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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 MC

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 a long educational tradition, going back to 17th century France and their founder, John Baptist de La Salle, designated by the Catholic Church as the Patron Saint of Teachers. He formed a community of religious Brothers who, unlike priests, would devote themselves as teachers to work for the well being of the children of the artisans and the underprivileged. In the process he created a new type of school system that would transform teaching school into 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 changed rapidly, adding college-level courses in 1859 and first using the name Manhattan College in 1861. It was chartered by the Board of Regents on April 2, 1863 and the first catalog stated its goals — to afford young people the means of acquiring the highest grade of education attained in the best American universities or colleges. While classical languages were thoroughly studied, prominence was given to higher mathematics and natural sciences, thus combining the advantages of a first-class College and Polytechnic Institute.

Manhattan College was an unusual institution. Its sponsoring Board of Trustees combined both secular independent members and representatives of the Brothers of the Christian Schools. It also combined excellence in the traditional liberal arts and sciences and excellence in professional and technical education in a single collegiate institution. 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, 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 suburban 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. Manhattan has an enviable record in this regard, albeit engaged in the
field of higher education. 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 still holds true today for the impressive percentage of the student body
that come from ethnic minorities. So many of our graduates who later on achieved great
things in their careers remember that they might have had to leave school were it not for
Manhattan’s financial assistance.

The College continues to realize the objectives stated in its first catalog by maintaining a
full range of programs in the liberal arts and sciences joined with professional programs in
engineering, business, science and education. The quality of the undergraduate programs
has been demonstrated by its record as one of the nation’s leading undergraduate
sources of doctorates in the arts, sciences, engineering and education, and it is
recognized by the establishment of chapters of such prestigious honor societies as Phi
Beta Kappa, Sigma Xi, and Tau Beta Pi. Manhattan participates in the Consortium of
Liberal Arts Colleges, an organization of the nation’s leading research colleges, and in
the New York Cluster of seven colleges and universities supported by the Pew Charitable
Trusts for undergraduate science education (Barnard, Colgate, Cornell, Hamilton,
Manhattan, St. Lawrence and Union).

Over the years, an evolution has taken place in faculty representation. The predominantly
Christian Brothers faculty has been replaced by predominantly lay teachers, and includes
both men and women. The College became coeducational and accepted its first women
undergraduate students in 1973. Currently, women number nearly half of the full-time
undergraduate student body.

With the opening of Horan Hall (1990) and its twin East Hill (2008), the College now offers
a four-year guarantee of resident housing and 80 percent of the student body chooses
to live on or near campus, while the rest commutes. Currently, the College has a student
body of approximately 3,500: 3,000 undergraduates and 500 graduate students. The
student-faculty ratio is twelve to one.

**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
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 Teacher Education Accreditation Council (TEAC). Recognized by the Council for Higher Education Accreditation and by the U.S. Department of Education, TEAC is a nonprofit group dedicated to improving academic degree programs for professional educators. Its primary work is accrediting undergraduate and graduate professional education programs in order to assure the public about the quality of college and university programs. TEAC became part of CAEP (Council for the Accreditation of Educator Preparation) in 2013.

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 $15,000 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. There is a cap of $17,500 per year.
- 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 the Vice President for Student Life. 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.

**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.
Accreditation

Recognition and Membership

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• GPA
• Country of citizenship
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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)
Manhattan College

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.
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.
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.
Non-Discrimination Policy

Manhattan College is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, administrators, staff and students, vendors, and visitors without regard to race, creed, sex, color, national or ethnic origin, age, religion, disability, marital status, sexual orientation, military status, citizenship status or any other legally protected classification in the administration of any of its educational programs and activities or with respect to admission or employment.

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.
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.
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.

Yellow Ribbon Benefit at Manhattan College

• Up to $19,198.31 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. There is a cap of $19,198.31 per year.
• 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 the Registrar. 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.
School of Business

Mission

The School of Business shares with the rest of Manhattan College a commitment to the development and growth of each student. Inspired by Lasallian tradition, the mission of the School of Business is to prepare students from diverse backgrounds for the challenges that they will face as business and community leaders. The faculty of the School, as teachers, scholars and mentors, foster the development of the whole person by integrating a values-based education with current business theory, skills and practices.

Application Procedures

The MBA program is open to all full-time undergraduate students at Manhattan College. Students are encouraged to apply during the Spring semester of their junior year as this will allow maximum flexibility in MBA course scheduling and give the applicant time to remedy any deficiencies in their application. Applications from seniors will be accepted.

It should be noted that the MBA program is meant for full-time students. The scheduling of MBA classes may not be flexible enough for a student to take a part-time job. This should be a factor in deciding whether to apply to the program.

Each academic year the MBA Director holds an MBA information session on campus. All juniors and seniors will be notified via e-mail about this event. Interested students should attend this event to learn about the program’s requirements and begin the application process. However, anyone unable to attend this event is welcome to contact the MBA Director.

Applicants will be assessed according to the following criteria:

1. GPA: Applicants should have an overall G.P.A. of 3.0 (on a 4.0 scale).

2. Personal 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 two letters of recommendation attesting to the applicant’s intellectual ability, leadership potential and ability to complete the program.

4. Official GMAT scores: A score of at least 500 points is preferred.

5. Prior to enrolling in the MBA Program, non-Business majors need to satisfactorily complete the following prerequisite undergraduate courses. Note that certain majors, such as Engineering, are not required to complete CIS 110 and CIS 227. Please contact the MBA Director (http://home.manhattan.edu/~marc.waldman) for more information.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 201</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 227</td>
<td>Business Statistics</td>
<td>3</td>
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<tr>
<td>or MATH 230</td>
<td>Elementary Statistics</td>
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<tr>
<td>ECON 203</td>
<td>Microeconomics</td>
<td>3</td>
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</tbody>
</table>
ECON 204  Macroeconomics  3
or ECON 150  Roots: Economics
FIN 301  Principles of Business Finance I  3
LAW 203  Business Law I  3
MGMT 201  Introduction to Management  3
MKTG 201  Essentials of Marketing  3

MBA Program Tracks

Three different MBA tracks are offered. The first two tracks, which are open only to School of Business students, allow a student to complete both their undergraduate degree and MBA degree in five years. The first track leads to a B.S. in Business and an MBA. Students in this track will complete 150 undergraduate and graduate credit hours over a five year period. The second track leads to a B.S. in Professional Accounting and an MBA. Accounting students are expected to complete this second track. Students in this track will complete 153 undergraduate and graduate credit hours over a five year period. The third track is meant for students who did not major in Business. Students in this track will complete 36 graduate credits to earn an MBA degree.

MBA Experiential Courses

MBAE 601. Internship. 3 Credits.
Students will receive guidance in securing an appropriate internship and must obtain faculty sponsorship. Faculty supervisors will define appropriate academic activities in parallel to the work requirement in order to provide a complete internship experience.

ACCT 608. Accounting Theory and Research. 3 Credits.
This course is a seminar in accounting. Topics include the development of accounting theory, pursuit of the conceptual framework, accounting research methodology, income concepts, income statement, balance sheet, statement of cash flows, assets, liabilities, equity, leases, accounting for income taxes. Accounting impact on financial markets is also discussed. Students are required to read articles and write a research paper and present them in class. Emphasis is on applied accounting research, critical thinking and communication skills. Prerequisites: ACCT 201, ACCT 202, ACCT 301, ACCT 302.

MBAE 602. Research. 3 Credits.
Faculty supervisors will direct complete research activities. These activities may focus on specific industries and can build on students' internship experiences.

MBAE 603. Entrepreneurship. 3 Credits.
This course will encompass the creation and planning of a new business, which helps the economy by creating new jobs, which becomes jobs of the future. Included within this focus would be analysis of both for-profit and non-profit organizations (i.e. foundations, charitable organizations, community organizations and hybrid firms which employ social entrepreneurship) Topics of social and corporate responsibility feed into the increased awareness of sustainability. Subsumed within this course are the core management functions tailored to small business. Included topics discussed from an interdisciplinary point of view are: MGMT, MKTG, FIN, ACCT, Leadership and Human Resources, Operations, Strategic Planning, Organization and Control.
MBAE 604. Business Plan Project A & B. 3 Credits.
Business Plan A is structured to give the students the opportunity to create a research plan for the company project. All avenues of research - both primary and secondary must be considered for the research plan. Once the project has been delivered - research plan will be put into process. Business Plan B is structured to have the students provide a deliverable to an outside business client and follows the work done in Business Plan A. The deliverable may include a feasibility study, segmentation analysis, target market analysis, preferred product attributes, product packaging and a business plan. Pre-requisite: Graduate MBA Status, to register for "Business Plan Project B" a student must have taken "Business Plan Project A" during the previous Fall semester.

MBAE 606. Doing Business: Study Trip. 3 Credits.
This is a unique course in which students would spend ten days (ideally, spring break) abroad in either India or China. Considering that India and China are the fastest growing economies in the world, understanding their unique place in the global economy and how businesses operate within each country is of critical importance to a well-rounded MBA graduate. In both countries, the structure of the course will be arranged around three main elements: onsite visits to local businesses to understand the way in which Indian/Chinese (respectively) businesses operate; classroom style learning sessions in which Indian/Chinese businessmen, politicians, intellectuals, and social activists discuss contemporary issues and problems relating to Indian/Chinese economy and business environment. Both trips would include some tourism to explore the rich history and culture of these countries.

MBAE 607. Business Plan Project. 3 Credits.
Individual students or student-teams of 2 to 3 members will be paired with an entrepreneur or small business owner for the term. Each owner will have a pressing business problem or issue that needs to be addressed. The student/team will work with the owner and provide a deliverable that addresses the problem or issue. The deliverable may include a feasibility study, segmentation analysis, target market analysis, preferred product attributes, product packaging and a business plan. Note: This course is the one term equivalent of courses MBAE 604A and MBAE 604B. A student who has taken MBAE 607 is not eligible to take MBAE 604A or MBAE 604B. A student who has taken MBAE 604A or MBAE 604B is not eligible to take MBAE 607.

MBA Core Courses

MBAC 605. Going Global. 3 Credits.
Emerging Economics, specifically the BRIC(Brazil, Russia, India and China) nations account for a significant share of global growth and output. Indisputably, if one is to succeed in business in our new global economy, one must understand not only the impact of the BRIC economics on the US, but also how firms integrate these economies into their global supply chains for optimal efficiency and performance. The objective of this course will be to examine BRIC nations at both the macro and micro levels. We will examine how one does business in these countries by investigating the institutions, resources, firms and cultural norms of each BRIC nation along with some general trends in other emerging economies.
MBAC 611. Advanced Data Analysis. 3 Credits.
Business decisions are usually based on thorough data analysis. However, today’s data sets are growing at an incredible rate – massive data sets of several hundred gigabytes or even a few terabytes are rapidly becoming the norm. Simple spreadsheet or database techniques no longer suffice to fully analyze data of this magnitude. New computing engines and techniques will be required. In this course we will examine these techniques utilizing advanced analysis tools such as MATHEMATICA – a modern mathematical computation engine and development environment. Topics covered in this course include data formats, importing/exporting data, working with large databases, MATHEMATICA programming, statistical analysis, data mining, data visualization and parallel computing.

MBAC 612. Supply Chain Analysis. 3 Credits.
Supply chains are an integral part of contemporary business practices. This course will examine key issues related to the design and management of supply chains. It will include discussion on the integration of various parts of the supply chain, including suppliers, factories, distribution centers, warehouses and retailers. Theories related to the efficient distribution of products to customers will be presented. Also, management techniques addressing tradeoffs between cost and service will be discussed. The use of information systems in supply chain management will be introduced. Much of the course concepts will be covered through case studies and simulations.

MBAC 613. Fundamental Analysis For Forecasting, Valuation And Risk. 3 Credits.
This course examines the use of financial statements for forecasting, building valuation models and analyzing security risk. It combines theoretical accounting and finance models with practical problems, cases and Excel applications. Recent turmoil in financial markets emphasizes the importance of rigorous, fundamental analysis in pricing debt and equity securities beyond simple valuation ratios or market momentum.

MBAC 614. Managerial Economics. 3 Credits.
Managerial Economics introduces the students to the application of economic principles to key mgmt decisions within organizations. This course consists of three parts. Part I examines the theory of demand and the relevant estimation and forecasting techniques. Part II introduces the economic theories of production and cost in the short and long run. Finally, Part III combines all the elements of demand, production, and cost as we examine the notion of profit maximization and pricing strategy in case of perfectly and non-perfectly competitive markets.

MBAC 616. Stock Market and Corporate Valuation. 3 Credits.
Financial markets have existed since ancient civilization. The Aztecs held worth in the Cacao bean, the ancient Egyptians in metal, and the ancient Chinese in silk. Markets were necessary so that people could trade their assets for others that were needed or desired. With an increasing complexity, financial markets continue to exert a powerful presence in our lives and are central to the functioning of our economy. What shape do assets take in the modern economy? What role do financial markets play and how do they function? How are assets such as stocks and bonds priced in these markets? This course introduces the main financial principles necessary to understand the role of financial markets today. January intersession.
MBAC 617. Decision Modeling with Spreadsheets. 3 Credits.
Spreadsheet packages have changed the way business executives make strategic decisions. Decision makers increasingly rely on sophisticated quantitative analysis through the intuitive and comfortable environment offered by computerized spreadsheet packages. This course is designed to introduce MBA students to quantitative modeling for strategic decision-making using the popular spreadsheet package, Microsoft Excel. The course covers applications for various business areas including finance, marketing, and operations. Applications include break even analysis, cash flow analysis, pricing models, revenue management, project management, portfolio analysis, supply chain management, and channel selection. Though the course covers the use of a spreadsheet package, the focus is not on the technicalities of the software. The course focuses on the process of understanding, structuring, and solving business issues as well as interpretations of solutions.

MBAC 621. Reading/Cases in Financial Reporting. 3 Credits.
The purpose of this course is to explore case studies in financial accounting. The case studies will present a variety of scenarios including issues of fraud and corruption in the post Enron era. Students will be fully involved in the understanding of the legislation and the roles of regulatory bodies both in the US and in foreign countries. The course will provide a mixture of theory and practice and will introduce students to analytical problem solving using the case method.

MBAC 622. Leadership and Organizational Behavior. 3 Credits.
This course uses a behavioral science approach to help students gain an understanding of leadership and its impact on the organizational behavior of individuals. Students will examine leadership theories, learn about current research findings, investigate examples of leadership in practice, and engage in developmental activities to evaluate and enhance their leadership skills.

MBAC 623. Designing and Operating Sustainable Business. 3 Credits.
As natural resources become depleted and carbon dioxide emissions contribute to global warming at alarming rates, managers are realizing that developing strategies for sustainability are critical for both business success and the future of our planet. They are incorporating sustainability into all aspects of business, from eliminating toxic wastes in the manufacturing process, to conducting rigorous audits of subcontractor factories, and to developing safe and eco-friendly products. To succeed, managers must cultivate partnerships with community leaders, politicians, scientists, engineers and heads of governments. In this course, students study sustainability from 4 perspectives: social, economic, environmental and cultural. They will acquire the skills and knowledge needed for green-collar jobs. Via written case studies and interview materials, students will evaluate the sustainability initiatives of Procter and Gamble, Toyota Motor, Coca Cola and Google.

MBAC 631. Innovation Management. 3 Credits.
The course will examine the path of creation of new products, new ideas and new management styles. The course will include examination of styles of organization for team development and creativity, development of creative human resource practices and learning conflict management practices to encourage team building and interpersonal cooperation.
MBAC 632. Industrial Organization. 3 Credits.
The first part of the course develops standard mathematical models of firm competition, including perfect competition, monopoly and several oligopoly models with homogeneous and differentiated products. The second half of the semester will expand upon the standard models using businesses applications that lead to improved profitability, such as entry deterrence, R&D, advertising, and marketing.

MBAC 633. Managing/Marketing Service Business. 3 Credits.
This course is designed for students to gain knowledge and learn skills needed to design and develop quality service and implement delivery and recovery of service. They will also learn to develop and analyze strategies for establishing competitive advantage in the service sector. This course examines marketing and managerial issues facing service organizations using an integrative framework in which people, technology, and strategy are linked. Since services have a strong people component, internal and interactive marketing as well as traditional marketing issues will be emphasized in this course. Close relationships and necessary coordination between marketing and other function units in the organization will be examined.

MBAC 634. Global Economic Environment. 3 Credits.
This course considers the evolution of the legal and political institutions that support national economies throughout the world. Comparisons are drawn between systems with varying degrees of state control over the economy. The role of international economic organizations, such as the IMF and the WTO, in shaping economic policy is also discussed.

MBAC 645. The Credit Market Crisis. 3 Credits.
A detailed study of the credit market crisis beginning in 2008 and its subsequent effect on the economy. The role of consumer credit and how it influenced the real estate market, the role of securitization and the shadow banking system in creating credit, and the role of financial deregulation in causing a near-collapse in the markets will be discussed using specific events during the crisis as examples. The governmental and regulatory response to the crisis will also be examined.

Elective Courses

ACCT 609. Information Technology Assurance and Audit. 3 Credits.
This course covers the evaluation of an information system; concepts of system and design; techniques of analyzing and flow charting various systems; use of computer audit package programs; and the study of organizational, security, input, output, processing, and documentation controls. Spring. Prerequisites: ACCT 301, ACCT 302, ACCT 401.

MBAL 640. Strategic Games of Interaction. 3 Credits.
The objective of this course is to give a practical introduction to game theory, a branch of economics devoted to the study of strategic situations. Decision-making in strategic situations is necessarily complicated because one must take into account how one’s own actions might influence the actions taken by others – a context in which most business decisions are likely to be made.
MBAL 641. The Housing Market. 3 Credits.
Real estate is a unique market that has its own institutional structure and investment decision. This course aims at providing a thorough review of the real estate market. Students will be exposed to some of the most recent issues and debates regarding the evolution of secondary mortgage market, the subprime mortgage crisis, and the commercial and the residential mortgage backed securities.

MBAL 642. International Marketing Field Project. 3 Credits.
A team of MBA students will work on specified research tasks commissioned by a business client under the direct supervision of a faculty advisor to produce professional quality research reports which will assist the client firm in conducting international marketing and business. Students will gain field-based substantive knowledge and valuable professional skills necessary for conducting business in the international market place.

MBAL 644. Employment Law. 3 Credits.
This course will examine the statutory foundations of employment law in the United States and address a variety of legal issues related to the workplace. Consideration will be given to the rights and responsibilities of employers and employees throughout the employment relationship. Topics to be discussed will include principal-agent liability, the doctrine of employment at will, employee privacy, and the history and development of labor unions. Other employment issues will include employment discrimination, workers’ compensation, occupational safety and health and the hiring and termination process. The enforceability of confidentiality, non-competition and other restrictive covenants in employment agreements will be addressed.

Capstone Courses

MBAP 710. Professional Ethics. 3 Credits.
This is an advanced business ethics course that uses readings and case studies to explore issues in the management of ethics in organizations and in the professions. The course requires students to examine the recurring ethical issues in the world of business, in the professions and in society as a whole. Emphasis is placed on students gaining a practical understanding of ethical theories and the application of these theories in ethical decision-making. A primary focus of the course is challenging students to analyze and resolve the kinds of moral problems and ethical dilemmas they may face in their own business, professional, or personal lives.

MBAP 720. Advanced Strategic Management. 3 Credits.
Students will tackle problems related to the development or maintenance of the competitive advantage of the firm. Readings and cases by leading researchers and practitioners in the field are used to provide real context in developing the tools and skills required for strategic analysis. Students will also examine processes, models and theories for strategic planning.
B.S. Business / MBA

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 six 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. An experiential learning component is an important feature of the program and is required of all students.

The initial admission into the School of Business follows the institution’s admissions processes. Students are encouraged to apply to the MBA program by the end of their junior year. Applications from seniors will be accepted.

Applicants will be assessed according to the following criteria:

1. GPA: Applicants should have an overall G.P.A. of 3.0 (on a 4.0 scale).
2. Personal 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 two letters of recommendation attesting to the applicant’s intellectual ability, leadership potential and ability to complete the program.
4. Official GMAT scores: A score of at least 500 points is preferred.

Summary of Course Requirements

**First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>College Writing</td>
<td>3</td>
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<tr>
<td>English Elective</td>
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<tr>
<td>MATH 153</td>
<td>Linear Math Analysis</td>
<td>3</td>
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<td>History Elective</td>
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<td>Calculus Business Decisions</td>
<td>3</td>
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<td>Science Electives</td>
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<td>6</td>
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<tr>
<td>PSYC 203</td>
<td>Introduction to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>RELS 110</td>
<td>The Nature and Experience of Religion</td>
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</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Information Systems</td>
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**Total Credits** 30

**Second Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACCT 201</td>
<td>Principles of Accounting I</td>
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<tr>
<td>ACCT 202</td>
<td>Principles of Accounting II</td>
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<td>SOC 201</td>
<td>Introduction to Sociology</td>
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Manhattan College

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<tr>
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<tr>
<td>CIS 227</td>
<td>Business Statistics</td>
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<td>ENGL 211</td>
<td>Written Communication</td>
<td>3</td>
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<td>ECON 203</td>
<td>Microeconomics</td>
<td>3</td>
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<tr>
<td>ECON 204</td>
<td>Macroeconomics</td>
<td>3</td>
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<tr>
<td>MGMT 201</td>
<td>Introduction to Management</td>
<td>3</td>
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<tr>
<td>MKTG 201</td>
<td>Essentials of Marketing</td>
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<td>LAW 203</td>
<td>Business Law I</td>
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<td><strong>Total Credits</strong></td>
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**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGMT 307</td>
<td>Operations and Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 305</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Principles of Business Finance I</td>
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<td>PHIL 201</td>
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<td><strong>Arts or Science Electives</strong></td>
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<td>RELS Elective A</td>
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**Fourth Year**

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<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>MGMT 406</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 430</td>
<td>Business, Government, and Society</td>
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<td><strong>Arts or Science Elective</strong></td>
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<td>RELS Elective B</td>
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<td></td>
<td><strong>Business Major</strong></td>
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<td><strong>Total Credits</strong></td>
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**Summer Term**

2 MBAE Courses | 6

**Fifth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>MBAE Core</td>
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<td>MBA Elective</td>
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<tr>
<td>MBA Capstone</td>
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<td><strong>Total Credits</strong></td>
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**Total Credits: 150**
B.S. Professional Accounting / MBA

The B.S. in Professional Accounting / Masters of Business Administration 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. in Professional Accounting and an MBA. 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. An experiential learning component is an important feature of the program and is required of all students.

The initial admission into the School of Business follows the institution’s admissions processes. Students are encouraged to apply to the MBA program by the end of their junior year. Applications from seniors will be accepted.

Applicants will be assessed according to the following criteria:

1. GPA: Applicants should have an overall G.P.A. of 3.0 (on a 4.0 scale).
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3. Recommendations: Applicants must submit two letters of recommendation attesting to the applicant’s intellectual ability, leadership potential and ability to complete the program.
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Summary of Course Requirements

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Second Year

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<tr>
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<tbody>
<tr>
<td>ACCT 201</td>
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<td>ACCT 202</td>
<td>Principles of Accounting II</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>SOC 201</td>
<td>Introduction to Sociology</td>
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<tr>
<td>CIS 227</td>
<td>Business Statistics</td>
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<tr>
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<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Ethics</td>
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<td></td>
<td><strong>Arts or Science Electives</strong></td>
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<tr>
<td></td>
<td>RELS Elective A</td>
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<td>ACCT 301</td>
<td>Intermediate Accounting I</td>
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<td>ACCT 302</td>
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<td>ACCT 303</td>
<td>Cost Accounting</td>
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<td>LAW 304</td>
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**Fourth Year**

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<tbody>
<tr>
<td>MGMT 406</td>
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<td>FIN 301</td>
<td>Principles of Business Finance I</td>
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<td><strong>Arts or Science Elective</strong></td>
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<tr>
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<td>RELS Elective B</td>
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<tr>
<td>ACCT 401</td>
<td>Auditing</td>
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<tr>
<td>ACCT 405</td>
<td>Advanced and International Issues in Accounting</td>
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<td>ACCT 409</td>
<td>Income Taxation</td>
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<td>ACCT 410</td>
<td>Corporate Taxation</td>
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**Summer Term**

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<tr>
<th>Course Code</th>
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<tr>
<td>MBAE 601</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td>ACCT 608</td>
<td>Accounting Theory and Research</td>
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<td><strong>Total Credits</strong></td>
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**Fifth Year**
<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MBA Core</td>
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<tr>
<td>ACCT 609 Information Technology Assurance and Audit</td>
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<tr>
<td>MBA Elective</td>
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<td>MBA Capstone</td>
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<td>Total Credits</td>
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</tbody>
</table>

Total Credits: 153
# MBA Curriculum & Program

## MBA Core Summary

The core consists of three modules. Students must complete at least two courses in each module. Students may use additional courses from any of the modules toward the electives requirement of the program.

