within reasonable accommodations. Inquiries concerning this policy may be referred to Human Resources.

Auxiliary aids and academic adjustments within the guidelines of the ADA/Section 504 are provided without charge by the Specialized Resource Center, Room 301B, Miguel Hall, Voice: (718) 862-7101, TTY: (718) 862-7885.

The Title IX and Age Act Coordinator is located within the Office of Human Resources, Memorial Hall, Room 305. The ADA/Section 504 Coordinator is located within the Specialized Resource Center, Miguel Hall, 300A.

Veterans

Manhattan College is pleased to announce our continuing commitment to America's veterans through our participation in the Yellow Ribbon Program of the Post 9/11 GI Bill ©. The Yellow Ribbon Program is a partnership between Manhattan College and the Department of Veterans Affairs (VA) to assist eligible students with educational expenses.

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) allows degree-granting institutions of higher learning in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. This tuition-benefit program includes both undergraduate and graduate study and either full- or part-time enrollment. Because of Manhattan College's reasonable tuition rates, this program allows eligible veterans to participate at little or no cost. This significant commitment upholds a long history of Manhattan College support for our veterans and their academic and career endeavors.

Yellow Ribbon Benefit at Manhattan College

- Up to \$26,381.37 per year, per student at the College, not to exceed the cost of tuition.
- The Department of Veterans Affairs will match at the same amount up to 50% of the difference between the student's tuition benefit and the total cost of tuition and fees.
- Including GI Bill-based assistance, admitted Yellow Ribbon Program qualified undergraduate veterans can attend Manhattan College at no out of pocket cost.
- Participation in the Yellow Ribbon Program precludes the student from being eligible for any other institutional awards.
- Yellow Ribbon Program award amounts are based on per-credit-hour tuition and allowable fees.
- Once eligible, a student remains so throughout their education as long as they remain in good academic standing and have remaining entitlement with the VA.

Yellow Ribbon Program Eligibility Requirements

Only individuals entitled to the maximum benefit rate (based on service requirements) may receive Yellow Ribbon Program benefits from Manhattan College and the VA. We strongly encourage you to review the eligibility criteria directly from the VA website.

The general eligibility requirements for the Yellow Ribbon Program include:

- Student served an aggregate period of active duty after Sept. 10, 2001 of at least 36 months.
- Student was honorably discharged from active duty for a service-connected disability and they served 30 continuous days after September 10, 2001.
- Student is a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.
- In addition to all other institutional policies and regulations, students who receive education benefits from the VA must comply with the policies of the VA and the State Approving Agency for the training and education of students receiving VA education benefits. These policies include the following requirements:
 - You cannot be certified for receipt of your VA education benefits until you have selected the program of study you intend to pursue, met all admissions requirements and all credentials required by the office of admissions are received and evaluated. You must be admitted as a fully matriculated student.
 - It is your responsibility to immediately inform the College's VA certifying official of any changes in your enrollment (e.g., dropped or added classes, or withdrawal from school). If there is any unreported change in your enrollment, you may not be entitled to the full amount of your educational benefits.
 - It is your responsibility to inform the College's VA certifying official each semester or term of your intent to utilize your education benefits. You must turn in a Request for Certification form and a copy of your course schedule.
 - Only the elective hours required for degree completion, as stated in the catalog for your curriculum, may be certified for benefits. You may not receive benefits for excessive electives or courses already taken and passed. You must achieve satisfactory academic progress toward completion of your degree as stated in the catalog. Unsatisfactory progress, conduct or attendance may result in termination of your educational benefits.
 - Veterans who qualify for both federal financial aid and GI Bill assistance may receive support from either or both sources. However, if both sources are utilized, maximum assistance cannot exceed the total cost of attendance.
 - Based upon eligibility determination by the VA, a student may still have a balance due to the College after receiving payment from the VA.

Veteran benefits information is available in the Office of Financial Aid Administration. Each semester recipients of Veterans Administration funds are required to file an Enrollment Certification in this office, and to report promptly when adding or dropping any courses, as well as being responsible for any overpayments made by the V.A.

Location

The College is situated along Manhattan College Parkway on the heights above Van Cortlandt Park (242nd Street and Broadway) in the Riverdale section of New York City. It is a short distance from the 242nd Street station of the Broadway Seventh Avenue Subway, and can be easily reached from any part of the metropolitan or suburban areas. The exit of the Henry Hudson Parkway (West Side Highway) located at 239th Street several blocks to the west of the College puts the campus within easy reach of New Jersey. The College is also within easy commuting distance from Long Island and Westchester and Rockland counties because of its proximity to the New York State Thruway and the Major Deegan Expressway (exit at Van Cortlandt Park South or West 240th Street).

Campus Map (<http://manhattan.edu/admissions/tour/>)

Directions to Manhattan College

By Car:

From Long Island

Robert F. Kennedy Bridge (Triborough Bridge) (from South)

Follow signs to Major Deegan Expressway North (I-87), exit at Van Cortlandt Park South, bear right off ramp and bear right onto Broadway. At second traffic light, turn left and then left again onto Manhattan College Parkway. Proceed up hill to main gate on right.

Whitestone or Throgs Neck Bridge (from East)

To Cross Bronx Expressway (I-95), to Major Deegan Expressway (I-87) North, exit at Van Cortlandt Park South, bear right off ramp and bear right onto Broadway. At second traffic light, turn left and then left again onto Manhattan College Parkway. Proceed up hill to main gate on right.

From Upstate

Saw Mill River Parkway/Henry Hudson Parkway

Traveling North: Exit at 239th Street. Go to stop sign, cross intersection and bear right onto Manhattan College Parkway. Proceed down hill to main gate on left.

Traveling South: Exit at 246th Street. Turn left at first traffic light, turn right onto Fieldston Road at circle and then turn left onto Manhattan College Parkway. Proceed down hill to main gate on left.

New York State Thruway (I-87) (from North)

Thruway South (I-87) becomes the Major Deegan Expressway. Exit at Van Cortlandt Park South, turn right off ramp and bear right onto Broadway. At second traffic light, turn left and then left again onto Manhattan College Parkway. Proceed up hill to main gate on right.

From New Jersey

George Washington Bridge (from West)

New Jersey Turnpike or Route 80 to George Washington Bridge. Follow signs to Henry Hudson Parkway North to 239th Street Exit (no commercial vehicles). At stop sign, proceed straight across intersection (monument on left), pass traffic light and bear right at fork onto Manhattan College Parkway. Proceed down hill to main gate on left.

From New York City

F.D.R. Drive (from South)

F.D.R. Drive to Major Deegan Expressway North (I-87). Exit at Van Cortlandt Park South, bear right off ramp and bear right onto Broadway. At second traffic light, turn left and then left again onto Manhattan College Parkway. Proceed up hill to main gate on right.

West Side Highway (from South)

West Side Highway to Henry Hudson Parkway North to West 239th Street Exit. At stop sign, proceed straight across intersection (monument on left), pass traffic light and bear right at fork onto Manhattan College Parkway. Proceed down hill to main gate on left.

From New England

New England Thruway West to Cross Westchester Expressway, then onto New York State Thruway South. Exit at Van Cortlandt Park South, turn right off ramp and bear right onto Broadway. At second traffic light, turn left and then left again onto Manhattan College Parkway. Proceed up hill to main gate on right.

By Public Transportation:

MTA Subway

Take the 1 train to Van Cortlandt Park-242 Street (last stop).
Walk up the hill on W. 242nd Street to main gate on right.
For more information on subway schedules, visit mta.info.

Metro North

Take the Hudson Line to Marble Hill.
Exit the Marble Hill station, cross Broadway and enter the 1 train subway station at 231st Street. Then follow the MTA Subway directions above.
For more information on train schedules, visit mta.info.

Amtrak Train

Amtrak trains arrive into New York City's Penn Station located in midtown approximately 12 miles from campus. Once arriving at Penn Station, you can take public transportation to campus per the directions above.

MTA Bus

Bus routes near the College are the 7, 10 and 24, all of which stop at W. 239th Street and Riverdale Avenue.
For more information on city bus schedules, visit mta.info.

Bus from New Jersey

Take bus to Port Authority Terminal at either W. 42nd Street or W. 178th Street.
Take the 1 train to Van Cortlandt Park-242 Street (last stop).
Walk up the hill on W. 242nd Street to main gate on right.

Awards

The Fitzpatrick Family Medal

The Fitzpatrick Family Medal is awarded to a student from the Graduate School of Education who exemplifies the Lasallian tradition of academic excellence and service to others.

The Frank Derbenwick Award

This award is given in recognition of superior performance in the Chemical Engineering Graduate Program in memory of Chemical Engineering Professor Frank Derbenwick.

The James Strecansky '62/Air Products Award

This award is given to a graduate student for outstanding service to the Chemical Engineering Department.

The Robert Harris '61 Memorial Award

This award is presented to an outstanding foreign national enrolled in the Chemical Engineering Graduate Program.

The Sigma Xi Medal

This award is given to a graduate student for outstanding research in science.

The Award for Excellence in the Graduate Study of Environmental Engineering

This award is presented to a graduate student for excellence in Environmental Engineering and Science.

Mission & History

The Mission of Manhattan College

Manhattan College is an independent Catholic institution of higher learning that embraces qualified men and women of all faiths, cultures, and traditions. The mission of Manhattan College is to provide a contemporary, person-centered educational experience that prepares graduates for lives of personal development, professional success, civic engagement, and service to their fellow human beings. The College pursues this mission through programs that integrate a broad liberal education with concentration in specific disciplines in the arts and sciences or with professional preparation in business, education and engineering.

Established in 1853 by the Institute of the Brothers of the Christian Schools, the College continues to draw its inspiration from the heritage of John Baptist de La Salle, the innovator of modern pedagogy and patron saint of teachers. Among the hallmarks of this Lasallian heritage are excellence in teaching, respect for human dignity, reflection on faith and its relation to reason, an emphasis on ethical conduct, and commitment to social justice.

Historical Note

In May 1853, five Christian Brothers moved their small Canal Street school to what was then known as Manhattanville, a section of New York City at 131st Street and Broadway. The Brothers brought with them more than their furniture and their students. They were the bearers of an educational tradition that began in 17th century France with Saint John Baptist de La Salle, the founder of their order and today acknowledged by the Catholic Church as the Patron Saint of Teachers. De La Salle formed a community of religious Brothers who would devote themselves exclusively to their work as teachers. Their students would be the children of the artisans and the underprivileged; their mission would be the intellectual, spiritual, moral, economic and social flourishing of those students. Responding to the needs of his time, De La Salle created a new type of school system and elevated the work of teaching school — treating it as a profession and a vocation. The Brothers were urged to go beyond rote memory to “touch the hearts” of the students. Practical subjects were taught that would lead to a useful role in society; religion was taught to impart a commitment to Christian ethics.

Between 1853 and 1863, the school grew significantly, adding college-level courses in 1859 and first using the name Manhattan College in 1861. It was chartered by the Board of Regents of the State of New York on April 2, 1863. Manhattan College was an unusual institution compared to its peer institutions at the time. From the beginning, the college sought to combine broad learning in the traditional liberal arts with rigorous technical and pre-professional training. As the first college catalog put it, the curriculum of Manhattan College combined the “advantages of a first-class College and Polytechnic Institute,” offering courses in both “the liberal and useful arts and sciences.”

As the school grew, new quarters were needed. The cornerstone of the “New Manhattan” was laid in 1922 on property bordered by the Hudson River and Van Cortlandt Park, in the Riverdale neighborhood of the Bronx, its present location. The addition of new buildings and student residences has enlarged and enhanced the campus significantly. From this

accessible site, the college is able to offer access to the cultural, educational, business and entertainment opportunities of New York City, as well as a self-contained residential campus environment.

Today Manhattan College identifies itself as a Catholic college in the Lasallian tradition. That tradition has continued to characterize the special educational experience offered by the College over its long history. Its constant focus has been the education of the disadvantaged. From its beginning, the College has paid particular attention to educating first-generation college students, and was an early proponent of access to disadvantaged and minority students, establishing special scholarship funds as early as 1938. That commitment continues today and is evident in Manhattan's diverse student body, many of whom are the first in their families to attend college, and most of whom are supported by significant financial aid.

The College continues to realize the objectives stated in its first catalog by maintaining a full range of programs in the liberal arts (<http://www.manhattan.edu/academics/arts/>) and sciences (<http://www.manhattan.edu/academics/science/>), combined with professional programs in engineering (<http://www.manhattan.edu/academics/engineering/>), business (<http://www.manhattan.edu/academics/business/>) and education (<http://www.manhattan.edu/academics/education/>). The quality of the undergraduate programs is demonstrated in many ways, for example, in the presence on campus of chapters of prestigious honor societies (<http://www.manhattan.edu/about/national-honor-societies/>) such as Phi Beta Kappa, Sigma Xi and Tau Beta Pi.

Over the years, Manhattan College has seen many changes, and yet it maintains its deep commitment to its heritage and ideals. What was a predominantly Christian Brothers faculty has become predominantly lay, and includes a significant percentage of women. The College became coeducational and accepted its first women undergraduate students in 1973. Currently, women comprise almost half of the full-time undergraduate student body.

With the opening of Horan Hall (1990) and its twin, East Hill (2008), the College completed a major transformation from a majority-commuter to a majority-residential college. Manhattan College now offers a four-year guarantee of resident housing (http://www.manhattan.edu/student_life/residence-halls/) and 80 percent of the student body chooses to live on or near campus. Currently, the College has a student body of approximately 3,500 — 2,900 undergraduates and 600 graduate and continuing education students. The student-faculty ratio is 12:1.

The College continues to follow the founding spirit of John Baptist de La Salle by being responsive to the needs of its place and time. Innovation grounded in tradition has always been a hallmark of Lasallian education, and Manhattan College's new strategic plan (<http://www.manhattan.edu/about/strategic-plan/>), "Renewing the Promise," commits the College to a course of continuous improvement of its programs and facilities in response to emerging needs.

Accreditation

Recognition and Membership

Manhattan College is chartered and empowered to confer academic degrees by the University of the State of New York.

It is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680, 215-662-5606, www.msche.org (<http://www.msche.org>). The college is approved by the American Chemical Society for the professional training of chemists and by the New York State Department of Health for Radiation Therapy Technology. The School of Business is accredited by AACSB International, the Association to Advance Collegiate Schools of Business, the premier accrediting agency for business programs globally.

The undergraduate programs in chemical, civil, computer, electrical, environmental, and mechanical engineering and the master of environmental engineering program are accredited by the Engineering Accreditation Commission (EAC) of ABET (www.abet.org).

The teacher education programs at Manhattan College are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). AAQEP is nationally recognized (<https://www.aaqep.org/files/Public%20Statement%20AAQEP.pdf>) by the Council for Higher Education Accreditation (CHEA) (<https://www.chea.org/>) as a programmatic accrediting organization with the following scope: *AAQEP accredits programs that prepare professional educators (including teachers, school leaders and administrators, and other education-related personnel) and that lead to recognized degrees at the bachelor's, post-baccalaureate, or master's level and/or to recognized post-degree professional certificates or endorsements, across the United States and its territories and dependencies.*

The College is a member of the Association of American Colleges, the American Council on Education, the Institute of International Education, the National Catholic Educational Association, the Association of Urban Universities, the Association of Governing Boards of Universities and Colleges, the American Association of University Women, the American Society for Engineering Education, Middle Atlantic Association of Colleges of Business Administration, Association of Continuing Higher Education, the National Association of College and University Summer Sessions, American Association of Colleges for Teacher Education, the College Entrance Examination Board, the National Commission for Cooperative Education, Association of Catholic Colleges and Universities (ACCU), Commission on Independent Colleges and Universities (CICU), National Association of Independent Colleges & Universities (NAICU), NY Campus Compact, Lilly Fellows Program, Lower Hudson Valley Consortium of Catholic Colleges & Universities (LHVCC), FSC DENA, International Association of Lasallian Universities (IALU), Annapolis Group.

The College is an associate member of The Hispanic Association of Colleges and Universities (HACU).

Purpose

The Graduate Division of Manhattan College has for its primary purpose the offering of programs leading to academic and professional degrees through a coherent series of courses, discussions, seminars and independent studies or investigations, assisting the student to acquire an introduction into the mastery of knowledge, creative scholarship and basic research in a specific discipline.

The Graduate Division seeks to serve the American and International community by offering programs in professional areas, affording men and women the opportunity of acquiring a broader and deeper acquaintance with one field of knowledge, of learning the methods of productive scholarship, and of advanced study in their professions.

The Graduate Division seeks to provide the academic and professional needs for those who are already engaged in a profession as teachers, engineers, or those who having completed their undergraduate preparation desire to enter immediately into advanced study.

Because many of its students are pursuing a profession, the Graduate Division provides the opportunity of achieving the master degree on a part-time basis. It is possible to pursue full-time graduate study in most programs. The courses are generally conducted in the late afternoons, early evenings and Saturdays during the fall and spring sessions. The schedule will vary with the degree program. In general, Education courses are offered in the late afternoon and Engineering courses in the evenings.

FERPA

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that was enacted to protect the privacy of students and their educational records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of "educational information." Educational Information refers to any record maintained by an educational institution, including files, documents, and materials of any type which contain information directly related to students, and which allows a student to be identified.

What is *not* considered Educational Information?

- Sole possession records or private notes held by educational personnel which are not accessible or released to other personnel
- Law enforcement or campus security records which are solely for the law enforcement purposes
- Records related to individuals who are employed by the college
- Records related to treatment provided by a physician, psychiatrist, psychologist or other recognized professional
- Records of the college which contain only information about an individual obtained after that person is no longer a student at the college (i.e., alumni records)

Who is protected under FERPA?

Students who are protected under FERPA are those students who are currently enrolled or formerly enrolled, regardless of their age or status in regard to parental dependency. Students who have applied but have not attended the college, and deceased students do not fall under FERPA guidelines.

Student's rights under FERPA

Eligible students have the right to inspect and review their educational records within 45 days of the day Manhattan College receives a request for access. The eligible student should submit the request to the Registrar and identify the record(s) they wish to inspect. The Registrar will make arrangements for access and will notify the student of the time/place where the records may be inspected.

An eligible student may also ask the college to amend a record believed to be inaccurate or misleading. If the school decides to not amend the record, the parent or student then has a right to a formal hearing. If, after the hearing, the school still chooses to not amend the record, the eligible student has the right to place a statement with the record commenting on the contested information.

Lastly, a student may formally request that Manhattan College not release Directory Information on their behalf. This request must be submitted to the Registrar. When this request is made, a notation will be flagged in the MC Student Information System and every reasonable effort will be made to safeguard the confidentiality of such information.

When is a student's consent not required?

There are several exceptions to releasing information without a student's written approval. Some examples are:

- School officials with legitimate educational interests. A school official is a person employed by Manhattan College in an administrative, supervisory, academic, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Manhattan College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- In connection with Financial Aid
- Other schools to which a student is seeking to transfer/enroll
- Parents of a dependent student, as defined by the IRS. The college may release a student's records upon request, but the parent must submit proof of the student's dependency (via most recent federal tax form) prior to receiving the requested information
- Individuals who have obtained court orders or legally issued subpoenas
- Certain government officials in order to carry out lawful functions
- State and local authorities within a juvenile justice system, pursuant to specific State law
- Health and safety emergencies
- Accrediting organizations or organizations conducting studies for MC
- Important Notice: Although FERPA permits a school to disclose information to parents who list a student as a dependent for tax purposes, it does not require a school to do so. Manhattan College will require written student consent on file before disclosing information to parents whose child is a dependent.

Directory Information

Under FERPA guidelines, a student's record may not be disclosed without written authorization unless the requested information falls under the category of "Directory Information." MC may disclose information on a student without violating FERPA if it has designated that information as Directory Information. The following information has been classified as Directory Information by Manhattan College and may be disclosed without a student's written authorization:

- Student name
- Address
- Electronic mail address
- Telephone number
- Dates of attendance
- Date and place of birth
- Major field of study
- Number of credit hours enrolled

- Grade level
- Degrees, honors, and awards received
- Participation in clubs and activities
- Photograph
- Weight and height of members of athletic teams
- Most recent educational institution

The College uses extreme discretion in releasing any student information to an outside source. While MC is legally entitled to release Directory Information, it generally does not disclose more than deemed necessary. The following items are defined as Personally Identifiable Information and can never be disclosed by the College:

- Social Security Number
- Race
- Gender
- Grades
- GPA
- Country of citizenship
- Religion

You have the right to request that any or all of your directory information not be released by Manhattan College. You may contact the Registrar with a written and signed notice not later than 2 weeks of beginning of the semester to withhold the release of any directory information you specify. This request is in effect until you provide written notice to the contrary.

You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Manhattan College to comply with the requirements of FERPA at:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-4605

Non-Discrimination Policy

Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to race, color, creed, religion, ethnicity, national origin, sex/gender identity/expression, sexual orientation, marital/partnership status, disability, age, citizenship status, veteran status, predisposing genetic characteristics, caregiver status, credit history, arrest/conviction record, unemployment status, status as a victim of domestic violence, sexual violence, or stalking, or any other legally protected status.

No person shall be denied admission or access to the programs or activities of Manhattan College, nor shall any person be denied employment at the College, solely because of any physical, mental or medical impairment within reasonable accommodations. Inquiries concerning this policy may be referred to Human Resources.

Auxiliary aids and academic adjustments within the guidelines of the ADA/Section 504 are provided without charge by the Specialized Resource Center, Room 300A, Miguel Hall, Voice: (718) 862-7409, TTY: (718) 862-7885.

The Title IX and Age Act Coordinator is located within the Office of Human Resources, Memorial Hall, Room 305. The ADA/Section 504 Coordinator is located within the Specialized Resource Center, Miguel Hall, 300A.

Veterans

Yellow Ribbon Program

Manhattan College is pleased to announce our continuing commitment to America's veterans through our participation in the Yellow Ribbon Program of the Post 9/11 GI Bill. The Yellow Ribbon Program is a partnership between Manhattan College and the Department of Veterans Affairs (VA) to assist eligible students with educational expenses.

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) allows degree-granting institutions of higher learning in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. This tuition-benefit program includes both undergraduate and graduate study and either full- or part-time enrollment. Because of Manhattan College's reasonable tuition rates, this program allows eligible veterans to participate at little or no cost. This significant commitment upholds a long history of Manhattan College support for our veterans and their academic and career endeavors.

Title 38 USC 3679 (e) Compliance.

This will allow an individual to attend or participate in a program of education if the Chapter 31 or Chapter 33 Beneficiary provides the school with a "Certificate of Eligibility (COE)."

Yellow Ribbon Benefit at Manhattan College

- Up to \$27,120.05 per year, per student at the College, not to exceed the cost of tuition for the 2023/2024 academic year.
- The Department of Veterans Affairs will match at the same amount up to 50% of the difference between the student's tuition benefit and the total cost of tuition and fees.
- Including GI Bill-based assistance, admitted Yellow Ribbon Program qualified undergraduate veterans can attend Manhattan College at no out of pocket cost.
- Participation in the Yellow Ribbon Program precludes the student from being eligible for any other institutional awards.
- Yellow Ribbon Program award amounts are based on per-credit-hour tuition and allowable fees.
- Once eligible, a student remains so throughout their education as long as they remain in good academic standing and have remaining entitlement with the VA.

Yellow Ribbon Program Eligibility Requirements

Only individuals entitled to the maximum benefit rate (based on service requirements) may receive Yellow Ribbon Program benefits from Manhattan College and the VA. We strongly encourage you to review the eligibility criteria directly from the VA website.

The general eligibility requirements for the Yellow Ribbon Program include:

- Student served an aggregate period of active duty after Sept. 10, 2001 of at least 36 months.
- Student was honorably discharged from active duty for a service-connected disability and they served 30 continuous days after September 10, 2001.

- Student is a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.
- In addition to all other institutional policies and regulations, students who receive education benefits from the VA must comply with the policies of the VA and the State Approving Agency for the training and education of students receiving VA education benefits. These policies include the following requirements:
 - You cannot be certified for receipt of your VA education benefits until you have selected the program of study you intend to pursue, met all admissions requirements and all credentials required by the office of admissions are received and evaluated. You must be admitted as a fully matriculated student.
 - It is your responsibility to immediately inform the College's VA certifying official of any changes in your enrollment (e.g., dropped or added classes, or withdrawal from school). If there is any unreported change in your enrollment, you may not be entitled to the full amount of your educational benefits.
 - It is your responsibility to inform the College's VA certifying official each semester or term of your intent to utilize your education benefits. You must turn in a Request for Certification form and a copy of your course schedule.
 - Only the elective hours required for degree completion, as stated in the catalog for your curriculum, may be certified for benefits. You may not receive benefits for excessive electives or courses already taken and passed. You must achieve satisfactory academic progress toward completion of your degree as stated in the catalog. Unsatisfactory progress, conduct or attendance may result in termination of your educational benefits.
 - Veterans who qualify for both federal financial aid and GI Bill assistance may receive support from either or both sources. However, if both sources are utilized, maximum assistance cannot exceed the total cost of attendance.
 - Based upon eligibility determination by the VA, a student may still have a balance due to the College after receiving payment from the VA.

Veteran benefits information is available in the Office of Financial Aid Administration. Each semester recipients of Veterans Administration funds are required to file an Enrollment Certification in this office, and to report promptly when adding or dropping any courses, as well as being responsible for any overpayments made by the V.A.

Location

The College is situated along Manhattan College Parkway on the heights above Van Cortlandt Park (242nd Street and Broadway) in the Riverdale section of New York City. It is a short distance from the 242nd Street station of the Broadway-Seventh Avenue Subway and can be easily reached from any part of the metropolitan or suburban areas. The exit of the Henry Hudson Parkway (West Side Highway) located at 239th Street several blocks to the west of the College puts the campus within easy reach of New Jersey. The College is also within easy commuting distance from Long Island and Westchester and Rockland counties because of its proximity to the New York State Thruway and the Major Deegan Expressway (exit at Van Cortlandt Park South or West 240th Street).

Campus Map (<http://manhattan.edu/admissions/tour/>)

Directions to Manhattan College

By Car:

From Long Island

Robert F. Kennedy Bridge (Triborough Bridge) (from South)

Follow signs to Major Deegan Expressway North (I-87), exit at Van Cortlandt Park South, bear right off ramp and bear right onto Broadway. At second traffic light, turn left and then left again onto Manhattan College Parkway. Proceed up hill to main gate on right.

Whitestone or Throgs Neck Bridge (from East)

To Cross Bronx Expressway (I-95), to Major Deegan Expressway (I-87) North, exit at Van Cortlandt Park South, bear right off ramp and bear right onto Broadway. At second traffic light, turn left and then left again onto Manhattan College Parkway. Proceed up hill to main gate on right.

From Upstate

Saw Mill River Parkway/Henry Hudson Parkway

Traveling North: Exit at 239th Street. Go to stop sign, cross intersection and bear right onto Manhattan College Parkway. Proceed down hill to main gate on left.

Traveling South: Exit at 246th Street. Turn left at first traffic light, turn right onto Fieldston Road at circle and then turn left onto Manhattan College Parkway. Proceed down hill to main gate on left.

New York State Thruway (I-87) (from North)

Thruway South (I-87) becomes the Major Deegan Expressway. Exit at Van Cortlandt Park South, turn right off ramp and bear right onto Broadway. At second traffic light, turn left and then left again onto Manhattan College Parkway. Proceed up hill to main gate on right.

From New Jersey

George Washington Bridge (from West)

New Jersey Turnpike or Route 80 to George Washington Bridge. Follow signs to Henry Hudson Parkway North to 239th Street Exit (no commercial vehicles). At stop sign,

proceed straight across intersection (monument on left), pass traffic light and bear right at fork onto Manhattan College Parkway. Proceed down hill to main gate on left.

From New York City

F.D.R. Drive (from South)

F.D.R. Drive to Major Deegan Expressway North (I-87). Exit at Van Cortlandt Park South, bear right off ramp and bear right onto Broadway. At second traffic light, turn left and then left again onto Manhattan College Parkway. Proceed up hill to main gate on right.

West Side Highway (from South)

West Side Highway to Henry Hudson Parkway North to West 239th Street Exit. At stop sign, proceed straight across intersection (monument on left), pass traffic light and bear right at fork onto Manhattan College Parkway. Proceed down hill to main gate on left.

From New England

New England Thruway West to Cross Westchester Expressway, then onto New York State Thruway South. Exit at Van Cortlandt Park South, turn right off ramp and bear right onto Broadway. At second traffic light, turn left and then left again onto Manhattan College Parkway. Proceed up hill to main gate on right.

From Airports

John F. Kennedy Airport (JFK)

Take Van Wyck Expressway North to Grand Central Parkway to Robert F. Kennedy Bridge (Triborough Bridge), and follow the Long Island directions (above).

LaGuardia Airport (LGA)

Take Grand Central Parkway to Robert F. Kennedy Bridge (Triborough Bridge), and follow Long Island directions (above).

Newark Liberty International Airport (EWR)

Take N.J. Turnpike North to George Washington Bridge and follow the New Jersey directions (above).

Westchester County Airport (HPN)

Go west on Tower Road toward Purchase Street (NY Route 120). Make a left turn onto Purchase Street (NY Route 120). Turn right onto the ramp. Merge onto the Hutchinson River Parkway South. Keep left to take the Cross County Parkway West (Exit 15) toward the George Washington Bridge. Take the Saw Mill River Parkway South exit toward NYC and follow the Saw Mill River Parkway (travelling south) directions above.

By Public Transportation:

MTA Subway

Take the 1 train to Van Cortlandt Park-242 Street (last stop). Walk up the hill on W. 242nd Street to main gate on right. For more information on subway schedules, visit mta.info.

Metro North

Take the Hudson Line to Marble Hill. Exit the Marble Hill station, cross Broadway and enter the 1 train subway station at 231st Street. Then follow the MTA Subway directions above. For more information on train schedules, visit mta.info.

Amtrak Train

Amtrak trains arrive into New York City's Penn Station located in midtown approximately 12 miles from campus. Once arriving at Penn Station, you can take public transportation to campus per the directions above.

MTA Bus

Bus routes near the College are the 7, 10 and 24, all of which stop at W. 239th Street and Riverdale Avenue.

For more information on city bus schedules, visit mta.info.

Bus from New Jersey

Take bus to Port Authority Terminal at either W. 42nd Street or W. 178th Street.

Take the 1 train to Van Cortlandt Park-242 Street (last stop).

Walk up the hill on W. 242nd Street to main gate on right.

Medals

Awards

The Fitzpatrick Family Medal

The Fitzpatrick Family Medal is awarded to a student from the Graduate School of Education who exemplifies the Lasallian tradition of academic excellence and service to others.

The Frank Derbenwick Award

This award is given in recognition of superior performance in the Chemical Engineering Graduate Program in memory of Chemical Engineering Professor Frank Derbenwick.

The James Strecansky '62/Air Products Award

This award is given to a graduate student for outstanding service to the Chemical Engineering Department.

The Robert Harris '61 Memorial Award

This award is presented to an outstanding foreign national enrolled in the Chemical Engineering Graduate Program.

The Sigma Xi Medal

This award is given to a graduate student for outstanding research in science.

The Award for Excellence in the Graduate Study of Environmental Engineering

This award is presented to a graduate student for excellence in Environmental Engineering and Science.

Programs of Study

Organization

The Graduate Division operates as an integral unit of the College under the oversight of the Provost of the College and the Deans of the Schools of Education and Engineering. Each graduate program is managed by a chair or a director who reports to the dean of the school in which the program is housed. The Graduate Council is responsible for general policies affecting all graduate programs. The provost and the deans of the schools housing graduate programs constitute the Executive Committee of the Graduate Council. The Graduate Council includes, in addition to the members of the Executive Committee, all chairs or directors responsible for managing graduate programs.

The following degree programs have been approved and are registered with the Bureau of Evaluation, New York State Higher Education Department, under the HEGIS number listed:

LIBERAL ARTS (DIVISION OF EDUCATION):

Program	ID
Master of Science in Education in Educational Leadership	HEGIS 0828
Advanced Certificate in School Building Leadership	HEGIS 0828
Master of Science in Education in Advanced Leadership Studies	HEGIS 0827
Master of Science in Education-Adolescence/Students with Disabilities Generalist 7-12	HEGIS 0803
Advanced Certificate in Advanced Leadership Studies	HEGIS 0827
Master of Science in Education - Special Education	HEGIS 0808
Master of Science in Education - Childhood/Special Education	HEGIS 0802
Advanced Certificate in Bilingual General Education	HEGIS 0802
Advanced Certificate in Bilingual Special Education	HEGIS 0802

HEALTH PROFESSIONS:

Program	ID
Master of Arts in School Counseling	HEGIS 0826.1
Master of Science in Mental Health Counseling	HEGIS 2104
Advanced Certificate in Mental Health Counseling	HEGIS 2104

Advanced Certificate in School Counseling	HEGIS 0826
Advanced Certificate in Bilingual Pupil Personnel Services	HEGIS 0899.60
Advanced Certificate in Bilingual Extension: School Counseling	HEGIS 0826
Master of Science in Marriage & Family Therapy	HEGIS 2104.10
Master of Science in Healthcare Informatics	HEGIS 0702

ENGINEERING:

Program	ID
Master of Science in Chemical Engineering	HEGIS 0906
Master of Science in Civil Engineering	HEGIS 0908
Master of Science in Computer Engineering	HEGIS 0999
Master of Science in Construction Management	HEGIS 5099
Master of Science in Electrical Engineering	HEGIS 0909
Master of Science in Environmental Engineering	HEGIS 0922
Master of Engineering (Environmental Engineering)	HEGIS 0922
Master of Science in Mechanical Engineering	HEGIS 0910

BUSINESS:

Program	ID
Master of Science in Accounting	HEGIS 0502
B.S./MBA in Professional Accounting	HEGIS 0502
B.S./MBA in Business	HEGIS 0506
Master of Business Administration	HEGIS 0506

SCIENCE:

Program	ID
Master of Science in Mathematics	HEGIS 1701
B.S. Mathematics/M.S. Applied Mathematics - Data Analytics	HEGIS 1701
B.A. Mathematics/M.S. Applied Mathematics - Data Analytics	HEGIS 1701
Master of Science in Applied Mathematics - Data Analytics	HEGIS 1703
Master of Science in Computer Science	HEGIS 0701

Advanced Certificate in Applied Mathematics-Data Analytics	HEGIS 1703
---	------------

CONTINUING & PROFESSIONAL STUDIES:

Program	ID
Master of Science in Organizational Leadership	HEGIS 2299
Advanced Certificate in Green Power and Sustainable Energy	HEGIS 4904

Online Course & Program Information

Online Course Definitions

Online Asynchronous Course (own time, off-campus)

All course activity is done online with no pre-scheduled sessions. Purely online courses eliminate geography as a factor in the relationship between the student and the institution. They consist entirely of online elements that facilitate the three critical student interactions: course content, course instructor, and other students. These courses are designed to meet the needs of students who do not have effective access to campus. They may reside near the campus, or they may reside quite a distance away in other states or even in other countries.