<table>
<thead>
<tr>
<th>Module 1: Analytical Decision Making and Risk Management (Two of the following):</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>ACCT 609 Information Technology Assurance and Audit</td>
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<tr>
<td>MBAC 611 Advanced Data Analysis</td>
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<tr>
<td>MBAC 612 Supply Chain Analysis</td>
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<tr>
<td>MBAC 613 Fundamental Analysis For Forecasting, Valuation And Risk</td>
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<tr>
<td>MBAC 614 Managerial Economics</td>
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<tr>
<td>MBAC 616 Stock Market and Corporate Valuation</td>
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<tr>
<td>MBAC 617 Decision Modeling with Spreadsheets</td>
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</table>

<table>
<thead>
<tr>
<th>Module 2: Leadership and Social Justice (Two of the following):</th>
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</thead>
<tbody>
<tr>
<td>MBAC 621 Reading/Cases in Financial Reporting</td>
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</tr>
<tr>
<td>MBAC 622 Leadership and Organizational Behavior</td>
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</tr>
<tr>
<td>MBAC 623 Designing and Operating Sustainable Business</td>
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<tr>
<td>MBAL 644 Employment Law</td>
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<table>
<thead>
<tr>
<th>Module 3: Organizations and the Competitive Environment (Two of the following):</th>
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<tbody>
<tr>
<td>MBAC 605 Going Global</td>
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<td>MBAC 612 Supply Chain Analysis</td>
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<tr>
<td>MBAC 631 Innovation Management</td>
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<tr>
<td>MBAC 632 Industrial Organization</td>
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<tr>
<td>MBAC 633 Managing/Marketing Service Business</td>
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<td>MBAC 634 Global Economic Environment</td>
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<td>MBAC 645 The Credit Market Crisis</td>
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<td>MBAL 644 Employment Law</td>
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<table>
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<tr>
<th>MBA Experiential (Two of the following):</th>
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<tbody>
<tr>
<td>MBAE 601 Internship</td>
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<td>ACCT 608 Accounting Theory and Research</td>
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<td>MBAE 602 Research</td>
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<td>MBAE 603 Entrepreneurship</td>
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<tr>
<td>MBAE 604 Business Plan Project A &amp; B</td>
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<td>MBAE 606 Doing Business: Study Trip</td>
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<td>MBAE 607 Business Plan Project</td>
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<table>
<thead>
<tr>
<th>MBA Elective (Each student must complete two elective courses):</th>
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<tbody>
<tr>
<td>MBAL 642 International Marketing Field Project</td>
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<td>MBAL 644 Employment Law</td>
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<table>
<thead>
<tr>
<th>MBA Capstone (Each student must complete the following two capstone courses):</th>
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<tbody>
<tr>
<td>MBAP 710</td>
<td>Professional Ethics</td>
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<tr>
<td>MBAP 720</td>
<td>Advanced Strategic Management</td>
</tr>
</tbody>
</table>

Total Credits 36

* Also courses not used to fulfill experiential or core requirements may be used as electives.

**Learning Goals**

By the completion of the program, students will:

1. Use quantitative methods including statistics, optimization, and simulation to understand and solve business problems.
2. Develop leadership skills and creative abilities to foster the success of any enterprise—from small businesses and non-profit organizations to government agencies and multi-national corporations.
3. Explore strategies for new product and process innovation and for obtaining support for new projects from outside investors.
4. Foster ethical and socially responsible behaviors in organization and business environments, e.g., addressing sustainability issues.
5. Apply theory to solve 'real world' problems in research projects and field work including internships.
6. Demonstrate the capabilities of strategic planning and management.
School of Education & Health

Mission

The School of Education is committed to the mission of Manhattan College to provide a contemporary, person-centered education that embodies the LaSallian traditions of scholarship, excellence in teaching, respect for individual dignity, and commitment to social justice. The additional goal 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 Counseling, School Leadership, and Childhood/Special Education (Grades 1-6).

Application Procedures

Application forms for admission to all programs in the School of Education may be obtained from the Graduate Education Office, from the School of Education web site (http://www.manhattan.edu/academics/graduate/index.shtml), or from the Office of Admissions. 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 if required, standardized test scores.

Official transcripts (not student copies) of all undergraduate 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 before they register for graduate courses.

Graduates of Manhattan College should write to 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.

The filing should be completed before April 1st for summer session application; July 10th for fall session applicants, and December 7th for spring session applicants.

The Director for the program for which a person is applying reviews the application and supportive documents and forwards a recommendation to the Dean of Education. This recommendation is sent to Office of Admissions for processing. The Office of Admissions then informs the applicant of the decision. Those who have been accepted 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 and can not 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 Education must hold a baccalaureate degree from an accredited college or institution acceptable to Manhattan College. In addition, they must meet the specific requirements as stated in the introduction to the respective programs. Normally, an undergraduate grade point average of 3.00 on a 4.00 scale is required, although other factors can be considered in the decision for admission.

Admission into graduate education programs will be granted as a matriculated student, one seeking to fulfill the requirements of 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 auditor. A non-matriculated student is one earning graduate credit for a specific course but not necessarily working for a degree. For example the student may be interested in earning a Graduate Certificate or continuing education units or completing credits for other professional reasons. For both non-matriculated and auditing students, tuition and fees are the same as for matriculated students. A non-matriculated fee also applies.

A student who lacks undergraduate prerequisites for a specific program may be asked to complete certain undergraduate courses as a non-matriculated student. 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 without the permission of the Dean of the School of Education.

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 education 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 who 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 the two year period.

**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 prerequisites. For non-matriculated students, tuition and fees are the same as for matriculated students. A non-matriculation fee also applies.
Applicants from Foreign Countries

The College accepts students from foreign countries for its full-time graduate programs in the School of Education. In general, the College cannot accept 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 9 credits (three 3-credit courses). Such students must complete the program within 18 months.

Applicants from foreign countries 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.

All students applying from foreign countries must take the TOEFL (Test of English as a Foreign Language) and have the test results sent to the Office of Admissions. A minimum TOEFL score of 213 (550 for paper exam) will satisfy Manhattan College admission requirements and criteria for issuance of the I-20 form.

A student from another country who is informed of acceptance must deposit $300 which will be credited toward tuition. This fee is non-refundable if the student does not register but will be credited to his/her account for two years. When the $300 is 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.

Objectives

The Graduate School of Education is committed to the preparation of Human Service professionals through courses leading to the master degree and/or advanced certificates:

- The Master of Arts program in Counseling is directed toward work in counseling with a view to preparing the candidate for the role of counselor in schools.
- The Master of Science in Mental Health Counseling program is directed toward work in agency, hospital or other service related placements.
- The Teacher Education Program (M.S. in Ed.) is directed toward the professional preparation of teachers of disabled individuals, including but not limited to the mentally retarded, the emotionally disturbed, the physically disabled, the neurologically impaired, the multiply disabled and those with specific learning disabilities in grades 1-6.
- The Dual Program prepares teachers to work with children in grades 1-6 in the general as well as Special Education settings.
- The School Leadership Program (M.S. in Ed.) is directed toward the professional preparation of school building leaders, administrators and supervisors, assistant principals, department chairs, coordinators, unit heads, and the like.
- Post Masters (Professional Diplomas) are offered in counseling, special education, and school leadership.
- Certificates in Bilingual Pupil Personnel Services, College Advising Counseling, and Teaching and Learning with Technology are also offered.
General Admission Requirements

In addition to the special requirements that may be listed for various programs, candidates must:

• Earn a baccalaureate degree from an accredited college or institution acceptable to Manhattan College and normally meet or exceed an undergraduate grade point average of 3.0 on a 4.0 scale. Other factors will be considered for admission, such as years of professional experience, a high average in major field, scores on required standardized tests, or academic development beyond the baccalaureate degree. Candidates who have not taken the prerequisite coursework may be required to take graduate courses that are not part of the degree program.

• Meet any additional requirements for a specific program.

• Submit the following: application form, transcript, one page handwritten Narrative Statement of Interest in the specific program, resume and letter of reference, preferably from a professional colleague or professor. In the case of Counseling programs, two letters of reference are required.

• Schedule an interview with the director of the specific program with the exception of Counseling where an interview is not required.

• Applicants interested in a graduate assistantship should request information about graduate assistantship by contacting the Education office or in the case of Counseling, the Director.

• Applications for admission will be reviewed by the Program Director and the Dean of the School of Education.

Matriculation Status

Admission will be granted as a matriculated student, one seeking to fulfill the requirements for a master degree or professional diploma or as a non-matriculated student, one earning graduate credit for specific courses but not for the degree. Normally participants are not allowed to continue in a non-matriculated status beyond 12 credits. Non-matriculants are charged a fee.

Seniors in the undergraduate Education program at Manhattan College who have completed their undergraduate requirements may, with the written consent of the director of their programs and the Dean of Education, be admitted to appropriate graduate level courses except in Counseling.

Transfer Credit

The Graduate Education Programs at Manhattan College are designed with a developmental emphasis. Assessment is ongoing and performance based. Therefore, a matriculated student is expected to earn all the credits for the program at the College. Transfer of credits will only be considered for compelling reasons. In such cases, students should submit an Off Campus Course Approval Form to their Program Director who will forward it with a recommendation to the Dean. Participants must obtain written approval prior to enrolling in the course.
Degree Requirements

To obtain a master degree from the School of Education students must:

• File the Intent to Graduate form with the Program Director by the due date during the semester before graduation.
• File the Application to Graduate form with the Registrar in the final semester of course work.
• Give evidence of having met program standards through periodic performance reviews.
• Undertake and complete a research based project/paper under the direction of a faculty member. The topic must be related to the participant's program of study and approved by a faculty advisor as part of Methods of Education and Psychological Research. The major paper must be completed in (for Special Ed and School Leadership) or for Counseling, submitted, and a final draft tentatively approved before registering for the seminar or the following courses: , . Final approval including sign-off by a faculty advisor is required in order to graduate. Candidates must carefully follow the format of the American Psychological Association, and must submit completed papers according to the timeline for graduation: January 15 for May, June 15 for September, and October 15 for February. The approved major paper must be placed on file in the Graduate Education office.
• Earn the required number of credits for the program, successfully complete each course and demonstrate mastery of the professional knowledge, dispositions and skills for the specific degree and/or certification with a cumulative index of 3.0 or better.
• Undertake a practicum/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.
• Pay and clear all outstanding financial accounts including library and graduation fees owed the College.

New York State Certification

School Counseling, Special Education, School Building Leadership, Administration and Supervision Certifications

The Graduate Education Programs have been approved by the New York State Department of Education to offer course work leading to Certification as a Special Education or dual Childhood/Special Education Teacher, School Building Leader, or School Counselor. The graduate program in Mental Health Counseling is approved by the New York State Office of Professions as license qualifying.

To be eligible for certification or license qualifying, the candidate must:

1. Complete all course work with a cumulative index of 3.0.
2. Complete the New York State approved program in the certification or license qualifying area.
3. Successfully complete, if required, student teaching, practicum or internships as evidenced by observations from the field and college supervisors.
4. Successfully complete the appropriate sections of the New York State Teachers Examination, LAST, ATS-W & CST where applicable if graduating prior to February 2014. After February 2014, the following exams must be successfully completed: Academic Literacy Skills Test (ALST), Educating All Students test (EAS), the e-portfolio TPA, along with the appropriate CST exams.

5. Complete the application for certification form (which may be obtained from the Dean's Office or online) or the required form for a "limited permit" at the end of the Mental Health Counseling program and payment of required fees.

6. Be recommended by the Dean of the School of Education, the state certifying officer. Candidates possessing provisional New York State certification in Childhood Special Education or School Building Leadership may merit permanent/professional certification upon completing the degree program provided they have satisfied the New York State requirements regarding length of service. Students in Special Education must pass the appropriate New York State Education Department tests, LAST, ATS-W, ATS-P and CST if required if graduating prior to February 2014. After February 2014, the following exams must be successfully completed: Academic Literacy Skills Test (ALST), Educating All Students test (EAS), the e-portfolio TPA, along with the appropriate CST exams.

7. Complete the training in Child Abuse Recognition and Reporting and SAVE legislation required for new and renewed certification. Such training is provided in all degree programs through specified courses or online through the State for Counseling. Candidates for certification must take the necessary course at the college or from a state approved provider to fulfill this New York State mandated requirement for certification.

Changes in certification requirements issued by New York State Education Department 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 Special Education Teachers, School Administrators and Counselors

According to the National Center for Education Statistics' Predicting the Need for Newly Hired Teachers in the U.S. to 2008-2009, nationwide some 2.4 million teachers will be needed in the next 11 years because of teacher turnover, retirement, and rising student enrollment.

Courses

EDUG 600. Orientation to School Building Leadership. 0-3 Credit.
This course is required for all those admitted to the School Building Leadership (SBL) program and should be taken within the first six credits. This orientation addresses Course Related Leadership Activities (CRLA), the Leadership Experience (the Internship), EDUC 889, and the required documentation for the program completion, and introduction to DASA training.
EDUG 700. Lasallian Educational Practice and Philosophy. 3 Credits.
An examination of the life and educational contributions of John Baptist de La Salle. The course will examine "The Catholic School" and specifically "The Lasallian School." Pedagogy, curriculum, spirituality, social action and the training of new teachers will be discussed.

EDUG 704. Introduction to Group Dynamics and Human Relations. 3 Credits.
Experiential study of factors that provide a climate of freedom for personal expression; exploration of feelings; interpersonal communication and diversity through group analysis of current community problems; emphasis on the atmosphere conducive to interaction among group members; dynamics for innovative and constructive behavior; theory and practice in treatment and elimination of conflict, especially in intergroup-intercultural problems. Three credits.

EDUG 705. Orientation to Alcohol and Substance Abuse Counseling. 3 Credits.
An introduction to alcohol and chemical dependency counseling with an emphasis on major aspects of the field such as the disease concept, the importance of self-help groups in the recovery process, ethical principles that impact on alcohol and substance abuse counseling, Federal and State confidentiality laws, and client HIV status as it pertains to confidentiality.

EDUG 706. Alcohol and Substance Abuse: Evaluation, Treatment Planning and Case Management. 3 Credits.
An in-depth study of the essential components of alcohol and drug assessments, their importance in the treatment planning process, the development and implementation of behaviorally-oriented treatment plans and the coordination of services for clients through case management activities. The variety of treatment opportunities for clients based on their individual needs will be studied.

EDUG 708. Physical and Psychopharmacological Aspects of Alcohol and Substance Abuse. 3 Credits.
An examination of how alcohol and other substances affect physical health, including the brain and the individual's cognitive functioning. Specific emphasis will be placed on the pharmacological effects of alcohol and other substances of abuse. Specific illness commonly found among this population such as AIDS, tuberculosis and other communicable diseases will be discussed.

EDUG 709. Alcohol and Substance Abuse Counseling Family Issues and Treatment Approaches. 3 Credits.
A comprehensive review of the literature pertaining to the effects of alcoholism and other substance abuse on the family system. Individual and group treatment approaches employed within the family system, including co-dependency groups, Al-Anon, Alateen, and other services for children of alcoholics and substance abusers will be discussed.

EDUG 710. Current Issues. 3 Credits.
An examination of how certain influences affect our understanding and treatment of alcohol and substance abuse.
EDUG 711. Multiple Disorders. 3 Credits.
A comprehensive examination of psychiatric disorders and the nomenclature of DSM-IV. Issues pertaining to the ways that various mental disorders complicate the evaluation and treatment of alcohol and substance abuse will be studied. Specific treatment interventions with certain groups of dually-diagnosed individuals will be provided. Specific attention will be paid to the treatment of poly-substance abusers.

EDUG 712. Counseling the Single Parent Family. 3 Credits.
Examination of the needs of children and parents in single parent families; distinctions made among single parent families' problems brought about by divorce, separation, death, annulment and out-of-wedlock children.

EDUG 713. Methods of Educational and Psychological Research. 3 Credits.
In EDUG 713, students learn a variety of common research designs in education and psychology, develop the ability to evaluate primary research, and design a research project. Research designs covered include experimental, causal-comparative, correlational, and qualitative, and their applications to needs assessment, program evaluation, outcomes research, and action research. Students would use their knowledge on research designs to evaluate literature related to their research topic and complete the introduction, literature review, and methods sections for their research projects. Research topic must be related to the student's specific program and approved by the course professor. To complete the remaining research project and paper, students in Counseling will take EDUG 851 and those in Special Education and School Building Leadership will take EDUG 888.

EDUG 714. Psychology of Career Counseling. 3 Credits.
Techniques of counseling different populations in a variety of settings. The course will address the role of work, job seeking techniques, the use of assessments, value clarification methods, and design of programs.

EDUG 715. Marriage and Family Counseling. 3 Credits.
Examination and application of the theory, practice and utilization of marriage and family counseling techniques.

EDUG 717. Stress Reduction Techniques. 3 Credits.
Study of the causes and characteristics of stress. Examination of different approaches and techniques for stress management that can be employed by the counselor.

EDUG 718. Technology, the School Counselor and College Advisor. 3 Credits.
This course gives students the opportunity to learn important technologies related to school counseling including an examination of best practices in use of Naviance; a second component of the course will focus on critical examination of college choice. Examination of software for programming, record keeping, testing, reference, referral, and networking for internal and external communication will be included.

EDUG 721. Introduction to Counseling Practices and Theories. 3 Credits.
The student will be introduced to the field of counseling by examining the major theories of counseling. In comparing and contrasting these theories, it will become clear what makes each approach unique and what all of these approaches have in common. Through this process, the student will begin to develop a personal theoretical orientation to counseling. The course will also consider personal qualities needed to be an effective professional counselor and common ethical issues that arise in the practice of counseling.
EDUG 722. Techniques in Counseling the Individual. 3 Credits.
Techniques of counseling the individual client will be studied and practiced. The course will examine the full process of counseling from initiation through termination. The student will learn how to establish a rapport with the client and how to work with difficult clients. The student will develop the skills to help the client explore problems, gain insight to those problems, and convert that insight into action.

EDUG 723. Life Span Development: Child, Adolescent, and Adult. 3 Credits.
Comprehensive review of major theories of human development from pre-natal period through senescence. Critical tasks and aspects of growth for each period will be explored. Particular emphasis will be placed on cognitive and psychosocial development and how children, adolescents, and adults are affected differentially by various learning and emotional disabilities. Focus will also center on the link between research and practice of counseling and special education including multicultural research, satisfies the requirement for S.A.V.E. and child abuse.

EDUG 724. Career Development. 3 Credits.
Practical application of major career development theories related to the world of work. Topics include: career assessment tools, information resources and the decision-making process. Trends, exploration of classification systems and, program development for counseling in the schools.

EDUG 725. Practicum in Groups. 3 Credits.
Discussion, evaluation, and demonstration of types of group counseling techniques; analysis of group dynamics; group counseling as it applies to educational, interpersonal and emotional problems, including alcohol, and substance abuse problems. The use of 12-Step self-help groups in recovery.

EDUG 726. Foundations of Mental Health Counseling. 3 Credits.
This class will provide students with an introduction to the roles, functions, and professional identity of mental health counselors in a variety of clinical settings. Students will develop a basic working knowledge of bio-psychosocial mental health assessment and diagnosis. Students will develop a basic working knowledge of the principles of current diagnostic tools. Students will develop a basic knowledge of commonly prescribed psycho-pharmacological medications. In addition, the course will focus on a survey of community agencies, organizations and resources.

EDUG 727. Organization and Administration of the Guidance Program. 3 Credits.
Principles and problems in the organization, administration and evaluation of guidance programs at all levels; analysis of the role, responsibilities and duties of administrators, counselors, school psychologists, and teachers; computer applications for the guidance program for student support services including those with disabilities and who are English language learners. Field experience. Satisfies the requirement for S.A.V.E. legislation.
EDUG 728. Alcohol and Substance Abuse Counseling-Internship and Professional Development Seminar. 3 Credits.
Placements will be required within a licensed alcohol or substance abuse treatment agency, either inpatient or outpatient for a minimum of 150 hours. The internship experience will include the evaluation of clients, participation in counseling groups and individual counseling sessions with clients at the chosen treatment setting. A review of treatment sessions will be conducted with the student by the internship supervisor. As part of the internship experience, topics pertaining to the counselor/client professional relationship, transference/counter-transference issues, role boundaries and the use of clinical supervision as an ongoing aspect of practice will be the major focus of the internship experience. Minimum of 150 hours in the field. Prerequisite: Matriculation, 27 credits and permission of the Program Director and Director of Graduate Education.

EDUG 729. Professional Writing. 0-3 Credit.
This course is designed to enable the student to gain experience in professional writing and refine their writing skills. The emphasis will be on developing the organization and synthesis abilities required for more advanced writing demands in counseling, special education, or Leadership, including psychological reports, exposure to grant writing and program evaluations. While the course will also address issues related to grammar, and the APA style manual, it will emphasize improvement in writing with clarity and professionalism.

EDUG 730. Curriculum, Strategies, and Technology for the At Risk, English Language Learner [ELL] and Disabled.. 3 Credits.
A practicum to improve school success of at risk, ELL and disabled students within the inclusionary setting. Review of Common Core Learning standards in ELA and mathematics, NYS Content and Performance Standards for Social Studies and Language Arts; emphasis on teaching strategies; differentiated instruction; modification of curriculum materials; application of instructional technology; a curriculum based project is required. Permission of the Director of Special Education required. Three credits.

EDUG 731. Counseling the At Risk, Disabled Student and Family. 3 Credits.
Overview of trends and legal rights of the disabled; implication for counseling with regard to the special vocational, educational, social and emotional needs of the disabled; survey of programs, agencies, and services for the disabled.

EDUG 732. Practicum in Counseling. 3 Credits.
Advanced counseling practice with clients under the supervision of the faculty. Integrated seminar with case conferences designed to enable students to develop skills in case conceptualization, consultation, individual and group counseling. Minimum of 100 hours of experience required. Satisfies the requirement for S.A.V.E. and Child Abuse recognition and reporting. Prerequisites: 12 credits and permission of Advisor.

EDUG 733. Approaches to Multicultural Education for the At Risk and Disabled Student. 3 Credits.
Introduction to multicultural education, cultural diversity, and equity issues through examination of race, ethnicity, social class, gender, disabilities and sexual orientation and their impact on curriculum and classroom instruction. Best practices and multicultural materials explored.
EDUG 735. Educational Leadership, Decision-Making, and Change. 3 Credits.
Leadership styles and decision-making models and their implications for the role of district and school leaders and supervisors at all levels as change agents and visionary leaders; exploration of what it means and what it takes to be a school leader; organizational patterns (line and staff) and group dynamics (formal and informal); the school as a social (power) system; use of case studies, simulation and role play. Course related leadership activities required. Offered May/June, 2013.

EDUG 736. Issues in Educational Administration and Curriculum. 3 Credits.
Analysis/discussion, lecture, collaborative learning, intensive study, field experience related to issues for developing or enhancing administrative and curricular leadership for the district or school leader, assistant principal, and department chairs. Participants present evidence of knowledge, skills and dispositions for effective leadership in diverse educational settings. Course projects that promote collaboration, communication, and planning with parents, students, staff, and community leaders may include action research, strategic planning, change processes, design for staff development, computer application and/or multimedia presentations. Program portfolio and publication or multimedia presentation required. This course is an elective for the master degree.

EDUG 737. Staff Development. 3 Credits.
Concepts, theories, principles of adult learning for application to district and school based professional development; design and evaluation of new and existing staff development programs; use of staff development programs for team building, succession planning and collaboration; emphasis on district and school wide technological integration for effective standards based teaching and learning that helps students meet state standards. Developing and enhancing visionary instructional leadership by infusing instructional technology. Designed for educational leaders, staff developers, counselors, general and special education teachers and professionals from other fields. This course is an elective for the master degree.

EDUG 738. Evaluating School Effectiveness. 3 Credits.
Models, current practices, strategies, and a variety of data sources for determining school, personnel and program effectiveness. Involving constituencies and staff in assessing school effectiveness and accountability for helping students meet state standards; examination of self-study and accrediting agency school evaluation processes; authentic, integrated assessment including portfolio assessment, understanding and using standardized test result to improve student learning. Course related leadership activities required.