Online Synchronous Course (scheduled, off-campus)

Web-based technologies are used to deliver classroom lectures and other activities to students in real time during pre-scheduled sessions. These courses use web conferencing or other synchronous media to create a real-time classroom experience, including interaction with classmates and the instructor.

Blended Course (both online and on-campus components)

Course activity is done asynchronously online, but there are required real-time (synchronous and classroom-based) instructional activities, such as lectures, discussions, labs, or other face-to-face learning activities. The distinction of blended is important because the inclusion of face-to-face work sets geographic limitations on student access.

Online Program Definitions

Online Program (off-campus)

Course designations include any combination: Online Asynchronous or Online Synchronous

All credits required to complete the program are offered as fully online (synchronous or asynchronous) courses. Students can complete the program completely at a distance, with no required on site meetings. Fully online programs are designed with the truly distant student in mind, also providing support services— registration, testing, advising, library support, etc.—at a distance.

Blended Program (both online and on-campus components)

Course designations may include any combination: Online Asynchronous, Online Synchronous, Blended, or In-Person.

A significant percentage, but not all, of the credits required for program completion are offered fully online. These programs provide increased access to students who are able to come to campus for some courses, laboratory work, intensive residencies, or other occasional group sessions. In-person sessions are organized to minimize travel requirements for distant students. All academic support services are available to distant students as well.

Admission

Application and Admission

The application process varies by program and is described in their respective sections of the Catalog. For all programs, official transcripts sent from each school attended are required for formal enrollment into the program. Applicants who file an application before the baccalaureate degree has been conferred may be accepted pending the successful completion of their undergraduate coursework. A final transcript must be received before registering for graduate courses. The Office of Graduate Admissions will access final transcripts for undergraduate applicants from Manhattan College. International applicants who were educated outside of the United States for their undergraduate and/or graduate degree must provide a course-by-course evaluation report (which should be inclusive of official transcripts) provided by one of the agencies listed on the NACES website (<https://www.naces.org/members/>). The application fee is non-refundable. **All documents submitted in support of ones application cannot be returned to the applicant, nor can they be duplicated for any purpose. All documents received are part of the records of the College.**

Applicants should be aware that the courses listed under each program are not offered every year but are offered in a cycle over a five-year period, which is the time allotted for the completion of all degree requirements.

Because the majority of students matriculating for the degree are attending on a part-time basis, it is not always possible to indicate the academic session when each course is expected to be offered. However, a schedule is posted approximately two months in advance of every session (fall, spring, summer) detailing which courses are to be offered, the days, times, rooms and professors.

The College reserves the right to withdraw or modify any of the courses, costs or programs listed in this catalog, to cancel any course or program for which it deems registration insufficient, usually less than ten registrants, to make any other changes which it considers necessary or desirable.

Change of Matriculation Status

Students who are academically qualified to be admitted to Manhattan College, can take up to twelve graduate level credits without the intention of earning a degree at Manhattan College. Applicants wishing to enroll as non-matriculated students must apply and meet the requirements of graduate admission.

Applicants that apply to a degree program who do not qualify for matriculated status may be admitted as a non-matriculated student. The student must, in turn, demonstrate adequate preparation and motivation to pursue the program of studies for which they have applied.

Students changing from a non-matriculated status to a matriculated status will need to apply to their intended advanced certificate or degree program and meet those admission standards.

Deferment for newly admitted students

Admitted students that are unable to begin their academic studies can defer their admission for up to one academic year, by submitting a written request to the office of graduate admissions and paying their enrollment deposit.

Transfer Credit

A maximum of six credits for graduate courses completed at another institution prior to matriculation at Manhattan College may be granted if the courses are equivalent to those required at Manhattan College. The courses must have been taken within the five-year period prior to acceptance as a matriculated student and have been awarded the grade of B or better. Request for such transfer credit must be made at the time of filing the application for admission. ***In general, credits that have been used to earn one degree may not be applied to the degree requirements of another degree.*** Courses accepted for transfer credit will be noted on the Manhattan College academic record. However, the grades will not be counted in the Manhattan College grade point average.

Off-Campus Credit

It is understood that all courses for the degree must be taken at Manhattan College. For compelling reasons and in rare instances, however, a student may secure permission to earn a maximum of six transfer graduate credits at another institution transferable to the Manhattan College record. Written permission to take such work must be obtained by the student in advance from the chair or director and the dean of the school. When such a course is completed, the student must arrange for an official transcript to be mailed or delivered electronically by the institution where the course was taken to the office of the program director or the dean of the school in which the student is enrolled and must pay the "Off-Campus Courses" fee per course before the course is entered on the student's academic record by the Office of the Registrar. Only courses which have earned a B grade or better are transferable. A student who was granted six transfer credits on admission is not eligible for any further transfer of credits during their matriculation.

Registration

Students are required to officially register for each session in which they will be in attendance. Payment must be provided in advance of the time of registration.

Online registration is available through the *Self-Service* system by logging onto the self-service.manhattan.edu (<http://self-service.manhattan.edu>) site. Students may also register in person or by mail. Dates and instructions for registration will be included with the graduate schedule of courses published online and available in advance by the Office of the Registrar or by the program director.

Late registration will not be accepted. Enrollment in a course is considered final after the first scheduled class in the fall or spring term and after the first two class meetings in the summer session.

Maintenance of Matriculations

Students not in attendance during a semester must inform their program director and register for "Maintenance of Matriculation" in the spring and the fall semesters.

Reinstatement Following Withdrawal

A student who withdraws or is withdrawn from the College may apply for reinstatement. In order to return to the College from a withdrawn status, a student must make a request in writing to his or her Dean at least eight weeks before the beginning of the semester to which the student seeks to return. The College reserves the right to require, review and approve documentation that the student is qualified and ready to return to academic work.

In the case of a voluntary withdrawal for medical/psychological reasons or any administrative withdrawal under this policy related to a physical or mental health condition, the student must submit a written progress assessment from a treating health professional as part of the request for reinstatement. The Director of Counseling and Health Services may require a release from the student to discuss current treatment and follow-up needs with the treating health professional, in order to assess whether the student is qualified and ready to return to the College and whether the College can provide the follow-up care needed to maintain the student's enrollment. The Director of Counseling and Health Services approves the return of all students who have withdrawn or been withdrawn for medical or psychological reasons.

Students who are reinstated following a withdrawal from college will comply with the degree requirements of the catalog in effect when they are reinstated.

Termination of Matriculation

The dean of the school, on the recommendation of the graduate program director, may terminate the matriculation of any student who fails to make sufficient progress towards the degree or to cancel a student's registration if the student is registered for courses for which the student does not have the prerequisites.

Candidates for the degree not in attendance for two calendar years will have their matriculation terminated. To reactivate their matriculation, these candidates must receive permission from the dean of the respective school. Such candidates will need to reapply, by resubmitting all documents required **under the current admissions process**. They will also be required to meet all current degree requirements within the five-year period from the beginning of the semester of matriculation. If this is not possible, the candidate may have to complete additional courses and current degree requirements.

Academic Calendar*

2023 Fall Semester

Month	Date	Day	Event
August	23	Wednesday	Graduate Education Orientation
August	28	Monday	Undergraduate and Graduate Full Term Classes Begin
August	28	Monday	SCPS Term I and Graduate 7 Week Term I start
September	01	Friday	Undergraduate and Graduate Late Registration & Add/Drop ends
September	03	Sunday	SCPS Term I and Graduate 7 Week Term I Add/Drop ends
September	04	Monday	Labor Day – No Classes
October	08	Sunday	Last day to withdraw from Graduate 7 Week Term I
October	08	Sunday	Last day to withdraw from SCPS Term I courses
October	09	Monday	Fall Break – No Classes (Except SCPS Term I and Graduate Education)
October	10	Tuesday	Monday Schedule for Undergraduate Classes
October	15	Sunday	Last day of SCPS Term I courses
October	15	Sunday	Graduate 7 Week Term I ends
October	16	Monday	Graduate 7 Week Term II starts
October	16 - 22	Mon - Sun	SCPS Term I Finals Week
October	17	Tuesday	Undergraduate Mid-Term Grades Due
October	22	Sunday	Graduate 7 Week Term II Add/Drop ends
October	23	Monday	SCPS Term II Starts
October	29	Sunday	SCPS Term II Add/Drop ends
November	01	Wednesday	Web Registration Begins - Spring 2024
November	17	Friday	Last day to withdraw from Undergraduate and Graduate Full Term courses
November	17	Friday	Last day to withdraw from Graduate 7 Week Term II classes
November	22 - 24	Wed - Fri	Thanksgiving Holiday – No Classes
November	26	Sunday	Last day to withdraw from SCPS Term II courses
December	03	Sunday	Last day of Graduate 7 Week Term II classes
December	07	Thursday	Last day of Graduate Education classes
December	08	Friday	Last Day of Undergraduate Classes

December	10	Sunday	SCPS Term II courses end
December	11 - 16	Mon - Sat	Undergraduate Finals Week
December	11 - 17	Mon - Sun	SCPS Term II Finals Week

2023- 2024 Winter Intersession

Month	Date	Day	Event
December	18	Monday	Classes Begin
December	20	Wednesday	Add/Drop deadline for Winter courses
December	21 - 29	Thu - Fri	Christmas Break - College Closed
January	01	Mon	New Year's Holiday Observed - College Closed
January	14	Sunday	Last Day of Winter Intersession

2024 Spring Semester

Month	Date	Day	Event
January	15	Monday	Martin Luther King Jr. Holiday
January	15	Monday	SCPS Term I starts
January	16	Tuesday	Undergraduate and Graduate Full Term Classes Begin
January	16	Tuesday	Graduate 7 Week Term I starts
January	21	Sunday	SCPS Term I Add/Drop ends
January	22	Monday	Undergraduate and Graduate Full Term Late Registration & Add/Drop Ends
January	22	Monday	Graduate 7 Week Term I Add/Drop ends
February	05	Monday	Deadline to submit incomplete work to Faculty for Fall 2023
February	25	Sunday	Last day to withdraw from Graduate 7 Week Term II courses
February	25	Sunday	Last day to withdraw from SCPS Term I courses
March	03	Sunday	Last day of SCPS Term I courses
March	03	Sunday	Graduate 7 Week Term I ends
March	04- 10	Mon - Sun	SCPS Term I Finals Week
March	04	Monday	Graduate 7 Week Term II starts
March	07	Thursday	Undergraduate Mid - Term Grades Due
March	10	Sunday	Graduate 7 Week Term II Add/Drop ends
March	11 - 15	Mon - Fri	Undergraduate Spring Break
March	11 - 15	Mon - Fri	Spring Break - Graduate Education classes will meet
March	11	Monday	SCPS Term II starts
March	17	Sunday	SCPS Term II Add/Drop Ends
March-April	28-01	Thu - Mon	Easter Holiday - No Classes

April	01	Monday	Easter Monday - Graduate Education classes will meet
April	02	Tuesday	Web Registration begins for Fall 2024
April	03	Wednesday	Monday Schedule for Undergraduate Classes
April	07	Sunday	Last day to withdraw from Graduate 7 Week Term II courses
April	07	Sunday	St. De La Salle Day: The Feast of St. John Baptist de la Salle, Patron of Teachers
April	14	Sunday	Last day to withdraw from SCPS Term II courses
April	16	Tuesday	Jasper Day of Wellness
April	16	Tuesday	Last day to withdraw from Undergraduate and Graduate Full Term courses
April	21	Sunday	Graduate 7 Week Term II ends
April	28	Sunday	Last day of SCPS Term II courses
April-May	29-05	Mon - Sun	SCPS Term II Finals Week
May	02	Thursday	Last day of Graduate Education classes
May	03	Friday	Last Day of Undergraduate Classes
May	04 - 05	Sat - Sun	Reading Days
May	6-11	Mon-Sat	Undergraduate Finals Week
May	13	Monday	Summer Session I Begins
May	17	Friday	Graduate Spring Commencement and Spring Honors Ceremony
May	18	Saturday	The One Hundred and Eighty Second Commencement (Undergraduate)
July	01	Monday	Deadline to submit incomplete work to Faculty for Spring 2023

2024 Summer Sessions

Month	Date	Day	Event
May	13	Monday	Summer Session I begins (7 and 14 week sessions)
May	13	Monday	SCPS Term I starts
May	19	Sunday	Add/Drop Deadline for Summer I courses
May	27	Monday	Memorial Day Holiday
June	16	Sunday	Withdrawal deadline for Summer I
June	19	Wednesday	Juneteenth Holiday
June	23	Sunday	Last Day to Withdraw from SCPS Session I
June	30	Sunday	Summer Session I ends
June	30	Sunday	SCPS Term I ends
July	01	Monday	Summer Session II begins

July	01	Monday	SCPS Term II starts
July	04	Thursday	Independence Day Holiday
July	07	Sunday	Add/Drop deadline for Summer II
July	07	Sunday	Add/Drop Deadline for SCPS Session II
August	5	Monday	Withdrawal Deadline for Summer II and Summer I - 14 Week session
August	11	Sunday	Withdrawal deadline for SCPS Session II
August	18	Sunday	Summer Session II ends
August	18	Sunday	SCPS Term II ends

* *Manhattan College reserves the right to make changes as circumstances require.*

Special Sessions

The College provides special sessions in January, May, and during the summer. These special sessions are scheduled primarily for the benefit of students matriculated at Manhattan College but are also open to properly qualified applicants from other accredited institutions. By attending a special session a student may lighten his/her course load for subsequent periods of instruction, make up for deficient credits, or elect extra credits to diversify and enrich his/her academic program. A student may be required to attend a special session if his/her scholastic performance is poor, or if his/her record contains D or F grades in required, prerequisite or sequential courses. The College will normally not accept credits taken at another institution for required, prerequisite or sequential courses.

All special session courses are the same in the length of periods as those described in the Catalog for the normal academic semesters. Final examinations will be given in each course. Members of the regular teaching staff of the College constitute the special session faculty.

Students from other colleges must present written authorization from the Dean or other qualified officials of their college to enroll in a special session.

Special sessions are held in January, May, June, and July. These short but intensive programs permit a full-time or part-time college student the opportunity to gain additional credits for self-growth, and enrichment, and to accelerate the completion of the degree process.

Schedules for special sessions are available in November and April. The enrollment of a minimum number of students will be required for offering any course in the intersession or summer session.

Academic Standards

Transfer Credit

A maximum of six credits for graduate courses completed at another institution prior to matriculation at Manhattan College may be granted if the courses are equivalent to those required at Manhattan College. The courses must have been taken within the five-year period prior to acceptance as a matriculated student and have been awarded a grade of B or better. Request for such transfer credit must be made at the time of filing the application for admission. In general, credits that have been used to earn one degree may not be applied to the degree requirements of another degree. The request for transfer credit must be submitted to the Office of Admissions. Courses accepted for transfer credit will be noted on the Manhattan College academic record. However, the grades will not be counted in the Manhattan College grade point average.

Off-Campus Credit

It is understood that all courses for the degree must be taken at Manhattan College. For compelling reasons and in rare instances, however, a student may secure permission to earn a maximum of six transfer graduate credits at another institution transferable to the Manhattan College record. Written permission to take such work must be obtained by the student in advance from the chair or director and the dean of the school. When such a course is completed, the student must arrange for an official transcript to be mailed directly by the institution where the course was taken to the office of the program director or the dean of the school in which the student is enrolled and must pay the "Off-Campus Courses" fee per course before the course is entered on the student's academic record by the Office of the Registrar. Only courses which have earned a B grade or better are transferable. A student who was granted six transfer credits on admission is not eligible for any further transfer of credits during their matriculation.

Registration

Students are required to officially register for each session in which they will be in attendance. Before the actual registration, students must submit a registration form approved by their program director. Payment must be provided in advance of the time of registration.

Online registration is available through the *Self-Service* system by logging onto the self-service.manhattan.edu (<http://self-service.manhattan.edu/>) site. Students may also register in person or by mail. Dates and instructions for registration will be included with the graduate schedule of courses published online and available in advance by the Office of the Registrar or by the program director.

Late registration will not be accepted. Enrollment in a course is considered final after the first scheduled class in the fall or spring term and after the first two class meetings in the summer session.

Maintenance of Matriculations

Students not in attendance during a semester must register for "Maintenance of Matriculation" in the spring and the fall semesters.

Course Changes

Adding or dropping a course must be approved by the graduate program director and processed in the Registrar's Office before the second scheduled class. Refunds are subject to the policy stated in the catalog.

Grades

The grades used to indicate the quality of the student's performance in every course are as follows: *A* means excellent, *B* means good, *C* means satisfactory, *D* means poor but passing, *F* means failing. For the purpose of computing grade point averages, the corresponding numerical equivalents for letter grades will be used:

Grade	Quality Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0

I Incomplete. This indicates that some requirement of a course has not been satisfied by the end of the term. A student's request for an Incomplete must be submitted to the instructor before the end of the term or session. The instructor determines whether to grant the request. In all cases, the incomplete work must be completed and submitted to the instructor no later than 45 days from the last day of the term's final examination period. The faculty member must submit the final grade not later than 50 days from the last day of the term's final examination period. An incomplete will be converted to a grade of F if the work is not completed on schedule. Extensions for the completion of the work or the submission of the final grade will be granted by the dean only in highly unusual circumstances.

W Withdrawal. Indicates withdrawal from a course in which the student is regularly enrolled. The student is required to have the withdrawal notification form signed by the instructor of the course and the director of the student's school. The deadline for withdrawal from a course will be the end of the twelfth week of the semester. In "W" courses, neither quality hours nor quality points are assigned.

AW Academic Withdrawal - Indicates a student who has never attended a course that they were officially registered for.

An AW grade will function the same as a Drop.

UW Unofficial Withdrawal - Indicates a student has stopped attending a course that they were officially registered for.

A UW grade will function the same as an F grade.

P Passing. No quality points assigned.

NC No Credit.

P/F Pass/Fail. In Pass/Fail courses, neither grade influences the grade point average. Credit is awarded for a P grade; no credit for an F.

Quality points and quality hours are assigned for every credit attempted at Manhattan except those taken on a Pass/Fail basis, and those for which designations of a W or an I have been assigned. The scholarship index is determined by dividing the total number of quality points earned by the total number of quality hours.

For all students, the cumulative scholarship index is computed at the end of each semester; for those who attend the summer or winter sessions, it is also computed at the end of each session.

T Thesis. Indicates a Master's Project or Thesis or Internship/Practicum/Field Experience that is not completed by the end of the semester for which the student has registered for.

GPA Calculation

Computing the Grade Point Index (GPA)

The following is the method by which a student's GPA is calculated:

1. Multiply the quality points equal to the grade by the number of credits for which the grade was earned

$$A=4.00 \text{ quality points} \times 3 \text{ credits} = 12.00 \text{ points}$$

2. Add the total quality points earned in a semester

3. Divide by the total number of credits for a semester

The total quality points, divided by the total credits equals the GPA for the semester. To compute a cumulative grade point average, including all MC courses taken to date and divide by the total number of credits for which grades other than W, P, NC, AUD, have been earned or given.

Withdrawal from the College

Regular Withdrawal

Students currently enrolled in Manhattan College who wish to withdraw from the College, effectively ending their status as matriculated students, must complete the required Manhattan College Withdrawal Form. An appointment should be made with the appropriate Academic Advisor to have an exit interview and to complete the required form. This form must be completely filled out or students will not be eligible for tuition adjustments and may be responsible for paying back any financial aid received from the College. Students will be considered withdrawn on the date that they officially notify the College. Students who withdraw from the College after the last day for course withdrawal will receive a grade of "F" for all courses during the session unless a waiver is granted by

the Provost for medical, psychological or emergency reasons. In this case, the student will receive a grade of “W” for all courses during that session.

Administrative Withdrawal

A student may be administratively withdrawn from the College:

1. If he or she fails to register for classes by the end of the add/drop period.
2. If he or she fails to attend classes by the end of the add/drop period.
3. If he or she has not returned to the College or fails to qualify to return to the College when the approved period of leave of absence has expired.
4. If he or she has not returned after academic or disciplinary suspension at the time specified and the period of suspension has not been extended.
5. If in extraordinary circumstances a student is unable or unwilling to request a voluntary leave of absence or a voluntary medical leave of absence and there is a clear need to protect the safety of the student and/or others or to protect the integrity of the College's learning environment.

Reinstatement Following Withdrawal

A student who withdraws or is withdrawn from the College may apply for reinstatement. In order to return to the College from a withdrawn status, a student must make a request in writing to his or her Dean at least eight weeks before the beginning of the semester to which the student seeks to return. The College reserves the right to require, review and approve documentation that the student is qualified and ready to return to academic work.

In the case of a voluntary withdrawal for medical/psychological reasons or any administrative withdrawal under this policy related to a physical or mental health condition, the student must submit a written progress assessment from a treating health professional as part of the request for reinstatement. The Director of Counseling and Health Services may require a release from the student to discuss current treatment and follow-up needs with the treating health professional, in order to assess whether the student is qualified and ready to return to the College and whether the College can provide the follow-up care needed to maintain the student's enrollment. The Director of Counseling and Health Services approves the return of all students who have withdrawn or been withdrawn for medical or psychological reasons.

Students who are reinstated following a withdrawal from College will comply with the degree requirements of the catalog in effect when they are reinstated.

Graduate Course Repeat Policy (effective starting the 2014-2015 academic year)

If a matriculated graduate student fails a course or receives a grade below the minimum requirement of the program, the student may choose to apply for grade replacement. Permission for a replacement course must be approved by the dean or executive director of the student's school. When a student repeats the same course (which can only be repeated at Manhattan College), the higher of the two grades is used in calculating the student's GPA. The lower grade will remain on the student's record but will not be used in the calculation of the cumulative GPA. If the course is repeated three or more times,

the second and subsequent grades are factored into the cumulative GPA. No additional credits are earned.

Explanation

- Graduate grade replacement is not automatic and must be approved by the graduate program director and the dean/executive director of the student's school.
- It is expected that this policy will apply primarily to failing grades, although this policy may be used for programs that have higher grade requirements to progress.
- The lower grade will stay on the transcript with an annotation that the course was repeated.
- For a repeated course with a first grade other than F: the credits for the course will count only once; the higher (as opposed to the most recent) grade will count in the GPA.

Conditions

The policy applies to:

1. all graduate-level courses.
2. only the first time a course is repeated.
3. no more than 6 credits of the student's academic record.
4. only those courses where the grade was not lowered because of violations of the Academic Integrity policy.
5. every currently enrolled degree-seeking graduate student at Manhattan College.

Contested Grades

If a student believes that their final grade in a course is not consistent with the grading criteria designated by the course instructor, the student should first discuss the matter with the course instructor. If the student and the instructor cannot resolve the matter in this discussion, the student may discuss the matter with the program director. Copies of all graded tests, quizzes, and other assignments will be needed.

In the event that the student is not satisfied with the outcome of the discussions with the course instructor and the chair, the student may make a written request to the program director for a formal consideration of the problem. This request must be submitted within three weeks after the beginning of the semester immediately following the regular fall or spring semester. Included in the request will be an outline of the student's specific complaints. The program director shall make a detailed investigation and shall notify the student and course instructor of their findings.

The student may appeal the findings of the chair to the dean of the school in which the course was offered. The dean will respond to the student in writing and will preserve the documentation of the process. When the department chair is the course instructor, the student may appeal to the dean of the school in which the course was taught who will investigate the matter and notify the student and the department chair and/or program director of their findings.

Students should be aware that only the course instructor may change a grade.

Grade Changes

All course grades (except "I" grades) are intended to be final and permanent. It is expected that course instructors will determine and report final grades as accurately and precisely as the nature of the evaluation of student achievement and the grading system will permit. It is considered the instructor's direct and personal responsibility to ensure that grades are fair and reported correctly.

Notwithstanding all precautions, faculty members can make errors. When this occurs, the errors should be corrected so that students are not unfairly penalized. If a course instructor decides to request a grade correction, the appropriate forms must be completed and sent to the dean of the school in which the course was taught. Except in the case of contested grades, all requests for correcting grades must be submitted by the last day of the fourth week of the semester of the following fall or spring semester. Only the course instructor can submit a grade change request. The dean of the school may disapprove of the request, indicating in writing the reasons why.

Academic Standing

Graduate students must remain in good academic standing and make continued progress towards their degree or program requirements. Graduate students will be considered in good academic standing if they maintain a cumulative grade point average (GPA) of at least 3.00 (B) in their course work. Graduate students must have a minimum GPA of 3.00 in the courses that apply to their degree or program in order to graduate. If a graduate student receives a grade less than a B in any graduate course, the student is required to meet with the director of the program to discuss continued enrollment in the program. Additionally, a student who has completed nine (9) or more credit hours towards the degree or program requirements and has a cumulative GPA of less than 3.00 will be required to meet with the program director to discuss continued enrollment in the program. Failure to meet with the program director will result in the student being subject to dismissal from the program.

Any graduate student who receives a failing grade in a graduate course will be placed on academic warning until the course is repeated or an approved substitute course is taken with a grade of B or better. If a graduate student receives a failing grade in the repeated or substituted course, or in a different course, the student will be subject to dismissal from the degree or other program.

- If repeating a course, federal aid can only be applied for the first time the course is repeated.
- Each School at Manhattan College may implement and publish additional guidelines for satisfactory academic progress in their graduate degree programs.

Dean of Students

The Dean of Students is the principal student advocate and provides guidance and direction to all students at Manhattan College. The Dean coordinates student life assessments, provides leadership and supervision of student activities, facilitates interdepartmental interaction, and serves as a central student crisis intervention resource by supporting and coordinating student referrals both within and outside of the division. The Dean upholds the Manhattan College Community Standards and Student Code

of Conduct by coordinating all judicial affairs for the college community. The Dean of Students also directly supervises Residence Life, the Counseling Center, and Health Services. The Dean also works closely with Student Government to further incorporate student wishes and needs into College life.

The Office of the Dean of Students is located in Thomas Hall, room 514; telephone (718) 862-7438.

Student Conduct

At Manhattan College, community is based on the mutual respect of many persons engaged in different aspects of the academic venture. In this cooperative educational experience, the Manhattan community has found that certain kinds of behavior defeat the respect we bear for one another. These behaviors are outlined in the Manhattan College Community Standards and Student Code of Conduct. The implementation of the Community Standards and Student Code of Conduct is directly influenced by the thought and writings of St. John Baptist de La Salle. All enrolled students at Manhattan College are subject to the policies outlined in the Community Standards and Student Code of Conduct.

Inappropriate behavior observed by campus officials, as well as information provided by the police and other local authorities, will be addressed. The College will sanction such behavior in accordance with the policies and procedures as outlined in the Manhattan College Community Standards and Student Code of Conduct. For further information on judicial procedures, including College jurisdiction, residence hall guidelines, and procedures for hearings, please refer to the *Manhattan College Community Standards and Student Code of Conduct*.

Disciplinary authority is vested in the Dean of Students. This authority may also be exercised by referral to one of the following hearing boards: the Student Court, the College Judiciary Council, or the Dean of Students' Board. For detailed information on each board, refer to the Manhattan College Community Standards and Student Code of Conduct or contact the office of the Dean of Students, Thomas Hall, room 514; telephone (718) 862-7438.

Pursuant to Article 129-B §6444.6 of the New York State Education Law, if a student is found responsible through the College's judicial process for crime(s) of violence, including, but not limited to sexual violence, as set forth at 20 U.S.C. § 1092(f)(1)(F)(i)(I)-(VIII) ("Clery Act crimes of violence"), the Dean of Students will direct that a notation be placed on the student's transcript.

Where the sanction is a suspension, the following notation will be listed: "SUSPENDED AFTER A FINDING OF RESPONSIBILITY FOR A CODE OF CONDUCT VIOLATION."

Where the sanction is expulsion, the following notation will be listed:

- "EXPULLED AFTER A FINDING OF RESPONSIBILITY FOR A CODE OF CONDUCT VIOLATION."

Should a student withdraw from the College, while such conduct charges are pending for allegation(s) related to Clery Act crimes of violence and the student declines to complete

the student judicial process, the Dean of Students will direct that the following notation be placed on the student's transcript: "WITHDREW WITH CONDUCT CHARGES PENDING."

If a student is found responsible for a Code of Conduct violation that is not classified as a Clery Act crime of violence, and the sanction is expulsion It is recorded in the student's file in the Office of the Dean of Students, on the academic record and the College transcript.

A letter is sent to the Dean of the student's school and to the parent or guardian. An expelled student may not enroll in the College at any future date. Expelled students must also seek authorization from the Office of Public Safety to fulfill any appointments on campus.

Students who engage in behavior that is so detrimental to the campus community that they must lose their right to housing, be suspended from the College, or be expelled from the College, are not subject to reimbursement for money paid for the semester in accordance with Title IV federal guidelines.

Drug and Alcohol Violation Disclosure

Section 444 of the General Education Provisions Act (20 U.S.C. 1232 g) is amended by adding at the end the following: (i) Drug and Alcohol Violation Disclosures.

1. In General – Nothing in this Act or the Higher Education Act of 1965 shall be construed to prohibit an institution of higher education from disclosing, to a parent or legal guardian of a student, information regarding any violation of any Federal, State, or local law, of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student's education records, if -

1. the student is under the age of 21
2. the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

2. State Law Regarding Disclosure – Nothing in paragraph (1) shall be construed to supersede any provision of State law that prohibits an institution of higher education from making the disclosure described in subsection (a).

Disciplinary Hearings Committee

Disciplinary authority is vested in the Dean of Students. This authority may be exercised by referral to the College Judiciary Council, or the Dean of Students' Board.

Any member of the College community may report in writing to the Dean of Students an alleged incident of academic dishonesty as defined in the policy on Academic Integrity. The student(s) involved then becomes subject to an investigation and possible subsequent disciplinary action. The Dean of Students Office is located in Thomas Hall 514.

Student Privacy Rights

Background Information

The primary purpose of The Family Educational Rights and Privacy Act of 1974 is to grant college students "the right to inspect and review any and all official records, files and

data directly related to them,” and generally to deny access by others without the written consent of the student except in limited and specified circumstances.

Definitions and Procedures

Included in the coverage of the Act is any person who is or was enrolled in Manhattan as a student (including full-time and part-time undergraduate and graduate students, day and evening).

In compliance with and subject to the provisions of this legislation and the College’s Statement on the Confidentiality of Student Records, the College will make available to each student the College’s official records, files, and data falling within the scope of the Act to each student for his or her personal review and inspection. Specifically excluded from the definition are personal notes of teachers, supervisors, and administrators which are retained in their possession and are not accessible to others except substitutes; medical and psychiatric records except that these records may be reviewed by a physician or other professional of the student’s choice; the Parent’s Confidential Statement; letters of recommendation placed in the file before January 1, 1975; and campus security records.

Students wishing to inspect and review any of their official records and material contained therein should file a request in writing with the Registrar. Forms for such requests-in-writing will be made available. All proper requests will be complied with as soon as reasonably possible, but no later than forty-five days of the date of the request.

A hearing may be requested by a student to ensure that his or her records are not inaccurate, misleading, or otherwise in violation of his or her privacy or other rights, to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein or to challenge the content thereof. An appropriate hearing procedure has been established by the College and is included in the Statement of Confidentiality of Student Records.

The Law prohibits the release of material in a student’s file without the written consent of the student, except to officials and teachers of the same school, another school where the student intends to enroll, and certain state and federal officials.

A copy of the Law and a copy of the Statement is available in the Office of the Registrar and the Office of the Vice President for Student Life.

Withdrawal from Course

Students who find it necessary to withdraw from courses must file the official withdrawal form with the director of the program. The W grade will not be given if the student withdraws after the published date for withdrawal. The withdrawal is dated when the office of the Registrar has been informed. No refund is given if a student withdraws from a course after the third scheduled class.

Incomplete Course Work

In extraordinary instances, when some requirement of a course has not been completed before the final examination, a student may be assigned the temporary grade of I (Incomplete Course Work), if, in the judgment of the teacher, a passing grade may be attained with the completion of the requirement. The I grade will be removed and a permanent grade assigned if the requirement is completed satisfactorily. If the

requirement is not completed by the date specified in the academic calendar, (see discussion regarding Incomplete grades above) the *I* grade will be automatically changed to *F*. Students are responsible for making arrangements with the teacher to complete the requirement within the time permitted. For certain projects, Independent Study prerequisites, internships, and other non-course work (which carry academic credit), students may have an additional session to complete the required work with the permission of the dean of the school.

Students who fail to complete their Master's Thesis/Project by the end of the semester in which they are registered will be issued the temporary grade of T.

The "T" grade indicates a Master's Project, Thesis, or Internship/Practicum/Field Experience that is not completed by the end of the semester in which the student has registered. "T" grades are intended to be temporary and must be resolved before the graduate student's term of matriculation expires. For domestic graduate students, the term of matriculation is five years. For international students on visas, the term of matriculation is 24 months based on visa requirements.

If the course is required for the student's degree, the "T" grade will convert to an "F" grade if a grade change is not submitted by the end of the matriculation period. If the course is not required for the student's degree, the "T" grade will convert to an "NG" (No Grade) grade if a grade change is not submitted by the end of the matriculation period. Once a grade is changed to either an "F" or "NG", the conversion cannot be changed.

The required work must be completed and forwarded to the instructor as soon as it is complete, but no later than 30 days before the end of the matriculation period. The faculty member must submit the final grade within 7 days of receipt of the completed work received from the student.

If the completed work is not submitted according to the timeline or by the time a student applies for graduation, "T" will be converted to "F" or "NG" grades by the Registrar's Office after consultation with the faculty member. Extensions for the completion of the work or the submission of the final grade may be granted by the Dean of the student's school only in compelling circumstances. "T" grades must be resolved before the student graduates.

The T grade is not assigned any quality points and is not computed in the student's grade point average.

Semester Hour of Credit

Many three-credit graduate courses meet for two hours of a lecture once a week. To comply with the regulation of the Commissioner of Higher Education that there be fifteen hours of instruction for each semester hour or the equivalent, a third credit is granted for the successful completion of a course paper, an independent reading list, or some suitable project assigned by the professor. In addition to the two hours of lecture, the professor will be available during a third hour to assist and direct the student. The student's final grade for the three credits will reflect the response of the student to this third-hour requirement.

Records

A report of the semester course grades can be viewed on *Self-Service*. Official and unofficial transcripts can be requested from the Office of the Registrar in person, by mail, or online at <http://www.getmytranscript.com> (<http://www.getmytranscript.com/>). The Office

of the Registrar cannot comply with telephone requests. All obligations to the College must be fulfilled before transcripts will be issued.

Requirements for the Degree

The requirements for a master's degree for each of the programs are listed in the departmental sections. All requirements must be completed within the degree time limit.

Students who began graduate studies after January 1, 1989, must present a minimum grade point average of 3.00 within the specified departmental course requirements needed for their degree. If students do not achieve the required grade point average within those specified course requirements, they may take additional courses with the permission of the department chairperson or director of the program to achieve the 3.00 index.

Courses

To be awarded a master's degree, a student must successfully complete a minimum of 30 to 60 credit hours of graduate course work, depending upon the requirements of the specific program. Because most graduate programs are part-time, many courses are offered in a cycle over two or more years. It is the responsibility of the student to register for courses in the sequence in which they are offered and to make the necessary progress to complete all the requirements within the five-year time period.

Degree Time Limits

All requirements (courses, papers, projects, thesis) must be completed within a maximum of five years from the beginning of the semester of matriculation. The beginning semester of matriculation is the semester within which the candidate is awarded the first credits towards the degree whether they were earned as a non-matriculated or matriculated student. Candidates should plan their five-year program to assure the completion of all requirements within the five-year period. Foreign students must be full-time students. They must complete the requirements for the degree within two years.

Termination of Matriculation

The dean of the school, on the recommendation of the graduate program director, may terminate the matriculation of any student who fails to make sufficient progress towards the degree or cancel a student's registration if the student is registered for courses for which the student does not have the prerequisites.

Candidates for the degree not in attendance for two calendar years will have their matriculation terminated. To reactivate their matriculation, these candidates must receive permission from the dean of the school. Such candidates will need to reapply under the current admissions process and would be required to meet all current degree requirements within the five-year period from the beginning of the semester of matriculation. If this is not possible, the candidate may have to complete additional courses and current degree requirements.

Conferring of Degrees

Degrees are conferred four times a year - September 1st, the end of the Fall semester in December, February 1st, and at the annual Commencement Exercises in May.

Online Course & Program Definitions

ONLINE COURSE-LEVEL DEFINITIONS

Online Asynchronous Course (own time, off-campus)*

All course activity is done online with no pre-scheduled sessions. Purely online courses eliminate geography as a factor in the relationship between the student and the institution. They consist entirely of online elements that facilitate the three critical student interactions: course content, course instructor, and other students. These courses are designed to meet the needs of students who do not have effective access to campus. They may reside near the campus, or they may reside quite a distance away in other states or even in other countries.

Online Synchronous Course (scheduled, off-campus)*

Web-based technologies are used to deliver classroom lectures and other activities to students in real time during pre-scheduled sessions. These courses use web conferencing or other synchronous media to create a real-time classroom experience, including interaction with classmates and the instructor.

Blended Course(both online and on-campus components)*

Course activity is done asynchronously online, but there are required real-time (synchronous and classroom-based) instructional activities, such as lectures, discussions, labs, or other face-to-face learning activities. The distinction of blended is important because the inclusion of face-to-face work sets geographic limitations on student access.

ONLINE PROGRAM-LEVEL DEFINITIONS

Online Program (off-campus)*

Course designations include any combination: Online Asynchronous or Online Synchronous

All credits required to complete the program are offered as fully online (synchronous or asynchronous) courses. Students can complete the program completely at a distance, with no required on site meetings. Fully online programs are designed with the truly distant student in mind, also providing support services— registration, testing, advising, library support, etc.—at a distance.

Blended Program (both online and on-campus components)*

Course designations may include any combination: Online Asynchronous, Online Synchronous, Blended, or In-Person.

A significant percentage, but not all, of the credits required for program completion are offered fully online. These programs provide increased access to students who are able to come to campus for some courses, laboratory work, intensive residencies, or other occasional group sessions. In-person sessions are organized to minimize travel requirements for distant students. All academic support services are available to distant students as well.

O'Malley School of Business

Donald E. Gibson, Ph.D., Dean

Our Mission

To provide a transformative education: We add value by developing business leaders with integrity, intellectual curiosity, global consciousness, and a desire to change their community and the world for the better.

Our Vision

To be an innovative, inclusive Lasallian leader in business education: We are recognized as advancing knowledge through research, expanding minds through teaching, drawing on the vibrancy of business to make an impact on New York and beyond.

Degree Programs

MBA Degree Program

Our MBA degree provides a well-rounded business education. The program is designed for working professionals to increase their awareness of the multifunctional aspects of business and enhance their ability to integrate business knowledge in decision making.

The program offers concentrations that give professionals a competitive edge in some of the fastest growing areas in business. Students can choose to specialize in Accounting, Business Analytics, Finance & Economics, or Organizations, Markets & Sustainability. Students may also opt for the Flex MBA option, that provides a choice of courses from all four concentrations.

The MBA program is open to students of all disciplines who have earned an undergraduate degree from an accredited college or university. The degree can be completed as a full or part-time student, and may be taken fully online or a combination of online and in-person.

Five-Year B.S./MBA Degree Program

O'Malley School of Business undergraduate students are eligible to apply for the five-year B.S./MBA program, providing an opportunity for students to complete both an undergraduate business degree and MBA in five years. Two tracks are available – one specifically for accounting students and one for any business major at the College. Both tracks are described below.

Track 1 - B.S./MBA Professional Accounting

The B.S./MBA Professional Accounting Program offers accounting majors the option to complete a CPA licensure qualifying curriculum and is structured to meet the requirement in accordance with the regulations of the State of New York. Upon successful completion, the student will be awarded two degrees: a B.S. and an MBA, both in Professional Accounting. The program consists of a total of 153 hours in undergraduate and graduate

credits, planned over a five-year period, including coursework during ten semesters and at least one summer session.

Track 2 – B.S./MBA Business

The B.S./MBA Business Program offers students from any undergraduate business major at Manhattan College the opportunity to complete an MBA degree in one year. Upon successful completion of this five-year program the student will be awarded two degrees: a B.S. in Business (in one of six majors) and an MBA with an optional concentration in one of four areas (Accounting, Business Analytics, Finance & Economics, or Organizations, Markets & Sustainability). The program consists of a total of 150 hours in undergraduate and graduate credits, planned over a five-year period, including coursework during ten semesters and at least one summer session.

MS in Accounting

The MS in Accounting (MSA) program provides students with the knowledge, skills, and professional competencies necessary to begin a successful career in accounting. It is designed for non-accounting business majors or students who have completed a significant number of business courses. This 10-course, 30-credit one-year program provides a cutting edge curriculum structured to meet the education requirements needed for New York State CPA licensure. The program is online for maximum flexibility, with both asynchronous course content and weekly “live” virtual sessions offering real-time interaction with faculty and other students.

MBA Application Procedures

The MBA program is open to students of all disciplines who have earned an undergraduate degree from an accredited college or university. Admission to the MBA program is done on a rolling basis.

Applicants whose undergraduate degree is not in a business-related discipline may need to take a number of prerequisite courses. These prerequisites can be satisfied by taking the online MBA Foundation Courses (or equivalent undergraduate courses).

Manhattan College Applicants:

Manhattan College students interested in the MBA program are encouraged to contact the MBA Program Director (Dr. Marc Waldman, marc.waldman@manhattan.edu (janet.rovenpor@manhattan.edu), office 418 - De La Salle Hall) early in their senior year.

O'Malley School of Business Applicants:

- Seniors who were awarded a Presidential, Dean's or Chancellor's scholarship and have a cumulative GPA of at least 3.0 are eligible for direct admission into the five-year MBA Program. Recommendation requirements are waived.
- Seniors who have a cumulative GPA of at least 3.2 are eligible for direct admission into the five-year MBA Program. Recommendation requirements are waived.

School of Engineering or School of Science Applicants:

- School of Engineering or School of Science seniors who have a cumulative GPA of at least 3.0 are eligible for direct admission into the MBA Program. Recommendation requirements are waived.

School of Arts or School of Education Applicants:

- School of Arts or School of Education seniors who have a cumulative GPA of at least 3.3 are eligible for direct admission into the MBA Program. Recommendation requirements are waived.

External Applicants:

Applicants from outside Manhattan College must complete the web-based graduate application (<https://manhattan.edu/admissions/graduate/apply.php>). Official transcripts of all undergraduate and graduate courses, standardized test scores (if taken), resume and letters of recommendation should be submitted directly to the Office of Admissions.

Official transcripts (not student copies) of all academic records must be sent to the Office of Graduate Admissions by the institutions issuing them. Applicants who file an application before the baccalaureate degree has been conferred may be accepted pending the successful completion of their undergraduate work. A final transcript must be received in the Office of Graduate Admissions before they register for graduate courses.

Applicants will be assessed according to the following criteria:

- 1.GPA:** Applicants should have a cumulative GPA of a least 3.0 (on a 4.0 scale).
- 2.Resume:** The resume should include examples of academic, co-curricular and extracurricular achievement which can be used to assess personal qualities and ability to complete the program.
- 3.Recommendations:** Applicants must submit one letter of recommendation attesting to the applicant's intellectual ability, leadership potential and ability to complete the program.
- 4.No GMAT/GRE Required:** The O'Malley School of Business does **not** require standardized test scores for admission. Applicants with a GPA below 3.0 may strengthen their application by submitting a GMAT/GRE score.

Please contact Graduate Admissions (gradadmit@manhattan.edu) with any questions concerning admissions.

MS in Accounting Application Requirements

- An undergraduate bachelor's degree (4-year degree or equivalent) from an accredited college or university is required to apply to the M.S. Accounting (<https://manhattan.edu/academics/graduate-programs/accounting.php>) program.
- In addition to the assessment criteria for External Applicants (see above), applicants must have completed at least 36 semester hours of business courses (meeting the General Business Content Areas requirement of the Professional Accountancy standards). Introductory Financial Accounting and Introductory Managerial Accounting

are required but can be taken online at Manhattan College the during summer session prior to entering the program.

- **No GMAT/GRE Required:** The O'Malley School of Business does **not** require standardized test scores for admission. Applicants with a GPA below 3.0 may strengthen their application by submitting a GMAT/GRE score.

BS/MBA Professional Accounting

Marc Waldman, Ph.D., Director, MBA Programs

The B.S./M.B.A. Professional Accounting program offers students an option to complete a CPA licensure qualifying curriculum and is structured to meet the requirement in accordance with the regulations of the State of New York. The successful completion of the five-year program leads to two degrees: a B.S. and MBA in Professional Accounting. The program consists of a total of 153 hours in undergraduate and graduate credits, planned over a five-year period, including coursework during ten semesters and one summer session.

The program is designed to increase students' awareness of the multifunctional aspects of business and enhance their ability to integrate business knowledge in decision making.

The initial admission into the O'Malley School of Business follows the institution's admissions processes. Students are encouraged to apply to the 5th-year MBA program during the first semester of their senior year.

O'Malley School of Business seniors who have earned an overall GPA of at least 3.0 can, with permission of the MBA Program Director and their academic adviser, take select MBA courses.

Undergraduate students enrolling in MBA courses (which include ACCG 600-level courses) should be aware of the following:

1) A maximum of **two** MBA courses (6 credits) can be used to satisfy undergraduate degree requirements.

MBA courses are typically applied toward a student's free or business elective requirements.

2) A student wishing to enroll in additional MBA courses (beyond the two allowed in the senior year) will be charged for the course at the graduate per-credit tuition rate. The graduate tuition rates are listed on the following web page:

<https://manhattan.edu/admissions/graduate/pay-for-college/tuition-fees.php>

Recommended course sequence:

First Four Years: Follow the undergraduate catalog's course sequence for the Accounting major (123 credits). The following minor modifications should be applied to the fourth year sequence-

- MBA 710 (Professional Ethics) replaces MGMT 430
- ACCT 410 replaces the ACCT Elective/Internship
- Any MBA Core course replaces the Business Elective

Summer Term (following 4th year)

Two Approved MBA Accounting Courses

6

Total Credits

6

Fifth Year

ACCG 609	Information Technology Assurance & Audit	3
ACCG 610	Governmental and Nonprofit Accounting	3
MBA Elective		3
Three MBA Core Courses		9
MBA 720	Advanced Strategic Management	3
MBA 622	Leadership & Organizational Behavior	3
Total Credits		24

Total Credits: 153

Master of Science in Accounting

Dr. Marc Waldman
Program Director

The MS in Accounting program provides students with the knowledge, skills, and professional competencies necessary to begin a successful career in accounting. It is designed for non-accounting business majors or students who have completed a significant number of business classes. This 10-course, 30-credit one-year program provides a cutting edge curriculum structured to meet the education requirements needed for New York State CPA licensure. The program is online for maximum flexibility, with both asynchronous course content and weekly “live” virtual sessions offering real-time interaction with faculty and other students.

The program builds on the excellence of the AACSB-accredited O'Malley School of Business accounting faculty to meet the needs of non-accounting students who wish to enter the profession.

Summary of Course Requirements

Core courses (five required courses):

ACCG 601	Financial Accounting & Reporting I	3
ACCG 602	Accounting Information Systems	3
ACCG 603	Federal Income Taxation	3
ACCG 604	Financial Accounting & Reporting II	3
ACCG 605	Auditing & Assurance Services	3

Elective courses (five of the following):

ACCG 607	Tax for Business Entities	3
ACCG 608	Accounting Theory & Research	3
ACCG 609	Information Technology Assurance & Audit	3
ACCG 610	Governmental and Nonprofit Accounting	3
ACCG 611	Tax Research	3
ACCG 612	Forensic Accounting, Fraud Examination & Ethics	3
MBA 601	Internship	3

Total credits: 30

For students who have a strong accounting background (e.g., having an accounting minor), **up to two** core courses may be substituted with other MBA-level courses, subject to approval by the program coordinator.

Recommended schedule of courses:

First Year

Fall	Credits	Spring	Credits	Summer	Credits
ACCG 601		3 ACCG 604		3 Elective 4	3
ACCG 602		3 ACCG 605		3 Elective 5	3

ACCG 603	3 Elective 2	3	
Elective 1	3 Elective 3	3	
	12	12	6

Total Credits: 30

MS Accounting Learning Goals

By the completion of the MSA program, students will:

Demonstrate competency in fundamental accounting areas:

1. Financial Accounting
2. Auditing
3. Tax
4. Accounting Information Systems

Demonstrate competency in business communication and collaboration

1. Verbal communication
2. Written communication
3. Ability to work as a team member and leader

Demonstrate an understanding of ethical issues and professional responsibilities

1. Identify and provide an effective solution to an ethical issue in accounting
2. Demonstrate an understanding of ethical conduct and professional responsibilities in accounting, auditing and tax services

Demonstrate competency in solving complicated accounting issues that demand integration of multiple accounting functional areas

1. Research accounting standards
2. Extract and analyze data
3. Interpret analyses and provide recommendation

BS/MBA in Business

The B.S. Business / Masters of Business Administration Program offers students an option to complete a five-year dual-degree program. The successful completion of the five-year program leads to two degrees: a B.S. in Business (in one of seven majors) and an MBA. The program consists of a total of 150 hours in undergraduate and graduate credits, planned over a five-year period, including coursework during ten semesters and one summer session.

The program is designed to increase students' awareness of the multifunctional aspects of business and enhance their ability to integrate business knowledge in decision making.

The initial admission into the O'Malley School of Business follows the institution's admissions processes. Students are encouraged to apply to the 5th-year MBA program during the first semester of their senior year.

O'Malley School of Business seniors who have earned an overall GPA of at least 3.0 can, with permission of the MBA Program Director and their academic adviser, take select MBA courses.

Undergraduate students enrolling in MBA courses (which include ACCG 600-level courses) should be aware of the following:

1) A maximum of **two** MBA courses (6 credits) can be used to satisfy undergraduate degree requirements.

MBA courses are typically applied toward a student's free or business elective requirements.

2) A student wishing to enroll in additional MBA courses (beyond the two allowed in the senior year) will be charged for the course at the graduate per-credit tuition rate. The graduate tuition rates are listed on the following web page:

<https://manhattan.edu/admissions/graduate/pay-for-college/tuition-fees.php>

Recommended course sequence:

First Four Years: Follow the undergraduate catalog's course sequence for your major (120 credits). The following minor modification can be applied to the fourth year sequence-

- Any MBA core or concentration course can replace a Business Elective
- Any MBA core or concentration course can replace a Free Elective

Summer Term (following 4th year)

Two MBA Concentration Courses	6
Total Credits	6

Fifth Year

Four MBA Core Courses	12
MBA Elective	3

Two MBA Concentration Courses	6
MBA 622 Leadership & Organizational Behavior	3
Total Credits	24

Total Credits: 150

MBA Curriculum & Program

The MBA program requires 36 credit hours of coursework (12 three credit courses). The O'Malley School of Business offers both a Flex MBA and concentration-based degree program. Both programs require six core courses, the capstone course and one elective. Concentrations offer the student a targeted MBA curriculum in one of four areas: Accounting, Business Analytics, Finance & Economics, or Organizations, Markets & Sustainability. For the Flex MBA, courses may be chosen from any of the concentration offerings.

Core:		18
MBA 617	Decision Modeling with Spreadsheets	
MBA 618	Financial Management	
MBA 630	Accounting for Business Decision Making (Professional Accounting students take MBA 720 instead of this course)	
MBA 635	Managerial Economics	
MBA 637	Marketing Strategy & the Consumer Experience	
MBA 710	Professional Ethics	
Capstone:		3
MBA 622	Leadership & Organizational Behavior	
Elective:		3
Any MBA, ACCG or other graduate-level course approved by the Program Director		
Business Analytics Concentration (four of the following courses):		12
MBA 611	Advanced Data Analysis	
MBA 615	Computing in R	
MBA 620	Advanced Data & Information Management (or MATG 659 or ECEG 764)	
MBA 646	Project Management	
MBA 601	Internship	
MBA 602	Research	
Course approved by MBA Program Director		
Finance and Economics Concentration (four of the following courses):		12
MBA 616	Stock Market & Corporate Valuation	
MBA 626	Environmental Economics & Policy	
MBA 638	Markets, States & Policies in the Global Economy	
MBA 639	Corporate Finance	
MBA 650	Real Estate Development	
MBA 601	Internship	
MBA 602	Research	
Course approved by MBA Program Director		
Organizations, Markets & Sustainability Concentration (four of the following courses):		12
MBA 624	Going Global:Business & Society	

MBA 625	Creativity for Entrepreneurs	
MBA 631	Innovation Management	
MBA 636	Supply Chain Analysis	
MBA 640	Decision Making for Sustainability	
MBA 720	Advanced Strategic Management	
MBA 601	Internship	
MBA 602	Research	
Course approved by MBA Program Director		
Accounting Concentration (four of the following courses)		12
ACCG 601	Financial Accounting & Reporting I	3
ACCG 602	Accounting Information Systems	3
ACCG 603	Federal Income Taxation	3
ACCG 604	Financial Accounting & Reporting II	3
ACCG 605	Auditing & Assurance Services	3
ACCG 607	Tax for Business Entities	3
ACCG 608	Accounting Theory & Research	3
ACCG 609	Information Technology Assurance & Audit	3
ACCG 610	Governmental and Nonprofit Accounting	3
ACCG 611	Tax Research	3
ACCG 612	Forensic Accounting, Fraud Examination & Ethics	3
Course approved by MBA Program Director		
Flex MBA, No Concentration		12
Four MBA, ACCG or other graduate-level courses approved by the Program Director		

MBA Foundation Courses

The MBA Foundation Courses are a set of four intensive online courses that are meant to prepare non-business students for the MBA program. Credits earned for MBA Foundation Courses cannot be applied toward the 36 credits required for the MBA program.

MBAF 510	Foundations of Business Statistics	3
MBAF 520	Foundations of Financial and Managerial Accounting	3
MBAF 530	Foundations of Economics	3
MBAF 540	Foundations of Organizational and Operational Management	3

MBA Program Learning Goals

By the completion of the MBA program, students will:

- Gain experience in analytical decision-making.
- Develop leadership skills and capabilities.

- Demonstrate an understanding of ethical issues in business.
- Demonstrate competency in a concentration.

School of Liberal Arts - Division of Education

Cory Blad, Ph.D., Dean

Mission

The Graduate Education Programs at Manhattan College are committed to the mission of Manhattan College to provide a contemporary, person-centered education that is based on and grounded in the Lasallian traditions of scholarship, excellence in teaching, respect for individual dignity, and commitment to social justice. The goal of the graduate programs that flows from this mission and grounding is to prepare self-directed, reflective, scholarly professionals dedicated to the highest standards for themselves and those they serve. Professionals are prepared in the fields of Educational Leadership, and Childhood/Adolescent/Special Education (Grades 1-6 - Childhood; Grades 7 - 12 Adolescent English, Math, or Social Studies).

Admission Requirements and Application Process

Admission requirements and the application process depend on the graduate education program you want to join. Please see the graduate admissions web page and the graduate education catalog for details about program-specific requirements and the application process.

- Master's degree applicants must present an earned baccalaureate degree from an accredited college or institution acceptable to Manhattan College. Advanced Certificate applicants must present a master's degree from an accredited college or institution acceptable to Manhattan College.
- In most cases, an undergraduate and/or graduate grade point average of 3.0 on a 4.0 scale is required
- GRE scores are required for some of the Special Education and Educational Leadership programs. See specific program sections of the catalog for more information.
- Other factors will be considered for admission, including, but not necessarily limited to, relevant professional experience, a high grade point average in the major field of study, scores on required standardized tests, post-baccalaureate grades, academic development beyond the baccalaureate degree and an interview with the program's director.
- Admission into a Graduate Education Program will be granted as a matriculated student, i.e., one seeking to fulfill the requirements of a master's degree or an advanced certificate program.
- Students who have earned a master's degree or who are pursuing a master's degree in one of the graduate education programs at Manhattan College and who desire to seek admission into another graduate education program must apply to the new program through the Office of Graduate Admissions.

- Applications for admission will be reviewed by the Director of the program and the Dean of the School of Liberal Arts.
- Applicants to the Division of Education must apply through the ONLINE graduate application through Graduate Admissions.
- Applications are accepted on a rolling basis and will be processed for the next possible application deadline.
- Those interested in being considered for scholarships, grants, and graduate assistantships should apply prior to the suggested application deadline.
- **NON-MATRICULATED APPLICANTS:** An applicant may be granted permission to take an approved graduate course on a non-matriculated basis or, in special cases, as an auditor. A non-matriculated student is earning graduate credit for a course but is not necessarily working toward a degree. For example, a non-matriculated student may be interested in earning graduate credits, continuing education units, or completing CTLE hours to maintain certification or for other professional reasons. For both non-matriculated and auditing students, tuition and fees are the same as for matriculated students. A non-matriculation fee also applies. Students may not register for more than 12 credits as non-matriculated student. Students who take graduate courses at Manhattan College on a non-matriculated basis and apply thereafter for admission to a graduate program as matriculated students will be informed at the time of acceptance which courses may be applied to the desired degree or advanced certificate program.

Suggested Application Deadlines

Month	Date	Day	Event
December	15	Thursday	Spring Semester
April	1	Saturday	Summer Semester
July	1	Saturday	Fall Semester

Questions related to the application process or admission decision should be addressed to the Office of Graduate Admissions at 718-862-8200 or gradadmit@manhattan.edu. Questions about the programs should be addressed to the director of the program.

Important Dates to Remember for Current Students in the 2023-2024 Academic Year

Month	Date	Day	Event
September	01	Thursday	Last day to submit Intent to Graduate form to graduate Dec 2022
September	09	Friday	SBL/SPED Major Paper/Internship/ Practicum documentation due to graduate Dec. 2022
November	1	Tuesday	Last day to submit Intent to Graduate form to graduate Feb. 2023
November	18	Friday	SBL/SPED Major Paper/Internship/ Practicum document due to graduate Feb. 2023

February	6	Monday	SBL/SPED Application/Major Paper/ Internship/Practicum documentation due to graduate May 2023
June	1	Thursday	Last day to submit Intent to Graduate form to graduate Sept. 2023
July	14	Friday	SBL/SPED Major Paper/Internship/ Practicum documentation due to graduate Sept. 2023

International Applicants

The College accepts international students into its full-time Graduate Education Programs at Manhattan College. In general, the College cannot accept international students into a part-time Graduate Education Program. The international student who is accepted and receives a student visa must be enrolled in 9 credits (three 3-credit courses) in each term of the academic year. International students must complete the program within 18 months.

All students applying from another country must take the TOEFL (Test of English as a Foreign Language) and have the test results sent to the Office of Graduate Admissions. A minimum TOEFL score of 80 will satisfy admission requirements to a graduate education department at Manhattan College and the criteria for issuance of the I-20 form.

Graduate Education Programs

The Graduate Education Programs at Manhattan College are committed to the preparation of counseling, leadership, and educational professionals through courses leading to the master degree and/or advanced certificates:

- The Teacher Education Program is directed toward the professional preparation of teachers of individuals with disabilities that may include but need not be limited to intellectual disabilities, emotional disturbance, physical disability, autism, multiple disabilities, or specific learning disabilities in grades 1-6 and 7-12 (English or Math or Social Studies).
- The Dual Special Education Program prepares teachers to work with children in grades 1-6 in general and Special Education settings.
- The School Building Leadership Program is directed toward the professional preparation of working professionals who aspire to be school building leaders, administrators, supervisors, assistant principals, department chairs, coordinators, unit heads, and the like.
- The Advanced Leadership Studies program is directed toward the preparation of working professionals who aspire to be school district leaders, superintendents, associate and assistant district level personnel, staff developers, curriculum and subject area coordinators, special education directors and coordinators, and those with responsibilities beyond the school level.
- Advanced Certificates are offered to qualifying individuals in both bilingual special education and school leadership.

Degree Requirements

To obtain a degree and/or advanced certificate in a Graduate Education Program from Manhattan College, participants must:

- Earn the required number of credits for the program, successfully complete each course, make continued progress in the program, and demonstrate mastery of the professional knowledge, skills, and dispositions for the specific degree and/or certificate with a cumulative index of 3.0 or better.
- Give evidence of having met program standards through periodic performance reviews.
- Undertake a practicum and/or internship, if required. These experiences, including the seminars and reports related to them, are designed to integrate the theory, research, and practice developed throughout the program.
- Undertake and complete a research-based project/paper, if required, under the direction of a graduate education faculty member:
 - The major paper must be completed for a master's degree in Educational Leadership and Special Education
 - The topic must be related to the participant's program of study.
 - Candidates must carefully follow the format of the American Psychological Association, 7th edition, for a quantitative or mixed methods research study.
 - Final approval, including sign-off by a faculty research advisor, is required to be awarded a master's degree in Educational Leadership, and Special Education.
- Documentation of practicum/internship/major project/major papers must be submitted and approved, and filed where appropriate for the completed program according to the timeline for graduation: July 15 for a September graduation date, September 15 for the December graduation date, November 15 for February graduation date, and February 15 for a May graduation.
- An Intent to Graduate form must be submitted to the Graduate Education Office by the specified due date during the semester before graduation.
- The online Application to Graduate provided by the Office of the Registrar must be submitted within the Registrar's required timeline. Those students not submitting the online application to graduate during the required time may be delayed until the next graduation date. Requests for extensions must be made to the Office of the Registrar by emailing registrar@manhattan.edu
- Pay and clear all outstanding financial accounts including library, parking, and graduation fees owed the College.

Graduate Programs in Educational Leadership

Sister Remigia Kushner, Ph.D.
Program Director

The graduate programs in Educational Leadership lead to NYS certification as a school building leader and/or a school district leader based on

- NYS knowledge and skills for School Building Leaders (SBL) and School District Leaders (SDL)
- NYS content areas proposed by the NYSED Commissioner's Regulations
- the knowledge, dispositions, and performances of the Professional Standards for Education Leaders (PSEL) and the National Educational Leadership Preparation (NELP) program standards
- Association for Advancing Quality Educator Preparation (AAQEP) standards for accreditation

The Educational Leadership programs invite competent and caring professionals to develop and/or enhance skills to lead from the positions they hold, to lead self, to lead others to lead themselves, and to lead with others to transform their organizations.

These goals help participants become qualified for administrative positions in New York State as school building leaders or school district leaders with certification awarded by the New York State (NYS) Office of Teaching Initiatives (OTI).

Completers of the School Building Leadership (SBL) program serve as teacher leaders, grade and subject coordinators, assistant principals, staff developers, department chairs, heads of schools, and other similar administrative positions.

Those seeking certification as school district leaders enroll in the Advanced Leadership Studies (ALS) program. Completers of the ALS program serve as superintendents, assistant or deputy superintendents, staff developers and/or coordinators of district wide programs in special education, math, science, technology, math, ELA, or in a variety of positions in district-level educational services.

Special Educators and Counselors who also acquire leadership certification serve on school and district administrative teams to advocate for the educational needs of students, faculties, and families.

Educational Leadership Programs

Option 1: Master of Science in Education in School Building Leadership (MS Ed. in SBL)

Choose this option for your first master degree or for an additional master degree

- leading to eligibility for **School Building Leader Certification**
- 33 credits (11 courses)

Option 2: Advanced Certificate in School Building Leadership (AdvCert in SBL)

Choose this option if you have a master degree and want an accelerated SBL certification program

- a post-master accelerated program leading to eligibility for **School Building Leader Certification**
- 24 credits (8 courses)

Participants in the School Building Leadership (SBL) program meet the objectives of:

- continuous improvement of schools through their course related leadership activities, the school-based internship, and continuous improvement initiative(s)
- continuous improvement of their crafts through reflective practice and plans for professional learning beyond course work
- developing and/or enhancing leadership knowledge, decision-making skill, and professional dispositions through course-related leadership activities and personal/professional learning plans
- acquiring eligibility for a NYS leadership position through successful completion of coursework based on the design and frameworks of the NYSED certification examination(s) for school building leaders
- developing or enhancing their knowledge, performance, and dispositions of the Professional Standards for Education Leaders (PSEL) and the National Educational Leadership Preparation (NELP) standards
- providing a quality education, based on and grounded in excellence, dignity, and connectedness that is delivered in a supportive educational environment through reflective practice, responsible self-direction, collaboration, and leadership in the positions they hold.

School Building Leadership (SBL) Admission Requirements

- completion of the online Application for Admission to the School Building Leadership program
 - for the master degree or accelerated advanced certificate program
 - with all required documentation
- bachelor or master degree in an appropriate field
- initial or provisional or permanent or professional certification **or** the equivalent of such **or** appropriate and acceptable evidence of potential for educational leadership
- certificates of completion from approved providers of NYSED required workshops in
 - Child Abuse Prevention and Reporting
 - Schools Against Violence Education (SAVE)
 - Dignity for All Students Act (DASA)
- GRE scores for those seeking admission to their **first graduate program**.
 - the **GRE is not required** of an applicant who has completed a graduate program
- recommendation from an immediate or current supervisor
- recommendation from a higher ed professional attesting to potential for post-graduate studies
- statement of Interest that includes evidence of leadership for learning and future professional plans for using the degree
- consultation with the Program Director before beginning course work to design a program plan for courses and competencies appropriate to the position or certification desired

Course Work in School Building Leadership (SBL)

The **Master degree and accelerated Advanced Certificate** programs both require an orientation course, six core courses accompanied by an additional 15-20 hours of course related leadership activities (CRLAs) per course (100 hours total), two internship courses that include on- and off-campus seminars.