EDUG 739. Administrative and Curricular Concerns of Private Schools. 3 Credits.
Analysis/discussion, lecture, collaborative learning, intensive study, field experience related to issues for developing or enhancing administrative and curricular leadership of the private school administrator, assistant principal, and department chair. Participants present evidence of knowledge, skills and dispositions for effective leadership in urban and suburban settings. Course projects that promote collaboration, communication, and planning with parents, students, staff, and community leaders may include action research, strategic planning, change processes, design for staff development, computer application and/or authoring professional papers. Program portfolio and publication or multimedia presentation required. Satisfies the requirement for Child Abuse Recognition and Reporting and S.A.V.E. legislation.
EDUG 740. School Law for Administrators. 3 Credits.
Legal issues concerned with the rights of students, parents, and professional personnel; negligence, equal opportunity, public and private schools court cases analyzed. Exploration of ethical behavior; application of statutes and regulations as required by law including DASA training, and implementation of school policies.

EDUG 741. School Administration and Supervision. 3 Credits.
Theory and practice of educational leadership, administration and supervision; organizational patterns of the American elementary, middle and secondary schools; effective practices related to staff, instructional programs, pupil personnel services, discipline, evaluation of student learning, utilization of school plant, public relations; career guidance. Participants present evidence of knowledge, skills and dispositions for effective leadership in diverse educational settings. Intensive study of planning and design for staff development, school management, supervision of elementary, middle, secondary schools. Course projects related to safe, healthy supportive environments, budget and finance may include action research, strategic planning, change design, computer application and/or authoring professional papers. This course is an elective for the master degree.

EDUG 743. Personnel Practices. 3 Credits.
Theory and practice for administrators, department chairs, supervisory personnel regarding the recruitment, selection, assignment, and orientation of personnel; and the impact of collective negotiations.

EDUG 744. Contemporary Management Functions in the School. 3 Credits.
Management techniques providing administrative leadership in districts and schools in planning, programming, budgeting; utilizing facilities management and materials; scheduling; financial management; legal issues related to contract, negligence, state law, commissioner's regulations, safe environment. Course related leadership activities required. Offered Fall 12.

EDUG 745. Curriculum Development and Adaptation. 3 Credits.
Principles, trends, and techniques of curriculum planning for early childhood through secondary schools; adaptation of curriculum to differentiate instruction and meet special needs including those of English language; the role of the teacher, district and local supervisor and principal in meeting state curriculum standards and adapting curriculum for effective instructional delivery; study of curriculum issues related to instructional delivery and instructional leadership including technological enhancements. Emphasis on standards based teaching and learning that assists students to meet state standards, including those with special needs, and English language learners. Course related leadership activities required. Offered Spring 13.

EDUG 746. Administration and Supervision of Early Childhood Programs. 3 Credits.
Theory and practice of the administration and supervision of early childhood programs; review of legislation and requirements; discussion of developmentally appropriate practice; effective practices related to the selection and supervision of personnel; training and supervision of paraprofessional personnel; and policies, records, reports, instructional methods, materials and programs. Includes Child Abuse and Reporting.
EDUG 747. Supervision for the Improvement of Instruction. 3 Credits.
Role of district personnel, principal, supervisor, unit head, department chair in enhancing the learning process; review, analysis and critique of existing models of instruction and supervision; techniques for providing instructional leadership through laboratory process, simulation. Planning with college personnel to provide experiences for new teachers to enhance student learning. Course related leadership activities required. Offered Fall 13.

EDUG 748. Internship/Seminar I in School Building Leadership. 3 Credits.
This seminar integrates all previous learning experiences of the school leader, uses a problem solving approach to issues affecting administrators in elementary and secondary schools in urban or suburban areas. Prerequisites: 18 applicable credits taken at Manhattan College and appropriate G.P.A. in program including research if required; 100 hours of course related field experiences in leadership and permission of Program Director. Participants are advised to schedule time for this course so that site visits and 8 weeks of part-time equal to 200 hours of leadership practice can be completed within the semester of registration. Inability to do so may result in withdrawal from the course. Offered Fall 12, Spring 13, and Summer 13 by arrangement with the Program Director.

EDUG 749. Computer Applications for School Administrators. 3 Credits.
The application of basic computer functions to administrative tasks of planning, budgeting and communication; issues in computer managed and computer assisted instruction; computer hardware and software for district and school administration and management. This course is an elective for the master degree.

EDUG 750. Principles and Practices of Reading for the At Risk, English Language Learner [ELL] and Disabled.. 3 Credits.
Psychological principles of learning underlying reading instruction for diverse students (disabled English Language Learners [ELL] and gifted); methods of instruction and classroom organization for general, special education, and ELL students; materials, testing procedures, differentiated instructional strategies and computer applications in reading instruction. Three credits.

EDUG 753. Teaching Reading in the Content Areas for the At Risk English Language Learner [ELL] and Disabled (Grades K-8). 3 Credits.

EDUG 754. Literature for the At Risk and Disabled (Grades K-8). 3 Credits.
Examination of literature. Inter-relationship of dramatization, story telling, speaking, reading and writing explored for grades K-8. Study of authors and illustrators. Focus on Common Core Standards for Literacy differentiated instruction and strategies for integrating literature into curriculum areas such as Social Studies, Science and Math for the At Risk and disabled student.
EDUG 756. Organization, Administration and Supervision of Reading Programs. 3 Credits.
Organizational and supervisory practices for all levels of reading instruction and literacy. Examination of: procedures for conducting a reading/literacy needs assessment; supervision of reading/literacy teachers; organization and implementation of a staff development programs; development of funded programs; evaluation of reading/literacy instructional materials; training and supervision of paraprofessionals and other auxiliary personnel; computer applications in reading/literacy; consideration of requirements to help students meet common core state standards in ELA. This course is an elective for the master degree.

EDUG 757. Organization, Administration and Supervision of Math, Science, and Technology Programs. 3 Credits.
Theory and practice of administration and supervision of Mathematics and Science instruction in elementary and secondary schools emphasizing hands-on, multisensory, learning experiences that integrate technology for students; developmentally appropriate practice related to mathematics and science learning, especially in young children and those with special needs and English language learners; effective practices related to the selection, training, and supervision of personnel; integration of lifelong learning and use of current developments in Mathematics and Science related to careers, economy, and environment; state and national curriculum standards for elementary, middle, and secondary schools; consideration of requirements to help students meet common core state standards in math and science literacy. This course is an elective for the master degree.

EDUG 760. Mentoring. 3 Credits.
Theories, principles, concepts and practice related to direction and supervision of student teachers and administrative interns at the school and district level, new and experienced professionals for mentors and principals; principles of adult learning; collaboration and team planning for a productive educational environment; use of technology for monitoring and assessing student progress; application of diverse instructional strategies; interdisciplinary teaching; succession planning. Collaboration of district, elementary, middle/secondary school and college faculty for effective teaching and learning. Use of technology for meeting common core learning standards. This course is an elective for the master degree.

EDUG 761. Technology Utilization for Interactive Learning for the At Risk, English Language Learners [ELL] and Disabled. 3 Credits.
Examination of the use of instructional technology in the delivery of standards-based instruction in the general, special education, ELL classroom. Exploration of assistive technology. Emphasis on: internet usage in the development of thematic instructional units; interactive Smart board lesson plans, e-portfolios, presentation graphics, use of social media, PowerPoint and web page development. Opportunities for hands-on experience with instructional software in the computer lab. Three credits.
EDUG 766. Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8). 3 Credits.
Study of the physiological, psychological, and emotional development of exceptional students in relation to listening, speaking, reading and writing achievement; Common Core Learning standards in ELA, techniques of diagnostic evaluation; differentiated instruction; modifications of curriculum and methods of teaching reading and communication skills to students – ELL, disabled, as well as gifted. Three credits.

EDUG 768. Integrated Curriculum: Math, Science and Technology I for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8). 3 Credits.
Examination of Science, Math and Technology curriculum based upon the Common Core Learning Standards for Math and the NYS Content and Performance Standards for Science and frameworks for grades K-8. Focus on constructivism and inquiry based problem solving. Review of N.Y.S. assessments, alternative assessments and curriculum adaptations for the disabled. Overview of current research in the field. Focus on, methods, materials, questioning techniques and best practices based upon the inquiry approach. Opportunities for hands on experience with materials and software and use of cooperative learning strategies to explore concepts. Three credits.

EDUG 771. Biology Science: Elementary At Risk I. 3 Credits.
Diagnosis and remediation of reading, language and writing disabilities in a clinical setting for disabled students; training in alternative reading strategies and techniques; lesson planning and evaluation of progress with recommendations for instruction. Prerequisites: EDUG 750, EDUG 766 or permission of the Director of Special Education.

EDUG 773. Communication Skills for the Learning Disabled. 3 Credits.
Identification, diagnosis and etiology of specific learning disabilities; legislative trends; services; overview of methods employed in the remediation of communication problems; emphasis on differentiated instructional practices that can be used in the special education or inclusive setting.

EDUG 775. Mathematics Instruction for the At Risk, English Language Learner [ELL] and Disabled (Grades K-8). 3 Credits.
Review of the Common Core Learning Standards for Math, curriculum grades K-8 and current research. Emphasis on problem solving skills and curriculum integration; methods, materials and instructional technology appropriate for the At Risk ELL and disabled student. Opportunity for hands-on experience, use of cooperative learning strategies and technology applications to explore concepts. Three credits.

EDUG 776. Science Instruction for the At Risk and Disabled. 3 Credits.
Overview of the nature and needs of the at risk and mildly disabled student; examination of the Science standards and core curriculum K-8; interpretation of the Elementary Science Program Evaluation Test (ESPET). Examination of inquiry and problem solving skills; curriculum integration; and methods, materials and technology appropriate for the at risk and disabled student. Opportunity for hands-on experience with materials.
EDUG 778. Nature and Needs of the Exceptional Individual. 3 Credits.
Overview of the historical social and legal foundations of Special Education. Survey of the nature and needs of the mentally retarded, emotionally disturbed, autistic, physically disabled, deaf, blind, learning disabled and gifted students; assistive technology. Introduction to agencies, programs, facilities and employment opportunities which support the disabled individual and family. Minimum of 25 hours of observation/field work in schools serving the disabled and their families. Satisfies the requirement for Autism. Three credits.

EDUG 779. Independent Study in Instructional Technology for the Teacher of the At Risk and Disabled (K-8). 3 Credits.
Designed to allow the student with background and experience with instructional technology to pursue an area of interest. An overview and outline of the proposed project is required prior to registration. Permission of the Director of Special Education.

EDUG 780. Psychopathology. 3 Credits.
Major syndromes of childhood, adolescence, and adulthood as seen within the context of normal development; consideration of various theoretical, diagnostic, etiological, and therapeutic viewpoints; practice with rating scales and inventories: Assessment integrating the DSM-IV.

EDUG 781. Management Techniques and Curriculum for the At Risk and Behaviorally Disordered. 3 Credits.
Study of models for the management of teaching and learning of the At Risk and the behaviorally disordered student; review of informal assessment techniques; emphasis on planning and management of teaching and learning; methods for developing positive social skills. Examination of support services in the school and community which strengthens family partnerships. Curriculum issues for students in inclusive or special education settings explored. Minimum of 25 hours of observation/fieldwork.

EDUG 782. Psychology and Education of the Mentally Retarded. 3 Credits.
Analysis of biological, psychological, and social factors associated with mental retardation; etiology, definition, and classification treated; problems in differential diagnosis explored; and emphasis on exemplary programs and curriculum, methods and materials for the mentally retarded. Three credits.

EDUG 783. Technological Applications for the At Risk and Disabled. 3 Credits.
Examination of the use of technology in the general, special education and inclusive classroom. Experiences will include: development of websites and e-portfolios, accessing educational database sites; the use of software across the curriculum; development and implementation of curriculum based projects using technology. Opportunities for hands-on experience with instructional software.

EDUG 785. Life Science for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8). 3 Credits.
Basic concepts of Life Science as aligned with the N.Y.S. Learning Standards and Curriculum K-8. Emphasis on inquiry and problem solving skills and differentiation of content. Examination of scientifically validated methods and materials for the at risk, ELL and disabled in the special education or inclusive setting. Provision for hands on activities and use of cooperative learning strategies. Three credits.
EDUG 787. Psycho-Educational Assessment for the At Risk and Disabled Student. 3 Credits.
Formal and informal techniques for assessing academic skills applicable to the at risk and disabled student; observational and interviewing procedures; inventories, rating scales, standardized tests; and instruments assessing language arts and math. Students must demonstrate competence in selection, administration, scoring and interpretation of psycho-educational tests, and conferencing with parents. Opportunity for hands on experience with data analysis. Course conducted in the Manhattan College Learning Center or field site. Minimum of 12 hours of supervised clinic/fieldwork.

EDUG 789. Methods of Teaching the At Risk and Disabled Student (Grades K-8). 3 Credits.
Examination of N.Y.S. Content and Performance Standards, curriculum, methods, and materials applicable to at risk and special education students grades K-8; emphasis on the modification of materials and strategies for instruction in general, special education and inclusive classrooms. Students must demonstrate competence in the writing and implementation of an individual educational plan, and conferencing skills with parents. Opportunities for hands-on experiences with materials and instructional software. Course conducted in Manhattan College Learning Center or field site. Minimum of 14 hours of supervised teaching.

EDUG 791. Independent Study in Special Education. 3 Credits.
Independent project in area of Special Education conducted under the guidance of faculty member. Student must submit outline of proposed study prior to registration. Permission of the Director of Special Education Program required.

EDUG 799. Administration and Supervision of Special Education Programs. 3 Credits.
Theory and practice of special education administration and supervision; review of legislation and regulations regarding Committee on Special Education, Individualized Education Program, inclusion and placement; effective practices related to supervision of teachers; and staff policies, records reports, pupil personnel, instructional programs. Satisfies the requirement for Child Abuse and S.A.V.E. legislation.

EDUG 800. Internship in Community Counseling. 3 Credits.
Participation in onsite counseling experiences under the supervision of agency personnel and faculty of Manhattan College. The nature of the experience will be determined by the area of specialization and agency placement. Prerequisite: Matriculation in P.D. Program, 21 credits and permission of Program Director.

EDUG 802. Foundations, Theory and Practice of Bilingual General and Special Education. 3 Credits.
This course examines the basic foundations, theories and practices related to bilingual education including the historical, political and legal foundations. Theories, literature and research related to multicultural practices as educators and/or counselors will be explored.
EDUG 804. Multimedia in Educational Settings. 3 Credits.
Use, design, and production of multimedia projects for instruction and staff development
for teaching and learning; issues of multimedia design including knowledge representation
and interaction models that promote visual learning and awareness of relationships
among various symbolic elements. Designed for non-educators and educational
administrators, staff developers, and those in regular and special education positions,
participants will engage in a multimedia development process and assess effectiveness
of such programs. Field experiences will include exploration of existing programs,
using multimedia to improve instruction. Opportunity for hands-on experiences (lab) to
investigate and apply software and hardware.

EDUG 805. Integrated Learning I: Social Studies and Language Arts Instruction for
the At Risk/Disabled Student. 3 Credits.
American history, civics and geography, integrated with the development of literacy skills
and exploration of literary genres. Incorporation of skills pertinent to Social Studies and
Language Arts. Utilization of technology, Internet and software as instructional tools.
Curriculum based upon the New York State Content and Performance Standards in
the areas of Social Studies, Language Arts and National Geography Standards. Latest
research on teaching the at risk and disabled student. Learning presented utilizing the
constructivist approach for integrated instruction. Highlighted are best practices for
differentiated instruction. Use of cooperative learning strategies to explore concepts.
Emphasis on the importance of understanding and respecting cultural differences
stressed.

EDUG 806. Inclusive Practices. 3 Credits.
Examination of: research and legislation; different models; effective practices of
collaboration, team building, management, grouping, instruction; adaptation of materials
and differentiated instruction to facilitate learning for the disabled student.

EDUG 807. Measurement and Assessment for Counselors. 3 Credits.
Theoretical, methodological, sociocultural, and ethical factors in the interpretation
of psychological test data will be studied. An examination of basic measurement
fundamentals such as types of tests and scores, reliability and validity, and essential
statistical concepts will be followed by a focus on the assessment of intelligence, abilities,
achievement, and personality. Specific emphasis will be on the interpretation and
integration of test scores for individuals. Ethical considerations in appraisal will also be
addressed.

EDUG 808. Integrated Learning II: Social Studies and Language Arts Instruction for
the At Risk/Disabled Student. 3 Credits.
World history, civics, and geography, integrated with the development of literacy skills
and exploration of literary genres. Incorporation of skills pertinent to Social Studies and
Language Arts. Utilization of instructional technology as an instructional tool for learning.
Curriculum based upon the New York State Content and Performance Standards. Review
of research on teaching the at risk and disabled student. Learning presented utilizing the
constructivist approach for interdisciplinary instruction. Highlighted are best practices for
differentiated instruction. Use of field trips to explore concepts. Emphasis on investigation
of issues from different cultural perspectives.
EDUG 809. Organization, Administration and Supervision of Physical Education Programs. 3 Credits.
Theory and practice of administration and supervision of physical education instruction for general and special education students in elementary and secondary school; review of legislation and requirements; discussion of developmentally appropriate practice; effective practices related to the selection, training, and supervision of personnel; integration of lifelong learning and practice of healthful behavior including nutrition and exercise, and policies, record keeping, reporting, instructional strategies, materials, and programs. Satisfies the requirement for Child Abuse Recognition and Reporting.

EDUG 810. Bilingual and Multicultural Assessment of Linguistically and Culturally Diverse Students. 3 Credits.
This course will focus on the development of competencies in multidisciplinary assessment of linguistically and culturally diverse students with a specific emphasis on general and special education with limited English proficiency (LEP). The course will also focus on the relationship between the linguistic and cultural influences of major racial and/or ethnic groups and their communication patterns. Format and informas assessment of behavioral functioning is included. 10 hour clinical requirement.

EDUG 811. Brain Compatible Learning for the At Risk, English Language Learner [ELL] and Disabled Student. 3 Credits.
Overview of brain development research and theory; impact on learning; and application to classroom instruction for the at risk, ELL and disabled student. Opportunity for hands-on experience with materials and methods of brain compatible instruction. Three credits.

EDUG 812. Integrated Curriculum: Math, Science and Technology II for the At Risk, English Language Learners [ELL] and Disabled (Grades K-8). 3 Credits.
Examination of Science, Math and Technology curriculum based upon the Common Core Learning Standards for Math and the NYS Content and Performance Standards for Science and frameworks for grades K-8. Review of research on teaching and learning presented utilizing the constructivist approach. Utilization of instructional technology, as an integral component of the instructional process. Focus on best practices for differentiated instruction to meet the needs of the at risk and disabled student. Use of cooperative learning strategies and technology to enhance teaching and learning. Opportunities for hand-on experience with materials and instructional technology. Three credits.

EDUG 813. Curriculum, Methods, and Materials in Core Subjects for English Language Learners [ELL] in General, and Special Education. 3 Credits.
Focus on instructional methods, materials and strategies for teaching standards based Social Studies, Language Arts, Math and Science for English Language Learners in General, Special Education, Bilingual and Teaching English as a Second Language (TESOL) settings. Emphasis on the use of subject matter content for improving second language acquisition. Exploration of instructional practices that meet the developmental and educational needs of the English Language Learner [ELL]. Attention to cross cultural learning style that impacts instruction with emphasis given to differentiating and adapting instruction to meet educational and linguistic characteristics of bilingual general and special education students. (10 hours of observation in a bilingual/TESOL general or special education setting.) Three Credits.
EDUG 814. Curriculum Assessment and Methods of Teaching Language Arts in the Bilingual General and Special Education Setting. 3 Credits.
Exploration of teaching methods, material, and assessment for teaching Language Arts using native language and English. Examination of strategies incorporating listening, speaking, reading, and writing in native language to facilitate the transition to English. Commercial and student made materials and assessment instruments explored. Attention to cross cultural learning style that impacts instruction with emphasis given to differentiating and adapting instruction to meet educational and linguistic characteristics of the Bilingual English language learner in general and/or special education (15 hours of field experience in an appropriate general education and/or special education bilingual setting) Three Credits.

EDUG 815. English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education. 3 Credits.
Examination of instructional practices to enhance the acquisition of English Language Proficiency focusing on listening, speaking, reading, and writing. to meet ESL and Common Core Learning Standards in ELA. Commercial and student made materials explored. Focus on informal and formal assessment instruments, such as NYSESLAT. Attention to cross cultural learning style that impacts instruction with emphasis given to differentiating and adapting instruction to meet educational and linguistic characteristics of bilingual, general and special education students. (15 hours of field experience in an appropriate general education, special education, TESOL or bilingual setting). Three Credits.

EDUG 816. Approaches to Counseling Linguistically and Culturally Diverse Student. 3 Credits.
This course will focus on the development of general techniques for counseling and the use of techniques specifically applicable to diverse populations and populations who are linguistically different. A case study approach will be used.

EDUG 817. Cross Cultural Counseling. 3 Credits.
This course will focus on issues in multicultural counseling in urban multiethnic educational and human services settings. Awareness of and sensitivity to social and cultural influences in counseling and in consultation services provided by counselors will be emphasized. Included will be exploration of characteristics of clients from diverse ethnic groups and their impact on counseling strategies. Course will include an experimental assessment component and consultation.

EDUG 818. Internship: Bilingual Counseling. 3 Credits.
Provides the student with an experience in gaining more knowledge of and experience in providing appropriate interventions to culturally and linguistically diverse clients.

EDUG 819. Internship in Mental Health Counseling I. 3 Credits.
Participation in on – site counseling experiences under the supervision of licensed or certified Mental Health Counselors, Social Workers, psychologists, or Medical Doctors in agencies, community centers, hospitals, and in certain instances, schools. Supervision and integrating seminar including clinical diagnosis with DSM-IV. Prerequisite: Matriculation in Mental Health Master’s, completion of EDUG 732, 30 credits and permission of MHC Program Advisor.
EDUG 820. Consultation in the Schools. 3 Credits.
Consultation skills for the general bilingual, Teaching English as a Second Language [TESOL] and special education teacher, support staff and school administrator. Analysis of various theories and models of school consultation. Review of current research strategies and supervised practice of observational, interactive communication, and collaborative problem solving skills for systems change. Laboratory and/or field experience required. Prerequisite: Permission of the Director of Special Education. Three credits.

EDUG 821. Internship in School Counseling I. 3 Credits.
Internship I provides onsite experience in the application of theory to practice and development of counseling and case conceptualization skills. The integrated seminar will focus on the role of the ASCA National model for school counselors. Issues related to human development, wellness, cultural competence, and social justice advocacy will also be addressed. The experience consists of 300 hours of experience on site including 120 direct hours with clients individually and in groups. A weekly integrated seminar with a faculty supervisor is required. Upon completion of the requirements, students proceed to Internship II, which also includes 300 hours. Prerequisite: 27 credits, EDUG 713, EDUG 851 through data collection; EDUG 725. Co-requisite: EDUG 732.

EDUG 822. Differentiated Instruction for the At Risk, English Language Learner [ELL] and Disabled (Grades K-8). 3 Credits.
Review of the Common Core Learning Standards in ELA and Mathematics, NYS Content and Performance Standards in Science and Social Studies and sequence of curriculum for grades K-8. Techniques for adapting curriculum to meet the needs of the at risk, ELL and disabled student; strategies for bridging the gap between curriculum and methodology in special education and general education; and use of technology as a tool for learning and teaching. Strategies for grouping and individualization. Fundamentals of lesson planning stressing differentiated instructional practices. Provision for hands-on experience with materials and software. Three credits.

EDUG 823. Theory and Practice in Early Childhood Schools for the At Risk and Disabled Student. 3 Credits.
Emphasis on research and theory relevant to the physical, cognitive, social and emotional development of the early childhood student. Examination of developmentally appropriate practices in the Early Childhood School. Overview of organizational patterns that take into account the developmental needs of the At Risk and disabled Early Childhood student in today’s multicultural society. Different approaches to grouping and differentiating instruction. Strategies that facilitate parental involvement explored. Review of innovative practices and current issues in Early Childhood education. A minimum of 25 hours of clinical and/or field work required.
EDUG 824. Early Childhood Curriculum and Pedagogy for the At Risk, English Language Learner [ELL] and Disabled Student. 3 Credits.
Examination of standards based Early Childhood curriculum with emphasis on an integrated approach to instruction for the at risk, ELL and disabled student. Exploration of learning and teaching within a multicultural context. Emphasis on developmentally appropriate methods, instructional materials and technology to enhance learning. Study of techniques and differentiated instructional strategies to adapt curriculum to meet the needs of the at risk, ELL and disabled students in the general education, special education and inclusive setting. A minimum of 50 hours of fieldwork is required. Three credits.