EDUG 600	Orientation to School Building Leadership (0 credit or 3 credits based on student program)	
EDUG 735	Leadership for Learning, Decision Making and Change	3
EDUG 738	Evaluating School Effectiveness	3
EDUG 740	Educational Law for Administrators	3
EDUG 744	Contemporary Management Functions in the School	3
EDUG 745	Curriculum Development and Adaptation	3
EDUG 747	Supervision for the Improvement of Instruction	3

EDUG 748	Internship/Seminar I in School Building Leadership	3
EDUG 889	Internship/Seminar II	3

The Master Degree also requires

EDUG 713	Methods of Educational and Psychological Research	3
EDUG 837	Organizational Development (or other appropriate elective from Graduate Education offerings)	3

The Internship for the MS Ed and AdvCert in the SBL program

Prerequisites for the Internship:

- completion of the orientation course
- six core courses (18 credits) with an earned GPA of 3.0 or better
- 100 additional hours of course related leadership activities completed in the field during the six core courses
- acceptance by a school or district administrator for an administrative internship
- sponsorship/mentoring by an SBL or SAS certified on-site mentor

The internship in School Building Leadership requires (but may not be limited to):

- two 3-credit internship courses and accompanying seminars
- 400 hours of administrative practice completed in
 - 30 weeks part time (3-4 hours per day) **OR**
 - 15 weeks full-time (6-8 hours per day)
- monthly on-campus internship seminars
- monthly off-campus seminars in diverse schools and settings
- an internship improvement initiative
- report of the impact of the internship improvement initiative
- digital video of an administrative activity
- chronological and cumulative logs and journals
- mentor evaluation of the internship experience
- submission of all required internship documentation included in an electronic internship portfolio

Participants in the Master degree or accelerated Advanced Certificate program in School Building Leadership meet these program completion requirements:

- appropriate and continuous progress throughout coursework based on college requirements to maintain matriculation
- maintain a 3.0 (B) or better average in coursework
- complete all program requirements for assignments and internship according to the program completion schedule in the Letter of Acceptance

- maintain matriculation while completing internship and/or research and/or other completion requirements
- meet calendar dates for submitting approved, accepted, and graded documentation

New York State Certification as a School Building Leader

Those seeking NYS certification in School Building Leadership must:

- present three-years experience as a teacher, counselor, special educator, or pupil personnel service as a school psychologist, social worker, or attendance teacher at the time of applying for NYS certification
- complete the School Building Leadership Program registered with NYSED
- present a cumulative GPA of 3.0 or better
- **pass the examination** for NYS SBL certification
- meet the NYS certification requirements in place at the time of applying for certification
- apply for NYS SBL certification with the assistance of the Manhattan College Certification Officer at 718-862-7957

New York State certifies school building and school district leaders, Manhattan College does not certify participants. Candidates for NYS certification are responsible to know and meet NYS requirements for the specific certification they seek, to meet NYS certification requirements in place at the time of applying for certification, to know and schedule certification test dates.

Changes in NYSED requirements for School Building and School District certification replace those in this catalog.

Advanced Leadership Studies (ALS) Program

**leading to NYS certification
as a school district leader**

**Option 1: Master Degree in
Advanced Leadership Studies
(MS ED in ALS)**

- a post-graduate program leading to eligibility for **NYS certification as a School District Leader**
- 30 credits (6 courses)

Choose this option if you want a master degree in ALS leading to NYS certification as a school district leader

Option 2: Advanced Certificate in Advanced Leadership Studies (AdvCert in ALS)

- a post-graduate accelerated program leading to eligibility for **NYS Certification as a School District Leader**
- 11 credits (3 courses)

Choose this option if you have 50 or more graduate credits and seek an accelerated SDL certification program.

Advanced Leadership Studies (ALS) Admission Requirements

- completion of the online Application for Admission to the Advanced Leadership Studies program
 - for the master degree or accelerated advanced certificate program
 - with all required documentation
- a graduate GPA of **3.5 or better**
- two years of administrative experience **or** the equivalent
- **two letters** of recommendation from:
 - a current or immediate supervisor attesting to potential for leadership
 - a higher ed professional attesting to potential for post-graduate studies
- three years of full-time, classroom teaching, pupil personnel service, or educational leadership experience
- sponsorship/mentoring by a certified school district leader (SDL or SDA)
- certificates of
 - Child Abuse Recognition and Reporting
 - Safe Schools and Violence Prevention Legislation
 - Dignity for All Children Act (DASA)

Course Work in the Advanced Leadership Studies (ALS) program

for the Master of Science degree (MS Ed. in ALS)

Those with less than 50 hours of graduate credits, may seek the master of science degree in Advanced Leadership Studies in School District Leadership. The **MS Ed in ALS** consists of 24 credits of coursework and 6 credits of internship/seminar. New York State requires a total of 60 graduate credits for SDL certification

EDUG 840	School Finance + Field Experience	4
EDUG 871	Quantitative Process Control in Education + Field Experience	4
EDUG 847	Total Quality Management for Educational Leaders + Field	4
EDUG 861	Standards Based Performance Assessment + Field	4
EDUG 865	Instructional Design, Technology & Information Processing +Field	4
EDUG 892	Organizational Development + Field	4

plus two 3-credit internship courses

EDUG 889	Internship/Seminar II	3
EDUG 893	Internship/Seminar III in School District Leadership	3

- mentoring by a certified district-level administrator (SDL or SDA)
- an additional 10 hours of field work in each course (a total of 60 hours)
- at least 250 hours of district-level administrative practice and 150 hours of school-level internship
- attendance at scheduled seminars
- completion of an internship improvement initiative at the district level
- report of the impact in the district of the internship improvement initiative
- mentor evaluation of the district level internship
- submission of required documentation in an electronic portfolio

Course Work for the Advanced Certificate in the ALS program

Those applying to the accelerated Advanced Certificate leading to NYS certification as a school district leader participate in the **Advanced Leadership Studies** program present a minimum of 49 post-baccalaureate credits in an appropriate field.

The accelerated post-graduate program in Advanced Leadership Studies leading to School District Leadership certification consists of 3 courses (11 credits):

EDUG 840	School Finance + Field Experience	4
EDUG 871	Quantitative Process Control in Education + Field Experience	4
EDUG 893	Internship/Seminar III in School District Leadership	3

District level internship requirements in the ALS program

- acceptance by a school district for a district level administrative internship experience
- sponsorship/mentoring/partnership with an on-site certified school district leader (SDL or SDA)
- a proposal for an internship improvement initiative in partnership with the district and consultation with the Manhattan College Supervisor
- an additional 10 hours of district level administrative activity in the field for each of the required courses

- at least 250 hours of district-level administrative practice and attendance at accompanying seminars
- sustained district level administrative experience in diverse settings that is
 - planned collaboratively and in partnership with college and district personnel in substantive, appropriate, and approved district level administrative and supervisory tasks.
- an impact report of the district level internship improvement initiative
- evaluation of the internship by the mentor
- submission of required documentation in an electronic portfolio

NYS Certification as a School District Leader

Candidates for NYS certification as a School District Leader (SDL) must:

- complete the NYS registered master degree or accelerated advanced certificate in the Advanced Leadership Studies program for school district leadership
- acquire a total of 60 or more post-baccalaureate credits by the end of the program
- a cumulative GPA of 3.5 or better
- pass the examination for NYS certification as a school district leader
- apply for NYS certification as a school district leader through the Manhattan College Certification Officer at 718-862-7957

New York State certifies school district leaders, Manhattan College does not certify participants.

Candidates for NYS certification are responsible to know and meet NYS requirements for the specific certification they seek, to meet NYS certification requirements in place at the time of applying for certification, to know and schedule certification test dates.

Changes in NYSED requirements for School Building and School District certification replace those in this catalog.

Special Education

Kate Hathaway

Visiting Program Director

- Master of Science in Education - Students with Disabilities Grades 1-6
- Master of Science in Education - Childhood / Students with Disabilities Grades 1-6
- Masters of Science in Education - Adolescence / Students with Disabilities Grades 7-12
- Bachelor of Science/Master of Science in Education - Dual Childhood / Students with Disabilities Grades 1-6 (Five Year Program)
- Bachelor of Arts//Master of Science in Education - Dual Adolescence/Students with Disabilities Generalist 7-12 Ext. English; Math; Social Studies (Five Year Program)
- Advanced Certificate- Bilingual Education

Master of Science in Education

Admission

For admission into the master degree Students with Disabilities programs, applicants must have earned a baccalaureate degree and must have suitable preparation in the behavioral sciences. For Special Education programs, SAT/ACT scores may be submitted if they were taken within the last five years. These can be used in lieu of GRE scores. Candidates with earned Master's degree are exempt from the GRE. Applicants must submit Graduate Record Examination (GRE) scores if it has been longer than five years since the date of the SAT/ACT or they do not hold a Master's degree. The applicant will be able to register for admission into a graduate program without the exam, but must submit evidence of having taken the GRE within the first 12 credits. If the results of the GRE are not submitted to "Graduate Admissions," by the completion of the first twelve graduate credits, the student will not be allowed to enroll for further coursework until the evidence of having taken the exam is officially submitted. The results will be considered in combination with other materials required for admission by the program. If an applicant has taken the exam in the past, GRE test scores are valid for five years after the testing year. If the exam was taken over five years ago, the applicant will need to take the test again. If the applicant is enrolled in or has completed a graduate-level program in teacher education and is applying to another program, s/he must take the GRE for admission into the new program unless scores are within the last five years. Consideration will be given for teaching experience and other applicable experience. They must also meet the New York State Education requirements in English, Math, Science, Foreign Language and Social Studies. Students will be required to fulfill these requirements as a prerequisite for certification.

A Narrative Statement of Interest in the Student with Disabilities Program, recommendation and resume are required. An interview with the Director of Graduate Special Education is recommended prior to admission.

Program

The program for candidates in the M. S. Ed. Students with Disabilities program consists of required courses for the specific programs, seminar, major paper and Students with Disabilities program e-portfolio.

The program provides a broad base of knowledge and experience to enable students to teach at risk, intellectual disabilities, learning disabilities, emotional disturbance, autism, physical disabilities, and multiple disabilities in special education or inclusive settings. The individual courses are designed to develop certain knowledge, dispositions, and skills required to meet Next Generation Learning Standards in English Language Arts (ELA), Math and Science and NYS standards for Social Studies. Students are expected to consult with the Program Director regarding courses and progress.

Course participants are responsible for giving evidence of meeting course objectives and standards through periodic performance reviews, e-portfolio, completion of course and program requirements and for maintaining a B or better average in course work.

New York State Certification

At the time of publication of this catalog, the Master of Science degree (Students with Disabilities) fulfills all the academic requirements for certification as a Students with Disabilities teacher. Upon completion of the Master of Science in Education degree, DASA, Autism, SAVE and Child Abuse Recognition and Reporting requirements the student will fulfill the academic requirements for initial teacher certification. Students who do not possess initial certification are required by the New York State Education Department to pass the Educating All Students test (EAS). When students have completed the degree requirements and passed the required CST exams, they will be recommended for a initial certification or professional certification if they have met the NYS regulations for appropriate length of time for teaching experience and mentoring. The student must file an Application for Certificate form with the N.Y.S. Department of Education (online) and contact the Office of the Dean of Education in order to be recommended for certification. This application should be filed upon graduation.

Changes in certification requirements issued by the New York State Education Department (NYSED) will take precedence over and replace those presented in this catalog.

Those seeking New York State certification are responsible for knowing and meeting all State requirements for their specific programs.

Job Opportunities for Teacher Education Graduates

According to the National Center for Education Statistics Predictions (45th Ed.) the total number of elementary and secondary teachers is projected to increase 7 percent between 2014 and 2026. The US Department of Labor, Bureau of Labor Statistics, indicates the overall employment of special education teachers is projected to grow 8 percent from 2016 to 2026. These increases are due to teacher turnover, retirement, and rising student enrollment.

Degree Programs

M.S. Ed - Students with Disabilities - Grades 1-6 (38 credits)

Prerequisites

Provisional or initial certification in Childhood general education (Grades 1-6) or Students with Disabilities (Grades 1-6)

Coursework

Below are listed the Core and Content Requirements for the program. It is strongly recommended that students take the first four Core Requirements early in their program (EDUG 713, EDUG 733, EDUG 778, and EDUG 781). These courses are prerequisites for EDUG 862.

Core Requirements (23 credits)		23
EDUG 713	Methods of Educational and Psychological Research (3 cr.)	
EDUG 733	Approaches to Multicultural Education for the At Risk, (ELL) and Disabled Student (3 cr.)	
EDUG 778	Nature and Needs of the Exceptional Individual (3 cr.)	
EDUG 781	Management Techniques and Curriculum for the At Risk, English Language Learner [ELL] & Behave Disord (3 cr.)	
EDUG 787	Psycho-Educational Assessment for the At Risk, English Language Learner [ELL] and Disabled Student (3 cr.)	
EDUG 789	Methods of Teaching the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8) (3 cr.)	
EDUG 862	Seminar/Practicum in Teaching: The Student with Disabilities 1-6 (3 cr.)	
EDUG 914	Special Education Mentored Research (2 cr.)	
Content Requirements (12 credits)		12
ONE of the following Math and ONE of the following Science Content courses (768, 812, 901 may act as either a Math or a Science)		
EDUG 785	Life Science for At Risk, English Language Learner (ELL) and Disabled Student (Grades K-8) (3 cr.)	
EDUG 768	Integrated Curriculum: Math, Science & Technology I for the At Risk, ELL and Disabled Student K-8 (3 cr.)	
EDUG 775	Mathematics Instruction for At Risk, English Language Learner (ELL) and Disabled (Grades K-8) (3 cr.)	
EDUG 812	Integrated Curriculum II:Math,Sci & Tech for At Risk ELL and Disabled (Grades K-8) (3 cr.)	
EDUG 901	STEAM: Methods for Teaching, Sci, Tech, Engineering, Art & Math for the At Risk, ELL & Dbld Student (3 cr.)	
EDUG 899	Physical Science for the Teacher of the At Risk and Disabled (Grades K-8) (3 cr.)	
ONE of the following Social Studies courses:		

EDUG 805	Integrated Learning I:Social Studies & Language Arts Instruction for the At Risk, ELL & Disabled Stu (3 cr.)	
EDUG 808	Integrated Learning II:Social Studies&Language Arts Ins for the At Risk, ELL & Disabled Student (3 cr.)	
ONE of the following Language Arts courses:		
EDUG 753	Teaching Reading in Content Areas for At Risk, English Lang Learner(ELL) & Disabled (Grades K-12) (3 cr.)	
EDUG 754	Literature for the At Risk, (ELL) and Disabled (Grades K-12) (3 cr.)	
EDUG 766	Literacy Instruction for At Risk, English Language Learner (ELL) and Disabled Student. (3 cr.)	
EDUG 815	Curriculum, Assessment and Methods of Teaching English as a Second Language in Gen and Spe Ed (3 cr.)	
EDUG 826	Improvement of Instruction for Teachers of At Risk, English Language Learner (ELL) and Disabled (3 cr.)	
Elective courses:*		3
EDUG 802	Foundations, Theory and Practice of Bilingual General and Special Education (3 cr.)	
EDUG 813	Curriculum, Methods, and Materials in Core Subjects for Billiungal, General, & Special Education (3 cr.)	
EDUG 783	Technological Applications for the At Risk and Disabled (3 cr.)	
EDUG 830	Curriculum Adaptation & Content Strategies for At Risk, (ELL) & the Disabled (3 cr.)	
Total Credits		38

* Others with approval of Program Director

M.S. Ed Dual Childhood/Students with Disabilities - Grades 1-6 (50 Credits)

Prerequisites

Individuals who are not certified must:

- Meet N.Y.S. Education requirements for undergraduate core which includes courses in History, Foreign Language, Science, Math, and English.
- Completed Undergraduate major (30 credits) in the Arts or Sciences.

Candidates with deficiencies will be required to take specific courses to meet these requirements for certification.

Coursework

Below are listed the Core and Content Requirements for the program. It is strongly recommended that students take the first four Core Requirements early in their program (EDUG 713, EDUG 733, EDUG 778, and EDUG 781). These courses are prerequisites

for EDUG 863. In addition, students must take at least one of the Content Requirements in Literacy and one additional Content Requirement before taking EDUG 863.

Core Requirements (35 credits)		35
EDUG 713	Methods of Educational and Psychological Research (3 cr.)	
EDUG 723	Life Span Development (3 cr.)	
EDUG 733	Approaches to Multicultural Education for the At Risk, (ELL) and Disabled Student (3 cr.)	
EDUG 778	Nature and Needs of the Exceptional Individual (3 cr.)	
EDUG 781	Management Techniques and Curriculum for the At Risk, English Language Learner [ELL] & Behave Disord (3 cr.)	
EDUG 787	Psycho-Educational Assessment for the At Risk, English Language Learner [ELL] and Disabled Student (3 cr.)	
EDUG 789	Methods of Teaching the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8) (3 cr.)	
EDUG 826	Improvement of Instruction for Teachers of At Risk, English Language Learner (ELL) and Disabled (3 cr.)	
EDUG 856	Supervised Fieldwork:General and Special Education (3 cr.)	
EDUG 863	Seminar/Internship in Teaching: General and Special Education 1-6 (3 cr.)	
EDUG 897	Principles and Practices of Education (3 cr.)	
EDUG 914	Special Education Mentored Research (2 cr.)	
Content Requirements (15 credits)		15
TWO of the following Literacy courses:		
EDUG 898	Language and Literacy (3 cr.)	
EDUG 753	Teaching Reading in Content Areas for At Risk, English Lang Learner(ELL) & Disabled (Grades K-12) (3 cr.)	
EDUG 754	Literature for the At Risk, (ELL) and Disabled (Grades K-12) (3 cr.)	
EDUG 815	Curriculum, Assessment and Methods of Teaching English as a Second Language in Gen and Spe Ed (3 cr.)	
EDUG 766	Literacy Instruction for At Risk, English Language Learner (ELL) and Disabled Student. (3 cr.)	
ONE of the following Math and ONE of the following Science content courses (768, 812 901 may act as either a Math or a Science):		
EDUG 785	Life Science for At Risk, English Language Learner (ELL) and Disabled Student (Grades K-8) (3 cr.)	
EDUG 899	Physical Science for the Teacher of the At Risk and Disabled (Grades K-8) (3 cr.)	
EDUG 775	Mathematics Instruction for At Risk, English Language Learner (ELL) and Disabled (Grades K-8) (3 cr.)	
EDUG 768	Integrated Curriculum: Math, Science & Technology I for the At Risk, ELL and Disabled Student K-8 (3 cr.)	

EDUG 812	Integrated Curriculum II:Math,Sci & Tech for At Risk ELL and Disabled (Grades K-8) (3 cr.)
EDUG 901	STEAM: Methods for Teaching, Sci, Tech, Engineering, Art & Math for the At Risk, ELL & Dbld Student (3 cr.)
ONE of the following Social Studies/Language Arts content courses:	
EDUG 805	Integrated Learning I:Social Studies & Language Arts Instruction for the At Risk, ELL & Disabled Stu (3 cr.)
EDUG 808	Integrated Learning II:Social Studies&Language Arts Ins for the At Risk, ELL & Disabled Student (3 cr.)

Total Credits**50**

M.S. Ed - Adolescence Education Students with Disabilities Generalist Extension in English or Math or Social Studies - Grades 7-12 (38 credits)

Prerequisites

Initial certification in Adolescence Education (Grades 7-12) in English or Math or Social Studies

Coursework

Below are listed the Core and Content Requirements for the program. It is strongly recommended that students take the first four Core Requirements early in their program (EDUG 713, EDUG 733, EDUG 778, and EDUG 781). These courses are prerequisites for EDUG 834.

Core Requirements (26 credits)

26

EDUG 713	Methods of Educational and Psychological Research
EDUG 733	Approaches to Multicultural Education for the At Risk, (ELL) and Disabled Student
EDUG 778	Nature and Needs of the Exceptional Individual
EDUG 781	Management Techniques and Curriculum for the At Risk, English Language Learner [ELL] & Behave Disord
EDUG 787	Psycho-Educational Assessment for the At Risk, English Language Learner [ELL] and Disabled Student
EDUG 829	Practicum in Teaching At Risk, (ELL) & the Disabled
EDUG 830	Curriculum Adaptation & Content Strategies for At Risk, (ELL) & the Disabled
EDUG 834	Seminar & Practicum in Secondary Special Education(Teachers in the Field)
EDUG 914	Special Education Mentored Research

Content Requirements (12 credits)

12

Any FOUR of the following:

EDUG 753	Teaching Reading in Content Areas for At Risk, English Lang Learner(ELL) & Disabled (Grades K-12)
----------	---

EDUG 754	Literature for the At Risk, (ELL) and Disabled (Grades K-12)
EDUG 766	Literacy Instruction for At Risk, English Language Learner (ELL) and Disabled Student.
EDUG 815	Curriculum, Assessment and Methods of Teaching English as a Second Language in Gen and Spe Ed
EDUG 826	Improvement of Instruction for Teachers of At Risk, English Language Learner (ELL) and Disabled (3 cr.)

Total Credits
38

Five Year Programs

Bachelor of Science and Master of Science in Education

Dual Certification Childhood Education/Students with Disabilities - Grades 1-6

This Five Year program is designed for the undergraduate student seeking dual certification for Childhood/Students with Disabilities Grades 1-6.

Students who complete the first semester of sophomore year with a cumulative index of 3.00 or better and grades of B or better in all Education courses may apply for admission into the five year BS/MS Ed program which leads to dual certification in Childhood Education/Students with Disabilities (Grades 1-6). Upon satisfactory completion of specific program requirements, and successful completion of the New York State Educating All Students test (EAS) and required CST exams, students will be recommended for initial certification.

Degree Program (152/153 credits)

Students complete the required sequence of undergraduate courses during freshman, sophomore, junior and senior year. In the fourth year they are enrolled in four graduate courses. In the Fifth year, students complete 23 graduate credits. Five year participants complete an internship in a Special Education setting full days during the Fall or Spring semester of the fifth year. Twelve credits need to be completed in a content area that covers Math, Science, Social Studies and Language Arts. Six credits of these content required courses may be taken in the Fourth Year.

FOURTH Year - GRADUATE COURSES (12 Credits)

FIFTH Year - GRADUATE COURSES (23 Credits)

Coursework

Below are listed the Core and Content Requirements for the program. It is strongly recommended that students take the first four Core Requirements early in their program (EDUG 713, EDUG 733, EDUG 778, and EDUG 781). These courses are prerequisites for EDUG 858.

Core Requirements (23 credits) 23

EDUG 713	Methods of Educational and Psychological Research (4th yr. - 3 cr.)
EDUG 733	Approaches to Multicultural Education for the At Risk, (ELL) and Disabled Student (4th or 5th year - 3 cr.)
EDUG 778	Nature and Needs of the Exceptional Individual (4th or 5th year - 3cr.)
EDUG 781	Management Techniques and Curriculum for the At Risk, English Language Learner [ELL] & Behave Disord (4th or 5th year - 3cr.)
EDUG 787	Psycho-Educational Assessment for the At Risk, English Language Learner [ELL] and Disabled Student (5th year - 3 cr.)
EDUG 789	Methods of Teaching the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8) (5th year - 3 cr.)
EDUG 858	Seminar, Observation and Internship in Special Education (5 year Program)(5th year-3 cr.) (5th year - 3 cr.)
EDUG 914	Special Education Mentored Research (5th year - 2 cr.)

Content Requirements (12 credits) 12

ONE of the following Math and ONE of the following Science (768, 812, 901 may act as either a Math or a Science) 4th or 5th year

EDUG 775	Mathematics Instruction for At Risk, English Language Learner (ELL) and Disabled (Grades K-8) (3 cr.)
EDUG 768	Integrated Curriculum: Math, Science & Technology I for the At Risk, ELL and Disabled Student K-8 (3 cr.)
EDUG 899	Physical Science for the Teacher of the At Risk and Disabled (Grades K-8) (3 cr.)
EDUG 812	Integrated Curriculum II:Math,Sci & Tech for At Risk ELL and Disabled (Grades K-8) (3 cr.)
EDUG 901	STEAM: Methods for Teaching, Sci, Tech, Engineering, Art & Math for the At Risk, ELL & Dbld Student (3 cr.)

ONE of the following Social Studies (4th or 5th year)

EDUG 805	Integrated Learning I:Social Studies & Language Arts Instruction for the At Risk, ELL & Disabled Stu (3 cr.)
EDUG 808	Integrated Learning II:Social Studies&Language Arts Ins for the At Risk, ELL & Disabled Student (3 cr.)

ONE of the following Language Arts (4th or 5th year)

EDUG 753	Teaching Reading in Content Areas for At Risk, English Lang Learner(ELL) & Disabled (Grades K-12) (3 cr.)
EDUG 754	Literature for the At Risk, (ELL) and Disabled (Grades K-12) (3 cr.)
EDUG 766	Literacy Instruction for At Risk, English Language Learner (ELL) and Disabled Student. (3 cr.)

EDUG 815	Curriculum, Assessment and Methods of Teaching English as a Second Language in Gen and Spe Ed (3 cr.)
EDUG 826	Improvement of Instruction for Teachers of At Risk, English Language Learner (ELL) and Disabled (3 cr.)

Total Credits

35

Bachelor of Arts and Master of Science in Education Dual Certification Adolescence/Students with Disabilities Generalist 7-12 Ext. English or Math or Social Studies

This program is designed for the undergraduate student seeking dual certification in Adolescence English or Math or Social Studies and Students with Disabilities Generalist Extensions in English or Math or Social Studies for Grades 7-12.

Students who complete the first semester of sophomore year with a cumulative index of 3.00 or better and grades of B or better in all education courses may apply for admission into the Five Year BS/MS Ed program which leads to dual certification in Adolescence/Students with Disabilities Generalist 7-12 Ext. English or Math or Social Studies). Upon satisfactory completion of specific program requirements, and successful completion of the required New York State Teacher Certification Exams: Educating All Students test (EAS) and required CST exams will be recommended for initial certification in each area.

Degree Program (156/159 credits)

Students complete the required sequence of undergraduate courses during freshman, sophomore, junior and senior year. In the fourth year they are enrolled in four graduate courses. In the Fifth year, students complete 23 graduate credits. Five year participants complete an internship in a Special Education setting full days during the Fall or Spring semester of the fifth year.

FOURTH YEAR (12 Graduate Credits)

FIFTH YEAR (23 Graduate Credits)

Coursework

Below are listed the Core and Content Requirements for the program. It is strongly recommended that students take the first four Core Requirements early in their program (EDUG 713, EDUG 733, EDUG 778, and EDUG 781). These courses are prerequisites for EDUG 833.

Core Requirements - 26 credits

26

EDUG 713	Methods of Educational and Psychological Research (4th year - 3 cr.)
EDUG 733	Approaches to Multicultural Education for the At Risk, (ELL) and Disabled Student (4th or 5th year - 3 cr.)
EDUG 778	Nature and Needs of the Exceptional Individual (4th or 5th year - 3cr.)

EDUG 781	Management Techniques and Curriculum for the At Risk, English Language Learner [ELL] & Behave Disord (4th or 5th year - 3 cr.)
EDUG 787	Psycho-Educational Assessment for the At Risk, English Language Learner [ELL] and Disabled Student (5th year - 3cr.)
EDUG 829	Practicum in Teaching At Risk, (ELL) & the Disabled (5th year - 3 cr.)
EDUG 830	Curriculum Adaptation & Content Strategies for At Risk, (ELL) & the Disabled (4th or 5th year - 3cr.)
EDUG 833	Seminar & Internship in Secondary Special Education (5 Year students) (5th year - 3 cr.) (5th year - 3 cr.)
EDUG 914	Special Education Mentored Research (5th year - 2 cr.)
Content Requirements (9 credits)	
THREE of the following (4th or 5th year):	
EDUG 753	Teaching Reading in Content Areas for At Risk, English Lang Learner(ELL) & Disabled (Grades K-12) (3 cr.)
EDUG 754	Literature for the At Risk, (ELL) and Disabled (Grades K-12) (3 cr.)
EDUG 766	Literacy Instruction for At Risk, English Language Learner (ELL) and Disabled Student. (3 cr.)
EDUG 815	Curriculum, Assessment and Methods of Teaching English as a Second Language in Gen and Spe Ed (3 cr.)
EDUG 826	Improvement of Instruction for Teachers of At Risk, English Language Learner (ELL) and Disabled (3 cr.)
Total Credits	35

Advanced Certificate

Bilingual Education Advanced Certificate (15 credits)

The Advanced Certificate in Bilingual Education leads to a New York State Bilingual Education Certification. The program consists of 15 credits of coursework to prepare educators to specifically work with general and special education bilingual students.

Admission

Students must have earned a masters degree from an approved educational institution and possess initial certification in Students with Disabilities, Reading, Elementary Education or its equivalent. A Manhattan College graduate application, Narrative Statement of Interest in the Bilingual Education Program, recommendation, and resume are required. An interview with the Director of Graduate Special Education is recommended prior to admission.

Certification

Students can apply for Bilingual certification upon completion of the required courses and successfully passing the Bilingual Education Assessment test (BEA).

Required Coursework

Required Coursework		15
EDUG 802	Foundations, Theory and Practice of Bilingual General and Special Education	
EDUG 810	Bilingual and Multicultural Assessment of Linguistically and Culturally Diverse Students	
EDUG 813	Curriculum, Methods, and Materials in Core Subjects for Bilingual, General, & Special Education	
EDUG 814	Curriculum, Assessment and Methods of Teaching Native Language Arts in Gen & Spec Education	
EDUG 815	Curriculum, Assessment and Methods of Teaching English as a Second Language in Gen and Spe Ed	
Total Credits		15

School of Engineering

Mission

The mission of the Manhattan College School of Engineering is to prepare each student for a productive and rewarding career in engineering or a related profession.

Through Engineering Graduate Degree Programs and the individual graduate engineering courses, the School of Engineering seeks to provide for the academic and professional needs of those who are already engaged in engineering (or related) professions or those who, having completed their undergraduate preparation, desire to enter immediately into advanced study. Post-baccalaureate programs offered by the School of Engineering are intended to prepare professionals for advanced level technical and administrative positions or for admission to doctoral programs at other institutions. All these programs lead to the Master's Degree and are available on a full-time or a part-time basis and also through the School of Engineering Seamless Master's Program. Courses are generally conducted in the late afternoons or early evenings during the fall and spring semesters or terms. Continuing Education Hour (CEH) opportunities for PE license renewal are also available.

Application Procedures

Application admission to all programs in the School of Engineering is through the Office of Admissions. An on-line application can be accessed via the Office of Admissions Web page. The completed form accompanied by the application fee (non-refundable) must be submitted to the Office of Admissions. Applicants for admission are responsible for having official transcripts of all undergraduate and graduate courses mailed directly to the Office of Admissions, paying the application fee, submitting letters of recommendation, and submitting required standardized test scores.

Official transcripts (not student copies) of all undergraduate and graduate records must be sent to the Office of Admissions by the institutions issuing them. Applicants who file an application before the baccalaureate degree has been conferred may be accepted pending the successful completion of their undergraduate work. A final transcript must be received in the Office of Admissions prior to course registration.

Graduates of Manhattan College should contact the Office of the Registrar requesting that an official transcript be sent to the Office of Admissions.

An application is not complete until all the necessary materials and application fee have been received by the Office of Admissions. Incomplete applications cannot be processed. Students who file an application and whose official transcripts arrive after the deadline date cannot be assured that their application will be processed in time for the semester for which they are applying.

For best consideration, filing of the graduate application should be completed before May 1st for summer session application; August 10th for fall session applicants, and January 7th for spring session applicants; however, applications are reviewed on a continuous basis. Students seeking admission into the full-time engineering programs must have

their application for the fall session completed by March 1st if they are applying for a fellowship or scholarship for the fall semester.

The director of the graduate engineering program to which a person is applying and the Dean of Engineering review the application and supportive documents and forward their recommendations to Admissions. The Office of Admissions informs the applicant of the decision. Accepted students will receive the instructions for registration at the beginning of the session for which they have been accepted.

The documents submitted in support of application cannot be returned to the applicant nor can they be duplicated for any purpose. All documents received are part of the records of the College.

Admission

Applicants for admission into any graduate program in the School of Engineering must hold, before beginning the program, a baccalaureate degree from an accredited college or institution acceptable to Manhattan College. In addition, they must meet any specific requirements as stated in the for the respective programs. **An undergraduate cumulative grade point average (GPA) of 3.00 on a 4.00 scale is normally required for admission to all engineering graduate programs, although other factors can be considered in the decision for admission.** Applicants are not required to submit results of the Graduate Record Examination (GRE). However, GRE scores may enhance the application. All applicants to masters degree programs in the School of Engineering must submit two recommendation letters and a short resume.

Admission into graduate engineering programs will be granted as a matriculated student, one seeking to fulfill the requirements for a degree. A student may be granted permission to take an approved graduate course on a non-matriculated basis or, in special cases, as an audit. A non-matriculated student is one earning graduate credit for a specific course but not necessarily working for a degree. For both non-matriculated and auditing students, tuition and fees are the same as for matriculated students.

A student who lacks undergraduate prerequisites for a specific program may be asked to satisfactorily complete certain undergraduate (bridging) courses as a non-matriculated student. When these courses are completed satisfactorily, the student may be matriculated after a review by the graduate program director and the Dean of the School of Engineering.

Students requesting to take graduate courses as a non-matriculated student must have the necessary prerequisites for those courses. Students may not register for more than 12 credits as a non-matriculated student.