EDUG 825. Seminar and Internship in Early Childhood General and Special Education. 3 Credits.
Observation and student teaching to gain proficiency in teaching early childhood at risk and disabled students in the general education, special education and/or inclusive classroom. Twenty (20) days of student teaching. Students must demonstrate teaching competence under the supervision of the teacher in the field and a faculty member. Seminar sessions include discussion of Common Core Standards, behavior management, teaching strategies, i.e. differentiated instruction, diversity and current issues in the field of Early Childhood. Prerequisite: Matriculation in the graduate education childhood/special education programs, minimum G.P.A. 3.0 and meet the physical, mental, speech, language, and other standards established for the profession and permission of Director of Graduate Childhood/Special Education Programs. Three Credits.

EDUG 826. Improvement of English Language Arts Practice for Teachers of At Risk, English Language Learner [ELL] and Disabled. 3 Credits.
Experiences provided to prepare teachers to become leaders in their schools. Utilization of the peer coaching/turnkey model to enable teachers to assume leadership roles in their learning communities to build capacity. Opportunities provided for teachers to practice facilitation skills. Exploration of Common Core Learning standards and alignment with grade level curriculum. Use of multiple data sources to monitor student achievement, plan and deliver differentiated tiered instruction to meet the needs of Special Education and English Language Learners (ELL) and at risk students. Examination of student work and opportunity to share ‘best practices’. Training in the use of the research based Danielson model to promote reflection on current pedagogy and determine strategies to improve teacher effectiveness. Three credits.
EDUG 827. Internship in School Counseling II. 3 Credits.
Students in the counseling program proceed through a well-thought-out experiential component in the program over two semesters in a school. Internship in school counseling II builds upon Internship in school counseling I and is the last of the experiential components. Internship in school counseling II provides the student with an experience in learning to facilitate further professional development including self-reflection and leadership of a team. The focus is on an integration of all facets of the counseling role including a review of special areas of importance and in personal development. Practical application of counseling theories and techniques to diagnosis, ethics and law, and the work of counselors with special populations will be emphasized. The experiential component consists of direct service work with clients and consultation work in the school. The Internship includes 300 hours of structured field experiences, of which 120 is required to be direct counseling with clients individually or in groups. Prerequisite: EDUG 821 Co-requisite: EDUG 852.

EDUG 828. Process of Counseling the Individual in MHC. 3 Credits.
An experiential course where students learn skills of counseling intake assessment and counseling intervention and then practice those skills in videotaped counseling dyads in which they enact the roles of counselor and client. The emphasis is on counseling process over an extended period of time and across multiple sessions. Students will gain knowledge and skills in addressing issues related to beginning, maintaining, and terminating a therapeutic relationship, in conducting intake assessment, case conceptualization, and theory-based intervention, and in writing progress notes (using the DAP note format) and intake report. Students will also heighten self and interpersonal awareness and explore the ways that individual differences may manifest themselves in communication and connection. Prerequisite: EDUG 721, EDUG 722, EDUG 726. Co-requisite: EDUG 732.

EDUG 829. Practicum in Teaching At Risk, English Language Learner (ELL) and the Disabled . 3 Credits.
Examination of N.Y.S. Content and Performance Standards, curriculum, methods, and materials applicable to at risk, English Language Learner and special education students grades 7-12; emphasis on the modification of materials and strategies for instruction in general, special education and inclusive classrooms. Students must demonstrate competence in the writing and implementation of an Individual Educational Plan, and conferencing skills. Opportunities for hands-on experiences with materials and instructional software. Course conducted in Manhattan College Learning Center or field site. Minimum of 14 hours of supervised teaching.

EDUG 830. Curriculum Adaptation and Content Strategies for At Risk, English Language Learners (ELL) and the Disabled . 3 Credits.
Examination of curriculum, methods, and materials applicable to teaching the at risk, English Language Learner and special needs adolescent student. Emphasis on adaptation of materials, infusion of technology, strategies for instruction and management in diverse general, self-contained, and inclusion classrooms. IEP requirements, process, and implementation addressed. Role of related service personnel and collaboration explored. Common Core Learning Standards and New York State Standards for the content area to accommodate the special education student individually and in a group setting examined. Different models of inclusive practice analyzed. (Field requirement: minimum 12 hours).
EDUG 831. Principles of Instructional Design. 3 Credits.
This foundation course provides the participant with background about the key principles of instructional design; hands-on opportunities to design instruction that is effective, efficient, and engaging. Course content will focus on determining learner needs, defining the goals of the instruction, and creating a process that may take place in an increasingly technological environment. E-tools and e-learning will be integrated into learning strategies and curriculum. Participants will produce deliverables that can be used for online, distance, and/or blended learning. This course is for educators in the broadest sense: staff developers, trainers, K-12 professionals, training professionals who seek proficiency in designing technology enhanced learning experiences at all levels of skill, preparing participants to apply instructional systems design and theory to lead learning with technology. Field experience required.

EDUG 832. Seminar & Internship in Secondary Special Education (not employed). 3 Credits.
Observation and student teaching/internship to meet specific requirements to gain proficiency in teaching disabled students in the Special Education and/or Inclusive classroom. (Full-time student teaching/internship for one semester.) Students must demonstrate teaching competence under the supervision of the teacher in the field and a faculty member. Seminar sessions include the discussion of: field placement, diversity, behavior management, differentiated instructional strategies, collaborative consultation, Common Core Learning Standards, effective teaching models, Autism, Child Abuse, SAVE and DASA. Student teaching/internship logs, reflective journals, and special education program e-portfolio required. Prerequisite: Matriculation in the Adolescent Students with Disabilities program, minimum G.P.A. 3.0 and meet the physical, mental, speech, language and other standards established for the profession. Permission of the Director of Special Education. Satisfies the requirement for Autism, S.A.V.E., Child Abuse Recognition and Reporting and DASA Training.

EDUG 833. Seminar & Internship in Secondary Special Education (5 Year Students). 3 Credits.
Observation and student teaching/internship to meet specific requirements to gain proficiency in teaching disabled students in the Special Education and/or Inclusive classroom. (Full-time student teaching/internship for one semester.) Students must demonstrate teaching competence under the supervision of the teacher in the field and a faculty member. Seminar sessions include the discussion of: field placement, diversity, behavior management, differentiated instructional strategies, collaborative consultation, Common Core Learning Standards, effective teaching models, Autism, Child Abuse, SAVE and DASA. Student teaching/internship logs, reflective journals, and special education program e-portfolio required. Prerequisite: Matriculation in the Five-Year Dual Adolescent/Students with Disabilities program, minimum G.P.A. 3.0 and meet the physical, mental, speech, language and other standards established for the profession. Permission of the Director of Special Education. Satisfies the requirement for Autism, S.A.V.E., Child Abuse Recognition and Reporting and DASA Training.
EDUG 834. Seminar and Practicum in Secondary Special Education (Teachers in the Field). 3 Credits.
Analysis of current problems in special education, diversity, legal issues, differentiated instructional strategies, collaborative consultation, Common Core Learning Standards, effective teaching models, Autism, Child Abuse, S.A.V.E and DASA. Students must complete a minimum of 50 hours of teaching at the 7-12 grade levels in Special Education/inclusive classroom. Logs, reflective journals, project and special education program e-portfolio required. Prerequisite: Matriculation in the Adolescent Students with Disabilities program, minimum G.P.A. 3.0. Permission of the Director of Special Education. Satisfies the requirement for Autism, S.A.V.E. Child Abuse Recognition and Reporting and DASA. Three credits.

EDUG 835. Proficiencies for Educational Leadership. 3 Credits.
Skills and strategies for creating the learning community that characterizes quality education in the district and school; group processes for shared decision-making and collaboration with staff and parents; communication skills for dealing with constituencies and stakeholders; case studies, simulations. Based on NYS Essentials for School Leaders and ISLLC Standards. Course related leadership experience required. Prerequisite: EDUG 735 or permission of Program Director.

EDUG 836. Issues in School Based Management, Supervision and Curriculum. 3 Credits.
Through case studies, simulations, role play, and web resources, participants will plan to deal with pertinent issues arising from questions, advantages and obstacles to effective management of districts and schools, including but not limited to, school choice, parent and teacher involvement, goal driven instruction and delivery of instructional services, use of technology; financial and strategic planning. This course is an elective for the master degree.

EDUG 837. Organizational Development. 3 Credits.
Exploration of change factors and their effect on human behavior and interrelationships; effect on the educational social system; leadership skills required for participatory decision-making; dealing with conflict and strategies for conflict resolution; power issues related to empowerment, authority, responsibility and accountability; and creating and developing the learning community. School improvement plans, district and school leadership teams, data-based strategic planning. Course related leadership activity required.

EDUG 838. Evaluating Leadership Effectiveness. 3 Credits.
Skills and strategies for determining needs, outcomes, and program effectiveness vis a vis student achievement, values promotion, ethics, accountability, staff participation; promoting parent and local board inclusion in philosophy and goal setting; and evaluating the quality of educational programs, supportive environments and school climate; exploration of the essential characteristics of educational leaders in assisting students to meet common core state standards. Course related leadership activity required.

EDUG 839. School Finance. 3 Credits.
Issues for district and school administrators, business managers, and other school personnel related to budget, finance and accounting. Course related leadership activity required.
EDUG 840. Education Finance. 4 Credits.
Issues for district level administrators, business managers, and other school personnel related to budget, finance and accounting. This course includes 10 hours of course related field experience.

EDUG 841. Leadership, Administration and Supervision of the Middle School. 3 Credits.
Theory and practice of educational administration and supervision; organizational characteristics and components of the successful American middle school; effective practices related to advisement, staff collaboration, teaching teams, developmentally appropriate instructional programs for the middle school child; common core standards based teaching and learning, authentic assessment, guidance of the early adolescent, student engagement, parent involvement, safety and discipline issues, evaluation of student progress, career guidance. This course is an elective for the master degree.

EDUG 842. Leadership, Administration and Supervision of the Secondary School. 3 Credits.
Theory and practice of school administration and supervision; organizational characteristics and components of the successful secondary schools; consideration of cross cultural and international practices related to student achievement and involvement in learning; scheduling, advisement, collaboration, teaming, apprenticeships for the secondary school student; common core standards based teaching and learning, authentic assessment, guidance of the adolescent, safety and discipline issues, evaluation of student progress, college and career readiness; guidance/ internships/developmentally appropriate service projects. This course is an elective for the master degree.

EDUG 843. Total Quality Management for Educational Leaders. 4 Credits.
Course participants engage in reflective practice on ways to provide leadership for quality management int he school or district setting. With "real life" needs to attend to, potential and practicing school and district administrators will design strategies for data driven decision making based on TQM concepts, principles, and techniques for school and district wide improvements of student learning. Course related leadership activities required. This course includes 10 hours of course related field experience.

EDUG 844. District Level Management Functions. 3 Credits.
Analysis, discussion, intensive study of the evolution of educational reform movements leading to site based management for district and local administrative and supervisory personnel; theory, principles and practices for team building, shared decision-making and relationships at the local, district, and system levels. Participants present evidence of knowledge, skills and dispositions based on the ISLLC standards. Course integrates theory, concepts, principles and application of content to district and local leadership in urban and suburban settings; includes strategic planning, collaboration, and evaluation of outcomes for leadership teams, board relationships, mentoring, and program development. Course related leadership activity required.
EDUG 845. Computer and Technology Utilization for Instructional Delivery. 3 Credits.
Role of the supervisor, consultant, and/or administrator in improving teaching/learning by survey of computer programs for curriculum enhancement. Strategies for staff development/collaboration to assess effectiveness of such programs. Use of common core state standards for curriculum planning and instruction. Field experience will include exploration of existing programs utilizing computers to improve instruction. Opportunity for hands-on experiences (lab) to investigate software and hardware. Course related leadership activities required. Prerequisites: EDUG 749, EDUG 745 or permission of Program Director.

EDUG 846. Managing the Quality School. 3 Credits.
Applying concepts, principles, and techniques of Total Quality Management with emphasis on application to managing a school or district; using TQM to enhance management of the educational enterprise on the local or district level and administrative leadership. Course related leadership experience required.

EDUG 847. Total Quality Management for Educational Leaders. 3 Credits.
Course participants engage in reflective practice on ways to provide leadership for quality management in the school or district setting. With "real life" needs to attend to, potential and practicing school and district administrators will design strategies for data driven decision making based on TQM concepts, principles, and techniques for school and district wide improvements of student learning. Course related leadership activities required.

EDUG 848. Standards Based Performance Assessment. 3 Credits.
This advanced assessment course for school and district administrators, chairs, subject area coordinators at the district and local level, considers the effectiveness of school programs and teachers in meeting common core standards. Relates student outcomes to common core state standards, school programs, and performance assessment of teaching; aligns common core standards, curriculum, and assessment to design student learning experiences. Course related leadership activities required.

EDUG 849. Advanced Computer Applications for School Administrators. 3 Credits.
Computerizing school offices; the selection and evaluation of interactive computer software for professional development, supervision, and improvement of instruction; use of technology for data based decision making. Selection of software and hardware for networking, internal and external communication. Prerequisite: EDUG 749 or permission of Program Director.

EDUG 850. Advanced Practicum for Counselors in Group Procedures. 3 Credits.
Advanced counseling practice with groups under the supervision of the faculty; seminars, supervisory conferences and consultation; group experiences. Prerequisite: EDUG 725, 33 credits and permission of Program Director.
EDUG 851. Data Analysis and Report Writing in Educational & Psychological Research. 3 Credits.
The course provides students the opportunity to complete their required Master's major paper while continuing their learning about design, data analysis, and report writing in educational and psychological research. EDUG 851 builds on the research design skills introduced in EDUG713. A primary requirement of the course includes the development of SPSS data analysis skills including both descriptive and inferential statistics. Students are provided with a student version of SPSS, which they use through-out the completion of their major paper. In addition, students further their skills in reviewing the results presented in primary research in the fields of counseling and psychology. Upon completion of the major paper, students are encouraged to submit their work for presentation at a conference or for publication. Prerequisite: EDUG 713.

EDUG 852. Internship in Counseling . 3 Credits.
Participation in on-site counseling experiences under supervision of pupil personnel services staff of host school, agency or hospital and faculty of Manhattan College. Prerequisite: Matriculation in P.D. program, 21 credits and permission of Program Director.

EDUG 853. Counseling the College Applicant. 3 Credits.
Examination of the necessary components in the college admissions selection process, i.e. high school preparation, standardized test scores, advanced placement credit, career preparation and counseling, financial aid, special programs, academic criteria, and personal statement. Review of the various guides and technological information available to the counselor and applicant, i.e Internet, Rezun, College Board, Peterson's College View and College Link.

EDUG 854. Supervised Fieldwork in Counseling. 3 Credits.
Opportunity for students to strengthen their knowledge and skills in the counseling setting. Students work under the supervision of a faculty member in an approved placement with individualized supervision regarding cases. Minimum of 90 hours in the field, project and supervision required. Matriculation in the Counseling program; EDUG 721, EDUG 722; and permission of Program Director.

EDUG 855. Supervised Fieldwork in Special Education. 3 Credits.
Opportunity for students to strengthen their knowledge & skills in the special education or inclusive setting. Students work under supervision of a faculty member in an approved placement. Minimum of 75 hours in the field and project required. Matriculation in the Special Education Program, and permission of the Director of Special Education.

EDUG 856. Supervised Fieldwork: General and Special Education. 3 Credits.
Opportunity for students to strengthen their knowledge & skills in the special education or inclusive setting. Students complete fieldwork in an approved placement. Minimum of 50 hours in the general education classroom and 25 hours in the special education/inclusive classroom required in grades 1 – 3 and 4-6 levels. Matriculation in the Special Education Program, and permission of the Director of Special Education. Three credits.
EDUG 857. Supervised Fieldwork in Alcohol and Substance Abuse Counseling. 3 Credits.
Opportunity for students to strengthen their knowledge and skills in an alcohol/substance abuse setting. Students must work under the supervision of a faculty member and appropriate on site staff in an approved setting. Minimum of 100 hours in the field and project required. Matriculation in the Alcohol/Substance Abuse program; EDUG 705, EDUG 721, EDUG 722 and permission of Program Director and Director of Graduate Education.

EDUG 858. Seminar, Observation, and Internship in Special Education (5 Year Program). 3 Credits.
Observation and practice teaching to meet specific requirements to gain proficiency in teaching disabled students in the Special Education and/or Inclusive classroom. (Full-time student teaching for one semester.) Students must demonstrate teaching competence under the supervision of the teacher in the field and a faculty member. Seminar sessions include the discussion of: field placement, diversity, behavior management, differentiated instructional strategies, autism, Child Abuse and S.A.V.E and current issues in special education. Student teaching logs, reflective journals, and special education program e-portfolio required. Prerequisite: Matriculation in the five-year program, minimum G.P.A. 3.0 and meet the physical, mental, speech, language and other standards established for the profession. Permission of the Director of Special Education. Satisfies the requirement for Autism, S.A.V.E. and Child Abuse Recognition and Reporting. Three credits.

EDUG 859. Approaches to Multicultural Counseling: Theory and Practice. 3 Credits.
An examination of the theories and practices of multicultural counseling in urban multiethnic educational and human services settings. Awareness of and sensitivity to cultural factors in counseling and in consultation services provided by counselors will be emphasized. Course will include an experiential component and consultation.

EDUG 860. Teaching Literacy for Understanding to At Risk, English Language Learner [ELL] and Disabled (Grades K-8). 3 Credits.
Examination of the knowledge and skills to implement literacy instruction based on the Common Core Learning Standards in ELA for the at risk, ELL and disabled student for grades K-8. Opportunities provided to discuss and create literacy curriculum which address issues such as identifying what students need to understand; how to help develop the understandings; how to gauge student progress; and how to provide feedback to students. Three credits.

EDUG 861. Standards Based Performance Assessment + Field. 4 Credits.
This advanced assessment course for school and district administrators, chairs, subject area coordinators at the district and local level, considers the effectiveness of school programs and teachers in meeting common core standards. Relates student outcomes to common core state standards, school programs, and performance assessment of teaching: aligns common core standards, curriculum, and assessment to design student learning experiences. An additional 10 hours of field experience required.
EDUG 862. Seminar/Practicum in Teaching: The Student with Disabilities 1-6. 3 Credits.
Analysis of current problems, diversity, legal issues, differentiated instructional strategies, Autism, child abuse, S.A.V.E and issues in Special Education. Students must demonstrate satisfactory teaching competency under supervision of appropriate personnel in the field. Minimum of 50 hours of teaching at the 1-6 grade levels in Special Education/inclusive classroom. Logs, reflective journals, project and special education program e-portfolio required. Prerequisite: Matriculation in the Special Education program, minimum G.P.A. 3.0. Permission of the Director of Special Education. Satisfies the requirement for Autism, S.A.V.E and Child Abuse Recognition and Reporting. Three credits.

EDUG 863. Seminar/Internship in Teaching: General and Special Education 1-6. 3 Credits.
Observation and practice teaching to meet the specific requirements to gain proficiency in teaching general and special education. A minimum of 20 days of student teaching in grades 1-3 or 4-6 in the special education or inclusive classroom is required. A minimum of 20 additional days of student teaching, at a different level (1-3 or 4-6), in the general education classroom is required, for a total of 40 days. Students must demonstrate teaching competence under the supervision of the teacher in the field and a faculty member. Seminar sessions include the discussion of: field placement, diversity, behavior management, differentiated instructional strategies, autism, Child Abuse and SAVE and current issues in special education. Internship reflective journals, logs and special education program e-portfolio required. Prerequisite: Matriculation in the Dual program, minimum G.P.A. 3.0 and meet the physical, mental, speech, language and other standards for the profession. Permission of the Director of Special Education. Satisfies the requirement for Autism, S.A.V.E and Child Abuse Recognition and Reporting. Three credits.

EDUG 864. Counseling the College Student. 3 Credits.
This course is designed to focus on the theory, research and practice related issues relevant to the psychological; development of college students. Focus on intellectual, psychosocial, moral and vocational development with attention to the needs of special populations. Students will examine a service model including collaboration within and outside the institution and including examination of the legal and ethical issues related to counseling the college student.

EDUG 865. Instructional Design, Technology and Information Processing + Field. 4 Credits.
Focus on instructional design and the role of cognitive processing theory in the development of technologies for learning environments. Emphasis on curriculum and how participants best learn from multimedia technologies. Knowledge and understanding of adult learning theory provides the foundation for the development and implementation of collaborative strategies appropriate for adult learners. Designed for district level administrators, staff developers, counselors, general and special education teachers and professionals at the district level to integrate technology into professional practice that provides optimal learning experiences. An additional 10 hours of field experience required.
EDUG 866. Practicum in Leadership, Supervision and Consultation in Counseling. 3 Credits.
Leadership, supervision and consultation provides the student with an experience in learning to facilitate the further professional development of a counselor-in-training. Although one goal is to prepare the experienced counselor in skills to supervise, the primary focus is on the ability to establish and develop counselor-supervisor relationships, case conceptualization and consultation, and understanding of leadership and organizational roles in relation to counseling sites.

EDUG 867. Professional Orientation to Counseling: Standards, Law, Ethics, and Evaluation. 3 Credits.
This course is designed for the beginning practitioner to provide exposure to issues related to professional functioning. Emphasis will be on ethical and legal issues as they relate to the profession of counseling and to each other. In addition the legal and ethical factors related to program development and evaluation will be considered.

EDUG 868. Integrated Curriculum; Math/Science/Technology. 3 Credits.
For District and School Administrators, department chairs, grade level and subject area coordinators, curriculum, and staff developers, this content based course incorporates content and performance standards from Math, Science and Technology, as well as literacy standards for differentiating instruction for a diverse student population including English language learners; data based evaluation strategies, and system wide decision making based on the NYS common core and ISLLC standards.

EDUG 869. Integrated Curriculum; Social Studies/Language Arts. 3 Credits.
For District and School Administrators, department chairs, grade level and subject area coordinators, curriculum, and staff developers, this content based course incorporates content and performance standards from English, the Language Arts common core, Social Studies and Physical Education/Home Ec/Careers, as well as literacy standards for differentiating instruction for a diverse student population including English language learners; data based evaluation strategies, and system wide decision making based on the NYS and ISLLC standards.

EDUG 870. Quantitative Process Control in Education. 3 Credits.
This course for district and school leaders and educators identifies key data analysis processes, roles of components and variations present in them. Using Pareto charts, histograms, control charts and other data mining tools, participants measure and use key data to develop a methodology to improve the administrative and educational process in the school and district. Incorporates principles and practices of data based decision-making. Course related leadership activities required.

EDUG 871. Quantitative Process Control in Education & Field Experience. 4 Credits.
The course for district level school leaders and educators identifies key data analysis processes, roles of components and variations present in them. Using Pareto charts, histograms, control charts and other mining tools, participants measure and count key data to develop a Plan. Do, Study, Act methodology to improve the administrative and educational processes in the schools of the district and the district itself. 10 hours of course related field experience are required.
EDUG 872. Probability and Statistics Using Technology. 3 Credits.
This is a content course in Probability and Statistics for teachers. Topics include descriptive statistics, rules of probability, sampling distributions, statistical inferences, regression and correlation. Technological tools used include calculators, spreadsheet package Excel, the computer algebra Maple, and the classroom management system Blackboard.

EDUG 873. Theory and Practice in Middle Schools for the At Risk and Disabled Student. 3 Credits.
Emphasis on research and theory relevant to the physical, cognitive, social and emotional development of the Middle School adolescent. Examination of developmentally appropriate practices in the Middle School. Overview of organizational patterns that take into account the developmental needs of the At Risk and disabled Middle School student in today’s multicultural society. Different approaches to scheduling, advisement and grouping analyzed. Strategies that facilitate parental involvement explored. Review of innovative practices and current issues in Middle School education.

EDUG 874. Curriculum and Pedagogy in the Middle Schools for At Risk and Disabled Student. 3 Credits.
Examination of standards based Middle School curriculum with emphasis on an integrated approach to instruction for the At Risk and disabled student. Exploration of learning and teaching within a multicultural context. Emphasis on developmentally appropriate methods, and instructional materials to enhance learning. Study of techniques and differentiated instructional strategies to adapt curriculum to meet the at risk needs of the At Risk and disabled students in the special education, inclusive and general education classrooms. A minimum of 30 hours of clinical and/or field work required.