All students must comply with immunization regulations as previously stated in the introductory section of the catalog.

Students who take graduate courses at Manhattan College on a non-matriculated basis and apply thereafter for admission to a graduate program as a matriculated student will be informed at the time of acceptance which courses may be applied to that degree program.

Students who have earned a master's degree or who are pursuing a master's degree in one engineering program from Manhattan College and desire to seek admission into another program must file a new application with the Office of Admissions.

All documents of applicants who have been accepted and for extenuating circumstances cannot register for courses during the session for which they were admitted will be kept on file for two years. The documents will be destroyed if the applicant does not register for courses within that period.

Seamless Master's Degree Program

Academically qualified undergraduate engineering students at Manhattan College may be invited to participate in a Seamless Master's Degree program in chemical, civil, computer, electrical, environmental, or mechanical engineering. Qualified students who enter Manhattan College with Advanced Placement and/or undergraduate college credit will generally be in a position to take graduate courses during their senior year at Manhattan College while completing the requirements for the Bachelor's degree. It may then be possible to obtain a Master's degree with only an additional year of study.

Undergraduate students who have earned a minimum of 3.20 cumulative GPA by the end of the first semester of their junior year are eligible to apply for the Seamless Master's Degree program upon the recommendation of a member of the engineering faculty. Transfer students may be considered after completing courses at Manhattan College. All students participating in the Seamless Master's Degree program are required to submit an application for admission to that graduate program. The online application must be submitted in the senior year through the Office of Admissions. Students are required to complete the baccalaureate degree with a cumulative GPA of 3.00, or higher, prior to continuing for the additional year of graduate study.

Students admitted into the Seamless Master's Degree program may enroll in 500, 600, or 700 level courses while completing the requirements for the Bachelor's Degree. These courses will count for either undergraduate or graduate credit but not for both degree programs. Undergraduate students in the Seamless Master's Degree program and those not in the program who take dual-listed undergraduate-graduate courses cannot take the undergraduate level course for undergraduate credit then later take the graduate level course for graduate credit. Because some required graduate courses are offered on a two-year rotation, admitted students must meet with the chair of the major department prior to their senior year in order to select appropriate 500, 600, and 700-level courses to satisfy the Master's Degree requirements. There is no tuition increase for enrolling in graduate courses during the senior year provided the student does not exceed the total number of credits permitted for the semester. Qualified students are limited to a total of six credits of graduate level courses as undergraduates as described elsewhere in the undergraduate catalog.

After completing the undergraduate degree requirements, financial support may be available from individual departments for the additional year of graduate study. This support typically includes research assistantships, graduate assistantships, academic scholarships and grants, and industrial fellowships.

Visiting Students

Students who are matriculated in a graduate program at another institution and who wish to take a course (or courses) at Manhattan College may do so as non-matriculated students for individual courses for which they have the prerequisites. For non-matriculated students, tuition and fees are the same as for matriculated students.

International Student Applicants

The College accepts international students for its full-time graduate programs in the School of Engineering. Application procedures and admission criteria and information can be found in the individual sections of the catalog. In general, the College cannot accept these students into its part-time graduate programs. The student who is accepted and receives a student visa must be enrolled in each term of the academic year for a minimum of 9 credits. Such students must complete the program within 18 months.

International student applicants should submit their admission application, official transcripts, and the admission fee four months before the beginning of the session they wish to enter. In addition, they must submit a notarized statement that they have sufficient funds to finance their education and their maintenance. Many of the sources of financial assistance are limited to the residents of the United States.

Unless exempted, all international students applying from foreign countries must take the TOEFL (Test of English as a Foreign Language) or acceptable equivalent and have the test results sent to the Office of Admissions. A minimum TOEFL score of 80 (internet based test), 213 (computer based exam), or 550 (paper based exam) will satisfy Manhattan College admission requirements and criteria for issuance of the I-20 form. However, admission and issuance of an I-20 form is also possible for students with TOEFL scores below 80, 213 or 550 levels for the internet, computer, and paper based exams, respectively, provided they successfully complete an approved English as a Second Language course at another institution or an acceptable substitute at Manhattan College. The School of Engineering will also accept IELTS (International English Language Testing System) scores with a minimum of 6.5 on the 9.0 scale, TOEIC (Test of English for International Communication) scores with minimum score of 690, and Duolingo English Test scores of 110 or higher.

Some international students are exempted from the English proficiency requirement based on where the undergraduate degree was awarded. International students graduating from a four-year undergraduate engineering program in the United States accredited by the Engineering Accreditation Commission (EAC) of ABET (www.abet.org) will not need to submit an English proficiency exam score. Graduates of undergraduate engineering programs in English speaking countries that are signatories to the Washington Accord along with the USA (<http://www.washingtonaccord.org/>), specifically Australia, Canada, Ireland, New Zealand, and the United Kingdom, will not need to submit English proficiency exam scores. A complete list of exempted countries is available from Graduate Admissions.

An international student who is informed of acceptance must deposit a non-refundable fee which will be credited toward tuition. This fee is non-refundable if the student does not register but will be credited to their account for two years. The amount of the fee is stated in the acceptance letter. When the fee and other required documents (e.g., CFR, financial

documents, and passport) are received, the student will be sent an I-20 form which must be presented to the United States authority to arrange for an F1 student visa.

Degree Requirements

All engineering graduate programs require a minimum of thirty credit hours of graduate course work. One exception is the masters of science degree in construction management which requires thirty-three credit hours. A minimum cumulative grade point average of 3.00 in all courses in the program of study is also required. A student must remain in good academic standing, as described earlier in this graduate catalog, or the student will be subject to dismissal from the college. Other degree requirements, if present, are detailed under each graduate program description.

Graduate Engineering Course Concentrations

Modern engineering practice increasingly demands integration of knowledge and expertise from more than one engineering discipline. It is often desirable for the practicing engineer to acquire specific knowledge outside their area of expertise without devoting the time and effort to earn an advanced degree. To address these needs, the School of Engineering offers Graduate Engineering Course Concentration through which various combinations of related courses from the Engineering Graduate Core and from departmental offerings can be used to complete the requirements for a Graduate Engineering Course Concentration in a particular area of study. While the Graduate Engineering Course Concentration is not an engineering degree, it does allow an individual, who is qualified to take the courses and meets any prerequisite requirements, an opportunity to acquire knowledge and expertise in a focused area of engineering in a relatively short period of time. Typically, an individual will be required to complete successfully three or four courses in a particular topical area to earn a Graduate Engineering Course Concentration. While approval of a Department Chair or Graduate Program Director is required to enroll in a graduate course, admission to the Graduate Program is not required to participate in a particular Course Concentration Program. It is expected, however, that individuals desiring to take graduate-level courses in the Course Concentration will have a baccalaureate degree in either an engineering field, a science or applied science field, or mathematics. Specific information regarding Graduate Engineering Course Concentration is available from the Engineering Dean's Office or from individual Department Offices on the School of Engineering website, www.manhattan.edu/academics/engineering/ (<http://www.manhattan.edu/academics/engineering/>).

Continuing Education Hours

The School of Engineering is a New York State approved provider of Continuing Education Hours (CEH) for PE license registration. The School of Engineering offers a variety of short courses in a variety of formats (e.g., on-campus, on-site) for Professional Engineers to earn Continuing Education Hours. In addition, graduate courses and other offerings will also generally count as CEH's to be used for professional license registration. For details concerning short course offerings and schedules, contact the Office of the Dean of Engineering (718-862-7281).

Chemical Engineering

Dr. Sasidhar Varanasi
Chair, Department of Chemical Engineering

Dr. Richard Carbonaro, P.E.

Director, Graduate Program

Mission

The mission of the Master of Science (M.S.) degree in Chemical Engineering is to emphasize practice-oriented knowledge, detailed engineering analysis and design to prepare students for leadership roles in chemical engineering practice. In aid of this mission, the curriculum offers traditional graduate courses complimented by a diverse selection of elective courses taught by industry leaders through the New York Tri-State Area.

Objectives

The Program Educational Outcomes are:

- Students will apply advanced principles of chemical engineering to solve complex engineering problems;
- Students will design engineering solutions to issues and problems in one of the following concentration areas: cosmetic and consumer goods engineering, biopharmaceutical engineering, and sustainable materials engineering;
- Students will conduct fundamental and/or applied research, and improve their oral and written communication skills in the form of presentations, reports and technical memos, as appropriate to the audience.

Admission Requirements

Applicants must possess:

- A baccalaureate degree from a chemical engineering program accredited by the Engineering Accreditation Commission of ABET, Inc., or from a recognized foreign institution; or
- A baccalaureate degree in another area of engineering, chemistry, or closely-related field with satisfactory grades in Calculus I and II, Chemistry I and II, Physics I, Differential Equations, Organic Chemistry I and Organic Chemistry Lab I. Applicants meeting these criteria will be considered for admission as matriculated but must complete the following undergraduate courses with a minimum grade point average of B (3.00) and no grade lower than C (2.00) before taking graduate courses:
 - CHML 480: Basic Principles of Thermal-Fluid Science (offered during Summer Session I)
 - CHML 485: Core Chemical Engineering Concepts (offered during Summer Session II)

- A baccalaureate degree in another area of engineering, chemistry, or closely-related field with satisfactory grades in Calculus I and II, Chemistry I and II, Physics I but have not taken Differential Equations, Organic Chemistry I or Organic Chemistry Lab I. Applicants meeting these criteria will be considered for admission as non-matriculated but must complete the undergraduate courses listed below with a minimum grade point average of B (3.00) and no grade lower than C (2.00) before taking graduate courses. Upon completion of all but two courses, students can request a change of status to matriculated.
 - CHML 480: Basic Principles of Thermal-Fluid Science (3 credits, offered during Summer Session I in an online synchronous delivery mode)
 - CHML 485: Core Chemical Engineering Concepts (3 credits, offered during Summer Session II in an online synchronous delivery mode)
 - MATH 286: Differential Equations (3 credits, routinely offered in fall, spring, and summer sessions)
 - CHEM 319: Organic Chemistry I (3 credits, routinely offered in fall, spring, and summer sessions)
 - CHEM 323: Organic Chemistry Laboratory I (2 credits, routinely offered in fall, spring, and summer sessions)

Note that Differential Equations, Organic Chemistry I and Organic Chemistry Laboratory I may be taken at another institution with approval of the Graduate Director.

Degree Requirements

All students must complete a minimum of 30 credit hours of graduate course work with a cumulative GPA of 3.0 or better. These hours include three core courses (nine credit hours) and seven additional courses (21 credit hours). The core courses are only offered once per year during the semesters specified below. The engineering electives may be chosen from any of the graduate chemical engineering courses offered within the school of engineering for which the prerequisites have been completed. The elective courses may also be used to complete either the cosmetic engineering, biopharmaceutical, or materials engineering concentrations offered by the department of chemical engineering.

Graduate courses from outside the department may be allowed on a case-by-case basis with approval from the Graduate Program Director.

Required Courses (three courses, 9 credits)

CHMG 713	Chemical Reactor Design (Fall)	3
CHMG 722	Elements of Transport Phenomena (Fall)	3
CHMG 707	Process Thermodynamics (Spring)	3
Total Credits		9

Additionally, students select a total of seven elective courses (21 credits) to complete the degree requirement.

Research Option

Students may replace two electives with a research project (CHMG 735) or thesis (CHMG 736). Students choosing the research project/thesis option are required to:

1. complete one or two semesters of research, and
2. present a written report/thesis upon completion of the project. All student presenting a thesis will need to follow procedures to archive a copy in the Manhattan College Library.

The program offers a number of general electives as well as electives specific to cosmetic, biopharmaceutical, or materials engineering concentrations.

General Electives

The general electives offered within the program vary from year to year, but typically include:

CHMG 708	Advanced Heat Transfer Applications	3
CHMG 710	Advanced Transport Phenomena	3
CHMG 727	Air Pollution Control Design	3
CHMG 746	Advanced Chemical Processes for Water Purification	3
ENGG 652	Project Management	3
ENGG 670	Pollution Prevention	3
ENGG 678	Sustainable Energy	3
ENGG 700	Creativity & Innovation	3

Consumer Products and Cosmetic Engineering Electives

The Chemical Engineering Department offers a concentration in consumer products and cosmetic engineering at the graduate level. This concentration, the only one of its kind in the nation, will prepare students for a variety of roles in the cosmetic and consumer product industries, including product formulation and development, process engineering, and research and development. Coursework will provide students specialized training in product formulation, polymers and emulsions, complex fluids, and regulatory issues relevant to cosmetic and consumer product industries. In addition to the three required chemical engineering core courses, students are required to complete at least four of the following cosmetic engineering electives for a total of 12 credits:

Required Courses:

CHMG 752	Advanced Processing Theory	3
CHMG 753	Advanced Processing Techniques	3
CHMG 758	Formulations I	3
CHMG 759	Formulations II	3
CHMG 760	Emulsion & Polymer Tech	3
CHMG 763	Industrial Regulations&Quality	3

Total Credits: 12

The remaining *nine* elective credits for the cosmetic engineering concentration can be chosen from the available general electives, cosmetic engineering electives,

biopharmaceutical engineering electives, and/or engineering materials electives (see the following).

Biopharmaceutical Engineering Electives

The Chemical Engineering Department offers a concentration in biopharmaceutical engineering at the graduate level. The Biopharmaceutical Engineering concentration will prepare students for a variety of roles in the biopharmaceutical and biotechnology sectors, including discovery, development, formulation and production of pharmaceutical products and therapeutic agents. Coursework will provide students with specialized training in microbial and cell growth, polymers and emulsions, bioseparation processing, bioprocess design, formulation of pharmaceutical products, and regulatory issues relevant to the biopharmaceutical field. In addition to the three required chemical engineering core courses, students are required to complete at least four of the following biopharmaceutical engineering electives for a total of 12 credits:

Required Courses:

CHMG 759	Formulations II	3
CHMG 760	Emulsion & Polymer Tech	3
CHMG 761	Industrial Practice in Pharmaceutical Industry	3
CHMG 762	Manufacturing and Analysis of Pharmaceutical Products	3
CHMG 763	Industrial Regulations&Quality	3
CHMG 770	Bioseparations	3
CHMG 772	Bioreaction Engineering	3

Total Credits: 12

The remaining *nine* elective credits for the biopharmaceutical engineering concentration can be chosen from the available general electives, consumer products and cosmetic engineering electives, biopharmaceutical engineering electives, and/or engineering materials electives (see the following).

Principles and Processing of Novel Materials Electives

The Chemical Engineering Department offers a concentration in principles and processing of novel materials at the graduate level. This focus area covers topics of interest to engineers in the consumer products, semiconductor, and biomaterials industries. The focus is on the properties and production and of these materials including additive manufacturing, thin film deposition and biomaterials. In addition to the three required chemical engineering core courses, students must complete at least four of the following materials engineering electives for a total of 12 credits:

Required Courses

CHMG 760	Emulsion & Polymer Tech	3
CHMG 773	Synthesis & Deposition of Thin Films	3

CHMG 774	Additive Manufacturing: Technologies, Materials and Applications	3
CHMG 775	Production & Application of Biomaterials	3

Total Credits: 12

The remaining nine elective credits can be chosen from the general chemical engineering graduate electives, biopharmaceutical engineering electives, or consumer products and cosmetic engineering electives.

Civil Engineering and Construction Management

Dr. Matthew Volovski
Chair, Department of Civil and Environmental Engineering

Dr. Moujalli Hourani
Director, Graduate Program

Mission

The Master of Science in Civil Engineering degree program, with a strong emphasis on design, is intended for practicing civil engineers, as well as those who wish to pursue doctoral studies. Programs of study include structural engineering, geotechnical engineering, and construction management.

Objectives

The objectives of the program are:

1. to provide knowledge of advanced topics related to the structural engineering and geotechnical engineering and construction management areas of civil engineering
2. to provide a practice-based knowledge founded on application of advanced techniques in analysis and design

Admission Requirements

Applicants possessing a baccalaureate degree in Civil Engineering from a program accredited by the Engineering Accreditation Commission of ABET, Inc., or from a recognized foreign institution, and also have the minimum grade point of 3.00 on a 4.0 scale will normally be ordinarily to the graduate program.

Applicants with baccalaureate degrees in other engineering disciplines, having a minimum grade point average of 3.00, will normally be admitted to the program upon completion of specific prerequisite courses assigned by the Graduate Program Director with a grade point average of 3.00 and no grade lower than C.

These prerequisite courses will not satisfy any requirement for the Master of Science in Civil Engineering degree. Generally, students must complete all prerequisite courses before they are permitted to register for graduate courses. Exceptions require the recommendation of the Graduate Program Director and the approval of the Dean of Engineering.

Civil Engineering Degree Requirements

A student must complete a minimum of thirty credits hours of graduate course work. Specific requirements follow:

Structural Engineering

CIVG 777	Advanced Structural Analysis I	3
CIVG 778	Advanced Structural Analysis II	3

CIVG 779	Design Steel Structures	3
CIVG 789	Advanced Geotechnical Applications: Foundations	3
CIVG 797	Advanced Soil Mechanics	3
CIVG 784	Reinforced Concrete Structure I	3
CIVG 785	Reinforced Concrete Structure II	3

One course from:

ENGG 612	Finite Element Methods	3
ENGG 614	Engineering Mathematics	3
CIVG 796	Elastic and Inelastic Stability of Structures	3
CIVG 799	Theory of Plates and Shells	3

Two approved departmental and Graduate Core electives or a thesis.

Geotechnical Engineering

CIVG 777	Advanced Structural Analysis I	
CIVG 778	Advanced Structural Analysis II	
CIVG 786	Ground Improvement	
CIVG 789	Advanced Geotechnical Applications: Foundations	
CIVG 791	Advanced Geotechnical Applications: Earth-Retaining Structures	
CIVG 792	Slope Stability	
CIVG 797	Advanced Soil Mechanics	

One course from:

CIVG 784	Reinforced Concrete Structure I	
CIVG 785	Reinforced Concrete Structure II	

Two approved departmental and Graduate Core electives or a thesis.

Construction Management Degree Requirements

The program requires 33 credit hours and may be completed entirely by taking all courses in Construction Management courses, or by taking a minimum of seven courses in Construction Management and the other courses in approved engineering electives. All coursework is approved in consultation with the Graduate Program Director.

Admission to the program requires:

- A baccalaureate degree in an engineering, science or business field from an accredited institution of higher education plus work experience in construction and construction management
- Grade Point Average of at least 3.00/4.00 for the junior and senior year courses
- Complete official transcripts for all undergraduate and any graduate coursework
- Two letters of recommendation

e) A brief resume showing education and experience.

Approval of any transfer credits will be made by the Program Director prior to enrolling in the program. *Up to 6 graduate credits can be transferred toward a Master's degree.*

Required English proficiency exam scores for international applicants include TOEFL 80 (internet based test), IELTS with a minimum of 6.5 on the 9.0 scale, TOEIC (Test of English for International Communication) scores with minimum score of 690, or Duolingo English Test scores of 110 or higher.

Minimum of six approved courses in construction from the list shown below:

COMG 602	Introduction to Construction Management	3
COMG 605	Construction Planning and Scheduling	3
COMG 606	Building System Design	3
COMG 608	Construction Quality and Safety	3
COMG 609	Engineering Risk and Decision Analysis	3
COMG 610	Construction Law	3
COMG 611	Environmental Impact Assessment for Construction Projects	3
COMG 612	Marketing and Finance of Engineering Projects	3
COMG 614	Contracts and Specifications	3
COMG 615	Project Controls	3
COMG 616	Construction Estimation	3
COMG 617	Fire Protection Piping System Design	3
COMG 618	Safety and Environmental Issues in Construction for Engineers	3
COMG 619	Temporary Works in Heavy Construction	3
COMG 620	Construction Project Delivery	3
COMG 621	Managing Civil Infrastructure System	3
COMG 622	Construction Accounting and Finance for Development	3
COMG 623	Capstone Construction Management	3
COMG 624	Leadership in Civil Engineering	3
COMG 625	Special Topic: Construction Management	3

Four or less courses in structural and geotechnical engineering

With the approval of the Graduate Program Director, a student may take a maximum of three courses offered in other School of Engineering graduate programs. Electives may also be selected from the Graduate Core courses with the advice and approval of the Graduate Program Director.

Electrical and Computer Engineering

Dr. Robert Mauro
Chair, Department of Electrical and Computer Engineering

Dr. Nevzat Ozturk
Director, Graduate Program

Mission

The Master of Science in Electrical Engineering and the Master of Science in Computer Engineering degree programs are designed to provide a higher degree of mastery of electrical and computer engineering fundamentals, emphasizing practical applications, thereby expanding the students' technological horizons and preparing professionals for advanced level positions and for admission to doctoral programs.

Objectives

The objective of these programs is to prepare graduates for successful and dynamic professional careers through a course of study that provides:

1. a strong grasp of electrical engineering and computer engineering fundamentals through a diverse and flexible curriculum
2. skills in practical applications, contemporary industrial needs and emerging technologies
3. a foundation for increasing professional responsibilities or continued study at the doctoral level

Admission Requirements

Electrical Engineering Degree

Applicants must possess one of the following:

1. A baccalaureate degree in electrical engineering from a program accredited by the Engineering Accreditation Commission of ABET, Inc., or from a recognized foreign institution.
2. Applicants who have a baccalaureate degree in another area of engineering, physics, or mathematics may be admitted into the program provided they complete undergraduate prerequisites specified by the Graduate Program Director. These courses must be completed with a minimum grade point average of 3.00 with no grade lower than C. These courses will not satisfy any requirements for the Master of Science in Electrical Engineering degree. Generally, students must complete prerequisite courses before they are permitted to register for graduate courses. Exceptions require the recommendation of the Graduate Program Director and the approval of the Dean of Engineering.

Computer Engineering Degree

Applicants must possess one of the following:

1. A baccalaureate degree in computer (or electrical) engineering from a program accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology or from a recognized foreign institution.
2. Applicants who have a baccalaureate degree in another area of engineering, physics, or mathematics may be admitted into the program provided they complete undergraduate prerequisites specified by the Graduate Program Director. These courses must be completed with a minimum grade point average of 3.00 with no grade lower than C. These courses will not satisfy any requirements for the Master of Science in Computer Engineering degree. Generally, students must complete prerequisite courses before they are permitted to register for graduate courses. Exceptions require the recommendation of the Graduate Program Director and the approval of the Dean of Engineering.

Degree Requirements

A student must complete a minimum of thirty credit hours of graduate coursework. Specific requirements follow:

Electrical Engineering Degree

Students must select one of the following: 3

ECEG 701 Signals, Systems and Transforms I

ECEG 702 Signals, Systems and Transforms II

ECEG 710 Probability and Stochastic Processes

Students must also take nine courses from any offerings by the Electrical and Computer Engineering Department 27

At most, two of the nine courses can be Graduate Core courses with the advice and approval of the Graduate Program Director

Six courses credits can be substituted by the master's Thesis option under the direction of a Thesis Advisor

Total Credits 30

Any modifications to program requirements must be approved by the Graduate Program Director.

Computer Engineering Degree

One of the following: 3

ECEG 721 Embedded Systems

ECEG 727 Computer Network Operations

ECEG 781 Computer Architecture I

Students must also take nine courses from any offerings by the Electrical and Computer Engineering Department 27

At most, two of the nine courses can be any Graduate Core Courses with the advice and approval of the Graduate Program Director

[Six course credits can be substituted by the master's Thesis option under the direction of a Thesis Advisor]

Total Credits
30

Any modifications to program requirements must be approved by the Graduate Program Director.

Master of Science Degree Description and Options for Electrical Engineering and Computer Engineering

Master of Science students may elect to complete a Master of Science by coursework or by thesis. The coursework option entails 30 course credits; the thesis option entails 24 course credits and 6 master's thesis research credits, ECEG 799. In both cases, the minimum number of total credits is 30. At this level, research undertaken under the thesis option should exhibit a thorough understanding of advanced scientific thought and an ability to apply advanced engineering design principles, and planning.

Manuscript Presentation

Degree candidates must present their research to the appointed guidance committee in final manuscript form for official acceptance no later than two weeks before the end of the semester.

Graduate students registered for thesis credits must submit four final bound copies to the Electrical and Computer Engineering Department for necessary signatures one week before the end of the semester.

Applications of AI and Machine Learning in Electrical Engineering and Computer Engineering

Electrical and computer engineers are at the forefront in the design and implementation of tomorrow's consumer and industrial products. Today, because much of this work is intimately involved with the field of artificial intelligence, it is clear that many of today's and tomorrow's ECE jobs will require a considerable knowledge of AI concepts.

Because our department has a commitment to ensure that our students are prepared to assume job leadership roles when they graduate, we have developed a strong AI component in our ECE courses. For example, we currently offer graduate courses in Applied Data Mining for Engineers, Signal Detection & Estimation, Unmanned Autonomous Vehicles, Applied Machine Learning, and Bioinspired Robotic Vision Systems.

Concentration Option

The Graduate concentration option consists of prescribed courses in a specific concentration area, and is available through the Electrical Engineering and Computer Engineering graduate programs as follows:

- Cybersecurity

Unless otherwise noted, courses in this program may be applied to a Master of Science Degree in either Electrical and Computer Engineering programs. While approval of the

Graduate Program Director is required to enroll in a graduate course, admission to the Graduate Program is not required to participate in a Concentration area. It is expected, however, that individuals desiring to take graduate-level courses in a Concentration Program will have a baccalaureate degree in either an engineering field, a science or applied science field, or mathematics, and will meet the prerequisite requirements of the courses they wish to take in that Concentration. Specific information regarding Graduate Electrical and Computer Engineering Concentration is available on the Electrical and Computer Engineering website (<https://manhattan.edu/academics/schools-and-departments/school-of-engineering/.electrical-computer-dept/graduate/>).

Find Learning That Matches Your Lifestyle

- The 30-credit electrical engineering and computer engineering programs can be completed within one or two years.
- Courses are available during the fall, spring, and summer semesters with schedules that are suitable for individuals working full-time.
- Most graduate courses are delivered in either a fully online mode or in-person.

Environmental Engineering

Dr. Anirban De

Chair, Department of Civil and Environmental Engineering

Dr. Jessica Wilson

Director, Graduate Program

Mission

Consistent with the Mission Statements of Manhattan College and the School of Engineering, the mission of the Environmental Engineering Graduate Program is to provide engineers and scientists with advanced training in environmental process engineering, water quality assessment modeling, geoenvironmental engineering, and environmental management. Emphasis is placed on current applications, innovative technologies/processes and the underlying theoretical basis for sound engineering practice, in keeping with the societal need for maintaining and improving environmental quality and public health.

Objectives

Upon program completion, Environmental Engineering graduates will be able to (1) Meet expectations of employers of Environmental Engineers, especially those in the tri-state area, and (2) Continue their career development through life-long learning and professional activities.

Admission Requirements

Master of Engineering (Environmental Engineering) Degree: Applicants must possess a baccalaureate degree in engineering from a program accredited by the Engineering Accreditation Commission of ABET, Inc., or from a recognized foreign institution. A minimum grade point average of 3.0 is normally required. In addition, applicants must present adequate preparation in two courses in chemistry, one course in calculus-based physics, two courses in calculus, differential equations, and one course in computer applications, statistics, fluid mechanics, a biological science, an earth science, and principles of environmental engineering. These undergraduate courses must be completed with a minimum grade point average of 3.00 with no single course grade lower than a C.

Master of Science in Environmental Engineering Degree: Applicants must possess a baccalaureate degree in engineering or science. A minimum grade point average of 3.0 is normally required. In addition, applicants must present adequate preparation in two courses in chemistry, one course in physics, two courses in calculus, differential equations, one course in computer applications, statistics, fluid mechanics, a biological science or an earth science, and principles of environmental engineering. These undergraduate courses must be completed with a minimum grade point average of 3.0 with no single course grade lower than a C.

Prerequisite courses will not satisfy any requirements for the Master of Science in Environmental Engineering degree. Generally, students must complete all prerequisite courses before they may register for the designated graduate courses. Exceptions to either the 3.0 minimum undergraduate GPA requirement or the need to complete

prerequisites prior to registering for graduate courses may be approved on a case-by-case basis upon the recommendation of the Environmental Engineering Graduate Program Director and the approval of the Dean of Engineering.

Degree Requirements

Master of Environmental Engineering Degree

ABET Accredited Master's of Environmental Engineering Degree requires ME designated students to complete a minimum of thirty credit hours of graduate coursework with a cumulative GPA of 3.0 or better. Below are the course requirements for completion of the ME Degree:

Six (6) Required Courses		18
ENVG 505	Surface Water Quality Modeling	3
ENVG 506	Water and Wastewater Treatment Processes	3
ENVG 508	Environmental Chemistry	3
ENVG 739	Experimental Analysis in Environmental Engineering	3
ENVG 718	Biological Treatment Wastewaters	3
ENVG 736	Environmental Advanced Unit Operations	3
Minimum of two additional upper-level engineering design courses from the following:		6
ENVG 703	Environmental Fate and Effects of Toxic Contaminants	3
ENVG 704	Advanced Water Modeling Quality	3
ENVG 712	Advanced Geohydrology	3
ENVG 721	Environmental Sustainability: Water Reuse & Resource Recovery	3
ENVG 746	Coastal Engineering	3
Two technical electives may be taken from the courses listed above that were not taken to fulfill other requirements and from those listed below. Other non-ENVG courses may be taken with approval of the Program Director		6
ENVG 507	Groundwater	3
ENVG 509	Environmental GeoChemistry	3
ENVG 510	Hazardous Waste Management	3
ENVG 530	Water Infrastructure Systems Analytics	3
ENVG 702	Air Quality Analysis	3
ENVG 706	Water Chemistry	3
ENVG 708	Environmental Biotechnology	3
ENVG 710	Environmental Organic Chemistry	3
ENVG 722	Subsurface Bioremediation	3
ENVG 744	Emerging Issues in Environmental Engineering and Public Health	3
ENVG 731	Special Topics	3
ENVG 732	Thesis	6
Total Credits		30

Master of Science in Environmental Engineering Degree

Students must complete a minimum of thirty credit hours of graduate coursework with a cumulative GPA of 3.0 or better.

Three (3) Required Courses	9
ENVG 505 Surface Water Quality Modeling	3
ENVG 506 Water and Wastewater Treatment Processes	3
ENVG 508 Environmental Chemistry	3
Minimum of three upper-level engineering design courses from the following:	9
ENVG 703 Environmental Fate and Effects of Toxic Contaminants	3
ENVG 704 Advanced Water Modeling Quality	3
ENVG 712 Advanced Geohydrology	3
ENVG 718 Biological Treatment Wastewaters	3
ENVG 721 Environmental Sustainability: Water Reuse & Resource Recovery	3
ENVG 736 Environmental Advanced Unit Operations	3
ENVG 739 Experimental Analysis in Environmental Engineering	3
ENVG 746 Coastal Engineering	3
Four technical electives may be selected from the courses listed above that were not taken to fulfill other requirements and from those listed below. Up to 2 courses outside the ENVG offerings (ie. CEEN or COMG) may be taken with the approval of the Program Director.	12
ENVG 507 Groundwater	3
ENVG 509 Environmental GeoChemistry	3
ENVG 510 Hazardous Waste Management	3
ENVG 530 Water Infrastructure Systems Analytics	3
ENVG 702 Air Quality Analysis	3
ENVG 706 Water Chemistry	3
ENVG 708 Environmental Biotechnology	3
ENVG 710 Environmental Organic Chemistry	3
ENVG 722 Subsurface Bioremediation	3
ENVG 744 Emerging Issues in Environmental Engineering and Public Health	3
ENVG 731 Special Topics	3
ENVG 732 Thesis	6
Total Credits	30

Focus Areas

Focus areas consisting of prescribed, specific courses are available through the environmental engineering graduate program. Unless otherwise noted, courses in these programs may be applied to a Master's of Engineering or a Master's of Science Degree in Environmental Engineering. For a list of focus areas, please go to the Manhattan

College website (<https://manhattan.edu/academics/graduate-programs/environmental-engineering.php>).

Mechanical Engineering

Dr. Parisa Saboori
Chair, Department of Mechanical Engineering

Dr. Bahman Litkouhi, P.E.
Director, Graduate Program

Mission

The Master of Science in Mechanical Engineering degree program is designed to provide a contemporary, educational experience beyond that of undergraduate education characterized by high academic standards, reflection on values and principles, and preparation for a lifelong career. It is intended to prepare individuals for advanced technical positions or for admission to doctoral programs.

Objectives

The objectives of the program are:

- To provide graduate students with in-depth knowledge and practices in mechanical engineering related to a chosen area of specialization.
- To develop an appreciation of how mechanical engineering is practiced in the modern engineering environment with an emphasis on communication skills and professional behavior and procedures.
- To inspire the students to become life-long learners by providing them with the tools to explore and research a topic independently and systematically.

Admission Requirements

Applicants must possess one of the following:

1. A baccalaureate degree in mechanical engineering from a program accredited by the Engineering Accreditation Commission of ABET, Inc., or from a recognized foreign institution.
2. A baccalaureate degree in another area of engineering, physics, or mathematics.

Applicants who have a baccalaureate degree in another area of engineering, physics, or mathematics may be admitted into the program provided they complete undergraduate prerequisites specified by the Department Graduate Program Director. These courses must be completed with a minimum grade point average of 3.00 with no grade lower than C. These courses will not satisfy any requirements for the Master of Science in Mechanical Engineering degree.

Generally, students must complete prerequisite courses before they are permitted to register for graduate courses. Exceptions require the recommendation of the Graduate Program Director and the approval of the Dean of Engineering.

Degree Requirements

A student must complete a minimum thirty credit hours of graduate coursework, including ENGG 614 Engineering Mathematics. Except for students enrolled in the Seamless

Master's program, a maximum of four 500-level courses may be credited to the MS degree. Students enrolled in the Seamless Master's program may receive credit for a maximum of five 500-level courses. Either MCEG 742 Advanced Study: Mechanical Engineering or MCEG 748 Thesis in Mechanical Engineering may be undertaken by a student who has successfully completed nine credits as a matriculated graduate student. A proposal approved by the Graduate Program Director is required before a student may register for either of these courses. Electives may also be selected from Graduate Core courses with the advice and approval of the Graduate Program Director.

Concentration Programs

Concentration programs, which consist of prescribed courses in a specific concentration area, are available through the Mechanical engineering graduate program as follows:

Artificial Intelligence in Mechanical Engineering, Biomechanics, Engineering Management, Energy Systems, Nuclear Power, Green Building Engineering, Aerospace/Propulsion, Systems/Control, and Solid Mechanics/Design. Unless otherwise noted, courses in these programs may be applied to a Master's of Science Degree in Mechanical Engineering. While approval of the Graduate Program Director is required to enroll in a graduate course, admission to the Graduate Program is not required to participate in a Concentration Program. It is expected, however, that individuals desiring to take graduate-level courses in a Concentration Program will have a baccalaureate degree in either an engineering field, a science or applied science field, or mathematics, and will meet the pre-requisite requirements of the courses they wish to take in a Concentration Program. Specific information regarding Graduate Mechanical Engineering Concentrations is available on the Mechanical Engineering website. (<https://manhattan.edu/academics/graduate-programs/mechanical-engineering.php>)

Graduate Engineering Core Courses

Dr. Tim J. Ward, P.E.
Dean of Engineering

The Graduate Engineering Core Courses (ENGG) are general engineering courses at the graduate level. These allow students in all engineering graduate programs to enroll in courses designed to span a variety of engineering disciplines while emphasizing interdisciplinary approaches.

School of Health Professions

Shelley Johnson, Ed. D.
Dean of Health Professions

Building Foundations for Lifelong Wellness, Healing and Care

The School of Health Professions builds on and adheres to Manhattan College's Lasallian (<https://manhattan.edu/about/lasallian-catholic.php>) traditions and will strive to promote faith, respect, education, community and social justice. By offering them programs such as nursing, physical therapy and health care informatics we will prepare them for transformative careers in the health professions. Our professors promote excellence in scholarship and teaching, respect for individual dignity and a commitment to social justice through hands-on service.

Field Experience

The School of Health Professions offers rich and varied field experiences. Students will be the center of high-demand areas of study and work as they prepare to enter their respective fields as qualified health professionals with superior skills and leadership abilities. Our health professions students spend a semester in a clinical internship at a local hospital or institution. Others conduct research or join service trips. Several health specialties including nursing have experienced severe shortages in recent years, and the enrollment into the School of Health Professions will help support employers attempting to keep up with demand.

Here at Manhattan College, we believe a successful future is the product of an artfully customized education. With us it's personal—we craft each student's experience to meet their specific needs, offering more one-on-one contact and support than most other colleges.

The School of Health Professions provides the service of an academic advisor, as well as faculty advisors. Not sure which major to choose? No problem. Your academic advisor will be able to:

- Provide expert advice, tailored specifically for your goals.
- Assist with major selection and course scheduling
- Offer helpful advice on double majors, minors and any other program of study

Having a dedicated academic advisor will help you get the most out of the many opportunities available for you at the College, and help you feel in control of your education and the future.

Students in the Kinesiology and the Radiological and Health Professions departments have two advisors:

- a department faculty advisor
- a School of Health Professions academic advisor

Students work directly with their program directors for advising.

School of Health Professions Academic Advisor:

Loretta Wilkins

Miguel Hall 205

718-862-7291

Loretta.wilkins@manhattan.edu

Counseling & Therapy

Dr. Ian Levy

Chair, Counseling and Therapy Dept.

Director of School Counseling Programs and Bilingual Pupil Personnel Services
Certificates

Dr. Marjan Persuh

Director of Mental Health Counseling Programs

Dr. Michelle Bell

Director of Marriage and Family Therapy Program

Dr. Corine Fitzpatrick

Counseling and Therapy Faculty

Dr. Raymond Blanchard

Counseling and Therapy Faculty

Department Programs

- Master of Science in Marriage and Family Therapy
- Master of Science in Mental Health Counseling
- Master of Arts in School Counseling
- Advanced Certificate in School Counseling
- Advanced Certificate in Mental Health Counseling
- Advanced Certificate Bilingual Extension with Master of Arts in School Counseling
- Advanced Certificate in Bilingual Pupil Personnel Services
- Recommended electives for Alcohol and Substance Abuse Counseling
- Recommended electives for College Advising

Masters Program in School Counseling (Leads to Certification in School Counseling)

The program is concerned with fostering the intellectual, social, spiritual, vocational, personal, and professional development of individuals throughout the life span. It is grounded in research and is also shaped by the needs of schools, community agencies, and colleges that require the services of professional counselors. While a theoretical thread is evident in the core coursework, an experiential thread also begins in the first semester. At the end of their preparation, it is expected that counselors-in-training will emerge with certain knowledge, skills and dispositions. They will be able to: assess, facilitate, and guide individual development; enhance the experiences that further human development and ameliorate those that hinder optimum development; work with individuals from diverse ethnic, cultural, and socioeconomic backgrounds; and engage in inquiry with respect to emerging professional thought and practice. Most importantly, counselors-in-training will enhance their ability to be empathetic, caring human service providers.

Admission

Applicants for admission into the master's degree program in School Counseling must have earned a baccalaureate degree and a suitable preparation in the behavioral sciences. Consideration will be given for teaching experience and for other applicable experiences. Students who possess a bachelor's degree but do not have relevant background may be required to take prerequisite courses for admission. A Narrative Statement of Interest in the counseling program is required. Two letters of reference are also required. An interview with the Director is recommended prior to admission.

Program Planning

The approved degree program for Counseling consists of 60 credits of course work. The program requires a major paper and a one semester practicum and two semester internship. Periodic consultation with an advisor is required to assure proper sequence and progress in developing competencies as a counselor. Program participants are responsible for giving evidence of having acquired the required competencies and met standards through periodic performance reviews, completion of course and program requirements and for maintaining a B or better average in course work.

New York State Certification. Upon the completion of the Master of Arts degree, SAVE, Child Abuse Recognition and Reporting requirements and DASA training, the student will fulfill the requirements for Provisional certification as a school counselor. The student must file an application on line with the State Education Department and then contact the office of Graduate Education in order to be recommended for certification. Application should be submitted prior to graduation.

Degree Program School Counseling

Required courses: Students in the 60 credit M.A. program seeking school counseling certification must take all the required courses listed below. Students should consult with the Advisor for courses most suitable for their purpose. Counseling and Therapy Programs are Blended programs, offering up to half of the courses in an Online Synchronous format and the remainder in person.

EDUG 713	Methods of Educational and Psychological Research (Online Synchronous)	3
EDUG 721	Introduction to Counseling Practices and Theories (Online Synchronous)	3
EDUG 722	Techniques in Counseling the Individual	3
EDUG 714	Psychology of Career Counseling (Online Synchronous)	3
EDUG 723	Life Span Development (Online Synchronous)	3
EDUG 725	Group Counseling	3
EDUG 727	Organization and Administration of the Guidance Program	3
EDUG 732	Practicum in Counseling	3
EDUG 780	Psychopathology (Online Synchronous)	3
EDUG 807	Measurement and Assessment for Counselors	3
EDUG 821	Internship in School Counseling I	3
EDUG 827	Internship in School Counseling II	3

EDUG 851	Data Analysis and Report Writing in Educational & Psychological Research (Online Synchronous)	3
EDUG 853	Counseling the College Applicant (Online Synchronous)	3
EDUG 859	Approaches to Multicultural Counseling: Theory and Practice (Online Synchronous)	3
or EDUG 817	Cross Cultural Counseling	
EDUG 867	Professional Orientation to Counseling: Standards, Law, Ethics, and Evaluation	3
EDUG 866	Leadership, Supervision and Consultation in Counseling	3
EDUG 850	Advanced Group Counseling	3
Recommended Electives (6 credits required - any EDUG courses acceptable)		
EDUG 802	Foundations, Theory and Practice of Bilingual General and Special Education (Online Synchronous)	3
EDUG 913	Hip-Hop & School Counseling Praxis	3
Total Credits		60

Masters Program in Mental Health Counseling (Licensure Qualifying in New York)

The mental health counseling program is a 60 credit master's degree program that prepares students to work in mental health settings such as: mental health centers, hospitals, college counseling centers, and residential treatment centers. The Master of Science in Mental Health Counseling is a rigorous program designed to meet the requirements for an independent mental health care license in New York. The primary objective of this program is to train masters level practitioners in assessment and intervention in the mental health care settings. Together with a post-graduate experience requirement and successful completion of a licensure exam, graduates will be able to provide direct clinical and counseling services to patients in a wide range of medical, research, mental health and independent practice settings.

Admission

Applicants for admission into the master degree program in Mental Health Counseling must have earned a baccalaureate degree. Consideration will be given for applicable experiences. Students who possess a bachelor degree but do not have relevant background may be required to take a prerequisite course for admission. A Narrative Statement of Interest in the Mental Health Counseling program is required. Two letters of reference are also required. An interview with the Director is recommended prior to admission.

Program Planning

The Mental Health Program consists of 60 credits. The program requires a major paper and a one semester practicum and two semester internship. Periodic consultation with the academic advisor is required to assure proper sequence and progress in developing competencies as a counselor. Program participants are responsible for giving evidence of having acquired the required competencies and met standards through periodic

performance reviews, completion of course and program requirements and for maintaining a B or better average in course work.

Mental Health Counseling Licensure. Manhattan College's program meets the State of New York educational requirements and graduates are license eligible. Upon graduation, students will need to meet the additional requirements for licensure by passing an exam and acquiring the post-graduate clinical experience and supervision. The requirements in other states may vary so students should discuss licensure in other states with their academic advisor.

Degree Program Mental Health Counseling

Students preparing for mental health counseling must earn 57 credits of core courses and 3 credits of an elective course. Students should consult with the academic advisor for 3 credits of an elective course most suitable for their goals. Students must complete a research paper.

Counseling and Therapy Programs are Blended programs, offering up to half of the courses in an Online Synchronous format and the remainder in person.

Required courses

EDUG 713	Methods of Educational and Psychological Research (Online Synchronous)	3
EDUG 715 or EDUG 904	Marriage and Family Counseling (Online Synchronous) Introduction to Family Therapy Models	3
EDUG 721	Introduction to Counseling Practices and Theories (Online Synchronous)	3
EDUG 722	Techniques in Counseling the Individual	3
EDUG 723	Life Span Development (Online Synchronous)	3
EDUG 724 or EDUG 714	Career Development (Online Synchronous) Psychology of Career Counseling	3
EDUG 725	Group Counseling	3
EDUG 726	Foundations of Mental Health Counseling (Online Synchronous)	3
EDUG 732	Practicum in Counseling	3
EDUG 780	Psychopathology (Online Synchronous)	3
EDUG 807	Measurement and Assessment for Counselors	3
EDUG 850	Advanced Group Counseling	3
EDUG 851	Data Analysis and Report Writing in Educational & Psychological Research (Online Synchronous)	3
EDUG 819	Internship in MHC Counseling I	3
EDUG 859	Approaches to Multicultural Counseling: Theory and Practice (Online Synchronous)	3
EDUG 866	Leadership, Supervision and Consultation in Counseling	3
EDUG 867	Professional Orientation to Counseling: Standards, Law, Ethics, and Evaluation	3

EDUG 891	Foundations in Evaluation, Assessment, and Diagnosis	3
EDUG 894	Internship MHC Counseling II	3
Elective		3
Total Credits		60

Masters Program in Marriage and Family Therapy (Licensure Qualifying in New York)

The marriage and family therapy program is a 60-credit program, registered in the New York State Office of Professions. It is designed to educate and train clinicians in the profession of Marriage and Family Therapy. The program includes studying, understanding, and developing the skills to provide therapy based on an integration of contextual, cultural and relational perspectives. Factors taken into account in this approach to treatment include, among others: lifespan development, family-of-origin, family configuration, culture, gender, living and schooling environments, and ethnicity.

The program fulfills the educational requirements for an independent Marriage and Family Therapy license in New York State. Together with a post-graduate experience requirement and successful completion of a licensure exam, graduates will be able to provide direct clinical therapy services to clients in a wide variety of settings, including private practice, as licensed Marriage and Family Therapists.

Degree Program Marriage and Family Therapy

Admission

Applicants for admission into the master's degree program in Marriage and Family Therapy must have earned a baccalaureate degree. Consideration will be given for applicable work/life experience. Students who possess a bachelor's degree but do not have relevant background may be required to take a prerequisite course for admission. A Narrative Statement of Interest in the Marriage and Family Therapy program is required. Two letters of reference are also required. An interview with the Director is recommended prior to admission.

Program Planning

The Marriage and Family Therapy program consists of 60 credits. These 60 credits are made up of: 54 credits of core courses and 6 credits of elective courses. Students should consult with their academic advisor to identify electives most suitable for their areas of clinical interest. The program also requires a major paper, 2 one-semester practicums and a two-semester internship all completed as part of the 54 core course credits. Periodic consultation with the academic advisor is required to assure proper sequence and progress in developing competencies as a therapist. Program participants are responsible for giving evidence of having acquired the required competencies, having met standards through periodic performance reviews, completing all course and program requirements, and maintaining a B or better average in course work.

Marriage and Family Therapy Licensure. Manhattan College's program meets the State of New York educational requirements and graduates are license eligible. Upon graduation, students will also need to meet the requirements for licensure by passing

the national MFT exam and by acquiring the required post-graduate clinical experience and supervision. The requirements in other states may vary so students should discuss licensure in other states with their academic advisor.

Counseling and Therapy Programs are Blended programs, offering up to half of the courses in an Online Synchronous format and the remainder in person.

Required Courses

EDUG 713	Methods of Educational and Psychological Research (Online Synchronous)	3
EDUG 723	Life Span Development (Online Synchronous)	3
EDUG 905	Foundations of Marriage & Family Therapy	3
EDUG 904	Introduction to Family Therapy Models (Online Synchronous)	3
EDUG 867	Professional Orientation to Counseling: Standards, Law, Ethics, and Evaluation	3
EDUG 780	Psychopathology (Online Synchronous)	3
EDUG 851	Data Analysis and Report Writing in Educational & Psychological Research (Online Synchronous)	3
EDUG 907	Practicum in Marriage and Family Therapy (Online Synchronous)	3
EDUG 903	Contemp. Couples Therapy	3
EDUG 725	Group Counseling	3
EDUG 817	Cross Cultural Counseling (Online Synchronous)	3
or EDUG 859	Approaches to Multicultural Counseling: Theory and Practice	
EDUG 709	Alcohol and Substance Abuse Counseling Family Issues and Treatment Approaches (Online Synchronous)	3
EDUG 910	Internship I and Seminar in MFT (Online Synchronous)	3
EDUG 908	Family Therapy&Family Law	3
EDUG 909	Family Systems Therapy: Practicum in Techniques	3
EDUG 906	Family Assessment (Online Synchronous)	3
EDUG 911	Internship II and Seminar II in MFT (Online Synchronous)	3
EDUG 850	Advanced Group Counseling	3
Electives		6

Advanced Certificate in School Counseling

Admission

Students must have a master's degree in *school counseling* from an approved educational institution and possess provisional certification in school counseling or its equivalent. A Narrative Statement of Interest in the counseling program, and two letters of recommendation are required prior to admission.

Students who have obtained the M.A. Degree in Counseling from Manhattan College within the last five years and who plan to apply to the Advanced Certificate program

in Pupil Personnel Services (School Counseling) may submit their application virtually through Graduate Admissions. (<https://manhattan.edu/admissions/apply-all.php>)

Program

The Advanced Certificate consists of 21 credits of course work. It emphasizes broader preparation in counseling and related services for advanced responsibilities, including intervention, and in the conduct, supervision, and evaluation of counseling practice. Upon completion of 21 credits, students may apply for New York State permanent certification if they have worked as a school counselor for 2 years.

Required courses

EDUG 723	Life Span Development (Online Synchronous)	3
EDUG 850	Advanced Group Counseling	3
EDUG 859	Approaches to Multicultural Counseling:Theory and Practice (Online Synchronous)	3
EDUG 866	Leadership, Supervision and Consultation in Counseling	3
EDUG 867	Professional Orientation to Counseling:Standards, Law, Ethics, and Evaluation	3
Electives		6
Total Credits		21

Students must consult with the Program Director to determine appropriate courses for the 6 elective credits.

Advanced Certificate in Mental Health Counseling (Licensure Qualifying in New York)

The Advanced Certificate in mental health counseling program is a 27 credit post master's degree program that prepares students who already have a Master's degree to work in mental health settings such as: mental health centers, hospitals, and residential treatment centers. The Advanced Certificate in Mental Health Counseling is a rigorous program designed to meet the requirements for an independent mental health care license in New York and other states. The primary objective of this program is to train practitioners in assessment and intervention in the mental health care settings. Together with a post degree experience requirement and successful completion of a licensure exam, graduates will be able to provide direct clinical and counseling services to patients in a wide range of medical, research, mental health and independent practice settings.

Admission

Applicants for admission into the Advanced Certificate program in Mental Health Counseling must have earned a master's degree in counseling or counseling psychology. Consideration will be given for applicable experiences. A Narrative Statement of Interest in the Mental Health Counseling program is required. Two letters of reference are also required. An interview with the Director is recommended prior to admission.

Students who have obtained the Master's Degree in Counseling from Manhattan College within the last five years and who plan to apply to the Advanced Certificate Program in Mental Health Counseling may submit a simplified online application.

Program Planning

The Mental Health Program consists of a minimum of 27 credits depending on the appropriateness of the courses already taken on the master's level. Since the advanced certificate and the master's degree in mental health programs are registered in New York State, guidelines in determining which courses and how many must be taken in the advanced certificate will follow that model. These programs require a major paper (if not taken on the master's degree level) and a practicum and two semester internship. Periodic consultation with an advisor is required to assure proper sequence and progress in developing competencies as a counselor.

Please see the course listing under the M.S. degree in Mental Health Counseling for the courses that are required. Students in the Advanced Certificate program must review with an advisor which master's level courses they have already taken that might fulfill the requirements for the M.S. degree and which courses they would need to take. Final determination of accepted courses from a prior program is done by the Program Director.

New York State Licensure

Mental Health. In addition to the students master's degree in counseling or counseling psychology and Manhattan College's advanced certificate in mental health counseling, students will need to meet the additional New York State requirements for licensure by passing an exam and acquiring the post-graduate clinical experience and supervision.

Advanced Certificate in School Counseling Bilingual Extension

The advanced certificate bilingual extension (ACT CBE) may be taken as part of the M.A. in School Counseling program and/or the Advanced Certificate in School Counseling. In order to earn eligibility to pursue provisional certification as a bilingual counselor in preschool, elementary and secondary schools. The ACT CBE is 15 credits but students may take 1 of the 5 courses within their 60 credit master's course work. With the Extension, students will need a total 60 combined credits and pass the expressive language fluency exams.

Advanced Certificate in Bilingual Pupil Personnel Services

Applicants must have a master's degree in school counseling, social work, or school psychology. By completing the Advanced Certificate in Bilingual Pupil Personnel Services (ACT BPPS) program, which consists of 15 credits of coursework, and passing expressive language fluency exams, students may be eligible to pursue certification to work as a bilingual school counselor, school psychologist or social worker.

Students in both the ACT CBE and ACT BPPS programs must independently pass the Bilingual Education Assessment examination in order to complete the requirements for their certificate.

Both the ACT CBE and ACT BPPS programs are registered with the State of New York.

Required Courses

EDUG 802	Foundations, Theory and Practice of Bilingual General and Special Education (Online Synchronous)	3
EDUG 810	Bilingual and Multicultural Assessment of Linguistically and Culturally Diverse Students (Online Synchronous)	3
EDUG 816	Approaches to Counseling Linguistically and Culturally Diverse Student (Online Synchronous)	3
EDUG 817 or EDUG 859	Cross Cultural Counseling (Online Synchronous) Approaches to Multicultural Counseling: Theory and Practice	3
EDUG 818 or EDUG 732	Internship: Bilingual Counseling Practicum in Counseling	3
Total Credits		15

Recommended electives for Alcohol and Substance Abuse Counseling

The electives consist of 9 credits of coursework specifically designed to prepare students for Alcohol and Substance Abuse Counseling. It is also appropriate for those human service professionals who want to enhance their skills as mental health or school counselors.

Required Courses

EDUG 708	Physical and Psychopharmacological Aspects of Alcohol and Substance Abuse (Online Synchronous)	3
EDUG 709	Alcohol and Substance Abuse Counseling Family Issues and Treatment Approaches (Online Synchronous)	3
EDUG 706	Alcohol and Substance Abuse: Evaluation, Treatment Planning and Case Management (Online Synchronous)	3
Total Credits		9

Recommended electives for College Advising

The electives consist of 12 credits of coursework specifically designed to prepare college advisors to gain additional expertise in working with students who aspire to go to and be successful in college. The courses were designed with funding from a grant and represent the best research and practice ideas.

Required Courses

EDUG 729	Professional Writing	3
EDUG 718	Technology, the School Counselor and College Advisor	3

EDUG 853	Counseling the College Applicant (Online Synchronous)	3
Other course chosen based on focus of advisor		3
Total Credits		12

Healthcare Informatics

Dr. TBC, Chairperson of Healthcare Informatics

The mission of the Healthcare Informatics degree program is to provide students with the knowledge they need to enter the healthcare industry to enhance quality and operations through the application and assessment of healthcare data.

1. Students will be able to analyze and interpret healthcare data and how it relates to patient care and operational effectiveness.
2. Students will be able to apply policies, standards, and regulatory requirements to the collection, storage, classification, access, and transmission of healthcare data.
3. Students will use healthcare information technology for decision support, knowledge management, strategic planning, and outcomes assessment.

Program of Study for the Healthcare Informatics

Total number of credits for the MS degree is 36; 24 core credits and 12 elective credits.

First Year

Fall	Credits	Spring	Credits	Summer	Credits
HCI 601		3 HCI 618		3 HCI 630	3
HCI 610		3 HCI 620		3 HCI 632	3
HCI Elective		3 HCI Elective		3 HCI Elective	3
		9			9

Second Year

Fall	Credits
HCI 690	3
HCI 691	3
HCI Elective	3
<hr/>	
9	

Total Credits: 36

Kakos School of Science

Marcy Kelly, Ph.D., Dean

Mission Statement

We are a vibrant community of student and faculty scholars working together to advance cutting-edge research, teaching and learning. We combine Lasallian values (<https://manhattan.edu/about/lasallian-catholic.php>), a person-centered approach to education, and the scientific method in order to find innovative solutions to modern problems and challenges, building a more compassionate and just world. To develop well-rounded scientists who value compassion as highly as innovation, we will:

- Build our community of scholars within the Kakos School of Science through the continued recruitment of diverse and outstanding faculty and students.
- Develop high quality faculty and students by providing them with professional and career development opportunities.
- Retain high quality faculty and students through enhanced and streamlined career pathway and student success efforts.

Degree Programs

The Kakos School of Science currently offers the following graduate programs:

- M.S. in Computer Science
- M.S. in Applied Mathematics-Data Analytics
- M.S. in Mathematics
- 5 year B.A.-M.S. or B.S.-M.S. in Applied Mathematics-Data Analytics
- Advanced Certificate in Applied Mathematics-Data Analytics

M.S. in Computer Science

The M.S. in Computer Science program is designed for students interested in pursuing computer science theoretically as well as practically at an advanced level.

Overall, there is a large and continuously growing demand for master's level computer science professionals in the State of New York and across the country. The program will extend well beyond knowledge acquired at the undergraduate level. The program will prepare students to enter the computer-related industry directly after graduation or to continue their educational path to a Ph.D. The curriculum is designed to allow students to develop the skills needed to achieve leadership positions in industry, business, and government or related fields, where computer science has become an important tool.

The coursework in the program represents a realistic balance between fundamental computer science theory and cutting edge modern computing techniques and technologies. Students will master methods of algorithm design and their analysis, networking, databases, and operating systems. Students will have also an excellent opportunity to explore cutting edge areas, which are currently in high demand, such as cryptography and security, cloud computing, neural networks and machine learning,

artificial intelligence, embedded systems, Linux kernel programming, image analysis, and data mining.

Students entering the program should have at least 15 credits of undergraduate computing courses, including at least 6 credits of computer programming, data structures, operating systems, databases. They should also have at least 9 credits of mathematics, which may include calculus, discrete mathematics, probability/statistics, linear algebra, numerical methods, differential equations and other university level mathematics courses.

M.S. in Applied Mathematics-Data Analytics

The M.S. in Applied Mathematics-Data Analytics program is designed for students with a strong background in mathematics and a major in a quantitative field who wish to prepare for careers in industry, business, government, or for further study at the doctoral level. It is a particularly good fit for students who want to transition into data analytics and data science careers. The curriculum emphasizes the application of mathematics and programming with open-ended course projects. The courses combine theory and application striving to give students practical tools which they will use in their future career.

Applicants should possess a degree in a STEM or quantitative discipline, some exposure to computer programming, and have the desire to learn mathematical and computational methods to apply them to real-world problems. The prerequisites for the program are multi-variable calculus, probability or calculus-based statistics, linear algebra, and a programming class.

Students will typically complete the 30-credit program in 3 semesters plus an internship or a research project during a summer. Students may pursue the program full-time or part-time. Courses are scheduled in the evenings to accommodate students who work full-time. The program gives flexibility by allowing students to start in either the fall or the spring semester.

This program is also available as a seamless 5-year B.A.-M.S. or B.S.-M.S. and there is an Advanced Certificate option.

M.S. in Mathematics

The M.S. in Mathematics program is for individuals who hope to pursue a Ph.D. in Mathematics or a related discipline, or who wish to teach mathematics at a community college. Students in the program will complete course work in foundational areas of pure mathematics: linear and abstract algebra, real and complex analysis, topology, and probability-statistics. Electives may be chosen to deepen the applicant's knowledge in preparation for study at the Ph.D. level, for breadth including applications, and may include research. A thesis option is available for those who wish to do research.

Entering students should have seen, at a minimum, calculus I-II-III, a proof-theoretic linear algebra, and a probability or statistics class. Courses in abstract algebra and real analysis are required, but may be taken at the graduate level if necessary. A major in mathematics is desirable. A course in programming is recommended.

This program may be completed on either a full-time or a part-time basis. Qualified Manhattan College undergraduates may begin graduate classes in their junior or senior year, thereby enabling completion of the M.S. degree in a single postgraduate year plus

two summers. The program gives flexibility by allowing students to start in either the fall or the spring semester.

Additional information on any of these programs can be found at the respective department sections of the catalog. (Computer Science or Mathematics)

Application Procedures

Application for admission to all graduate programs in the Kakos School of Science is through the Office of Graduate Admissions. An on-line application can be accessed via the Office of Graduate Admissions web page. The completed form accompanied by the application fee (non-refundable) must be submitted to the Office of Graduate Admissions. Applicants for admission are responsible for having official transcripts of all undergraduate and graduate courses mailed directly to the Office of Graduate Admissions, paying the application fee, submitting letters of recommendation, and submitting standardized test scores.

Official transcripts (not student copies) of all undergraduate and graduate records must be sent to the Office of Graduate Admissions by the institutions issuing them. Applicants who file an application before the baccalaureate degree has been conferred may be accepted pending the successful completion of their undergraduate work. A final transcript must be received in the Office of Graduate Admissions prior to course registration.

Graduates of Manhattan College should contact the Office of the Registrar requesting that an official transcript be sent to the Office of Graduate Admissions.

An application is not complete until all the necessary materials and application fee have been received by the Office of Graduate Admissions. Incomplete applications cannot be processed. Students who file an application and whose official transcripts arrive after the deadline date cannot be assured that their application will be processed in time for the semester for which they are applying.

For best consideration, filing of the graduate application should be completed before May 1st for summer session applicants; August 10th for fall session applicants, and January 7th for spring session applicants; however, applications are reviewed on a continuous basis.

International Student Applicants

The College accepts international students for its full-time graduate programs in the Kakos School of Science. Application procedures, admission criteria and information can be found in the individual sections of the catalog. In general, the College cannot accept these students into its part-time graduate programs. The student who is accepted and receives a student visa must be enrolled in each term of the academic year for a minimum of 9 credits. Such students must complete the program within 18 months.

International student applicants should submit their admission application, official transcripts, and the admission fee four months before the beginning of the session they wish to enter. In addition, they must submit a notarized statement that they have sufficient funds to finance their education and their maintenance. Many of the sources of financial assistance are limited to the residents of the United States.

Unless exempted, all international students applying from foreign countries must take the TOEFL (Test of English as a Foreign Language) or acceptable equivalent and have

the test results sent to the Office of Graduate Admissions. A minimum TOEFL score of 80 (internet based test), 213 (computer based exam), or 550 (paper based exam) will satisfy Manhattan College admission requirements and criteria for issuance of the I-20 form. However, admission and issuance of an I-20 form is also possible for students with TOEFL scores below 80, 213 or 550 levels for the internet, computer, and paper based exams, respectively, provided they successfully complete an approved English as a Second Language course at another institution or an acceptable substitute at Manhattan College. The Kakos School of Science will also accept IELTS (International English Language Testing System) scores with a minimum of 6.5 on the 9.0 scale, TOEIC (Test of English for International Communication) scores with minimum score of 690, and Duolingo English Test scores of 110 or higher.

Some international students are exempted from the English proficiency requirement based on where the undergraduate degree was awarded. International students graduating from an accredited four-year undergraduate program in the United States will not need to submit an English proficiency exam score. Graduates of undergraduate programs in English speaking countries that are signatories to the Washington Accord along with the USA, specifically Australia, Canada, Ireland, New Zealand, and the United Kingdom, will not need to submit English proficiency exam scores. A complete list of exempted countries is available from Graduate Admissions.

Department of Computer Science

Dr. Igor Aizenberg

Chair, Department of Computer Science

Director, Graduate Program

The graduate program in Computer Science is designed for students interested in pursuing Computer Science at an advanced level. This program is a great opportunity to get perfectly prepared for an advanced level position in industry or for pursuing a Ph.D. degree.

This **30-credit** program is open to all **external applicants** *meeting the admission criteria*.

At the same time we have a **special option** for those students who received their **undergraduate degree in Computer Science from Manhattan College**. Staying only for one more year in the College and taking only **24 credits** (8 courses or 6 courses and Master Thesis/Project) these students may get their **M.S.** degree in Computer Science.

Overall, there is a large and continuously growing demand for advanced level computer science professionals in the State of New York and across the country. The program will extend well beyond knowledge acquired at the undergraduate level. The program will prepare students to enter computer-related industry directly after graduation, or to continue their educational path to a Ph.D. The curriculum is designed to allow students to develop their skills needed to achieve leadership positions in industry, business, and government or related fields, where computer science has become an important tool.

The coursework in the program represents a realistic balance between fundamental computer science theory and cutting edge modern computing techniques and technologies. Students will master methods of algorithm design and their analysis, networking, databases, and operating systems.

Students will have also an excellent opportunity to explore cutting edge areas, which are currently in high demand, such as cryptography and security, cloud computing, neural networks and machine learning, artificial intelligence, embedded systems, Linux kernel programming, image analysis, and data mining. These areas will be covered by electives, which students will be able to choose in accordance with their personal interests.

A capstone experience involving either a research Master Thesis or a major software system design (Master Project) will help students to strengthen their knowledge and skills, put ideas and concepts to work in solving actual problems and finally become successful professionals able to gain employment in industry and/or to be accepted into a Computer Science Ph.D. program.

Admission Criteria and Application

Admission Criteria for students who are pursuing a degree in Computer Science at Manhattan College

Undergraduate students pursuing a degree in Computer Science at Manhattan College should notify the Computer Science Department that they are planning to apply and submit their application during their senior year.

Admission Requirements:

- A minimum GPA of 3.0 in the undergraduate CMPT courses taken to date is required.

Applicants have to submit:

- **Two letters of recommendation** from faculty who can comment on the applicant's ability to succeed in the M.S. coursework is required.
- **Written statement** of interest describing the applicant's objectives in undertaking graduate study.

Admission Criteria for students who received a B.S. or B.A. degree in Computer Science or related discipline outside of Manhattan College or received a bachelor degree from Manhattan College, but in any area different from Computer Science.

Admission Requirements:

- A minimum GPA of 3.0 and a strong record in the undergraduate computing courses is normally required, although other factors can be considered in the decision for admission.
- Applicants are not required to submit results of the Graduate Record Examination (GRE). However, GRE scores may enhance the application.
- A strong record in the undergraduate computing courses is normally required. Students entering the program should have at least 15 credits of undergraduate computing courses, including at least 6 credits of computer programming, data structures, operating systems, databases. They should also have at least 9 credits of mathematics, which may include calculus, discrete mathematics, probability/statistics, linear algebra, numerical methods, differential equations and other university level mathematics courses.
- Confirmed practical experience in computer programming is not required, but it should be a plus for students whose bachelor degree is not in Computer Science or a closely related discipline.