EDUG 875. Foundations in Learning and Teaching with Technology. 3 Credits.
The foundation course provides participants with background for integrating technology into education (societal issues, learning theories, planning and implementation); principles and strategies for using software, media tutors and tools (instructional and productivity software, multimedia and hypermedia); and integrating technology into specific teaching/learning discipline (language arts, science, math, social studies, art, music, physical ed, health, special education etc.) Designed for educational administrators, staff developers, counselors, general and special education teachers and professionals from other fields. Participants will learn to infuse the appropriate technologies into their own learning environment. Field experience required.

EDUG 876. Integrating Technology in Adult Learning and Collaboration. 3 Credits.
Participants in this course will gain knowledge and understanding of adult learning theory and the ability to collaborate with professional staff to support instruction and enhance student learning using educational technology. Designed for educational administrators, staff developers, counselors, general and special education teachers and professionals from other fields. Participants will engage in web design and videography. Field Experience.
EDUG 877. Instructional Design, Technology and Information Processing. 3 Credits.
Focus on instructional design and the role of cognitive processing theory in the development of technologies for learning environments. Emphasis on curriculum and how participants best learn from multimedia technologies. Knowledge and understanding of adult learning theory provides the foundation for the development and implementation of collaborative strategies appropriate for adult learners. Designed for educational administrators, staff developers, counselors, general and special education teachers and professionals from other fields to enable them to integrate technology into professional practice in order to provide optimal learning content. Field Experience.

EDUG 878. Advanced Group Counseling: Practice. 3 Credits.
An experiential course that focuses on application of group process to different counseling situations. Team projects will include facilitating and cofacilitating techniques, appropriate interventions and peer feedback. Participants will run outside groups and receive feedback and analysis. Group leadership styles will also be reviewed.

EDUG 879. Integrative Project and Seminar in Teaching and Learning with Technology. 3 Credits.
This capstone course in Teaching and Learning with Technology synthesizes the theoretical and technology components of the program. Participants will present a project that includes a research component conducted at a field site and demonstrate their understanding of teaching and learning with technology. Online and real time seminar sessions will provide support for effective needs assessment and strategic planning for the improvement of teaching and learning. This guided project will be a culmination of sixty hours of fieldwork done in the certificate courses. Designed for educational administrators, staff developers, counselors, general and special education teachers and professionals from other fields. Field Experience.

EDUG 880. Nature and Needs of Students with Autism Spectrum Disorder. 3 Credits.
Focus on etiology, major trends and issues concerning Autism Spectrum Disorder. Emphasis on: collaboration, inclusion, service delivery models, roles of special and general education teachers, individualized educational programs, family involvement, and community resources. Satisfies the requirement for Autism.

EDUG 881. Psychoeducational Assessment of Autism Spectrum Disorder. 3 Credits.
Focus on the educational assessment of students with Autism Spectrum Disorder. Analysis of formal and informal assessment instruments. Emphasis on gathering and analyzing information in order to plan meaningful instruction, evaluate interventions, select appropriate learning curricula and materials, and make appropriate educational decisions for individuals with Autism Spectrum Disorder. Satisfies the requirement for Autism.

EDUG 882. Behavior Management and Counseling of Families of Individuals with Autism Spectrum Disorder. 3 Credits.
Focus on models for the behavior management of students with Autism Spectrum Disorders. Emphasis on management techniques, classroom and family organization, conferencing issues based on student needs and development. Satisfies requirement for Autism.
EDUG 883. Curriculum, Methods, Social Skill Development and Instructional Design for Students with Autism Spectrum Disorder (Grades K-8). 3 Credits.
Curriculum, methods and materials for social integration and teaching children with Autism Spectrum Disorder in self-contained and inclusive settings with attention paid to NYS Content and Performance Standards (K-8). Design of individualized educational plans and creation of lesson plans. Demonstration of teaching skills emphasized in order to accommodate instruction and materials to the Autism Spectrum Disorder student. Satisfies requirement for Autism.

EDUG 884. Integrative Project in Autism. 3 Credits.
Project in area of Autism Spectrum Disorder conducted under the guidance of Faculty member. Student must submit an outline of proposed study prior to registration. Permission of the Director of Special Education required. Satisfies requirement for Autism.

EDUG 885. Internship: Teaching Students with Autism Spectrum Disorder. 3 Credits.
The internship experience and seminar provide the opportunity to apply knowledge, skills and strategies related to teaching children with Autism Spectrum Disorder in the classroom setting. Each internship is guided by a certified teacher and college supervisor. Students will develop teaching competencies while experiencing the personal and professional roles of a teacher of students with Autism Spectrum Disorder. The seminar is an opportunity for students and faculty to discuss current issues and ideas related to Autism Spectrum Disorder and to examine the relationship between these ideas and the classroom experiences. Internship portfolio, logs and journals required. Satisfies requirement for Autism.

EDUG 887. Mentored Research. 1 Credit.
Designed to provide mentoring for the collection of data, analysis of findings, discussion, conclusions and recommendations of the research paper. Students must have completed sections I, II and III of their major paper. Does not apply to degree. Pre-requisite: EDUG 713 or a previous major paper that meets program research requirements. Permission of Director. One credit. Pass/Fail.

EDUG 888. Independent Study in Research. 1 Credit.
Designed to provide mentoring for the collection of data, analysis of findings, discussion, conclusions and recommendations of the research paper. Students must have completed sections I, II and III of their major paper. Special Education and School Leadership participants register for the section designated for their program. Does not apply to the degree. Prerequisite: EDUG 713. Permission of the Program Director.

EDUG 889. Internship/Seminar II in School Building Leadership. 3 Credits.
Designed for ongoing supervision of the capstone leadership experience for completion of the internship project, portfolio, and exhibit of competencies. Participants complete 400 hours of leadership internship in 15 weeks full time or 30 weeks part time. Prerequisite: EDUG 600, 100 hours of CRLA, 18 credits of the required strands, permission of the Program Director.
EDUG 891. Foundations in Evaluation, Assessment, and Diagnosis. 3 Credits.
This foundation course is aimed at providing a theoretical and practical basis for individual assessment of personality, intelligence and aptitude, such as WISC-IV, WAIS-III, WIAT-II and TAT. Concepts of intelligence, applications to the educational settings, social and ethical issues of individual testing will be considered. Initial practice in administering major instruments of psychological assessment will allow students to develop an understanding of their diagnostic and therapeutic value. Theory of projective psychology and its application to personality assessment is combined with supervised practice in administering and interpreting projective tests. Special attention to figure drawings and TAT, but projective component of Bender-Gestalt Visual Perceptual Test is also included. The course provides initial experience in evaluation, assessment, diagnosis and treatment planning. Students will practice by administering the instruments to each other. Focus will be on integrating test material into comprehensive reports having meaning for the referral source and the client. Prerequisite: 18 credits in P.D. program.

EDUG 892. Organizational Development + Field. 4 Credits.
For school district leaders, staff developers, and other district level personnel, this course provides an exploration of change factors and their effect on human behavior and interrelationships, effect on the educational social systems: leadership skills required for participatory decision-making: dealing with conflict and strategies for conflict resolution:power issues related to empowerment, authority, responsibility and accountability, and creating and developing the learning community. School improvement plans, district and school leadership teams: data-based strategic planning. An additional 10 hours of field experience required.

EDUG 893. Internship/Seminar III in School District Leadership. 3 Credits.
Completion of the district level internship project, portfolio, and exhibit of competencies completed in 15 weeks full time or 30 weeks part time. Prerequisite: logged course related leadership activities, 42 credits beyond the baccalaureate degree, sbl certification or eligibility for same, permission of the Program Director. A prerequisite for the Leadership Experience in Advanced Leadership Studies (internship) is acceptance by a school district for an administrative internship experience and sponsorship by a certified district level administrator on-site. The internship consists of sustained administrative experience in diverse settings planned collaboratively with university and district personnel in substantive, appropriate, and approved administrative and supervisory tasks. Requirements include, but need not be limited to, an electronic internship portfolio, an internship project, video tape, bi-weekly logs and journals, and others as required. Ordinarily, the Leadership Experience is a 15 week full-time program or a 30 week part-time program.
EDUG 893. Internship/Seminar III in School District Leadership. 3 Credits.
Completion of the district level internship project, portfolio, and exhibit of competencies completed in 15 weeks full time or 30 weeks part time. Prerequisite: logged course related leadership activities, 42 credits beyond the baccalaureate degree, sbl certification or eligibility for same, permission of the Program Director. A prerequisite for the Leadership Experience in Advanced Leadership Studies (internship) is acceptance by a school district for an administrative internship experience and sponsorship by a certified district level administrator on-site. The internship consists of sustained administrative experience in diverse settings planned collaboratively with university and district personnel in substantive, appropriate, and approved administrative and supervisory tasks. Requirements include, but need not be limited to, an electronic internship portfolio, an internship project, video tape, bi-weekly logs and journals, and others as required. Ordinarily, the Leadership Experience is a 15 week full-time program or a 30 week part-time program.

EDUG 894. Internship Mental Health Counseling II. 3 Credits.
Continued participation in on-site counseling, experiences under the supervision of certified or licensed personnel of host school, agency or hospital. Particular emphasis on case assessment, analysis, diagnosis with DSM-IV, recommendations for services, and the delivery of planned interventions. Prerequisite: Matriculation in the MHC Program, successful completion of EDUG 819, and permission of MHC Program Advisor.

EDUG 895. Total Quality Management for Educational Leaders + Field. 4 Credits.
Potential school district leaders, staff developers, curriculum coordinators and other district level staff engage in reflected practice on ways to provide leadership for quality management in the school or district setting. With "real life" needs to attend to, potential and practicing school and district administrators will design strategies for data driven decision making base on TQM concepts, principles, and techniques for school and district wide improvements of student learning. An additional 10 hours of field experience required.

EDUG 896. Concepts of Wellness. 3 Credits.
A study of the diversified nature of health as it relates to everyday living by examining vital health areas and issues relevant to the concerns of students. An introduction to identification and reporting of suspected child abuse and maltreatment; instruction in preventing child abduction and abuse of alcohol, tobacco and other drugs; and providing safety education including instruction in fire and arson prevention. (Dual M.S.Ed.).

EDUG 897. Principles and Practices of Education. 3 Credits.
Crucial issues in education: curricula objectives and designs, drug and child abuse, types of schools, special education programs, moral and spiritual values, community resources, educational law and school finances. 15 hours field visitation required. (Dual M.S. Ed.).
EDUG 898. Techniques for Language and Literacy Development for General, English Language Learner [ELL] and the Disabled.. 3 Credits.
Introduction to first and second language acquisition and development with emphasis on application to teaching and learning. Examination of psycho-linguistic principles for teaching monolingual and linguistically and culturally diverse learners. Instructional approaches and practices for developing listening, speaking, reading and writing skills in the general, English as a Second Language [ESL] and special education setting. Exploration of different models of instruction for students who are in Teaching English as a Second Language [TESOL] and/or bilingual settings. 10 hours of field required. (Dual M.S. Ed) Three credits.

EDUG 899. Physical Science for the Teacher of the At Risk, English Language Learner[ELL] and Disabled (Grades K-8).. 3 Credits.
Introduction to basic principles and concepts of physical science as aligned with the N.Y.S. Learning Standards for grades K-8. Emphasis is on constructivist inquiry based problem solving, questioning skills, methods and materials appropriate for the at risk ELL and disabled student. Appropriate hands-on activities to illustrate fundamental concepts. Three credits.
Counseling

Corine Fitzpatrick, Ph.D.; NBCC; Licensed Psychologist, NY State; Licensed MHC, NY State
Program Director
http://home.manhattan.edu/~corine.fitzpatrick/index.php

• Master of Arts in Counseling
• Master of Science in Mental Health Counseling
• Master of Arts in Counseling with a Bilingual Extension
• Professional Diploma in Pupil Personnel Services
• Professional Diploma in Mental Health Counseling
• Professional Diploma in Bilingual Pupil Personnel Services
• The Credentialed Alcohol and Substance Abuse Counseling Trainee Certificate (CASAC-T)
• Advanced Certificate in College Advising Counseling

Masters Program in 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 empathic, caring human service providers.

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.

Admission

Applicants for admission into the master 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 experience. Students who possess a bachelor 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 39 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. The programs prepare students for counseling in schools and in other agencies.

Degree Program Counseling

Required courses: Students in the 39 credit M.A. program seeking school counseling certification must take all the required courses listed below and one elective. Students should consult with the Advisor for courses most suitable for their purpose.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUG 713</td>
<td>Methods of Educational and Psychological Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 721</td>
<td>Introduction to Counseling Practices and Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 722</td>
<td>Techniques in Counseling the Individual</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 724</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDUG 714</td>
<td>Psychology of Career Counseling</td>
<td></td>
</tr>
<tr>
<td>EDUG 725</td>
<td>Practicum in Groups</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 727</td>
<td>Organization and Administration of the Guidance Program</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 732</td>
<td>Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 780</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 807</td>
<td>Measurement and Assessment for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 821</td>
<td>Internship in School Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 827</td>
<td>Internship in School Counseling II</td>
<td>3</td>
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<tr>
<td>EDUG 851</td>
<td>Data Analysis and Report Writing in Educational &amp;</td>
<td>3</td>
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<tr>
<td></td>
<td>Psychological Research</td>
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<tr>
<td>Elective</td>
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<td>3</td>
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<td>Total Credits</td>
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<td>39</td>
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Masters Program in Mental Health Counseling (Leads to License Qualifying Status)

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, 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 and other states. 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 degree experience requirement (3000 hours internship) 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 an advisor is required to assure proper sequence and progress in developing competencies as a counselor. The programs prepare students for counseling in schools and in other agencies.

Degree Program Mental Health Counseling

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

Required courses

<table>
<thead>
<tr>
<th>Elective</th>
<th>Credit</th>
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<tbody>
<tr>
<td>EDUG 713</td>
<td>Methods of Educational and Psychological Research</td>
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<tr>
<td>EDUG 715</td>
<td>Marriage and Family Counseling</td>
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<tr>
<td>EDUG 721</td>
<td>Introduction to Counseling Practices and Theories</td>
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<tr>
<td>EDUG 722</td>
<td>Techniques in Counseling the Individual</td>
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<tr>
<td>EDUG 723</td>
<td>Life Span Development: Child, Adolescent, and Adult</td>
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<tr>
<td>EDUG 724</td>
<td>Career Development</td>
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<td>or EDUG 714</td>
<td>Psychology of Career Counseling</td>
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<tr>
<td>EDUG 725</td>
<td>Practicum in Groups</td>
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<tr>
<td>EDUG 726</td>
<td>Foundations of Mental Health Counseling</td>
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<tr>
<td>EDUG 732</td>
<td>Practicum in Counseling</td>
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<tr>
<td>EDUG 780</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>EDUG 807</td>
<td>Measurement and Assessment for Counselors</td>
</tr>
<tr>
<td>EDUG 850</td>
<td>Advanced Practicum for Counselors in Group Procedures</td>
</tr>
<tr>
<td>EDUG 851</td>
<td>Data Analysis and Report Writing in Educational &amp; Psychological Research</td>
</tr>
<tr>
<td>EDUG 819</td>
<td>Internship in Mental Health Counseling I</td>
</tr>
<tr>
<td>EDUG 859</td>
<td>Approaches to Multicultural Counseling: Theory and Practice</td>
</tr>
<tr>
<td>EDUG 866</td>
<td>Practicum in Leadership, Supervision and Consultation in Counseling</td>
</tr>
</tbody>
</table>
EDUG 867  Professional Orientation to Counseling: Standards, Law, Ethics, and Evaluation  3
EDUG 891  Foundations in Evaluation, Assessment, and Diagnosis  3
EDUG 894  Internship Mental Health Counseling II  3
Total Credits  60

New York State Certification/Licensure

School. 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 the Dean of Education in order to be recommended for certification. Application should be submitted prior to graduation.

Mental Health. Manhattan College’s program meets the State of New York requirements and graduates are license eligible with 3,000 post degree supervised hours and the passage of a state exam. Also, graduates may take the National Counselor Examination (NCE) to receive the national board certification: Nationally Certified Counselor (NCC).

Professional Diploma Pupil Personnel Services (School Counseling)

Admission

Students must have a master’s degree 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 a recommendation are required prior to admission.

“Students who have obtained the M.A. Degree in Counseling from Manhattan College within the last five year and who plan to apply to the P.D. program in Pupil Personnel Services (School Counseling) may submit a 1 page simplified application form for approval to their M.A. advisor who will then send it to the Director of the Counseling Programs for approval. That form is available through the faculty advisors for the program. The form will then be sent directly to Admissions.”

Program

The Professional Diploma 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: Child, Adolescent, and Adult  3
EDUG 850  Advanced Practicum for Counselors in Group Procedures  3
EDUG 859  Approaches to Multicultural Counseling: Theory and Practice  3
EDUG 866  Practicum in 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.

Professional Diploma in Mental Health Counseling (Leads to License Qualifying Status)

The professional diploma in mental health counseling program is a 18 - 30 credit post master's degree program that prepares students who already have a Master's degree in Counseling to work in mental health settings such as: mental health centers, hospitals, and residential treatment centers. The Professional Diploma 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 (3000 hours internship) 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.

“Students who have obtained the M.A. Degree in Counseling from Manhattan College within the last five year and who plan to apply to the P.D. program in Mental Health Counseling, may submit a 1 page simplified application form for approval to their M.A. advisor who will then send it to the Director of the Counseling Programs for approval. That form is available through the faculty advisors for the program. The form will then be sent directly to Admissions.”

Admission

Applicants for admission into the professional diploma program in Mental Health Counseling must have earned a master's degree in counseling or counseling psychology. Consideration will be given for applicable experiences. Students who possess a master'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 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 18 - 30 credits depending on the appropriateness of the courses already taken on the master's level. Since the professional diploma 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 professional diploma will follow that model. These programs require a major paper (if not taken on the master's degree level) and a practicum/internship. Periodic consultation with an advisor is required.
to assure proper sequence and progress in developing competencies as a counselor. The programs prepare students for counseling in schools and in other agencies.

Please see the course listing under the M.S. degree in Mental Health Counseling for the courses that are required. Students in the Professional Diploma program must review with an advisor which master's level courses they have already taken that fulfill the requirements for the M.S. degree and which courses they need to take.

**New York State Licensure**

**Mental Health.** Manhattan College's professional diploma in mental health counseling program meets the State of New York requirements and graduates are license eligible with 3,000 post degree supervised hours and the passage of a state exam. Also, graduates may take the National Counselor Examination (NCE) to receive the national board certification: Nationally Certified Counselor (NCC).

**Bilingual Extension Certificate and Professional Diploma in Pupil Personnel Services (PPS)**

The bilingual extension may be taken as part of the M.A. program. It is 15 credits and students may take 1 of the 5 courses as their elective. With the Extension, students will need 51 credits to complete their degree.

The professional diploma program consists of 15 credits of coursework to prepare counselors, social workers or psychologists to specifically work with bilingual/multicultural students.

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

Both programs are registered with the State of New York.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 802</td>
<td>Foundations, Theory and Practice of Bilingual General and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td>EDUG 810</td>
<td>Bilingual and Multicultural Assessment of Linguistically and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Culturally Diverse Students</td>
<td></td>
</tr>
<tr>
<td>EDUG 816</td>
<td>Approaches to Counseling Linguistically and Culturally Diver</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>se Student</td>
<td></td>
</tr>
<tr>
<td>EDUG 817</td>
<td>Cross Cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 818</td>
<td>Internship: Bilingual Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Credentialed Alcohol and Substance Abuse Counseling Trainee Certificate (CASAC-T)**

The Credentialed Alcohol and Substance Abuse Counseling Trainee Certificate (CASAC-T) program prepares counseling professionals for work in the field of substance abuse. It is also appropriate for those human service professionals who want to enhance their skills.
as mental health counselors, college counselors, or school counselors. Upon completion of this program, students can apply for the CASAC-T certificate, which is approved by the New York Office of Alcohol and Substance Abuse Services (OASAS).

The program is available to students who already hold an appropriate master's degree or who are currently enrolled in one of the College’s graduate counseling programs. Students must complete a set number of courses, many of which are already part of the M.A. in School Counseling, and most of which are part of the M.S. in Mental Health Counseling.

- Mental Health Counseling: Students in this program can complete the CASAC-T program by taking only 2 additional courses beyond their degree requirements.
- School Counseling: The number of additional courses required depends on the elective students choose.

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 708</td>
<td>Physical and Psychopharmacological Aspects of Alcohol and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 709</td>
<td>Alcohol and Substance Abuse Counseling Family Issues and Treatment Approaches</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 722</td>
<td>Techniques in Counseling the Individual</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 723</td>
<td>Life Span Development: Child, Adolescent, and Adult</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 721</td>
<td>Introduction to Counseling Practices and Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 859</td>
<td>Approaches to Multicultural Counseling: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 725</td>
<td>Practicum in Groups</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 706</td>
<td>Alcohol and Substance Abuse: Evaluation, Treatment Planning and Case Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 891</td>
<td>Foundations in Evaluation, Assessment, and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 867</td>
<td>Professional Orientation to Counseling: Standards, Law, Ethics, and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 30

### Advanced Certificate in College Advising

This program consists 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 729</td>
<td>Professional Writing</td>
<td>0-3</td>
</tr>
<tr>
<td>EDUG 718</td>
<td>Technology, the School Counselor and College Advisor</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 853</td>
<td>Counseling the College Applicant</td>
<td>3</td>
</tr>
<tr>
<td>Other course chosen based on focus of advisor</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 9-12
Educational Technology

Instructional Technology Programs
Sr. Remigia Kushner, Ph.D.
Program Director

The instructional technology programs at Manhattan College are based on NYS knowledge and skills leading to certification as an educational technology specialists:

- Technology Concepts and Operations
- Digital-Age Work and Learning
- Digital Citizenry and Responsibility
- Digital-Age Learning Environments and Experiences
- Facilitating and Assessing Student Learning
- Leadership and Resource Management
- Pedagogical Content Knowledge

Admissions

- Baccalaureate or post-baccalaureate degree
- G.P.A. average of 3.0 out of 4.0 or equivalent
- Letter of Recommendation from an immediate supervisor
- Narrative Statement detailing previous teaching/training and/or technology experience, career goals related to the use of instructional technology and the degree to be earned in the IDD program.

Master of Science in Education in Instructional Design and Delivery (MSEd in IDD)

Program of Studies for the Master Degree in Education in Instructional Design and Delivery (MSEd IDD) 30 credits

The purpose of the MSEd in IDD is to develop and expand participants’ skills in the educational application of technology in the classroom and other teaching and learning environments. Program emphasis is on the design, development, and use of technology in instructional delivery integrated into professional practice. Program course format is a hybrid, blended approach that includes face-to-face and online delivery. One course, taught totally online, provides participants with the experience of participating and creating instructional delivery in the online format.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 735</td>
<td>Educational Leadership, Decision-Making, and Change</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 831</td>
<td>Principles of Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 848</td>
<td>Standards Based Performance Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 875</td>
<td>Foundations in Learning and Teaching with Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 876</td>
<td>Integrating Technology in Adult Learning and Collaboration</td>
<td>3</td>
</tr>
</tbody>
</table>
EDUG 879  Integrative Project and Seminar in Teaching and Learning with Technology  3
EDUG 804  Multimedia in Educational Settings  3

Electives (Choose three):
EDUG 737  Staff Development  3
EDUG 749  Computer Applications for School Administrators  3
EDUG 757  Organization, Administration and Supervision of Math, Science, and Technology Programs  3
EDUG 845  Computer and Technology Utilization for Instructional Delivery  3
EDUG 849  Advanced Computer Applications for School Administrators  3
EDUG 877  Instructional Design, Technology and Information Processing  3
EDUG 892  Organizational Development + Field  4

Professional Diploma in Instructional Design and Delivery (PD in IDD) 18 credits

The Advanced Certificate in Instructional Design and Delivery (PD IDD) serves educators at all levels and other professionals with education or training responsibilities who wish to develop and expand their skills in the application of technology in a classroom or other educational or training environment. Philosophically, emphasis is on the design, development, and use of technology in instructional delivery that integrate technology into professional practice. And, unlike programs designed to train computer specialists, the emphasis is not on technology, but rather on the seamless infusion of technology into the learning and teaching environment. The purpose of the program is to enable participants to apply technology to help learners and trainees meet program and organizational goals. This program assists trainers, IHE instructors, and staff developers increase their career opportunities by becoming qualified in this area. All program participants complete an integrative project applicable to the organization or institution in which they have responsibility and participate in the accompanying seminar.

Admissions

• Master degree or higher
• G.P.A. average of 3.0 out of 4.0 or equivalent
• Letter of Recommendation from an immediate supervisor
• Narrative Statement detailing previous teaching/training and/or technology experience, career goals related to the use of instructional technology and the degree to be earned in the IDD program.

Required Courses:
EDUG 735  Educational Leadership, Decision-Making, and Change  3
EDUG 831  Principles of Instructional Design  3
EDUG 848  Standards Based Performance Assessment  3
EDUG 875  Foundations in Learning and Teaching with Technology  3
EDUG 876  Integrating Technology in Adult Learning and Collaboration  3
EDUG 879  Integrative Project and Seminar in Teaching and Learning with Technology  3
EDUG 804  Multimedia in Educational Settings  3

Certificate Program

Teaching and Learning with Technology

Admissions

- Baccalaureate Degree from accredited institution
- G.P.A. average of 3.0 in applicant's major
- Two letters of recommendation or support
- Narrative Statement discussing the connection between technology and teaching

Program

The Certificate Program is designed to help educators, prospective educators as well as professionals from other fields integrate technology into professional practice. It concurrently focuses on curriculum and the practice of teaching and learning. Unlike programs designed to train computer specialists, the emphasis is not on technology, but rather on the seamless infusion of technology into the learning and teaching environment. The Certificate Program is interdepartmental with options for School Administrators, Special Educators and Counselors.

Required Courses

EDUG 737  Staff Development  3
EDUG 875  Foundations in Learning and Teaching with Technology  3
EDUG 879  Integrative Project and Seminar in Teaching and Learning with Technology  3

Two courses selected from the following categories:

Electives-Administration

EDUG 745  Curriculum Development and Adaptation
EDUG 749  Computer Applications for School Administrators
EDUG 757  Organization, Administration and Supervision of Math, Science, and Technology Programs
EDUG 845  Computer and Technology Utilization for Instructional Delivery
EDUG 849  Advanced Computer Applications for School Administrators
EDUG 877  Instructional Design, Technology and Information Processing

Electives-Special Education

EDUG 761  Technology Utilization for Interactive Learning for the At Risk, English Language Learners [ELL] and Disabled
EDUG 783  Technological Applications for the At Risk and Disabled
EDUG 805  Integrated Learning I: Social Studies and Language Arts Instruction for the At Risk/Disabled Student
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 808</td>
<td>Integrated Learning II: Social Studies and Language Arts Instruction for the At Risk/Disabled Student</td>
</tr>
<tr>
<td>EDUG 768</td>
<td>Integrated Curriculum: Math, Science and Technology I for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)</td>
</tr>
<tr>
<td>EDUG 812</td>
<td>Integrated Curriculum: Math, Science and Technology II for the At Risk, English Language Learners [ELL] and Disabled (Grades K-8).</td>
</tr>
<tr>
<td>EDUG 877</td>
<td>Instructional Design, Technology and Information Processing</td>
</tr>
<tr>
<td>Electives-Counseling</td>
<td>Technology, the School Counselor and College Advisor</td>
</tr>
<tr>
<td>EDUG 718</td>
<td>Instructional Design, Technology and Information Processing</td>
</tr>
<tr>
<td>EDUG 877</td>
<td>Instructional Design, Technology and Information Processing</td>
</tr>
</tbody>
</table>

Total Credits 15
Educational Leadership Programs

Sister Remigia Kushner, Ph.D.
Program Director

The educational leadership programs at Manhattan College are based on

• NYS knowledge and skills for School Building Leaders (SBL), School District Leaders (SDL), and School District Business Leaders (SDBL),
• NYS content areas proposed by the Commissioner's Regulations
• the knowledge, dispositions, and performances of the Interstate Leadership Licensure Consortium (ISLLC).

The educational leadership programs assist competent and caring professionals to meet eligibility requirements to become qualified through state certification.

**NOTE:** Changes to NYS requirements take precedence over those in this catalog. Those admitted to an Educational Leadership program are required to know NYS certification requirements and dates and must plan accordingly.

### Admission

In addition to the general admission requirements for a graduate program in education, applicants for admission to an Educational Leadership Program must:

• submit a completed Application for Admission (http://manhattan.edu/admissions/apply-now) to Graduate Education with accompanying documentation in time to meet application deadlines
• possess an initial or provisional or permanent or professional certificate or the equivalent or give appropriate and acceptable evidence of potential for instructional leadership
• have a recommendation from an immediate supervisor
• provide a Statement of Interest in the program that includes past experiences that give evidence of leadership for learning and future professional plans
• make an appointment for an interview with the Program Director preferably before beginning course work

In addition to the requirements above, prior experiences as a teacher, administrator, or pupil personnel services provider may be shown by (but need not be limited to):

• commendations of colleagues, parents, and/or students
• evidence of leadership activity to improve student learning
• results of leadership efforts that indicate leadership potential and/or leadership skill.

### Course Work

Participants should consult with the Program Director for courses and competencies appropriate to the specific administrative role or certification desired.
Those new to the master degree in an educational leadership program attend a mandatory course in Orientation to School Building Leadership (EDUG600), a 3-credit course for master degree candidates.

Ordinarily, participants register for no more than 6 credits (2 three-credit courses) in the Fall or Spring semesters and no more than 9 credits (3 three-credit courses) for the May to August summer sessions. Participants complete six 3-credit core courses that have a co-requirement of 100 hours of course related leadership activities (approximately 17-20 hours per course):

**Core Courses for the Master Degree and Professional Diploma**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 600</td>
<td>Orientation to School Building Leadership</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td><strong>18 credits of Core Courses, plus 100 hours of Course Related Leadership Activities (approximately 17-20 hours per course)</strong></td>
<td>18</td>
</tr>
<tr>
<td>EDUG 735</td>
<td>Educational Leadership, Decision-Making, and Change</td>
<td></td>
</tr>
<tr>
<td>EDUG 740</td>
<td>School Law for Administrators</td>
<td></td>
</tr>
<tr>
<td>EDUG 744</td>
<td>Contemporary Management Functions in the School</td>
<td></td>
</tr>
<tr>
<td>EDUG 745</td>
<td>Curriculum Development and Adaptation</td>
<td></td>
</tr>
<tr>
<td>EDUG 738</td>
<td>Evaluating School Effectiveness</td>
<td></td>
</tr>
<tr>
<td>EDUG 747</td>
<td>Supervision for the Improvement of Instruction</td>
<td></td>
</tr>
</tbody>
</table>

Six credits of internship that include 400 hours of leadership experience:

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

Participants must meet New York State requirements for a two hour workshop in Child Abuse Recognition and Reporting, and in School Violence Prevention and Intervention Legislation from an approved provider. The Dignity for All Students Act requires six hours of course imbedded training in bully prevention.

**Program of Studies: Master of Science in Education, School Building Leadership (33 credits) MS Ed in SBL**

The Master of Science in Education in School Building Leadership consists of 33 credits of course work (11 three-credit courses):

- 18 credits of Core Courses
- 6 credits of Internship,
- 6 credits of electives that may include EDUG 600
- 3 credits of Research
  - If research (EDUG 713) must be taken, it is included in the 33 credits.
  - If research has been taken previously, it is possible that EDUG 713 may be waived if a copy of the previous research completed within the previous five year is submitted for review and approval
• If a research course taken within the previous 5 years is accepted and EDUG 713 is waived:
  • another course is substituted
  • a major paper on a leadership topic and design is proposed for approval by the Program Director
  • candidates register for EDUG887, Mentored Research, a one-credit course that assists participants with the completion of the five-chapter major paper (EDUG887 does not apply to the degree)
  • the completed Major Paper must be submitted according to the timeline for graduation

Program of Studies: Professional Diploma in School Building Leadership (24 credits) PD SBL

Admission

Those seeking admission to the Professional Diploma Program in School Building Leadership at Manhattan College must meet all the entrance requirements for the Master Degree Program in School Building Leadership and also possess an appropriate master degree.

The Professional Diploma in School Building Leadership consists of 24 credits of course work (8 three-credit courses):
  • Orientation to School Building Leadership (0 credits)
  • 18 credits of Core Courses
  • 6 credits of Internship

The Leadership Experience (Internship) for the Master Degree and the Professional Diploma in School Building Leadership

Prerequisites for the Leadership Experience include:
  • completion of six core courses (18 credits)
  • with a 3.0 cumulative average
  • documentation of 100 hours of course related leadership activities completed during core course work
  • acceptance by a school or district for an administrative internship experience
  • sponsorship/mentoring by a certified administrator on-site.

The internship consists of
  • 2 three-credit internship courses and accompanying seminars (EDUG 748 and EDUG 889)
  • sustained administrative practice
• taken in two semesters as a part time intern (30 weeks part time 3-4 hours per day)
or
• taken in one semester as a full time intern (15 weeks full time 6-8 hours per day)

• in diverse settings planned collaboratively by college and school/district personnel
• in substantive, appropriate, and approved administrative and supervisory tasks
• twice monthly internship seminars held in diverse locations on and off campus
• an internship project selected and implemented in consultation with school administration

Successful completion of the internship requires (but need not be limited to),

• an electronic internship portfolio,
• report of an internship project
• digital video of an administrative presentation
• chronological and cumulative logs and journals
• others as required
• submission of required internship documentation that meets the timeline for graduation

Note: Candidates are encouraged to register for internship during a semester in which they can complete the required hours and activities. If the internship cannot be completed during the semester of registration, it is possible that a withdrawal may be required.

New York State Certification as a School Building Leader

Candidates for NYS certification as a School Building Leader must:

• complete the approved School Building Leadership Program (master degree or professional diploma)
• with a GPA of 3.0 or better
• pass the NYS SBL certification examination
• apply for Certification through the Manhattan College Certification Officer in the Dean of Education Office

Note: New York State certifies school building leaders. The College does not. Changes in NYS certification requirements take precedence over the content of this catalog. Participants in an Educational Leadership program are responsible for knowing NYS certification and calendar requirements and must plan accordingly.

Advanced Leadership Programs

The Advanced Leadership Programs at Manhattan College are based on

• New York State knowledge and skills for School Building Leaders (SBL), School District Leaders (SDL), and School District Business Leaders (SDBL),
• the content areas proposed by the Commissioner's Regulations,
• the knowledge, dispositions, and performances of the Interstate Leadership Licensure Consortium (ISLLC).

The educational leadership programs assist competent and caring professionals to meet eligibility requirements to become qualified through state certification.

NOTE: Changes to NYS requirements take precedence over those in this catalog. Those admitted to an Educational Leadership program are required to know NYS certification requirements and dates and must plan accordingly.

Admission
In addition to the general requirements for admission to a Graduate Education Program, applicants for admission to an Educational Leadership Program must:

• submit a completed Application for Admission (http://manhattan.edu/admissions/apply-now) with required documentation in time to meet submission deadlines
• possess a Master degree of at least 30 post baccalaureate credits
• have a graduate GPA of 3.5 or better
• possess provisional or initial or permanent or professional certification or the equivalent in School Building Leadership
• have a minimum of 3 years successful teaching or pupil personnel service (Pk-12)
• have two years of administrative experience or the equivalent
• present a recent resume
• present a letter of intent describing professional goals that will be served by the degree and the contribution to be made to the profession
• provide two letters of recommendation:
  • one from an immediate educational supervisor attesting to potential for leadership
  • one from a higher ed instructor attesting to potential for graduate studies
• hold Certificates of Completion for
  • Child Abuse Recognition and Reporting
  • Safe Schools and Violence Prevention Legislation
  • Needs of Children with Autism

Course Work
Participants should consult with the Program Director for courses and competencies appropriate to the specific administrative role or certification desired. Ordinarily, participants register for no more than 6 credits (2 three-credit courses) in the Fall or Spring semesters and no more than 9 credits (3 three-credit courses) for the May to August summer sessions.

Participants must meet New York State requirements for a two hour workshop in Child Abuse Recognition and Reporting, and in School Violence Prevention and Intervention Legislation from an approved provider. The Dignity for All Students Act requires six hours of course imbedded training in bully prevention.
Should New York State mandate a change in these requirements, New York State regulations will take precedence over this catalog. A passing score on the NYS exam in School District Leadership is a requirement for an ALS degree.

**Program of Studies: Master of Science in Education in Advanced Leadership Studies (30 credits) MSEd ALS**

The master degree in Advanced Leadership Studies consists of 24 credits of course work:

- 6 four-credit courses
- 2 three-credit courses of internship that includes
  - 250 hours of district level internship
  - completion of a major project

EDUG 8xx Total Quality Management for Educational Leaders (4 credits that include 1 credit of supervised field work)

EDUG 840. Education Finance (4 credits that include 1 credit of supervised field work)

EDUG 8xx. Standards Based Performance Assessment (4 credits that include 1 credit of supervised field work)

EDUG 8xx. Organizational Development (4 credits that include 1 credit of supervised field work)

EDUG 871. Quantitative Process Control (4 credits that include 1 credit for proposal of Major Project)

EDUG 8xx. Instructional Design, Technology and Information Processing (4 credits that include 1 credit of supervised field work)

Six credits of internship that include 400 hours of leadership experience:

EDUG 889 Internship/Seminar II + 150 hours of field (may be waived if taken previously; another course must be substituted)

EDUG 893 Internship/Seminar III plus 250 hours of supervised practice plus report of Major Project.

**Program of Studies: Professional Diploma in Advanced Leadership Studies (11 credits) PD ALS**

The Professional Diploma in Advanced Leadership Studies consists of 8 credits of course work (2 three-credit courses and 2 credits (20 hours) of supervised field work), 3 credits of internship that includes 250 hours of district level internship and completion of a major project.

Those seeking the Professional Diploma in Advanced Leadership Studies must meet the same requirements for the internship as those listed for the Master Degree in Advanced Leadership Studies.
EDUG 840. Education Finance (4 credits that includes + 1 credit of supervised field work)

EDUG 871. Quantitative Process Control (4 credits that includes 1 credit for proposal of Major Project)

Three credits of internship

EDUG 893 Internship/Seminar III plus 250 hours of supervised practice plus report of Major Project.

The Leadership Experience (Internship) for the Master Degree and Professional Diploma in Advanced Leadership Studies (ALS)

NOTE: Should New York State mandate a change in these requirements, New York State regulations will take precedence over this catalog

Prerequisites for the Internship:

- course credits appropriate for the degree with a cumulative GPA of 3.5 or better.
- documentation of required hours of supervised field experience
- submission of proposal for the internship project
- acceptance by a school district for an administrative internship experience
- mentorship/sponsorship by a certified district level administrator on-site.

The Leadership Experience is a full semester program of at least 250 hours. The internship consists of sustained administrative experience in diverse settings planned collaboratively with college and district personnel in substantive, appropriate, and approved administrative and supervisory tasks. Successful completion of the internship includes submission of the internship project.

NYS Certification as a School District Leader

Candidates for NYS certification as a School District Leader must:

- complete the approved Advanced Leadership Studies Program (master degree or professional diploma)
- with a GPA of 3.5 or better
- pass the NYS SDL certification examination
- apply for SDL certification through the School of Education Certification Officer in the Dean of Education Office

Note: New York State certifies school district leaders. The College does not. Candidates for NYS certification are responsible for knowing and meeting NYS requirements for the specific certification they seek. Any changes in NYS requirements take precedence over those in this catalog.
Special Education

Students with Disabilities

Elizabeth M. Kosky, Ed.D.
Program Director

- Master of Science in Education - Students with Disabilities Grades 1-6
- Master of Science in Education - Dual Childhood / Students with Disabilities Grades 1-6
- Masters of Science in Education - Adolescence / Students with Disabilities Grades 7-12
- Bachelors of Science/Master of Science in Education - Dual Childhood / Students with Disabilities (Five Year Program) Grades 1-6
- Bachelors of Science/Master of Science in Education - Dual Adolescence/Students with Disabilities Generalist 7-12 Ext. English; Math; Social Studies (Five Year Program)
- Professional Diploma - Bilingual Education Extension
- Professional Diploma - Bilingual Education Advanced Certificate
- Certificate - Autism Spectrum Disorders
- Certificate - Consultant Teacher

Master of Science in Education

Admission

For admission into the master degree Students with Disabilities program, applicants must have earned a baccalaureate degree and must have suitable preparation in the behavioral sciences. Consideration will be given for teaching experience and other applicable experience. Students who possess a bachelor degree but do not hold provisional/initial teaching certification must pass the New York State Academic Literacy Skills Test (ALST) to be eligible for matriculation. 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 and pass the Educating All Students test (EAS), edTPA (Teaching Performance Assessment) and required CSTs as a prerequisite for recommendation 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 degree program for candidates with childhood level certification consists of 37 credits of course work, which includes the practicum, a 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, English Language Learners [ELL], mentally retarded, learning disabled,
emotionally disturbed, autistic, physically disabled, neurologically impaired, and multiply disabled individuals in special education or inclusive settings. The individual courses are designed to develop certain knowledge, dispositions, and skills required to meet Common Core Learning Standards in English Language Arts (ELA) and Math and NYS standards for Social Studies and Science (Grades 1-6). Students are expected to consult with the Program Director regarding courses and progress.

Course participants are responsible for giving evidence of having acquired the required competencies and met 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 NYS Academic Literacy Skills Test (ALST), Educating All Students test (EAS) and edTPA. When students have completed the degree requirements and passed the required CST exams, they will be recommended for a initial certification, or permanent/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.

Job Opportunities for Teacher Education Graduates

According to the National Center for Education Statistics Predictions (2011-2018), the need for K-6 general education Elementary Teachers is 1,794,000 which is an increase of 16 percent. An increase of 17% is estimated for Special Education teachers with a projected employment of 555,000. These increases are due to teacher turnover, retirement, and rising student enrollment.

Degree Programs

M.S. Ed - Students with Disabilities - Grades 1-6

Prerequisites

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 713</td>
<td>Methods of Educational and Psychological Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 704</td>
<td>Introduction to Group Dynamics and Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>or EDUG 733</td>
<td>Approaches to Multicultural Education for the At Risk and Disabled Student</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 778</td>
<td>Nature and Needs of the Exceptional Individual</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<td>-------------</td>
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<tr>
<td>EDUG 781</td>
<td>Management Techniques and Curriculum for the At Risk and Behaviorally Disordered</td>
<td>3</td>
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<td>EDUG 787</td>
<td>Psycho-Educational Assessment for the At Risk and Disabled Student</td>
<td>3</td>
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<tr>
<td>EDUG 789</td>
<td>Methods of Teaching the At Risk and Disabled Student (Grades K-8)</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 862</td>
<td>Seminar/Practicum in Teaching: The Student with Disabilities 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 888</td>
<td>Independent Study in Research</td>
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<td>One of the following Math and one of the following Science Content courses:</td>
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<tr>
<td></td>
<td>EDUG 785 Life Science for the At Risk, English Language Learner [ELL]</td>
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<tr>
<td></td>
<td>and Disabled (Grades K-8).</td>
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<tr>
<td></td>
<td>EDUG 768 Integrated Curriculum: Math, Science and Technology I for</td>
<td></td>
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<tr>
<td></td>
<td>the At Risk, English Language Learner [ELL] and Disabled (Grades K-8)</td>
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<tr>
<td></td>
<td>EDUG 775 Mathematics Instruction for the At Risk, English Language Learner [ELL] and Disabled (Grades K-8)</td>
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<td></td>
<td>EDUG 812 Integrated Curriculum: Math, Science and Technology II for</td>
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<tr>
<td></td>
<td>the At Risk, English Language Learners [ELL] and Disabled (Grades K-8).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUG 899 Physical Science for the Teacher of the At Risk, English Language Learner[ELL] and Disabled (Grades K-8).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUG 776 Science Instruction for the At Risk and Disabled</td>
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<tr>
<td></td>
<td>One of the following Social Studies and one of the following Language Arts Content courses:</td>
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<tr>
<td></td>
<td>EDUG 750 Principles and Practices of Reading for the At Risk, English Language Learner [ELL] and Disabled.</td>
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<td>EDUG 753 Teaching Reading in the Content Areas for the At Risk English Language Learner [ELL] and Disabled (Grades K-8)</td>
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<tr>
<td></td>
<td>EDUG 754 Literature for the At Risk and Disabled (Grades K-8)</td>
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<tr>
<td></td>
<td>EDUG 815 English Language Arts Curriculum, Assessment and Methods of</td>
<td></td>
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<tr>
<td></td>
<td>Teaching English as a Second Language [TESOL] in General and Special Education</td>
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<td></td>
<td>EDUG 766 Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)</td>
<td></td>
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<tr>
<td></td>
<td>EDUG 805 Integrated Learning I: Social Studies and Language Arts Instruction for the At Risk/Disabled Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUG 808 Integrated Learning II:Social Studies and Language Arts Instruction for the At Risk/Disabled Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUG 826 Improvement of English Language Arts Practice for Teachers of At Risk, English Language Learner [ELL] and Disabled (required)</td>
<td></td>
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<tr>
<td></td>
<td>Elective courses:*</td>
<td>0</td>
</tr>
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</table>
EDUG 761  Technology Utilization for Interactive Learning for the At Risk, English Language Learners [ELL] and Disabled
EDUG 880  Nature and Needs of Students with Autism Spectrum Disorder
EDUG 883  Curriculum, Methods, Social Skill Development and Instructional Design for Students with Autism Spectrum Disorder (Grades K-8)
EDUG 783  Technological Applications for the At Risk and Disabled

Total Credits 37

* Others with approval of Program Director

**M.S. Ed Dual Childhood/Students with Disabilities - Grades 1-6**

**Prerequisites**

**Individuals who are not certified must:**

- Present passing scores on the New York State Academic Literacy Skills Test (ALST) for matriculation.
- Meet N.Y.S. Education requirements for undergraduate core which includes courses in History, Social Sciences, Humanities, Artistic expression, Foreign Language, Science, Math, Information Retrieval, Communications, written analysis and expression.
- 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.