External applicants have to submit:

- **Written statement** of interest describing applicant's objectives in undertaking graduate study.
- **Academic transcript.**
- **Two letters of recommendation** from appropriate academic or professional references. At least one letter must be from an academic reference who can comment on the applicant's ability to succeed in the M.S. coursework.
- **All international applicants** who were educated outside of the United States for their undergraduate and/or graduate degree *must provide a course-by-course evaluation report* (which should be inclusive of your official transcripts) provided by one of the agencies listed on the NACES website (<https://www.naces.org/members/>).
- (Optional) GRE Test results (optional subject GRE for international students).
- (Optional) Curriculum Vitae (CV) - only for those who have professional working experience.

English language requirement for international applicants

International applicants whose native language is not English and who have taken all or part of their undergraduate education in a country where English is not the native language are required to prove their ability to study in English. This can be done in any of the following ways:

1. Submit scores on the Test of English as a Foreign Language (TOEFL). The following minimum scores must be obtained:
 - Paper Based Test: 550
 - Computer Administered Test: 213
 - Internet Based Test: minimum of 80 points.
2. Submit scores on the IELTS (International English Language Testing System) with a minimum of 6.5 points on the 9.0 scale.
3. Submit scores on the TOEIC (Test of English for International Communication) with a minimum score of 690.
4. Submit scores on the Duolingo English Test with a minimum score of 110 points.

International applicants can be exempt from the language proficiency requirement if they meet one of the following criteria:

- The applicant attended one academic year of study at a university or college in a country where English is the first official language (does not include IELP programs).
- The applicant is currently enrolled at a U.S. institution and has completed a 100-level (or equivalent) English Composition course and at least 12 credit hours of 100-level (or equivalent) courses
- The applicant was educated in one of these countries (<https://manhattan.edu/admissions/graduate/english-proficiency-countries.php>)

Financial requirement for international applicants

- ***In order to complete the application and have your file evaluated, as an international applicant, you will need to submit a copy of your passport, certificate of financial responsibility, and bank statement showing sufficient funds to cover the first year of study (around \$39,000).***

Degree Requirements

The M.S. program in Computer Science is a 30-credit program and is available in the School of Science. Students can pursue this program in one of two ways: a course based option or a thesis/project based option. All students take a common core of 12 credits. Students pursuing the course based option then take 18 elective credits. Students pursuing the thesis/project based option take 6 credits of thesis/project and then 12 elective credits.

General Requirements: The order in which courses are taken is flexible. The department offers two required core courses every fall and two required core courses every spring. The department also offers at least two elective courses every fall and every spring. A

minimum grade of B in all graduate courses is required. Before taking any course, the student must obtain a grade of B or better in the prerequisite course(s) (if any).

Degree requirements for students who graduated from Manhattan College with a B.S. or B.A. degree in Computer Science

Courses from Undergraduate Program¹: 6 credits

6 credits counted towards a M.S. degree from the undergraduate curriculum in Computer Science (a grade B or higher is required)

CMPT 456	Software Engineering	3
One of the following Electives (Only one of these courses can be counted even if more were taken)		3
CMPT 363	Data Mining	
CMPT 364	Cloud Computing and Virtualization	
CMPT 420	Artificial Intelligence	
CMPT 465	Neural Networks and Learning Systems	

¹ Students who minored in Computer Science and who have taken CMPT 456 and (or) one of CMPT 363, CMPT 364, CMPT 420, CMPT 465, as well as any other Manhattan College graduates who have taken these classes, may also claim 3 or 6 undergraduate credits counted towards their graduate degree, respectively. Otherwise these students shall follow degree requirements for students who graduated from other institutions.

Required Graduate Core: 12 credits

CMPG 612	Operating Systems	3
CMPG 638	Design&Analy of Algorithms	3
CMPG 658	Database Systems	3
CMPG 667	Computer Networking	3

Course-Based Option (without M.S. Thesis/Project): 12 credits

12 credits of graduate electives (any 4 courses from the following list)²

CMPG 720	Artificial Intelligence	3
CMPG 763	Data Mining	3
CMPG 764	Cloud Computing&Virtualization	3
CMPG 765	Neural Networks&Learn Sys	3
CMPG 767	Image Processing and Analysis	3
CMPG 768	Cryptography and Security	3
CMPG 769	Cyber Security Lab	3
CMPG 780	Linux Kernel Programming	3
CMPG 788	Topics in Advanced Computer Science	3
CMPG 797	Graduate Independent Research	3

MATG 557	Machine Learning	3
ECEG 721	Embedded Systems	3

² Only 1 course from CMPG 720/CMPT 420, CMPG 763/CMPT 363, CMPG 764/CMPT 364, CMPG 765/CMPT 465 taken during the undergraduate study can be counted towards a graduate degree. If a student did not get a grade B or higher in the undergraduate class (classes), which can be counted towards a graduate degree, he/she needs to take respectively 5 or 6 elective classes from this list.

M.S. Thesis/Project Option: 12 credits

6 credits of M.S. Thesis/Project (research or a major software project design under supervision of a faculty)

CMPG 798	Master Thesis/Project Seminar	3
CMPG 799	Master Thesis/Project	3

6 credits of graduate electives (any 2 courses from the following list)³

CMPG 720	Artificial Intelligence	3
CMPG 763	Data Mining	3
CMPG 764	Cloud Computing&Virtualization	3
CMPG 765	Neural Networks&Learn Sys	3
CMPG 767	Image Processing and Analysis	3
CMPG 768	Cryptography and Security	3
CMPG 769	Cyber Security Lab	3
CMPG 780	Linux Kernel Programming	3
CMPG 788	Topics in Advanced Computer Science	3
MATG 557	Machine Learning	3
ECEG 721	Embedded Systems	3

³ Only 1 course from CMPG 720 / CMPT 420, CMPG 763 / CMPT 363, CMPG 764 / CMPT 364, CMPG 765 / CMPT 465 taken during the undergraduate study can be counted towards a graduate degree. If a student did not get a grade B or higher in the undergraduate class (classes), which can be counted towards a graduate degree, he/she needs to take respectively 3 or 4 elective classes from this list.

Degree requirements for students who graduated from other institutions of higher education with a B.S. or B.A. degree (major or minor) in Computer Science or related disciplines and for students who graduated from Manhattan College with a B.S. or B.A. degree in any area different from Computer Science

Required Graduate Core: 12 credits

CMPG 612	Operating Systems	3
CMPG 638	Design&Analy of Algorithms	3
CMPG 658	Database Systems	3
CMPG 667	Computer Networking	3

Course-Based Option (without M.S. Thesis/Project): 18 credits

18 credits of graduate electives (any 6 courses from the following list):

CMPG 756	Software Engineering	3
CMPG 720	Artificial Intelligence	3
CMPG 763	Data Mining	3
CMPG 764	Cloud Computing&Virtualization	3
CMPG 765	Neural Networks&Learn Sys	3
CMPG 767	Image Processing and Analysis	3
CMPG 768	Cryptography and Security	3
CMPG 769	Cyber Security Lab	3
CMPG 780	Linux Kernel Programming	3
CMPG 788	Topics in Advanced Computer Science	3
CMPG 797	Graduate Independent Research	3
MATG 557	Machine Learning	3
ECEG 721	Embedded Systems	3

M.S. Thesis/Project Option: 18 credits

6 credits of M.S. Thesis/Project (research or a major software project design under supervision of a faculty)

CMPG 798	Master Thesis/Project Seminar	3
CMPG 799	Master Thesis/Project	3

12 credits of graduate electives (any 4 courses from the following list):

CMPG 756	Software Engineering	3
CMPG 720	Artificial Intelligence	3
CMPG 763	Data Mining	3
CMPG 764	Cloud Computing&Virtualization	3
CMPG 765	Neural Networks&Learn Sys	3

CMPG 767	Image Processing and Analysis	3
CMPG 768	Cryptography and Security	3
CMPG 769	Cyber Security Lab	3
CMPG 780	Linux Kernel Programming	3
CMPG 788	Topics in Advanced Computer Science	3
CMPG 797	Graduate Independent Research	3
MATG 557	Machine Learning	3
ECEG 721	Embedded Systems	3

Department of Mathematics

Dr. Helene R. Tyler
Chair, Department of Mathematics

Dr. Lawrence C. Udeigwe
Director, Graduate Programs

The Department of Mathematics offers two graduate degree programs, a combined undergraduate and graduate program, and one advanced certificate program:

- M.S. in Applied Mathematics-Data Analytics
- M.S. in Mathematics
- 5 year B.A.-M.S. or B.S.-M.S. in Applied Mathematics-Data Analytics
- Advanced Certificate in Applied Mathematics-Data Analytics.

The degree requirements, as well as the admission requirements, for each degree, are listed below.

M.S. in Applied Mathematics-Data Analytics

Program Overview

The program is designed for students with a strong background in mathematics and a major in a quantitative field who wish to prepare for careers in industry, business, government, or for further study at the doctoral level. It is a particularly good fit for students who want to transition into data analytics and data science careers. The curriculum emphasizes the application of mathematics and programming with open-ended course projects. The courses combine theory and application striving to give students practical tools which they will use in their future careers.

Students will typically complete the program in 3 semesters plus an internship or a research project during a summer. Students may pursue the program full-time or part-time. Courses are scheduled in the evenings to accommodate students who work full-time. The program gives flexibility by allowing students to start in either the fall or the spring semester.

Students entering the job market upon graduation will receive support in the internship and job application process. Students interested in pursuing a Ph.D. will receive advisement in the graduate application process.

Financial Support

The total cost for a master's degree is competitive for graduate programs in New York City. Financial support for graduate students in the M.S. in Applied Mathematics-Data Analytics is available on a competitive basis in the form of graduate assistantships.

Admission Requirements

Applicants should possess a degree in a STEM or quantitative discipline, some exposure to computer programming, and have the desire to learn mathematical and computational methods which they will apply to real-world problems. The prerequisites for the program

are multivariable calculus, probability or calculus-based statistics, linear algebra, and a programming class.

Degree Requirements

The 30-credit hour program consists of a core of study in computational methods, probability, statistics, machine learning, databases, linear algebra, and operations research, complemented by electives.

Manhattan College undergraduate students from any major can count up to six graduate credits toward both their undergraduate degree and their graduate degree in mathematics which may allow them to complete the master's program in one additional year.

There are four master's comprehensive exams. These are the final exams (or term projects) in MATG 511, 571, 630, and 635. Three of these must be passed with a B or better in order to complete the program.

The required classes are listed below. In addition, students choose 2 electives subject to approval by the Graduate Director. These electives are chosen in accordance with the student's personal interests, either in mathematics, computer science, engineering, or business administration, or they may elect to pursue an internship or research project.

Required Courses for the M.S. in Applied Mathematics-Data Analytics:

MATG 511	Computational Methods for Analytics	3
MATG 555	Operations Research	3
MATG 557	Machine Learning	3
MATG 571	Advanced Linear Algebra with Applications	3
MATG 630	Probability and Statistics for Analytics	3
MATG 633	Advanced Statistical Inference	3
MATG 635	Probabilistic Methods	3
MATG 659	Database Methods for Analytics	3
Plus two graduate electives in Mathematics, Business, Computer Science or Engineering.		6
Total Credits		30

B.A. or B.S. Mathematics, M.S. Applied Mathematics-Data Analytics

The program is a seamless 5 year B.S.-M.S. or B.A.-M.S. program with a Bachelors in Mathematics and an M.S. in Applied Mathematics-Data Analytics.

This program is designed for students with a strong background in mathematics who wish to prepare for careers in business, industry, or government, or for further study at the doctoral level. In addition to the core undergraduate courses in the discipline, at the graduate level students will master probabilistic and statistical methods, machine learning, and optimization. Students also have the opportunity to complete minors in cognate disciplines.

Students will typically complete all requirements for the B.A. or B.S. in 4 years. They will apply to the M.S. program during their junior or senior year. If accepted, they take graduate classes during their 3rd and 4th years of study and will complete the requirements for the M.S. degree in a fifth year. Manhattan College students can count up to six graduate credits toward both their undergraduate and graduate degrees. The admission requirements for this program are the same as those for the M.S. in Applied Mathematics-Data Analytics.

Advanced Certificate in Applied Mathematics-Data Analytics

To complete the Advanced Certificate in Applied Mathematics-Data Analytics, a student must complete 18 credits, to be chosen in consultation with the graduate director from the MATG courses eligible for credit towards the M.S. in Applied Mathematics-Data Analytics.

An advanced certificate provides graduate training to students and evidence of graduate performance to employers. Students in the Advanced Certificate program are also eligible for graduate assistantships and research assistantships. The admission requirements for this program are the same as those for the M.S. in Applied Mathematics-Data Analytics.

M.S. in Mathematics

Program Overview

This program is for individuals who intend to pursue the Ph.D. in Mathematics or a related discipline, or who wish to teach mathematics in a community college. Students in the program will complete course work in foundational areas of pure mathematics: linear and abstract algebra, real and complex analysis, topology, and probability-statistics. Electives may be chosen to deepen the applicant's knowledge in preparation for study at the Ph.D. level, for breadth including applications, and may include research. A thesis option is available for those who wish to do research.

This program may be completed on either a full-time or a part-time basis. Qualified Manhattan College undergraduates may begin graduate classes in their junior or senior year, thereby enabling completion of the M.S. degree in a single postgraduate year plus two summers. The program gives flexibility by allowing students to start in either the fall or the spring semester.

Financial Support

The total cost for a master's degree is competitive for graduate programs in New York City. Financial support for graduate students in the M.S. in Mathematics is available on a competitive basis in the form of graduate assistantships.

Admission Requirements

Entering students should have seen, at a minimum, calculus I-II-III, a proof-theoretic linear algebra, and a probability or statistics class. Courses in abstract algebra and real analysis are required, but may be taken at the graduate level if necessary. A major in mathematics is desirable. A course in programming is recommended.

Degree Requirements

The program requires 30 credits of graduate mathematics including 15 credits in core classes that include advanced linear algebra, principles of mathematical analysis and 9 credits chosen from topology, probability, abstract algebra, and complex analysis. Fifteen additional elective credits round out the program. For students entering without abstract algebra and real analysis, the program can be extended up to 36 credits. Students have the option of completing a thesis.

Manhattan College undergraduate students from any major can count up to six graduate credits toward both their undergraduate degree and graduate degree in mathematics which may allow them to complete the master's program in one additional year.

The student must pass master's comprehensive exams with a B or better in MATG 571, MATG 588, and one of the courses chosen from MATG 564, 630, 678, or 690. Final exams in these courses will serve as the comprehensive exams.

Required Courses for the M.S. in Mathematics:

6 Prerequisite Credits (typically waived for students with appropriate background): 6

MATG 577	Foundations of Abstract Algebra
MATG 587	Foundations of Mathematical Analysis

15 Required Credits: 15

MATG 571	Advanced Linear Algebra with Applications
and	
MATG 588	Principles of Mathematical Analysis

Plus 9 Credits Chosen From:

MATG 564	Topology
MATG 630	Probability and Statistics for Analytics
MATG 678	Abstract Algebra
MATG 690	Graduate Complex Analysis

15 Credits of Electives Chosen From: 15

MATG 511	Computational Methods for Analytics
MATG 542	Number Theory
MATG 548	Combinatorics and Graph Theory
MATG 555	Operations Research
MATG 556	Non-Linear Optimization
MATG 557	Machine Learning
MATG 633	Advanced Statistical Inference
MATG 635	Probabilistic Methods
MATG 691	Topics in Applied Mathematics
MATG 692	Topics in Mathematics
MATG 699	Research in Mathematics
MATG 700	Thesis

The remaining course from MATG 564, MATG 630, MATG 678 or MATG 690

Total Number of Credits: 30 - 36

Application Materials Required By All Graduate Programs

Application for admission to all graduate programs in the Mathematics Department is through the Office of Graduate Admissions. An on-line application can be accessed via the Office of Graduate Admissions web page.

To apply for any graduate program in the Department of Mathematics an applicant must submit the following:

- An academic transcript from all universities attended
- Two letters of recommendation (at least one of the letters of reference should be from a mathematics professor)
- A personal statement describing the applicant's background and interest in our graduate program
- Optional application materials include a resume and GRE scores.

Additional requirements for international applicants:

- All international applicants who were educated outside of the United States for their undergraduate and/or graduate degree must provide a course-by-course evaluation report (which should include your official transcripts) provided by one of the agencies listed on the NACES website (<https://www.naces.org/members/>).
- International students whose native language is not English need to submit scores from a language proficiency exam (TOEFL, TOEIC, ELTS or Duolingo). A minimum score of 550 in the paper-based TOEFL, 213 in the computer-based TOEFL, 80 Internet-Based TOEFL, 690 in the TOEIC, 6.5 in the IETLS, or 110 in Duolingo is required.

International applicants can be exempt from the language proficiency exam if they meet one of the following criteria:

- The applicant attended one academic year of study at a university or college in a country where English is the first official language.
- The applicant is currently enrolled at a U.S. institution and has completed a 100-level (or equivalent) English Composition course and at least 12 credit hours of 100-level (or equivalent) courses.
- The applicant was educated in one of these countries (<https://manhattan.edu/admissions/graduate/english-proficiency-countries.php>).

School of Continuing & Professional Studies

Rosemary Osso, Assistant Dean

Mission Statement

The mission of the School of Continuing and Professional Studies is to prepare nontraditional students for success in diverse professional environments. SCPS is committed to creating and offering programs designed to serve the nontraditional student population with a particular focus on advancing their careers and/or fulfilling academic goals. The School of Continuing and Professional Studies is dedicated to offering programs in convenient and flexible formats.

Admission Requirements

The admissions committee process includes an ongoing review of student application materials to ensure prompt admissions decisions. Applicants will be assessed primarily based on the following criteria:

- An undergraduate cumulative grade point average (GPA) of 2.75 on a 4.00 scale is typically required for admission to SCPS graduate programs. However, other factors can be considered in the decision for admission.
- Official college transcripts. Sealed or official electronic copies of college transcripts should be sent directly to Manhattan College.
- Personal qualities (evident by the applicant's resume, which should include examples of academic, professional, and extracurricular achievement)
- Recommendations
 - Applicants must submit one letter of recommendation attesting to the applicant's intellectual ability, leadership potential, and ability to complete the program.
- Personal Statement
 - Applicants are required to submit an essay that reflects program interests as well as personal and professional goals.

Transfer Credit Policy

SCPS advising will review credits obtained from the following:

- An accredited institution of higher education,
- CLEP exams and/or
- Professional training credits accredited through NCCRS.

Your advisor will evaluate all credits from your previous academic experiences. However, only those credits applicable to your program will be transferred based on the evaluation completed by SCPS advising. The SCPS advising team receives official transcripts and assesses all credits completed. Once transfer credits have been determined and approved, the student will receive a transfer credit evaluation.

For graduate programs, credits must have a B or better and may transfer up to six credits. Once the transfer credits are approved, the Assistant Dean will confirm with the student who has requested credit assessment.

Organizational Leadership

Rosemary Osso, Assistant Dean

Vision Statement

The M.S. in Organizational Leadership (MSOL) offers working professionals a rich foundation and deep understanding of leadership theory and skills to further define themselves as burgeoning leaders within their personal and professional organizational environments. The MSOL degree program allows students to complete their graduate work through either a blended and/or online format, with a schedule that is flexible and conducive for working professionals. The program seeks to cultivate leaders who are professionally skilled and civically minded.

Mission Statement

The M.S. in Organizational Leadership (MSOL) degree program is for growing and established leaders in corporate, not-for-profit, service-based, and sports-related environments to build upon and improve existing professional skill sets. This graduate degree aims to provide new and seasoned professionals with the knowledge they need to develop their competencies in leadership theory and strategy and advance themselves as leaders in their personal and professional organizational environments.

The master's degree in Organizational Leadership provides students the opportunity to build on established competencies and professional experience. Through course activities and assignments, they can implement and test the strategies learned in the classroom to the workplace and develop solutions to real-world business problems for corporate and organizational partners. This program aims to cultivate administrative leaders who are professionally skilled and civically minded.

Course Structure

Organizational Leadership courses are offered in an accelerated format in the evenings and weekends. Courses are completed in seven-week terms and all courses require 20 hours of coursework per week. Students may choose from one of two different program tracks: online or blended.

For the online track, classes do not meet on campus and can be offered as either synchronous (classroom lectures and other activities are delivered in real-time during pre-scheduled sessions) or asynchronous (all course activity is done online with no pre-scheduled sessions)

For the blended track, course activity is done asynchronously online, but there are required real-time (synchronous and classroom-based) instructional activities, such as lectures, discussions, or other face-to-face learning activities. The students enrolled in the BSOL blended track will have scheduled weekly sessions on campus and in person.

Program Learning Goals

By the completion of the program, students will:

- Use essential leadership tools and techniques to plan and implement complex projects and initiatives.

- Produce personal leadership philosophies that competently incorporate relevant approaches and strategies for administration.
- Apply advanced communication skills to articulate complex ideas to diverse audiences.
- Acquire methods to support diverse teams and build inclusive organizational cultures effectively.
- Identify and navigate ethical dilemmas in varied organizational settings.
- Analyze the efficacy of different leadership techniques to achieve successful outcomes.

Program Summary

The Master of Science degree in Organizational Leadership is a 30-credit program. The program consists of eight three-credit core courses and two three-credit elective courses. Currently, the elective courses offered are in four areas: *General Organizational Leadership*, *Human Resources*, *Public/Non-Profit*, and *eLearning and Training*.

All graduate students in the organizational leadership master's program must sustain a minimum of a 3.0 (B) for each core course. Failure to do so will result in retaking the core course over.

Organizational Courses (M.S.)

MSOL 601	Fundamentals of Organizational Leadership	3
MSOL 605	Leadership Communication and Coaching Essentials	3
MSOL 610	Leading Across Cultural and Global Boundaries	3
MSOL 615	Metrics for Today's Leader	3
MSOL 620	Shaping the Learning Organization	3
MSOL 642	Collaborative Project Management	3
MSOL 690 & MSOL 691	Capstone-Consulting Project and Capstone Consulting Project	6
Students may select any 2 courses from the following list of electives to fulfill the degree requirements.		6

General Organizational Leadership Electives

MSOL 625	Ethics and Spirituality in the Workplace	
MSOL 671	Special Topics:Foundations of Professional Leadership:Developing the Leader Within	
MSOL 672	Global Dilemmas of Leadership: Race & Religion	
MSOL 674	Social Media Marketing for Sports & Entertainment Leadership	

Human Resource Electives

MSOL 651	HR Issues in the Workplace	
MSOL 641	Talent and Performance Management	
MSOL 652	Employment Law for Organizational Leader	

Public Service Electives

MSOL 630	Organizational Planning, Administration and Governance	
----------	--	--

MSOL 661	Non-Profit and Government Leadership
MSOL 662	Issues in Civic Engagement
eLearning & Training	
MSOL 680	Train & Devl:E-Learning Design
MSOL 682	Instructional Systems Design for the Organizational Leader
MSOL 683	Collaboration Technologies
<hr/>	
Total Credits	30

MSOL Academic Plan At a Glance

First Year

Fall	Credits	Spring	Credits	Summer	Credits
MSOL 601		3 MSOL 610		3 MSOL 620	3
MSOL 605		3 MSOL 615		3 MSOL 642	3
Open Elective		3 Open Elective		3	
		9			6

Second Year

Fall	Credits
MSOL 690	3
MSOL 691	3
<hr/>	
6	

Total Credits: 30

Advanced Certificate in Green Energy

Program Description

The Green Power and Sustainable Energy Advanced Certificate educates professionals in the areas essential to the field of green power and sustainable energy, such as engineering, business analytics, economics, sustainability, and organizational leadership. This program equips graduates with the practical information and tools they need to understand the engineering, economics, and ethics of the sustainable energy sector. This advanced certificate program is a 15-credit hour, post-baccalaureate level, interdisciplinary program with courses from the O'Malley School of Business, the School of Engineering, and the School of Continuing and Professional Studies.

Course Structure

The Green Power and Sustainable Energy Advanced Certificate offers two tracks for students, online and in-person. For both tracks, students are required to complete one engineering course (either MCEG 614 or ECEG 768) and one business course (MBA 640). Students are also required to take three additional elective courses. Students may select their three electives from a selection of engineering, business, and/or organizational leadership courses.

Program Learning Goals

Upon completion of the program, students will:

- Differentiate between alternative energy sources in terms of generation and utilization.
- Critique the integration of business into its natural environment through the utilization of the triple bottom line framework for long-term sustainability.
- Evaluate the role of the natural environment on business management and strategy, operations, supply chain, product innovation, and marketing.
- Formulate effective solutions to challenges surrounding sustainability as faced by various organizations.
- Examine the fundamental physics behind energy, energy conversion, fuels, power production, district energy systems, cogeneration, trigeneration, delivery systems, regulation, economics, and markets.
- Analyze strategies that will maximize the value of the project experience to the organization by capturing best practices and lessons learned.

Program Courses

MECG 614 or ECEG 768	Energy Management (15 week) Green Energy Sources	3
MBA 640	Decision Making for Sustainability	3
Three OL/BUS/EN electives (9 credits)		9
Total Credits		15

Admission Requirements

To apply for this certificate, please submit:

- Application form
- Resume
- Statement of Interest
- One letter of recommendation
- Bachelor's degree from an accredited college or institution
- An undergraduate cumulative grade point average (GPA) of 2.75 on a 4.00 scale, although other factors can be considered in the decision for admission.
- Official transcript(s)

For any questions about applying to this program, email admissions for the School of Continuing and Professional Studies at SCPSadmissions@manhattan.edu.

Administrative Officers

(Date in parentheses following the listing of each person indicates the academic year of appointment to Manhattan College.)

Milo Rivero

President (2023-)

Ph.D., P.E.

Rani Roy

Interim Provost (2012-)

Ph.D.

Brother Daniel Gardner, FSC

Executive Director of Campus Ministry & Social Action

B.A., M.A., La Salle University; A.B.D., The Catholic University of America. (2022)

William H. Walters

Executive Director of the Libraries

B.A. 1988, SUNY Geneseo; MLS 1989, University at Buffalo; MA 1992, University of Vermont; Ph.D. 2002, Brown University. (2014)

Kevin Cavanagh

Vice President for Enrollment Management

B.A., Manhattan College 1996, M.B.A., Manhattan College 2000 (2023-)

Academic Support & Resources

Center for Academic Success

The Center for Academic Success (CAS) is committed to providing student-centered and student-led programs and initiatives designed to enhance learning and promote success and persistence for all Manhattan College students. Students will work collaboratively with qualified peers and professionals to develop knowledge, skills, and strategies needed to thrive in the classroom and beyond. The Center for Academic Success (CAS) employs peer tutors, writing consultants, writing fellows, student success mentors, supplemental instructors, professional learning specialists, and an English language specialist, all of whom work to support the academic success and learning experiences of all students. The CAS has two locations on campus: the Writing Center and the Learning Center in Thomas Hall, and the math and engineering tutoring center in Leo Hall.

The Center prides itself on its holistic approach to learning and is proud to offer various programs designed to support the entire student body. We provide tutoring designed to support students with their courses by providing them with content-specific assistance accessed through individual in-person or online tutoring. All peer tutors employed through the CAS meet the highest standards of academic achievement and are certified through the College Reading and Learning Association.

The Manhattan College Supplemental Instruction (SI) program targets traditionally difficult gateway courses and provides regularly scheduled peer-facilitated study groups. SI is an academic assistance program designed to improve student academic performance and increase retention.

Student Success Mentors work with students who want to improve their academic and self-management skills. This program seeks to support students as they strive to reach their academic goals. Each session is collaborative and tailored to the individual student's needs. Student and mentor work together to formulate a plan for academic support and promote self-advocacy.

The Writing Center offers peer-to-peer support on any writing-related assignment or task. Assistance is available for writing assignments from any discipline as well as for any professional writing activities. Our cornerstone practice is one-on-one conferencing with trained writing consultants. We forge intellectual partnerships to work on specific assignments, to increase confidence, and to improve overall writing performance. Our mission is to collaborate with writers from across the academic disciplines to nurture individuals' unique writing practices, to guide writers to hone their own writing processes, and to cultivate an equitable learning environment.

The Writing Fellows program matches a trained writing consultant with a section(s) of English 110. Writing Fellows attend their assigned section's class and facilitate writing conferences and workshops for their assigned students. The goal of this program is to support students in this foundational course as they adjust to the expectations of college academic writing and refine their own writing and research processes.

Our Learning Specialists are professional staff members who offer one-on-one support in reading, writing, and STEM disciplines. They meet with students who need assistance adjusting to the rigors of college academics. All sessions are tailored to the student's

individual learning needs. Learning Specialists are assigned to students on a referral basis.

Our professional English Language Specialist is available on a referral basis for students seeking instruction and support with the English language.

Specialized Resource Center

The Specialized Resource Center (SRC) serves all students with a special need or disability. The SRC is a resource for students, faculty and the college at large. Use of services is voluntary, strictly confidential and without fee. The mission of the center is to ensure educational opportunity for all students with special needs by providing access to full participation in campus life. This is accomplished by assisting students in arranging individualized support services. A sampling of auxiliary aids and/or academic adjustments offered by the SRC for students providing appropriate documentation based on their individual needs for no fee include: priority seating; alternative testing environments; readers, note takers and scribes; access to adaptive technology and liaison with faculty and other college departments. The SRC is located in Thomas Hall, 3rd floor within the Learning Commons.

Study Abroad Opportunities

Certain Manhattan College graduate programs offer the opportunity to earn credits through short-term study abroad programming. Further information is available through the graduate program directors and the Office of Study Abroad.

International Student Services

The office of International Student and Scholar Services provides programs and services for Manhattan College students and scholars who are in the United States on non-immigrant F and J visas. These programs and services are designed to aid their adjustment to living and studying in New York City. Services include issuing required federal visa documents; assisting with immigration regulations governing enrollment, employment and travel; and publishing a monthly electronic newsletter, which provides important and timely information on a variety of topics. The office conducts an orientation session for all new international students and scholars in August and in January, coordinates a variety of cross-cultural programs and acts as liaison between students and scholars and other college offices, student groups and U.S. and foreign government agencies.

International students and scholars on non-immigrant visas are required to visit the office of International Student and Scholar Services when they arrive on campus, and are encouraged to maintain close contact with the office throughout the year. The office is located in Room 3.02A within the Multicultural Center on the third floor of the Student Commons. For further information, contact the Director of International Student and Scholar Services at (718) 862-7213.

Center for Academic Success

The Manhattan College Center for Academic Success is committed to providing student centered programs and initiatives designed to enhance the learning experience of all students. Students will work in tandem with qualified and caring professionals and peers to receive personal and academic support to ensure their undergraduate success. The Center for Academic Success (CAS) has several locations throughout the campus including the Writing Center in Miguel Hall, The Learning Center in De La Salle Hall, and the Math & Engineering Center in Leo Hall.

The Center prides itself on its holistic approach to learning and is proud to offer various programs designed to support the entire student body. We provide tutoring designed to support students with their courses by providing them with content-specific assistance accessed through individual or on-line tutoring. All tutors employed through the CAS meet the highest standards of academic achievement and are certified through the National Tutoring Association. We also provide workshops focused on academic enhancement designed to teach innovative strategies and techniques to assist students with their own unique challenges and experiences.

The Manhattan College Supplemental Instruction Fellowship Program is another facet of the Center which targets traditionally difficult courses and provides regularly scheduled peer facilitated study groups. Supplemental Instruction is an academic assistance program designed to improve student academic performance and increase retention.

The Writing Center offers writing instruction to all members of the Manhattan College community. Assistance is available for writing assignments from any discipline as well as for any professional writing activities. Our cornerstone practice is one-on-one conferencing with trained writing consultants: we help writers identify problems and implement solutions at any point during their writing process. We forge intellectual partnerships to work on specific assignments, to increase confidence, and to improve overall writing performance. Various writing workshops will augment this one-on-one philosophy.

Specialized Resource Center

The Specialized Resource Center (SRC) serves all students with a special need or disability. The SRC is a resource for students, faculty and the college at large. Use of services is voluntary, strictly confidential and without fee. The mission of the center is to ensure educational opportunity for all students with special needs by providing access to full participation in campus life. This is accomplished by assisting students in arranging individualized support services. A sampling of auxiliary aids and/or academic adjustments offered by the SRC for students providing appropriate documentation based on their individual needs for no fee include: priority seating; alternative testing environments; readers, note takers and scribes; access to adaptive technology and liaison with faculty and other college departments. The SRC is located in Thomas Hall, 3rd floor within the Learning Commons.

Study Abroad Opportunities

Certain Manhattan College graduate programs offer the opportunity to earn credits through short-term study abroad programming. Further information is available through the graduate program directors and the Office of Study Abroad.

International Student Services

The office of International Student and Scholar Services provides programs and services for Manhattan College students and scholars who are in the United States on non-immigrant F and J visas. These programs and services are designed to aid their adjustment to living and studying in New York City. Services include issuing required federal visa documents; assisting with immigration regulations governing enrollment, employment and travel; and publishing a monthly electronic newsletter, which provides important and timely information on a variety of topics. The office conducts an orientation session for all new international students and scholars in August and in January, coordinates a variety of cross-cultural programs and acts as liaison between students and scholars and other college offices, student groups and U.S. and foreign government agencies.

International students and scholars on non-immigrant visas are required to visit the office of International Student and Scholar Services when they arrive on campus, and are encouraged to maintain close contact with the office throughout the year. The office is located in Room 3.02A within the Multicultural Center on the third floor of the Student Commons. For further information, contact the Director of International Student and Scholar Services at (718) 862-7213.

Faculty

Full-time:

Walaa Abdallah

Assistant Professor of Chemical Engineering

B., S., M.S., Manhattan College; Ph.D., Columbia University. (2019-)

Mahmoud Abdelsalam

Assistant Professor of Computer Science

B.S., Arab Academy for Science and Technology; M.S., Ph.D., University of Texas at San Antonio. (2019-)

James Patrick Abulencia

Associate Professor of Chemical Engineering

B.S., Manhattan College; Ph.D., Johns Hopkins University. (2007)

Ankur Agrawal

Professor of Computer Science

B.S., Purbanchal University, Nepal; Ph.D., New Jersey Institute of Technology. (2013-)

Igor Aizenberg

Professor of Computer Studies, Chair of the Department

M.S., Uzhgorod National University, Ukraine; Ph.D., Dorodnicyn Computing Center of the Russian Academy of Sciences, Russia. (2016-)

Mahmoud Amin

Associate Professor of Electric and Computer Engineering

B.S., M.S., Helwan University, Cairo; Ph.D., Florida International University. (2012-)

Abu Mallouh Arafat

Assistant Professor of Computer Science

B.S., The Hashemite University, Jordan; M.S., Amman Arab University, Jordan; Ph.D., University of Bridgeport. (2018-)

Ehsan Atefi

Assistant Professor of Mechanical Engineering

B.S., Amirkabir University of Technology, Iran; M.A.Sc., Iran University of Science and Technology; Ph.D., The University of Akron. (2017)

Lina Baroudi

Associate Professor of Mechanical Engineering

B.S., Damascus University; M.S., M.Phil., Ph.D., The City College of New York. (2016)

Michelle Anne Bell

Assistant Professor of Graduate Education

B.A., M.A., Psy. D. Rutgers University. (2003)

Natalia Boliari

Associate Professor of Economics and Finance

B.S., Middle East Technical University, Turkey; M.A., Ph.D., Carleton University, Canada. (2009)

Richard F. Carbonaro

Professor of Chemical Engineering

B.S., M.E., Manhattan College; Ph.D., Johns Hopkins University. (2004)

Mahbuboor Choudhury

Assistant Professor of Civil & Environmental Engineering

B.S., M.S., Bangladesh University of Engineering and Technology; Ph.D., Carnegie Mellon University. (2019)

Anirban De

Professor of Civil and Environmental Engineering

B.C.E., Jadevpur University, Calcutta; M.S., Illinois Institute of Technology; Ph.D., Rensselaer Polytechnic Institute. (2003)

Mohab El-Hakim

Associate Professor of Civil & Environmental Engineering

B.S., Alexandria University, Egypt; M.S., Ph.D., University of Waterloo, Ontario. (2016)

Wafa Elmannai

Assistant Professor of Electrical & Computer Engineering

B.S., Ben Alshor College, Libya; M.S.S., Ph.D., University of Bridgeport. (2018)

Bahareh Estejab

Assistant Professor of Mechanical Engineering

B.S., Shiraz University, Iran; M.S., University of Kentucky; Ph.D., Virginia Tech. (2018)

Kevin J. Farley

Professor of Civil and Environmental Engineering

B.E., M.E., Manhattan College; Ph.D., Massachusetts Institute of Technology. (1995)

Aileen L. Farrelly

Visiting Instructor of Accounting/Law/CIS

B.S, Manhattan College; M.S., Queens College. (2011)

Corine Fitzpatrick

Professor of Education

B.A., Arcadia University, M.S., P.D., Fordham University, Ph.D., Columbia University. (1996)

Ira Gerhardt

Associate Professor of Mathematics

B.S., Massachusetts Institute of Technology; M.S., Ph.D., Northwestern University (2009-)

George Giakos

Professor of Electrical and Computer Engineering

Laurea in Applied Physics, University of Turin, Italy; Post-Graduate Diploma, University of Edinburgh, Scotland; M.S., Ohio University; Ph.D. Marquette University. (2014)

Hany Guirguis

Professor of Economics, Louis F. Capalbo Professor of Business

B.A., University of Helwan; M.A., University in Cairo; M.B.A., Baruch College; M.S., Ph.D., University of Oregon. (2001)

Richard Gustavson

Assistant Professor of Mathematics

B.A., Cornell University; M.A., M.Phil., Ph.D., City University of New York, The Graduate Center. (2017-)

Sr. Joan M. Harnett, O.P.

Associate Professor of Mathematics

B.S., LeMoyne College; M.S., New York Institute of Technology; M.S., Ph.D., The State University of New York at Stony Brook. (1999-)

Kate Hathaway

Visiting Associate Professor of Graduate Education

B.A., Hood College; M.A., M.Ed., Ed.D., Teachers College. (2021)

Frank Henry

Visiting Professor of Mechanical Engineering

B.S., Thames Polytechnic, U.K., Ph.D., Rutgers University. (2012)

Daniel Hochstein

Assistant Professor of Civil & Environmental Engineering

B.S., M.S., Manhattan College; Ph.D., Columbia University. (2012)

Peyman Honarmandi

Associate Professor of Mechanical Engineering

B.S., Sharif University of Technology; M.S., Amirkabir University of Technology; Ph.D., University of Toronto; Ph.D., Massachusetts Institute of Technology. (2016)

Moujalli Hourani

Associate Professor of Civil and Environmental Engineering

B.C.E., Manhattan College; M.S., RoseHulman Institute of Technology; D.Sc., Washington University. (1988)

Ahmed Refaey Hussein

Associate Professor of Electrical and Computer Engineering

B.S., M.S., Alexandria University, Egypt; Ph.D., Laval University, Quebec City. (2016)

Evangelia (Eva) Ieronymaki

Associate Professor of Civil and Environmental Engineering

B.Sc., M.Sc., National Technical University of Athens; Ph.D., Massachusetts Institute of Technology. (2015)

Sr. Mary Ann Jacobs, SCC

Associate Professor of Education

B.A., Felician College, M.S., Manhattan College, PD-ALS, Manhattan College; Ed.D., St. Mary's University. (1994)

Nand K. Jha

Professor of Mechanical Engineering

B.S., Birla Institute of Technology, M.Tech., Ph.D., Indian Institute of Technology. (1981)

Matthew Jura

Associate Professor of Mathematics

B.A., University of Maine; M.S., Ph.D., University of Connecticut. (2009-)

Yongwook Kim

Assistant Professor of Civil & Environmental Engineering

B.S., Yonsei University, Seoul, South Korea; M.S., Ph.D., Cornell University. (2014)

Swaminathan Krishnan

Associate Professor of Civil & Environmental Engineering

B.S., Indian Institute of Technology; M.S., Rice University; Ph.D., California Institute of Technology. (2019)

Sister Remigia Kushner, C.S.J.

Professor of Education

B.A., Mt. Mercy College; M.Ed., Duquesne University; Ph.D., Fordham University. (1990)

Shawn R. Ladda

Professor of Physical Education

B.S., Pennsylvania State University; M.S., Springfield College; Ed.M., Ed.D., Teachers College, Columbia University. (1994)

Juneseok Lee

Associate Professor of Civil & Environmental Engineering

B.S., Korea University, South Korea; M.S., Ph.D., Virginia Tech. (2018)

Ian Levy

Assistant Professor of Education

B.A., Queens College, City University of New York; M.A., Ed.M., Ed.D., Columbia University. (2018)

John C. Leylegian

Associate Professor of Mechanical Engineering

B.E., The Cooper Union; M.S.E., M.A., Ph.D., Princeton University. (2008)

Bahman Litkouhi

Professor of Mechanical Engineering

B.S., Tehran Polytechnic; M.S., Ph.D., Michigan State University, Professional Engineer, New York. (1983)

Sandra Lopez-Quintero

Visiting Assistant Professor of Mechanical Engineering

B.S., Universidad de Los Andes, Columbia; M.Sc., The City College of New York; Ph.D., The Graduate Center at CUNY. (2014)

Scott A. Lowe

Professor of Civil and Environmental Engineering

B.E., Ph.D., University of Wollongong, Australia, Professional Engineer, New York. (1994)

Fiona C. Maclachlan

Professor of Economics and Finance

B.A., Queen's University, Canada; M.A., Rutgers University; Ph.D., New York University. (1992)

Gennaro J. Maffia

Professor of Chemical Engineering

B.S., M.S., Manhattan College; M.B.A., New York University; Ph.D., Dartmouth College. (2010)

Robert Mauro

Professor of Electrical and Computer Engineering

B.S., M.S., Ph.D., Polytechnic Institute of Brooklyn. (1974)

William J. Merriman

Professor of Health and Physical Education

B.S., Manhattan College, M.S., Pennsylvania State University, Ph.D., New York University. (1987)

Mary L. Michel

Assistant Professor of Accounting, Gabriel Hauge Faculty Fellow of Business

B.S., Duquesne University; M.S., Carnegie Mellon University; M.Phil., Ph.D., Columbia University. (1998)

Mohammad H. Naraghi

Professor of Mechanical Engineering

B.S., University of Tehran; M.S., University of Wales; M.S., Ph.D., University of Akron. (1986)

Karen Nicholson

Dean of the School of Education and Health and Associate Professor of Education

B.S., West Virginia State College; M.S., West Virginia College of Graduate Studies; Ph.D., Ohio State University. (1994)

Mehdi Omidvar

Associate Professor of Civil and Environmental Engineering

B.Sc., M.Sc., Mazandaran University, Iran; Ph.D., New York University. (2015-)

Nevzat Ozturk

Associate Professor of Electrical and Computer Engineering

B.S., M.S., Middle East Technical University; Ph.D. Hacettepe University. (1986)

Angel Pineda

Professor of Mathematics

B.S., Lafayette College; Ph.D., University of Arizona. (2015-)

Kashifiddin Qazi

Associate Professor of Computer Science

B.E.E., Mumbai University, India; M.S., Ph.D., New Jersey Institute of Technology. (2014-)

Lisa Anne M. Rizopoulos

Professor of Education

B.A., Herbert H. Lehman College; M.S., Fordham; Ph.D., Fordham University (2000)

Richard D. Ross

Visiting Instructor of Real Estate

B.A., City College of New York; M.B.A., Baruch College; Ph.D., Pace University. (2019-)

Janet L. Rovenpor

Professor of Management

B.A., Tel Aviv University; M.B.A., Baruch College; Ph.M., Ph.D., City University of New York. (1991)

Yassir Samra

Associate Professor of Management

B.E., M.S.Mgmt., M.S.Indust.Eng., New Jersey Institute of Technology; Ph.D., Stevens Institute of Technology. (2005)

Grishma Shah

Professor of Management

B.A., M.A, Ph.D., Rutgers University. (2008)

Zahra Shahbazi

Associate Professor of Mechanical Engineering

B.S., University of Tehran; M.S., Amir Kabir University of Technology; Ph.D., University of Connecticut. (2012)

Robert R. Sharp

Professor of Civil and Environmental Engineering

B.S.C.E., M.S., University of New Mexico; Ph.D., Montana State University, Professional Engineer, New York. (1995)

Patricia M. Sheridan

Associate Professor of Law

B.A., Manhattan College; J.D., Fordham Law School. (1994)

Radwa Sultan

Assistant Professor of Electrical & Computer Engineering

B.S., M.S., Alexandria University; Ph.D., University of Houston. (2018)

Aravind Suresh

Assistant Professor of Chemical Engineering

B.Tech., National Institute of Technology, India; Ph.D., University of Connecticut. (2018)

Robert Suzzi Valli

Associate Professor of Mathematics

B.S., Manhattan College; M.Phil, M.A., Ph.D., The Graduate Center, CUNY. (2013-)

Tina Tian

Associate Professor of Computer Science

B.E., Beijing University of Posts and Telecommunications; Ph.D., New Jersey Institute of Technology. (2012-)

Kudret Topyan

Professor of Economics and Finance

B.S., Middle East Technical University (Turkey); M.Phil., Ph.D., City University of New York. (1991)

Helene R. Tyler

Professor of Mathematics, Chair of the Department

B.A., The State University of New York at Purchase; M.S., Ph.D., Syracuse University. (2002-)

Lawrence Udeigwe

Associate Professor of Mathematics

B.S., B.A., Duquesne University; M.S., University of Delaware; M.A., Ph.D., University of Pittsburgh. (2014-)

Mehmet Ulema

Professor of Computer Information Systems

B.S., M.S., Istanbul Technical University; M.S., Ph.D., Polytechnic University. (2002)

Sasidhar Varanasi

Professor of Chemical Engineering

B.S., Andhra University, India; M.S., Indian Institute of Technology, India; Ph.D., State University of New York at Buffalo. (2017)

Matthew Volovski

Associate Professor of Civil and Environmental Engineering

B.S., Northeastern University; M.S.C.E., Ph.D., Purdue University. (2015)

Marc E. Waldman

Associate Professor of Computer Information Systems

B.A., M.S., Ph.D., New York University. (2003)

Jane-Chia Wang

Associate Professor of Economics and Finance

B.A., National Tsing Hua Uni Taiwan; M.B.A., Baruch College; Ph.D., Rutgers University. (2005)

Qian Wang

Associate Professor of Civil and Environmental Engineering

B.E., Dalian University of Technology, China; M.Phil., The Hong Kong University of Science & Technology; M.S., Ph.D., The University of Iowa. (2012)

Yi Wang

Associate Professor of Electrical and Computer Engineering

B.S., M.S., Wuhan University of Science and Technology; Ph.D., University of Alabama. (2015)

Timothy J. Ward

Dean, School of Engineering and Professor of Civil and Environmental Engineering

B.S., M.S., University of Nevada, Reno; Ph.D., Colorado State University, Professional Engineer, New Mexico. (2008)

Kathryn C. Weld

Professor of Mathematics

B.A., State University of New York at Potsdam; Ph.D., City University of New York. (1988-)

Gloria Wolpert

Professor of Education

B.A., SUNY at Stony Brook, M.A., Ed.M., Ed.D., Columbia University Teachers College. (1996)

Kathryn C. Weld

Professor of Mathematics

B.A., State University of New York at Potsdam; Ph.D., City University of New York. (1988-)

Miaomiao Zhang

Assistant Professor of Computer Science

B.S., Southeast University, China; M.S., Shanghai Jiao Tong University, China; M.S., Michigan State University; Ph.D., Stevens Institute of Technology. (2017-)

Part-time:

Rosanna Almanzar

Graduate Counseling

B.A., MEd, Fordham University; P.D., Manhattan College. (2015)

Ralph Amicucci

Civil Engineering

B.E., Manhattan College; M.B.A., Iona College; J.D., Touro Law School. (2010)

Jamie Bernstein

Education

B.S., SUNY Oneonta; M.S.E.D., Long Island University. (2007)

Christine Bleecker

Graduate Counseling

B.S., Queens College; M.S., C.W. Post; Ed.D., University of Pennsylvania. (2008)

Natasha Bowman

School of Continuing and Professional Studies

B.S., Troy University; J.D., University of Arkansas. (2012)

Neil Bussutil

Graduate Counseling

B.A., Fordham University; M.A., John Jay College of Criminal Justice; Ph.D., Yeshiva University. (2010)

Jovarya Cabrera

Education

B.A., College of New Rochelle; M.S., City College of New York. (2014)

Tony Canale

Civil and Environmental Engineering

B.S., Manhattan College; M.S., Virginia Tech. (2008)

Marco Castaldi

Chemical Engineering

B.S., Manhattan College, M.S., Ph.D., University of California, LA. (1998)

Nicole Lent Chahanian

Education

B.S., M.S.Ed., Manhattan College. (2014)

David Chapinski

School of Continuing and Professional Studies

B.A., M.P.A., Rutgers University. (2012)

Sung Choi

Civil and Environmental Engineering

B.S., M.S., Inha University (Korea); Ph.D., University of Illinois at Urbana-Champaign. (2006)

James Colasacco

School Building Leadership

B.S., New York University; M.S., City College of New York; M.S., Manhattan College. (2010)

Woodrow Crouch

Civil Engineering

B.S., Merchant Marine Academy; M.S., Columbia University. (2009)

Robert Day

School of Continuing and Professional Studies

B.A., Yale University; M.A., University of California, Berkeley. (2012)

Angelo DeVito

Electrical and Computer Engineering

B.E.E.E., Manhattan College; M.S.E.E., Polytechnic Institute of New York. (1978)

Jean Donahue

School Building Leadership

B.S., Manhattan College; M.S., Carnegie-Mellon University; M.S., Ph.D., New York University. (1996)

Charles Edwards

Graduate Counseling

B.S., University of the West Indies; M.S., Brooklyn College; Ph.D., Oregon State University. (2020)

Robert Farrauto

Chemical Engineering

B.S., Manhattan College; Ph.D., Rensselaer Polytechnic Institute. (2006)

Paul Farrell

Graduate Counseling

B.A., Manhattan College; M.S., City College of New York; Certificate of Advanced Graduate Study, City College of New York; Ph.D., Yeshiva University. (2010)

Michele Favale

Graduate Counseling

B.A., Iona College; M.S., Mercy College. (2018)

Barbara Ferraro

Education

B.A., Hunter College; M.S., Lehman College; P.D., Fordham University; Ed.D., Fordham University. (1989)

Sarah FitzMaurice

Civil Engineering

B.S., M.S., Manhattan College. (2012)

Donna Fitzsimmons*Graduate Education*

B.A. Lehman College; M.S.Ed. Spec Ed Lehman College. (2002)

Christopher Fusco*School Building Leadership*

B.A., SUNY Cortland; M.S., Hofstra University; M.S., Manhattan College. (2019)

Donald Gasparini*Graduate Counseling*

B.A., Manhattanville College; M.A., New York University; Ph.D., Yeshiva University. (2007)

Dawn Gavin*Education*

B.S., New York University; M.S., Columbia University; M.S., Harvard University. (2003)

Nancy Goldman*School of Continuing and Professional Studies*

B.A., New York University; M.A., Ed.D., Columbia University. (2012)

Oleg Goushcha*Adjunct Assistant Professor of Mechanical Engineering*

B.S., M.S., University of California; Ph.D., The City College of New York. (2016)

Michael Hager*Civil Engineering*

B.S., Worcester Polytechnic Institute; J.D., Pace University. (2009)

Barbara Haynes*Graduate Counseling*

B.A., Brown University; M.A., New York University; Ph.D., Teachers College, Columbia. (2010)

Racine Henry*Graduate Counseling*

B.A., Lehigh University; M.S., Valdosta State University; Ph.D., Drexel University. (2015)

Jaqueline Heyward*Education*

B.A., Lehman College; M.A., Bank Street College; M.S.Ed., Manhattan College. (2014)

Helen C. Hollein*Chemical Engineering*

B.S. University of South Carolina; M.S., D.Eng.Sc., New Jersey Institute of Technology; Professional Engineer, New Jersey. (1982)

William Horgan*Civil Engineering*

B.E., Manhattan College; M.S., NYU Polytechnic University. (2011)

Sunitha Howard*Education*

B.S., Lehman College; M.Ph., Columbia University. (2006)

Christine Ironside

Education

B.A. Marymount College; M.S. Ed., College of New Rochelle. (2004)

Katie Jennings

Education

B.S., College of Mount Saint Vincenet; M.S.Ed., Manhattan College. (2013)

Julien M. Kern

Education

B.A., Hunter College; M.S., Manhattan College. (1996)

Vera Kishinevsky

Graduate Counseling

M.A., Odessa State University; M.A., Jersey City State College; Ph.D., New York University. (2001)

Rose Klimovich

Management and Marketing

B.S., M.S., Carnegie-Mellon University. (2011)

Raymond Loverso

Education

B.A., M.A., Hunter College. (2007)

Robert Lucas

Chemical Engineering

B.S., M.S., M.B.A., Manhattan College; Professional Engineer, New Jersey (2004).

Alexis Marrero

School Building Leadership

B.S., M.S., Manhattan College; Ed.D., Sage. (2015)

Thomas N. McKee

Electrical and Computer Engineering

B.S., M.A., Manhattan College. (2003)

Susan P. Moor

Graduate Counseling

B.S., Fordham University; M.A., Manhattan College; M.Ed., Ed.D., Teachers College, Columbia University. (1988)

Paul Murtagh

Civil Engineering

B.S., National University of Ireland (Galway); M.S., Trinity College (Dublin). (2014)

Eileen Murtha

Education

B.A., Iona College; M.S.Ed., Manhattan College. (2010)

Robert D. Mutch

Civil and Environmental Engineering

B.S.C.E., Newark College of Engineering; M.S.C.E., New Jersey Institute of Technology. (1990)

Christin Nedumchira*Graduate Counseling*

B.S., New York Institute of Technology; B.S., Stella Maris College; Psy.D., The Chicago School of Professional Psychology. (2014)

Karen Parisi*Education*

B.A., SUNY Oswego; M.A., Adelphi University. (2014)

Suzanne Peda-Libfeld*Education*

B.A., M.S., Lehman College; P.D., Fordham University. (1992)

Frank Perricelli*Civil Engineering*

B.S., Manhattan College; M.S., Manhattan College. (2009)

Michael Powers*Electrical and Computer Engineering, Mechanical Engineering*

B.S.N.E., M.S.N.E., Eng.N.E., Polytechnic University. (2001)

Terrence Quinn*School Building Leadership*

B.A., Fordham University; M.S., Yeshiva University; Ph.D., St. John's University. (2019)

Genise Reid*School of Continuing and Professional Studies*

B.S., Cornell University; M.A., M.Ed., Ed.D., Columbia University. (2012)

Amanda Rios*Graduate Counseling*

B.A., Western New England University; M.A., Manhattan College. (2021)

Perry Rizopoulos*Education*

B.A., Manhattan College; M.A., Columbia University, Teacher's College. (2014)

George Roach*Graduate Counseling*

B.A., M.A., Manhattan College. (2022)

Margaret Harten Rose*Education*

B.A., Dominican College; M.S., College of New Rochelle; M.S.Ed., Manhattan College. (2004)

Luba Roytburd*Graduate Counseling*

B.S., University of Maryland; Ph.D., University at Albany, State University of New York. (2010)

Dana Rose*Graduate Counseling*

B.A., Southern New Hampshire University; M.A., P.D., Manhattan College. (2016)

Daniel Russo

Education

B.S., M.S., Manhattan College; Ph.D., New York University. (2012)

Paul Schmall

Civil Engineering

B.S., Bucknell University; Ph.D. in progress, University of Nottingham, U.K. (2009)

Jeanne Schultz

Education

B.S., SUNY New Paltz; M.S., New York University. (2011)

Damian F. Sciano

Electrical and Computer Engineering

B.S., Cooper Union; M.B.A., Baruch College; M.S., Manhattan College, Professional Engineer, New York. (2011)

Marie Sheehan

Education

B.A., Hunter College; M.S., Manhattan College. (2006)

Colleen Slattery

Education

B.A., Manhattan College; M.S., Lehman College. (2021)

Robert P. Stein

Graduate Counseling

B.A., M.A., California State University; M.A., Seton Hall University; Ph.D., Alliant International University. (2014)

Peter K. Sweeney

Civil Engineering

B.S.E.E., M.S., Manhattan College; M.S., Ph.D., New York University. (1996)

Mathew Swerdloff

School Building Leadership

B.A., University of WA; M.S., SUNY New Paltz; Ed.D., Western CT State University (2013)

Richard Tomko

School Building Leadership

B.A., M.S., Ph.D., Seton Hall. (2013)

Jonscott Turco

School of Continuing and Professional Studies

B.S., M.A., Manhattan College. (2012)

Ali Vadavarz

Mechanical Engineering

B.S., New York Institute of Technology; M.S., University of Bridgeport; Ph.D., Polytechnic University. (2009)

Milan Vatovec

Civil Engineering

B.S., Belgrade University; M.S., University of Illinois; Ph.D., Oregon State University.
(2007)

Antonio Vincitore

Chemical Engineering

B.S., Manhattan College; M.S., University of California, LA; Ph.D., University of California, LA. (2005)

Kathleen Horner Wall

School of Continuing and Professional Studies

B.S., Westfield State University; M.S., Western New England University; M.S., University of Hartford; Ed.D., Columbia University. (2012)

Thomas Welby

Civil Engineering

B.E., Manhattan College; M.S., New York University; M.B.A., New Mexico Highlands University; M.S., Polytechnic University; J.D., Pace University School of Law. (2015)

Tina S. Wilson

Education

B.S., M.S., Long Island University; M.S., Touro College; Ed.D., Manhattanville College.
(2019)

Financial Services

Tuition and Fees (<http://catalog.manhattan.edu/graduate/tuitionandfees/>)

Student Accounts and Bursar Services (<http://catalog.manhattan.edu/graduate/policiesandprocedures/>)

Financial Aid Administration (<http://catalog.manhattan.edu/graduate/financialassistance/>)

Graduate Services/Telephone Numbers

The College Bookstore is located on the first floor of the Kelly Commons Building. Textbooks and auxiliary materials may be obtained there.

Health Services is located on the first floor of Alumni Hall. A full-time Nurse Practitioner and part-time college Physicians are available to address student health concerns.

An Accidents and Sickness Insurance Plan is available to students of Manhattan College. Students from foreign countries are especially urged to participate in this plan. Information is available at the office of the Vice President of Finance, 3rd floor of Memorial Hall.

Available to students is the Center for Career Development; personnel will assist students seeking employment. The office is on the third floor of Thomas Hall.

Manhattan College has a Counseling Center located on the fifth floor of Miguel Hall. Registered Manhattan College students may avail themselves of the services offered by the Center academic and psychological counseling, consultation and referral.

Parking permits may be obtained from the Director of Public Safety whose office is on the first floor of Jasper Hall.

The Campus Ministry has an office on the second floor of Miguel Hall and Kelly Commons, Room 2.03 All Manhattan College students may receive religious counseling through the Campus Ministry.

The Office of International Student and Scholar Services provides programs and services for Manhattan College students and scholars who are in the United States on non-immigrant F and J visas. Services include issuing required federal visa documents; assisting with immigration regulations governing enrollment, employment and travel; and publishing a monthly electronic newsletter, which provides important and timely information on a variety of topics. The office conducts an orientation session for all new international students and scholars in August and in January, coordinates a variety of cross-cultural programs and acts as liaison between students and scholars and other college offices, student groups and U.S. and foreign government agencies. The office is located in the rear of the Multicultural Center on the third floor of the Kelly Student Commons.

Library

The Mary Alice & Tom O'Malley Library supports the work of faculty and students through its collections, facilities, and services. The librarians are glad to help students with their work, both individually and through information literacy and research classes.

O'Malley Library has four computer labs with more than 100 computer workstations as well as conference rooms and a wide range of areas for individual and group study.

The collections includes 320,000 books and more than 42,000 current journals, including all the journals of the most prominent scholarly publishers: Elsevier, Oxford University Press, SAGE, Springer Nature, Taylor & Francis, and Wiley. Through the library website, students on or off campus can access nearly 200 databases that provide access to journals, books, and reference materials. The resources of libraries worldwide are

available through our interlibrary loan service, and a number of consortial arrangements provide access to university libraries throughout New York City and Westchester County.

The Library maintains the Manhattan College Archives as well as the De La Salle Christian Brothers Archives of the New York and Long Island-New England Districts, the District of Eastern North America, the Midwest District, the Christian Brothers Conference, and the Lasallian Research Collection.

For more information about library hours and services, please see <https://lib.manhattan.edu/home> (<https://lib.manhattan.edu/home/>)

Computer Facilities

A wide variety of computing resources are available to Manhattan College students, faculty, and staff via JasperNet, the college's campus-wide network. JasperNet deploys wired and wireless computing and information services to campus laboratories, classrooms, and offices, as well as to student residence halls. Computer labs running Microsoft Windows 10 are available across the Manhattan College campus. See more information about computer labs (<https://inside.manhattan.edu/offices/its/computer-labs.php>).

All campus locations are connected via a multi-gigabit backbone network. JasperNet provides many network based applications and services including online courses and web based storage as well as E-mail, internet access, and laser printing in the laboratories. A wide range of software is available including math and statistical packages (Maple, MathCad, MatLab, SPSS, Excel), compilers (C++ & Visual Studio), databases (Access, SQL), word processors (MS Word), presentation graphics (PowerPoint), multimedia authoring (Adobe Design Premium), as well as department-specific applications (E.g. Abaqus & AutoCad). See list of software available in computer labs (<https://manhattan.teamdynamix.com/TDClient/KB/ArticleDet/?ID=2768>) for more information. JasperNet provides full ethernet connectivity to students in all of the College's residence halls. Students living in these networked buildings can connect their own networkable devices directly to JasperNet.

A dedicated website for the College – <http://manhattan.edu> (<http://www.manhattan.edu>) – is maintained by the Information Technology Services Department and supports pages of information including online catalogs, handbooks, and policies. Some faculty members maintain web pages for their courses on the server supported by a separate file server to facilitate the posting of online courseware. The Information Technology Services Department also provides online support, documentation, and other services via their web site: <https://m> (<https://inside.manhattan.edu/offices/its/>)manhattan.edu/its/ (<http://manhattan.edu/its/>).

Computing laboratories are equipped for digital projection and many are used as hands-on classrooms. Laptop computers with projection capabilities are used by instructors for demonstrations purposes in other classrooms throughout the campus which are linked to JasperNet.

Computer Laboratory Hours: Research & Learning Center

Day	Time
Monday-Friday	8:00am - 10:30pm
Weekends	10:00am - 5:30pm

De La Salle CIS Lab

Day	Time
Monday-Friday	8:00 am - 10:00 pm

O'Malley Library Computing Labs

Day	Time
Sunday-Saturday	24/7

Public Safety

The Public Safety Department is responsible for enforcing College security regulations, overseeing the College's risk management policies, and the supervision of campus parking facilities. There are 50 officers and supervisors who conduct foot and vehicle patrols of the campus 24 hours a day. Being a component of the Student Life Division, the Public Safety Department actively supports the mission of the College and accepts its responsibility to employ security measures that promote the safety and well-being of our students.

Daily Crime and Fire Log Availability

The Manhattan College Daily Crime and Fire Log is available for public review in the public safety office, located in Jasper Hall, Monday – Friday, 9 a.m. – 4:30 p.m.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education. These are also available by searching for Manhattan College at <http://ope.ed.gov/campussafety/#/institution/list>. The Director of Public Safety is authorized to provide these statistics and can be contacted at 718-862-7240.

Telephone Numbers

Department	Phone	Contact
Acting Provost	(718) 862-7304	Rani Roy, Ph.D.
Graduate Admissions and Information	(718) 862-7199	Kevin Cavanagh, Ph.D.
Dean of Business	(718) 862-7440	Donald Gibson, Ph.D.
Dean of Health Professions	(718) 862-7374	
Interim Dean of Engineering	(718) 862-7307	Anirban De, Ph.D.
Dean of Science	718-862-7911	Marcy Kelly, Ph.D.
Dean of Liberal Arts	718-862-7346	Cory Blad, Ph.D.

Dean of the School of Continuing & Professional Studies	718-862-7862
---	--------------

Directors of Graduate Programs

Department	Phone	Contact
MBA	(718) 862-7872	Marc Waldman, Ph. D
Graduate Counseling & Therapy	(718) 862-7497	Corine Fitzpatrick, Ph.D.
School Leadership	(718) 862-7473	Sr. Remigia Kushner, Ph.D.
Marriage and Family Therapy	718-862-7478	TBA
School Counseling	718-862-7156	Ian Levy, Ph.D.
Special Education	(718) 862-7969	TBA
Chemical Engineering	(718) 862-7188	Richard Carbonaro, Ph D.
Civil Engineering	(718) 862-7172	Moujalli Hourani, D.Sc
Electrical & Computer Engineering	(718) 862-7154	Robert Mauro, Ph.D.
Environmental Engineering	(718) 862-7947	Jessica Wilson, Ph.D.
Mechanical Engineering	(718) 862-7927	Bahman Litkouhi, Ph.D.
School of Continuing & Professional Studies	(718) 862-7862	TBA
Computer Science	718-862-7425	Igor Aizenberg, Ph.D.
Mathematics	718-862-7730	Angel Pineda, Ph.D.

Service Offices

Office	Phone
Admissions and Information	(718) 862-7325
Office of Student Financial Services	(718) 862-7100
Office of the Registrar	(718) 862-7914
Office of Financial Assistance	(718) 862-7381
Office of Commencement and Special Events	(718) 862-7918
International Student and Scholar Services	(718) 862-7213
Director of Residence	(718) 862-7438
Bookstore	(718) 862-7249
Information Technology Services	(718) 862-7973

Index

A

About Manhattan College	4
Academic Calendar	36
Academic Resources	150
Academic Standards	40
Administrative Officers	149
Admissions	33
Advanced Certificate in Green Power & Sustainable Energy	147

B

BS/MBA in Business	61
BS/MBA Professional Accounting	57

C

Center for Academic Success	152
Chemical	94
Civil & Construction	99
Computer Science	130
Core Courses	112
Counseling & Therapy	115

E

Educational Leadership	70
Electrical & Computer	102
Environmental	106

F

Faculty	156
FERPA	19
Financial Services	170

G

Graduate Studies	3
------------------------	---

H

Healthcare Informatics 125

I

International Student Services 155

K

Kakos School of Science 126

L

Location 25

M

Mathematics 137

MBA Curriculum 63

Mechanical 110

Medals 28

Mission & History 15

MS in Accounting 59

N

Non-Discrimination Policy 22

O

O'Malley School of Business 53

Online Course & Program Definitions 52

Online Course & Program Information 32

Organizational Leadership 144

P

Programs of Study 29

Purpose 18

R

Recognition & Membership 17

S

School of Continuing & Professional Studies 142

School of Engineering	89
School of Health Professions	113
School of Liberal Arts	66
Services/Telephone Numbers	171
Special Education	78
Specialized Resource Center	153
Study Abroad Opportunities	154

V

Veterans	23
----------------	----