EDUG 713  Methods of Educational and Psychological Research 3
EDUG 723  Life Span Development: Child, Adolescent, and Adult 3
EDUG 704  Introduction to Group Dynamics and Human Relations 3
or EDUG 733  Approaches to Multicultural Education for the At Risk and Disabled Student

EDUG 778  Nature and Needs of the Exceptional Individual 3
EDUG 781  Management Techniques and Curriculum for the At Risk and Behaviorally Disordered 3
EDUG 787  Psycho-Educational Assessment for the At Risk and Disabled Student 3

EDUG 789  Methods of Teaching the At Risk and Disabled Student (Grades K-8) 3
EDUG 826  Improvement of English Language Arts Practice for Teachers of At Risk, English Language Learner [ELL] and Disabled 3
EDUG 856  Supervised Fieldwork: General and Special Education 3
EDUG 863  Seminar/Internship in Teaching: General and Special Education 1-6 3
EDUG 888  Independent Study in Research 1
EDUG 897  Principles and Practices of Education 3
Two of the following Literacy courses: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDUG 898</td>
<td>Techniques for Language and Literacy Development for General, English Language Learner [ELL] and the Disabled.</td>
</tr>
<tr>
<td>EDUG 753</td>
<td>Teaching Reading in the Content Areas for the At Risk English Language Learner [ELL] and Disabled (Grades K-8)</td>
</tr>
<tr>
<td>EDUG 754</td>
<td>Literature for the At Risk and Disabled (Grades K-8)</td>
</tr>
<tr>
<td>EDUG 815</td>
<td>English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education</td>
</tr>
<tr>
<td>EDUG 766</td>
<td>Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)</td>
</tr>
</tbody>
</table>

One of the following Math and one of the following Science content courses: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUG 785</td>
<td>Life Science for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8).</td>
</tr>
<tr>
<td>EDUG 899</td>
<td>Physical Science for the Teacher of the At Risk, English Language Learner[ELL] and Disabled (Grades K-8).</td>
</tr>
<tr>
<td>EDUG 775</td>
<td>Mathematics Instruction for the At Risk, English Language Learner [ELL] and Disabled (Grades K-8).</td>
</tr>
<tr>
<td>EDUG 768</td>
<td>Integrated Curriculum: Math, Science and Technology I for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)</td>
</tr>
<tr>
<td>EDUG 812</td>
<td>Integrated Curriculum: Math, Science and Technology II for the At Risk, English Language Learners [ELL] and Disabled (Grades K-8).</td>
</tr>
<tr>
<td>EDUG 776</td>
<td>Science Instruction for the At Risk and Disabled</td>
</tr>
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</table>

One of the following Social Studies/Language Arts content courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUG 805</td>
<td>Integrated Learning I: Social Studies and Language Arts Instruction for the At Risk/Disabled Student</td>
</tr>
<tr>
<td>EDUG 808</td>
<td>Integrated Learning II:Social Studies and Language Arts Instruction for the At Risk/Disabled Student</td>
</tr>
</tbody>
</table>

Total Credits 49

**M.S. Ed - Adolescence Students with Disabilities Generalist Extension in English, Math, or Social Studies - Grades 7-12**

Initial certification in Adolescence Education (Grades 7-12) or Students with Disabilities (Grades 7-12).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 713</td>
<td>Methods of Educational and Psychological Research 3</td>
</tr>
<tr>
<td>EDUG 704</td>
<td>Introduction to Group Dynamics and Human Relations 3</td>
</tr>
<tr>
<td>or EDUG 733</td>
<td>Approaches to Multicultural Education for the At Risk and Disabled Student</td>
</tr>
<tr>
<td>EDUG 753</td>
<td>Teaching Reading in the Content Areas for the At Risk English Language Learner [ELL] and Disabled (Grades K-8) 3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>EDUG 778</td>
<td>Nature and Needs of the Exceptional Individual</td>
</tr>
<tr>
<td>EDUG 781</td>
<td>Management Techniques and Curriculum for the At Risk and Behaviorally Disordered</td>
</tr>
<tr>
<td>EDUG 787</td>
<td>Psycho-Educational Assessment for the At Risk and Disabled Student</td>
</tr>
<tr>
<td>EDUG 829</td>
<td>Practicum in Teaching At Risk, English Language Learner (ELL) and the Disabled</td>
</tr>
<tr>
<td>EDUG 826</td>
<td>Improvement of English Language Arts Practice for Teachers of At Risk, English Language Learner [ELL] and Disabled</td>
</tr>
<tr>
<td>EDUG 830</td>
<td>Curriculum Adaptation and Content Strategies for At Risk, English Language Learners (ELL) and the Disabled</td>
</tr>
<tr>
<td>EDUG 888</td>
<td>Independent Study in Research</td>
</tr>
<tr>
<td>EDUG 815</td>
<td>English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education</td>
</tr>
<tr>
<td>EDUG 766</td>
<td>Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)</td>
</tr>
<tr>
<td>EDUG 833</td>
<td>Seminar &amp; Internship in Secondary Special Education (5 Year Students)</td>
</tr>
<tr>
<td>or EDUG 834</td>
<td>Seminar and Practicum in Secondary Special Education (Teachers in the Field)</td>
</tr>
</tbody>
</table>

**Total Credits**: 37

**Five Year Program**

Elizabeth M. Kosky, Ed.D.
Program Director

**Bachelor of Science and Master of Science in Education**

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

This program is designed for the undergraduate student seeking certification for 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 Academic Literacy Skills Test (ALST), Educating All Students test (EAS), edTPA and required CST exams, students will be recommended for initial certification.
Degree Program (151/152 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 22 graduate credits. Five year participants student teach in a Special Education setting full days during the Fall or Spring semester of the fifth year.

Dual Certification Adolescence/Students with Disabilities Generalist 7-12 Ext. English; Math; Social Studies
This program is designed for the undergraduate student seeking certification 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; Math; Social Studies. Upon satisfactory completion of specific program requirements, and successful completion of New York State Academic Literacy Skills Test (ALST), Educating All Students test (EAS), ed TPA and required CST exams will be recommended for initial certification in each area.

Degree Program (155/158 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 22 graduate credits. Five year participants student teach in a Special Education setting full days during the Fall or Spring semester of the fifth year.

Professional Diploma

Bilingual Education Professional Diploma
The Professional Diploma 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 a masters degree from an approved educational institution and possess provisional/initial certification in Students with Disabilities, Reading, Elementary Education, Speech and Language or its equivalent. A 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 may apply for Bilingual certification upon completion of the required courses and successfully passing the Bilingual Education Assessment test (BEA).
Required Courses

EDUG 802  Foundations, Theory and Practice of Bilingual General and Special Education  3
EDUG 810  Bilingual and Multicultural Assessment of Linguistically and Culturally Diverse Students  3
EDUG 813  Curriculum, Methods, and Materials in Core Subjects for English Language Learners [ELL] in General, and Special Education  3
EDUG 814  Curriculum Assessment and Methods of Teaching Language Arts in the Bilingual General and Special Education Setting  3
EDUG 815  English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education  3

Total Credits  15

Certificate Programs

Admission

Students must possess provisional/initial certification in Special Education, Reading, Elementary Education, Speech and Language or its equivalent. A Narrative Statement of Interest in the Consultant Teacher or in the Autism Spectrum Disorders Programs, recommendation and resume are required. An interview with the Director of Graduate Special Education is recommended prior to admission.

Consultant Teacher

The Certificate Program in Consultant Teacher consists of 18 credits of course work. It is designed to train teachers of Students with Disabilities for the consultant role. There is no specific New York State certification for this position.

Two of the following required courses:  6

EDUG 781  Management Techniques and Curriculum for the At Risk and Behaviorally Disordered
EDUG 806  Inclusive Practices
EDUG 820  Consultation in the Schools
EDUG 826  Improvement of English Language Arts Practice for Teachers of At Risk, English Language Learner [ELL] and Disabled
EDUG 880  Nature and Needs of Students with Autism Spectrum Disorder
EDUG 815  English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education
EDUG 822  Differentiated Instruction for the At Risk, English Language Learner [ELL] and Disabled (Grades K-8).

Four of the following electives:  12
<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>EDUG 730</td>
<td>Curriculum, Strategies, and Technology for the At Risk, English Language Learner [ELL] and Disabled.</td>
</tr>
<tr>
<td>EDUG 731</td>
<td>Counseling the At Risk, Disabled Student and Family</td>
</tr>
<tr>
<td>EDUG 733</td>
<td>Approaches to Multicultural Education for the At Risk and Disabled Student</td>
</tr>
<tr>
<td>EDUG 753</td>
<td>Teaching Reading in the Content Areas for the At Risk English Language Learner [ELL] and Disabled (Grades K-8)</td>
</tr>
<tr>
<td>EDUG 754</td>
<td>Literature for the At Risk and Disabled (Grades K-8)</td>
</tr>
<tr>
<td>EDUG 760</td>
<td>Mentoring</td>
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<tr>
<td>EDUG 761</td>
<td>Technology Utilization for Interactive Learning for the At Risk, English Language Learners [ELL] and Disabled</td>
</tr>
<tr>
<td>EDUG 766</td>
<td>Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)</td>
</tr>
<tr>
<td>EDUG 775</td>
<td>Mathematics Instruction for the At Risk, English Language Learner [ELL] and Disabled (Grades K-8).</td>
</tr>
<tr>
<td>EDUG 768</td>
<td>Integrated Curriculum: Math, Science and Technology I for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)</td>
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<tr>
<td>EDUG 783</td>
<td>Technological Applications for the At Risk and Disabled</td>
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<tr>
<td>EDUG 785</td>
<td>Life Science for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8).</td>
</tr>
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<td>EDUG 805</td>
<td>Integrated Learning I: Social Studies and Language Arts Instruction for the At Risk/Disabled Student</td>
</tr>
<tr>
<td>EDUG 808</td>
<td>Integrated Learning II: Social Studies and Language Arts Instruction for the At Risk/Disabled Student</td>
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<tr>
<td>EDUG 812</td>
<td>Integrated Curriculum: Math, Science and Technology II for the At Risk, English Language Learners [ELL] and Disabled (Grades K-8).</td>
</tr>
<tr>
<td>EDUG 829</td>
<td>Practicum in Teaching At Risk, English Language Learner (ELL) and the Disabled</td>
</tr>
<tr>
<td>EDUG 830</td>
<td>Curriculum Adaptation and Content Strategies for At Risk, English Language Learners (ELL) and the Disabled</td>
</tr>
<tr>
<td>EDUG 899</td>
<td>Physical Science for the Teacher of the At Risk, English Language Learner[ELL] and Disabled (Grades K-8).</td>
</tr>
<tr>
<td>EDUG 882</td>
<td>Behavior Management and Counseling of Families of Individuals with Autism Spectrum Disorder</td>
</tr>
<tr>
<td>EDUG 883</td>
<td>Curriculum, Methods, Social Skill Development and Instructional Design for Students with Autism Spectrum Disorder (Grades K-8)</td>
</tr>
</tbody>
</table>

**Total Credits:** 18
Autism Spectrum Disorders

Program
The Certificate Program in Autism Spectrum Disorders consists of 18 credits of course work which includes an internship teaching students with these disorders. There is no specific New York State certification for this position.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUG 880</td>
<td>Nature and Needs of Students with Autism Spectrum Disorder</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 881</td>
<td>Psychoeducational Assessment of Autism Spectrum Disorder</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 882</td>
<td>Behavior Management and Counseling of Families of Individuals with Autism Spectrum Disorder</td>
<td>3</td>
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<tr>
<td>EDUG 883</td>
<td>Curriculum, Methods, Social Skill Development and Instructional Design for Students with Autism Spectrum Disorder (Grades K-8)</td>
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<td>EDUG 884</td>
<td>Integrative Project in Autism</td>
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<tr>
<td>EDUG 885</td>
<td>Internship: Teaching Students with Autism Spectrum Disorder</td>
<td>3</td>
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</table>

Total Credits 18
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 Graduate Engineering Certificates, the School of Engineering seeks to provide 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. Distance learning opportunities and Continuing Education Hour (CEH) opportunities for PE license registration are also available.

Application Procedures

Application forms for admission to all programs in the School of Engineering may be obtained from the Office of the Dean of the School of Engineering, from the School of Engineering website (http://manhattan.edu/admissions/graduate/graduate-engineering-programs) or from the Office of Admissions. 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 write to 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.

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.

A committee of the engineering program for which a person is applying reviews the application and supportive documents and forwards a recommendation to the Office of the Dean of the School of Engineering which informs the applicant of the decision. Those who have been accepted 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 graduate courses, a baccalaureate degree from an accredited college or institution acceptable to Manhattan College. In addition, they must meet the specific requirements as stated in the introduction to 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 may be requested to take the Graduate Record Examination for certain programs.

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 example, the student may be interested in earning a Graduate Engineering Certificate (see below for details). 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 admitted to matriculation.

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 without the permission of the Dean of the School of Engineering.

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

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 who 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**

Outstanding undergraduate students may be invited to participate in a Seamless Master's Degree program in chemical, civil, computer, electrical, environmental, or mechanical engineering. Academically strong 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 an additional year of study.

Undergraduate students who have earned a minimum of 3.20 GPA 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. Admitted students are required to complete the baccalaureate degree with a 3.00 GPA 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. 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 academic year.

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.

**Applicants from Foreign Countries**

The College accepts students from foreign countries 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.

Applicants from foreign countries 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.

All students applying from foreign countries must take the TOEFL (Test of English as a Foreign Language) and have the test results sent to the Office of Admissions. A minimum TOEFL score of 80 (internet based exam), 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 6.0 on the 9.0 scale.

Foreign 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 a TOEFL exam score. Similarly, graduates of undergraduate engineering programs in English speaking countries which are signatories to the Washington Accord with the USA (http://www.washingtonaccord.org/), specifically Australia, Canada, Ireland, New Zealand and the United Kingdom, will not need to submit TOEFL or IELTS scores.

A student from another country who is informed of acceptance must deposit $300 which will be credited toward tuition. This fee is non-refundable if the student does not register but will be credited to his/her account for two years. When the $300 is 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. A minimum cumulative grade point average of 3.00 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 are detailed under each graduate program description.

**The Graduate Engineering Core Courses**

Recognizing the growing importance of professional diversity among the engineering disciplines, graduate study at the School of Engineering emphasizes both breadth and depth in our students' chosen fields of study. The development of innovative graduate engineering core courses allows students in all engineering graduate programs to enroll in courses designed to span a variety of engineering disciplines. These core courses are
taught by engineering faculty from different disciplines and emphasize interdisciplinary approaches to the engineering course material. Students in all programs may enroll in these core courses thus exposing graduate students in any one discipline to students and faculty in other engineering disciplines. Permission of the Department Chair or Graduate Program Director is required to enroll in graduate core courses. In addition to the core courses, each program still provides discipline specific, advanced level courses that students need to complete their specialized degree programs.

**Graduate Engineering Certificates**

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 a Graduate Engineering Certificate Program 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 Certificate in a particular area of study. While the Graduate Engineering Certificate 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 Certificate. 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 the Certificate Program. It is expected, however, that individuals desiring to take graduate-level courses in the Certificate Program will have a baccalaureate degree in either an engineering field, a science or applied science field, or mathematics. Specific information regarding Graduate Engineering Certificates is available from the Engineering Dean's Office or from individual Department Offices or on the School of Engineering website, 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 wide range 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

Ann Marie Flynn, Ph.D.
Chair, Department of Chemical Engineering
Director, Graduate Program

Mission

The chemical engineering graduate degree program is designed to offer engineers and scientists the opportunity to acquire the Master of Science in Chemical Engineering with an emphasis on practice-oriented knowledge of analysis and design.

Objectives

The objectives of this program are to:

• Expand the students’ understanding of the basic fundamentals and principles of chemical engineering;
• Expose students to contemporary advances in the areas of separations, alternative energy, water purification, green engineering, pollution prevention and process safety, engineering management, cosmetic engineering, petroleum engineering, and advanced computer skills;
• Provide opportunities for students to conduct fundamental or applied research, and to improve their oral and written communication skills.

Admission Requirements

Applicants must possess

1. a baccalaureate degree in a chemical engineering program accredited by the Engineering Accreditation Commission of ABET, Inc., or from a recognized foreign institution; or

2. a baccalaureate degree in another area of engineering or chemistry. Applicants who have a baccalaureate degree in chemistry or another engineering program will be considered for admission if they present satisfactory grades in calculus I, II and III, differential equations, chemistry I and II, physics I and II, organic chemistry I and II, and physical chemistry II. These students can expect to be admitted and matriculate when they have completed the following bridge courses with a minimum grade point average of 3.00 with no grade lower than C:

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHML 207: Process Calculations</td>
<td>3</td>
<td>CHML 208: Principles I (Fluids)</td>
<td>3</td>
</tr>
<tr>
<td>CHML 305: Principles II (Heat Transfer)</td>
<td>3</td>
<td>CHML 209 (Chemical Thermodynamics)</td>
<td>3</td>
</tr>
<tr>
<td>CHML 306: Separation Process Design I</td>
<td>3</td>
<td>CHML 316: Computer Simulations &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 319/323: Organic I Lecture/Lab¹</td>
<td>5</td>
<td>CHML 321: Chemical Reaction Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>
Footnotes

1 Required only if not completed as part of student's undergraduate degree.
2 This course is offered fall, winter, spring, and summer sessions. It should be taken as early as possible in the bridge program.

The order in which these courses are taken will be determined by the graduate director on a case by case basis. These courses will not satisfy any requirements for the Master of Science in Chemical Engineering degree. Generally, students must complete prerequisite courses before they are permitted to register for graduate courses. Exceptions require the recommendation of the chair and the approval of the dean of engineering.

Degree Requirements

All students must complete a minimum of thirty credit hours of graduate course work. This includes six courses (18 credit hours) of core courses and four courses (12 credit hours) of engineering electives. The core courses are only offered once per year during the semester specified in the table below. The engineering electives may be chosen from any of the graduate courses offered by any of the engineering disciplines 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 option or the petroleum engineering option offered by the department of chemical engineering.

Required Courses-Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CHMG 713: Reactor Design</td>
<td>3</td>
</tr>
<tr>
<td>CHMG 710: Advanced Transport Phenomena</td>
<td>3</td>
</tr>
<tr>
<td>CHMG 739: Introduction to Design</td>
<td>3</td>
</tr>
<tr>
<td>CHMG/ENGG: Engineering Elective</td>
<td>3</td>
</tr>
<tr>
<td>CHMG/ENGG: Engineering Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</tr>
</tbody>
</table>

Required Courses-Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMG 707: Process Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>CHMG 714: Modern Separation Processes</td>
<td>3</td>
</tr>
<tr>
<td>CHMG 740: Design Project</td>
<td>3</td>
</tr>
<tr>
<td>CHMG/ENGG: Engineering Elective</td>
<td>3</td>
</tr>
<tr>
<td>CHMG/ENGG Engineering Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Research
• Students may replace 2 electives with a research project
• The student would be required to:
  a. Complete 2 semesters of research.
  b. Begin work on a research project during the summer prior to the start of the 5th year (summer, fall, spring) to ensure that he/she completes the requirements for the degree in one year.
  c. Present a written report/thesis at the end of the 2 semesters.

Cosmetic Engineering Electives
The Chemical Engineering department offers a concentration in cosmetic engineering which can be completed at either the undergraduate or graduate level. The program covers topics of significant interest to engineers in the food, pharmaceutical, advanced coatings industries, and most leading industries that engage in regulated manufacturing which uses new technologies above and beyond basic chemical engineering training. In addition to the six required chemical engineering core courses, students are required to complete the following set of cosmetic engineering electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMG 750</td>
<td>Emulsion Technology</td>
<td>3</td>
</tr>
<tr>
<td>CHMG 751</td>
<td>Industrial Regulations and Quality</td>
<td>3</td>
</tr>
<tr>
<td>CHMG 752</td>
<td>Advanced Processing Theory</td>
<td>3</td>
</tr>
<tr>
<td>CHMG 753</td>
<td>Advanced Processing Techniques</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>12</td>
</tr>
</tbody>
</table>

Petroleum Engineering Electives
The Chemical Engineering department offers a concentration in petroleum engineering which can be completed at either the undergraduate or graduate level. This option covers topics of interest to engineers in the refining, fuels, natural gas mining and processing, and petrochemical industries. The focus is on the production of gaseous and liquid hydrocarbons, the physical chemistry of these hydrocarbon resources and the downstream processing to provide valuable products and intermediates. In addition to the six required chemical engineering core courses, students are required to complete the following set of petroleum engineering electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMG 748: Petroleum Refinery Processes I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHMG 749: Natural Gas Processing II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHMG 754: Petroleum Refinery Processes I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHMG 755: Natural Gas Processing II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>12</td>
</tr>
</tbody>
</table>
Courses

CHMG 529. Fuel Cell Systems and Technology. 3 Credits.
This course will review the technical and design aspects associated with various stationary and transportation fuel cell applications. Course material will focus on electrochemical kinetics, electrode catalysis, system thermodynamics, fuel processing, and H2 storage. Topics to be covered will include basic electrochemical principles of a unitized electrode assembly, the combination of multiple unitized assemblies into a cell stack assembly, the design of fuel and oxidizer supply systems, and safety issues related to the design and operation of fuel cell power plants. Prerequisite: Mass and energy balances, general electrochemistry and basic transport phenomena (momentum, heat and mass transfer). Three credits.

CHMG 539. Industrial Catalysis. 3 Credits.
Fundamentals and application of catalysts used in the chemical, petroleum and environmental industries. Students will learn: the application of chemistry, materials, surface science, kinetics, reactor design and general engineering as applied to making everyday products; how catalysts allow the effective production of transportation fuels, modern catalytic converters for automobiles, bulk chemicals, polymers, foods, fertilizers, etc. Industrially-oriented course for engineers and chemists. Prerequisite: Physical Chemistry. Three credits.

CHMG 549. Advanced Combustion and Fuel Process Technology. 3 Credits.
This course will review the technical and design aspects associated with various stationary and transportation fuel cell applications. Course material will focus on electrochemical kinetics, electrode catalysis, system thermodynamics, fuel processing, and H2 storage. Topics to be covered will include basic electrochemical principles of a unitized electrode assembly, the combination of multiple unitized assemblies into cell stack assembly, the design of fuel and oxidizer supply systems, and safety issues related to the design and operation of fuel cell power plants. Prerequisite: Mass and Energy Balance, general electrode chemistry and basic transport phenomena (momentum, heat and mass transfer). Three credits.

CHMG 575. Contemporary Food Engineering. 3 Credits.
This course examines the application of chemical engineering unit operations to food manufacturing. Topics include heating, cooling and freezing of foods; mass transfer in foods; reaction kinetics; chemical, microbiological and biochemical aspects of food engineering; dehydration, thermal and non-thermal processing; food handling, public health and sanitation; green and sustainable technologies in food processing; food packaging, transport, storage and shelf-life. Prerequisites: CHML 208, CHML 305, CHML 306, CHML 321.

CHMG 707. Process Thermodynamics. 3 Credits.
Emphasis on the application of thermodynamics to process design; development and use of thermodynamic principles in single-phase and multi-phase processes; applications in reactor design. Prerequisite: CHML 209 or equivalent.
CHMG 708. Advanced Heat Transfer Applications. 3 Credits.
This course will cover heat transfer mechanisms and modes for unsteady state and transient conduction, convection, and radiation in engineering systems. Applications include novel thermal and fluidic components and heat-exchange systems in the areas of alternative energy, green materials, food technology and bio-processing. Prerequisite: Undergraduate heat transfer course. Three credits. Prerequisite: CHML 305 or equivalent.

CHMG 710. Advanced Transport Phenomena. 3 Credits.
Topics include continuum and molecular theories of matter; non-dimensionalization; velocity, temperature and concentration distributions in flow; boundary layer analysis; simultaneous momentum, energy and mass transport; mathematical analogies; simultaneous diffusion and chemical reaction. Prerequisite: CHML 411 or equivalent.

CHMG 713. Chemical Reactor Design. 3 Credits.
Application of engineering analysis, computer design and optimization of chemical reactor systems. Prerequisite: CHML 321 or equivalent.

CHMG 714. Modern Separation Processes. 3 Credits.
Mass transfer principles and design techniques applied to absorption and adsorption systems; gas-liquid, gas-solid and liquid-solid separation processes; mass transfer with chemical reaction; thermal effects; multi-component transfer. Prerequisite: CHML 339 or equivalent.

CHMG 717. Process Simulation and Design. 3 Credits.
Applications of contemporary computer software to increase speed, improve comprehension, and enhance presentation; of results when analyzing, modeling and solving a wide variety of process design problems. Topics include design of fired heaters, bubble column reactors, generalized shell-and-tube exchangers, and multi-component condensers; FUG calculations for sloppy splits; and plate-to-plate calculations.

CHMG 726. Separation and Recovery Processes. 3 Credits.
Emphasis on non-thermal separation and recovery processes used primarily for solid-liquid separations. Topics include crystallization, precipitation, sedimentation, centrifugation, particle filtration, and microfiltration. Applications in chemical processing, industrial wastewater treatment and biological processing. Prerequisite: CHML 339 or equivalent.

CHMG 727. Air Pollution Control Design. 3 Credits.
Emphasis on particulate control. Industrial sources and regulatory codes for particulate emissions; review of fine particle technology; development of performance equations and design procedures for gravity settlers, cyclone-electrostatic precipitators, baghouse and venturi scrubbers; atmosphere dispersion adn stack design; overview of gaseous control equipment.

CHMG 729. Hazardous Waste Incineration. 3 Credits.
Stoichiometric and thermochemical calculations; legislation, permitting adn siting; other options; incineration of solid waste, sludge, liquid waste, and gases; land-based and ship-borne incineration; design of incinerators, quenchers, waste heat boilers, fans and gaseous control equipment; design project application.
Chemical Engineering

CHMG 735. Independent Project Or Thesis. 3 Credits.
Chemical engineering project or thesis on selected topics, involving experimental research, process design, computer simulation, and/or authoring technical papers. Written report or publication, and oral presentation are required. Topic to be selected by the student with approval of a faculty advisor and the Chair.

CHMG 736. Independent Project or Thesis. 3 Credits.
Chemical engineering project or thesis on selected topics, involving experimental research, process design, computer simulation, and/or authoring technical papers. Written report or publication, and oral presentation are required. Topic to be selected by the student with approval of a faculty advisor and the Chair.

CHMG 739. Introduction to Design Project. 3 Credits.
Reaction path screening; exploratory technical and economic process evaluations; process synthesis; preliminary process flow diagram; material and energy balances; quick sizing design techniques and factored cost estimate; material selection. Written report or publication and oral presentation are required. Prerequisite: CHML 406 or equivalent.

CHMG 740. Design Project. 3 Credits.
Preliminary equipment design techniques; computer-aided process optimization studies; hazards and safety evaluation; site location and layout studies; detailed economic evaluation. Written report or publication and oral presentation are required. Prerequisite: CHMG 739. Three credits.

CHMG 741. Special Topics. 3 Credits.
Special topics of current interest to graduate students; subject matter will be announced in advance of semester offering. Written report or publication and oral presentation are required.

CHMG 742. Seminar in Selected Chemical Engineering Topics. 3 Credits.
Seminar course in specialized and contemporary topics not covered in regular chemical engineering classes with an emphasis on written and oral communication skills. Topic examples are nanotechnology, genetic engineering, carbon trading, climate change, water and disease, financial engineering.

CHMG 743. Advanced Fluid Mechanics. 3 Credits.
A course focused on differential equations of motion for incompressible fluids. Major topics include tensor notation and vector calculus, linear and angular momentum conservation, scaling, Stokes flow, inviscid flow, boundary layer, vorticity, potential flow and lubrication. Prerequisites: MATH 286, CHML 208 or equivalent.

CHMG 748. Petroleum Refinery Processing I. 3 Credits.
Overview of a modern, integrated petroleum refinery: feedstock properties, product slate, and processes used to convert crude and intermediate streams into desirable products. Topics include hydrocarbon chemistry, crude oil properties, fuel product quality, impacts of worldwide environmental legislation, and overall operability and economic performance of refineries. Three lectures. Fall. Prerequisite: CHEM 230. Prerequisite or Co-requisite: CHML 405.
CHMG 749. Natural Gas Processing I. 3 Credits.
Overview of natural gas industry with emphasis on gas plant operations. Students will develop a working knowledge of the major processes for gas compression, dehydration, acid gas removal and tail gas cleanup, sulfur recovery, cryogenic extraction of natural gas liquids (NGL), as well as LNG production, storage, and transportation. Three lectures. Prerequisite: CHEM 320. Prerequisite or Corequisite: CHML 405.

CHMG 750. Emulsion Technology. 3 Credits.
Investigation of the following topics as applied in an engineering context: suspensions, emulsions and dispersion; stability, surfactants, and micelles; characterization; thickening and formulation. Applications include cosmetics, personal care products, adhesives, food technology, pharmaceutical and advanced coating formulations. Prerequisites: CHEM 310, CHEM 320; CHML 308. Three credits.

CHMG 751. Industrial Regulations and Quality. 3 Credits.
Discussion of a variety of aspects of regulated and quality-driven industries: Regulations - CFR, regulating authorities, regulatory inventories, applications, compliance, and recalls; Quality Systems - Six Sigma®, GMP and TQM, documentation, measurement, safety, training, and cleanliness; Quality Control Techniques - Validation, ASTM testing, run rules, control charts. Prerequisites: senior status.

CHMG 752. Advanced Processing Theory. 3 Credits.
The theory of multiphase and reactive flow processes, including: non-newtonian and time-dependent flow, heat transfer at boundaries, powder and solids processing, surface forces, phase transitions, ripening and sintering, flow with chemical transformations. Applications include cosmetics, personal care products, adhesives, food technology, pharmaceutical and advanced coating formulations. Prerequisite: CHML 411 or CHMG 710 or equivalent.

CHMG 753. Advanced Processing Techniques. 3 Credits.
Applications of advanced processing techniques for multiphase processes, including: multiphase flow, pumping, mixing, homogenization, atomization, drying. Applications include cosmetics, personal care products, adhesives, food technology, pharmaceutical and advanced coating formulations. Prerequisite: CHML 403, CHML 404 or equivalent.

CHMG 754. Petroleum Refinery Processing II. 3 Credits.
Continued discussion of a modern, integrated petroleum refinery: topics include energy audits, environmental aspects, societal impacts. Topics also include linear programming, dynamic modeling and control of refinery processes using general process simulators. Three lectures. Spring. Prerequisite: CHMG 748.

CHMG 755. Natural Gas Processing II. 3 Credits.
Continued discussion of the natural gas industry with emphasis on mining and pretreatment of natural gas and its components, environmental and societal impacts, novel conversion chemistry, including gas-to-liquids processes and dynamic modeling. Three lectures. Spring. Prerequisite: CHMG 749.
Civil Engineering

Moujali Hourani, D.Sc.
Chair, Department of Civil and Environmental Engineering
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.

Degree Requirements

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

Structural Engineering

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVG 777</td>
<td>Advanced Structural Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>CIVG 778</td>
<td>Advanced Structural Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>CIVG 779</td>
<td>Design Steel Structures</td>
<td>3</td>
</tr>
<tr>
<td>CIVG 789</td>
<td>Advanced Geotechnical Applications: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CIVG 797</td>
<td>Advanced Geomechanics</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
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<tr>
<td>CIVG 784</td>
<td>Reinforced Concrete Structure I</td>
<td>3</td>
</tr>
<tr>
<td>CIVG 785</td>
<td>Reinforced Concrete Structure II</td>
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One course from:

<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>ENGG 612</td>
<td>Finite Element Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENGG 614</td>
<td>Engineering Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CIVG 796</td>
<td>Elastic and Inelastic Stability of Structures</td>
<td>3</td>
</tr>
<tr>
<td>CIVG 799</td>
<td>Theory of Plates and Shells</td>
<td>3</td>
</tr>
</tbody>
</table>

Two approved departmental and Graduate Core electives or a thesis.

**Geotechnical Engineering**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVG 777</td>
<td>Advanced Structural Analysis I</td>
<td></td>
</tr>
<tr>
<td>CIVG 778</td>
<td>Advanced Structural Analysis II</td>
<td></td>
</tr>
<tr>
<td>CIVG 786</td>
<td>Ground Improvement</td>
<td></td>
</tr>
<tr>
<td>CIVG 789</td>
<td>Advanced Geotechnical Applications: Foundations</td>
<td></td>
</tr>
<tr>
<td>CIVG 791</td>
<td>Advanced Geotechnical Applications: Earth-Retaining Structures</td>
<td></td>
</tr>
<tr>
<td>CIVG 792</td>
<td>Earthworks Design</td>
<td></td>
</tr>
<tr>
<td>CIVG 797</td>
<td>Advanced Geomechanics</td>
<td></td>
</tr>
</tbody>
</table>

One course from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CIVG 784</td>
<td>Reinforced Concrete Structure I</td>
<td>3</td>
</tr>
<tr>
<td>CIVG 785</td>
<td>Reinforced Concrete Structure II</td>
<td>3</td>
</tr>
</tbody>
</table>

Two approved departmental and Graduate Core electives or a thesis.

**Construction Management**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMG 602</td>
<td>Introduction to Construction Management</td>
<td></td>
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<tr>
<td>COMG 605</td>
<td>Construction Planning and Scheduling</td>
<td></td>
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<tr>
<td>COMG 606</td>
<td>Building System Design</td>
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<tr>
<td>COMG 608</td>
<td>Construction Quality and Safety</td>
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<tr>
<td>COMG 609</td>
<td>Engineering Risk and Decision Analysis</td>
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<tr>
<td>COMG 610</td>
<td>Construction Law</td>
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<tr>
<td>COMG 611</td>
<td>Environmental Impact Assessment for Construction Projects</td>
<td></td>
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<tr>
<td>COMG 612</td>
<td>Marketing and Finance of Engineering Projects</td>
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<tr>
<td>COMG 614</td>
<td>Contracts and Specifications</td>
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<tr>
<td>COMG 615</td>
<td>Project Controls</td>
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<tr>
<td>COMG 616</td>
<td>Construction Estimation</td>
<td></td>
</tr>
<tr>
<td>COMG 617</td>
<td>Fire Protection Piping System Design</td>
<td></td>
</tr>
<tr>
<td>COMG 618</td>
<td>Safety and Environmental Issues in Construction for Engineers</td>
<td></td>
</tr>
</tbody>
</table>
Civil Engineering Graduate Courses

CIVG 505. Wood Structures. 3 Credits.
Mechanical properties of wood; orthotropic nature of wood as a material, dimensional instability, susceptibility to biological deterioration, implications of duration and types of load. Design of solid, laminated and composite beams, columns, shear walls, diaphragms, roofs, and trusses. Behavior and design of mechanical connections. Introduction to light framed wood structures, arches, bridges, and other timber structures. Prerequisite: senior standing and permission of the Chair. Three credits.

CIVG 506. Tunneling. 3 Credits.
This course provides analysis, design and construction issues for the tunneling in soils and/or rocks. The speical areas covered included planning, rock mass classification, rock failure mechanisms, initial evacuation supports, design considerations for permanent linings, tunnel evacuation methods, ground-water control, ground control measures, and tunnel security. The design considerations of high pressure water tunnels are also discussed including selection of permanent liners, coupled hydromechanical behavior of jointed rock mass and evaluation of hydrojacking potential. Finally, tunnel security against earthquake, fire, and explosion, which is one of the Nation's current important concerns, is discussed. Prerequisite: senior standing and permission of the Chair. Three credits.
CIVG 508. Structural Renovation. 3 Credits.
In renovation, repair, retrofit, or adaptive reuse projects on existing structures, practicing engineers are faced with unique challenges that often require a combination of in-depth knowledge of material properties and durability, construction practice and detailing (including historic construction systems), and structural analysis and design. This course will offer a review of various aspects of structural repair and rehabilitation projects, while examining structures, components, and systems of various types and materials. The students will learn about challenges of investigation, typically the first step in any repair and rehabilitation project on existing structures. Use of visual, non-destructive, and destructive investigative methods will also be discussed. Then, focus will shift to a review of available information sources, known deterioration mechanisms, recognized repair techniques, as well as typical strengthening and alteration options as they apply to repair and rehabilitation projects involving various structure types (concrete, steel, wood, and masonry). Finally, the course will focus on a review of options for repair and retrofit of building lateral systems and facades.

CIVG 509. Preservation Engineering - Theory & Practice. 3 Credits.
The course explores the inherent role of precedent and existing constructions for design within the urban context - a synthesis of the built past and the envisioned future, of analysis and design. While ideas of sustainability become more and more relevant to our design approach and decisions, this course explores the inherent sustainability of maximizing the use of what we already have through the reuse and revitalization of existing construction. Work with existing and new construction becomes mutually beneficial as we learn from the past to inform our new designs, and as we apply modern materials and techniques to sustain or revitalize the structures we have.

CIVG 510. Restoration of Historic Buildings. 3 Credits.
In renovation, repair, retrofit, or adaptive reuse projects on existing structures, practicing engineers are faced with unique challenges that often require a combination of in-depth knowledge of material properties and durability, construction practice and detailing (including historic construction systems), and structural analysis and design. This course will offer a review of various aspects of structural repair and rehabilitation projects, while examining structures, components, and systems of various types and materials. The students will learn about challenges of investigation, typically the first step in any repair and rehabilitation project on existing structures. Use of visual, non-destructive, and destructive investigative methods will also be discussed. Then, focus will shift to a review of available information sources, known deterioration mechanisms, recognized repair techniques, as well as typical strengthening and alteration options as they apply to repair and rehabilitation projects involving various structure types (concrete, steel, wood, and masonry). Finally, the course will focus on a review of options for repair and retrofit of building lateral systems and facades.

CIVG 732. Thesis. 6 Credits.
A technical paper under faculty supervision based upon original study or research, an original design or a thorough analysis of an existing or proposed system of either a scientific or engineering nature. This is a year-long course.

CIVG 756. Fracture and Fatigue. 3 Credits.
Comprehensive study of fracture and fatigue failures of structural system; fracture mechanics of steel structures; fatigue crack initiation and propagation; fatigue of welded structures; corrosion and nondestructive investigation.
CIVG 757. Advanced Study in Civil Engineering. 3 Credits.
Individual study of selected advanced topics in civil engineering under the supervision of a faculty member.

CIVG 772. Hydrology. 3 Credits.
Hydrollogic cycle, interception, infiltration, evapotranspiration, measurement and an analysis of precipitation; design hyetograph, unit hydrographs-analysis, synthetic generation of unit hydrograph; measurement and analysis of runoff, synthetic generation of flow, analysis of stream gages, statistical and probabilty analysis of stream flow, regional frequency analysis; probable maximum precipitatation, probable maximum floods; flood routing methods and applications; hydrologic study of complex stream network.

CIVG 773. Hydropower Engineering. 3 Credits.
Fundamentals of water power equation, schemes of water power development, analysis of stream flow data, flow duration curve, power duration curve, mass curve, firm power; selection of turbine, passages and power houses; appurtenances for hydro plants; conservation, economic and environmental aspects.

CIVG 777. Advanced Structural Analysis I. 3 Credits.
Review of classical methods of structural analysis; matrix formulations; arch analysis; influence lines for indeterminate structures by the Muller-Breslau principle and numerical methods; limit analysis of simple structures; cable support structures.

CIVG 778. Advanced Structural Analysis II. 3 Credits.
Analysis of frameworks under dynamic loads; computation of mode shapes and frequencies; calculation of response using model superposition and numerical methods; the use of response spectra for seismic analysis; buckling of structures using the geometric stiffness matrix. Prerequisite: CIVG 777 or equivalent.

CIVG 779. Design Steel Structures. 3 Credits.
Review of load specifications and design philosophy; design of single and multistory rigid frames; behavior of connections and the influence of connections on member behavior; moment-rotation curves; composite construction; light gage steel. Prerequisite: CIVG 777 or equivalent. Thee credits.

CIVG 780. Long Span Metal Structures. 3 Credits.
Classical forms of long span bridges; loads on bridges; suspension systems; cable-stayed bridges; space frameworks; orthotropic bridge decks; box girder bridges. Prerequisite: CIVG 779 or equivalent.

CIVG 781. Special Topics in Structural Engineering. 3 Credits.
Special topics in structural engineering of current interest to graduate students; subject matter will be announced in advance of particular semester offering.

CIVG 784. Reinforced Concrete Structure I. 3 Credits.
Research on the concrete stress-strain curve; specimen-testing machine interaction; micro-cracking; time-dependent strain in concrete; creep and shrinkage; ultimate strength analysis of reinforced concrete members; diagonal tension failure of reinforced concrete beam, design of determinate and indeterminate pre-stressed concrete structures. Prerequisite: CIVG 777 or equivalent.
CIVG 785. Reinforced Concrete Structure II. 3 Credits.
Cracking in beams and slabs; torsion of reinforced concrete beams; yield line theory of slabs; shear-wall construction and its application to the design of tall concrete structures; immediate and sustained deflections; problems in the design of multistory reinforced concrete structures. Prerequisite: CIVG 777 or equivalent.

CIVG 786. Ground Improvement. 3 Credits.
Comprehensive coverage of technologies used to modify the engineering properties of earth and non-earth materials both in situ and artificially placed. Overviews of the use of waster and manufacutered non-earth materials as alternatives for backfills and fills, and the use of geosynthetic tensile reinforcement. Prerequisite: CIVL 308 or equivalent.

CIVG 787. Special Topics in Geotechnical and Geoenvironmental Engineering. 3 Credits.
Special topics in geotechnical and/or geoenvironmental engineering of current interest to graduate students and engineers in practice. Subject matter will be announced in advance of particular semester offering. Permission of the instructor.

CIVG 789. Advanced Geotechnical Applications: Foundations. 3 Credits.
Detailed consideration of the application of geomechanics principles to the analysis and design of shallow and deep foundations including footings, mats, piles, drilled shafts, and modern hybrids (piled rafts). Overviews of site characterization, criteria for selection of foundation alternatives, allowable settlements, construction and constructability. Prerequisite: CIVL 308, 438, or their equivalents.

CIVG 791. Advanced Geotechnical Applications: Earth-Retaining Structures. 3 Credits.
Detailed consideration of the application of geomechanics principles to the analysis and design of earth-retaining structures including basement walls, rigid retaining walls, modern internally-reinforced structures (MSEW, SRW, soil nailing), cantilever and anchored bulkheads, braced excavations, and cellular structures under both gravity and seismic loading. Introduction to state-of-art concepts such as controlled yielding using geofoam compressible inclusions. Prerequisite: CIVL 308, 438, or their equivalents.

CIVG 792. Earthworks Design. 3 Credits.
Detailed consideration of the application of geomechanics principles to the analysis and design of unsupported slopes including natural slopes, cut slopes, embankments, earth dams, and levees. Introduction to the use of geosynthetic tensile reinforcement for basal reinforcement, RSS and soil nailing. Prerequisite: CIVL 308, 438, or their equivalents.

CIVG 796. Elastic and Inelastic Stability of Structures. 3 Credits.
Elastic and inelastic buckling of axially loaded members; lateral buckling of beams; energy methods; flexural-torsional buckling of centrally and eccentrically loaded columns of open cross section in the elastic and plastic ranges.

CIVG 797. Advanced Geomechanics. 3 Credits.
Advanced topics in soil mechanics including effective stresses under partially saturated conditions, advanced constitutive models, vibratory loading, and seismic liquefaction. Prerequisite: CIVL 308 or equivalent.
CIVG 798. Site Characterization and Design. 3 Credits.
Detailed consideration of the processes and methodologies for determining soil and rock properties for a wide variety of geotechnical applications for both simple and complex projects. The role of pre- and post-construction design verification in practice using centrifuge testing and in-situ instrumentation. Prerequisite: CIVL 308, 438, or their equivalents.

CIVG 799. Theory of Plates and Shells. 3 Credits.
Analysis of plates loaded transversely and in their plane; general theory of shells of revolution; shallow shells; membrane theories of shells; Levy's method; theory of folded plates; solutions using finite difference methods.

Construction Management Courses

COMG 602. Introduction to Construction Management. 3 Credits.
Techniques for the decisions and actions of the various participants involved in the design and construction of civil engineering projects; techniques used in estimating, planning, coordinating and controlling time, cost, quality and usage.

COMG 605. Construction Planning and Scheduling. 3 Credits.
This course deals with the planning and control of construction projects. This course will cover topics on time schedules for materials, labor, equipment, expediting material delivery and bar charts. Emphasis on the theory behind the scheduling techniques used in the construction industry such as Critical Path Methods (CPM), precedence diagrams and Program Evaluation Review Techniques (PERT).

COMG 606. Building System Design. 3 Credits.
In this course, students will gain familiarity with the various systems required within buildings. Students will gain knowledge of various code issues as they relate to buildings and building construction. Systems covered will include, Mechanical & HVAC, Electrical, Plumbing/Sanitary, Fire Production, and Life Safety. The course will also address the interaction between building systems as they relate to the Architectural and Structural components of buildings. The course will also address the evolution of building systems, and what to expect in the coming years. At the completion of this course, students will be able to identify as well as understand the purpose of the major components of building systems and understand how they relate to the overall building.

COMG 608. Construction Quality and Safety. 3 Credits.
In this course, students will take a practical look at project safety issues, OSHA 1926, site specific Health and Safety Plan (HASP) Quality Plan, Quality Assurance, Quality Control.

COMG 609. Engineering Risk and Decision Analysis . 3 Credits.
Development and implementation of computational procedures such as Linear, Integer, Multi-objective and Dynamic Programming to assist construction/engineering managers predict the consequences of proposed alternatives and to select an optimal alternative. Decision Tree analyses and other criteria for decision making on construction projects involving elements of risk and/or uncertainty. Solutions using spreadsheet and other commercially available microcomputer software are stressed.
COMG 610. Construction Law. 3 Credits.
The American Jurisprudential System as it applies to the management of the construction process; principals of contract formation, subcontracts and contract documents; public works bidding and the Wicks Law; contract performance, suspension and termination; surety bonds; changed conditions, extra work, change orders and claims; time of performance, delay and acceleration; mechanic's liens and trust funds; design professionals' duties and liabilities; insurance and warranties; Alternative Dispute Resolution, including mediation and arbitration.

COMG 611. Environmental Impact Assessment for Construction Projects. 3 Credits.
To provide the student with an introductory overview of the environmental law system including the legal & regulatory process. To acquaint the student with the major Federal (e.g. NEPA), state (e.g. SEQRA), & local (e.g. CEQR, ULURP, zoning) environmental impact legislation and procedures affecting the practice of engineering. To provide the student with the tools necessary to find, understand, use and comply with relevant laws, regulations, codes, forms, premitting, etc. To familiarize the student with real world practice applications of environmental laws and regulations to major construction projects. To enhance understanding of the interaction of the environmental law system with engineering through case studies.

COMG 612. Marketing and Finance of Engineering Projects. 3 Credits.
Formulation of financial techniques for solution of viability of engineering projects; typical subject material includes development and use of Internal Rate of Return and Net Present Value. Presenting an understanding of marketing, its components and how the construction manager/engineer fits into the corporate marketing equation.

COMG 614. Contracts and Specifications. 3 Credits.
Fundamental concepts of contract law. Types and selection of contracts, e.g. construction. Procedures for advertising, awarding and administering contracts. Specifications and their cost impacts. Liability of engineers. Engineering professional services.

COMG 615. Project Controls. 3 Credits.
The course will start with a discussion of Project controls systems involved in Design and Construction of Projects. It will then move into an introduction and examination of two specific Control Systems. First CPM Scheduling including Cost/Resource loading. The student will become intimately familiar with the industry's leading methodology of scheduling for design and construction. The student can expect to become conversant with the terminology, calculations and computer reporting utilized in CPM Scheduling. Finally the course will examine Cost Engineering aspects for Design and Construction Industry. The student can expect to become conversant in Labor Budgeting and Variance Analysis for a Design/construction firm's effort and the Cost Engineering aspects for Construction of a project.

COMG 616. Construction Estimation. 3 Credits.
A key parameter for all types of construction emerges from the answer to the fundamental question: How much is the work expected to cost? This course examines the process used by the construction industry to arrive at an answer and how the result fits into the overall construction process. Key concepts covered include quantity and quality takeoffs.
COMG 617. Fire Protection Piping System Design. 3 Credits.
Design Fire Protection Piping Systems with an emphasis on water based piping systems. Analyze occupancy and construction classifications for existing and new buildings using the New York State and the New York City Building Code. Determine appropriate system type to be installed in specific hazards environments. Design fire protection piping systems to meet the architectural and structural requirements. Determine design area of applications for the systems being installed. Understand type of piping configurations and advantages of each. Determine water supplies required for each type of building occupancy.

COMG 618. Safety and Environmental Issues in Construction for Engineers. 3 Credits.
This course presents an overview of safety and environmental issues related to construction. Included are a review of the federal Occupantional Safety and Health Administration (OSHA) construction safety standards as well as an introduction of specific safety and environmental construction related issues such as regulated substances that may be encountered and green building (LEED) certification.

COMG 619. Temporary Works in Heavy Construction. 3 Credits.
Course provides an overview of contractors temporary works means in heavy underground construction. This course will include the engineering design of these temporary works. Temporary works are normally the full responsibility of the contractor. However, an understanding of the selection and design of temporary works by contractors is also vital to owners and consulting engineers because they directly influence the constructability and cost of their projects. This course will include: geotechnical parameters and design loadings in temporary works; the design of support of excavation systems including soldier pile and lagging, sheet piling, concrete diaphragm (slurry wall) and secant wall; monitoring and settlement analysis of structures adjacent to excavations; soil improvements and grouting; dewatering; underpinning, and initial supports in rock and soft ground tunnels.

COMG 620. Construction Project Delivery. 3 Credits.
This course will address the fundamentals of completion of a Construction Project. It will provide guidance on the setting up of a project, developing a project plan, putting together a team from the various groups, such as legal, environmental, real estate, public affairs, all associated engineering disciplines, estimating, scheduling, construction management, procurement, quality assurance, safety, financing, operations and associated stake holders. The course will describe how budgets and schedules are established and used to drive the project. The course will also cover what should be included in a project plan and in monthly reports. At the completion of the course, the students will have an understanding of the various aspects of Project Management and how the Project Manager is able to bring them together so they function as one, much as a conductor does with an orchestra.

COMG 621. Managing Civil Infrastructure Systems. 3 Credits.
Examination of the fundamentals of infrastructure planning and management with a focus upon the application of rational methods that support infrastructure decision-making; institutional environment and issues; decision-making under certainty and uncertainty; capital budgeting and finance; group decision processes and elements of decision and finance theory.
COMG 622. Construction Accounting and Finance for Development. 3 Credits.
This course gives an overview of the uses of accounting and financial analysis in decision making in a construction and development environment. The course will help construction professionals – both those who are working in the construction industry and those seeking degrees in construction management – learn how the principles of accounting and financial management can be adapted to and used in the management of construction companies and project management. Students will review accounting concepts, rules, regulations and report requirements as they apply to construction and development and discuss the financial tools needed to understand the financial statements and financial positions of development and construction projects. This course requires minimal proficiency in the use of the Hewlett-Packard HP 12C calculator and EXCEL or their equivalents.

COMG 623. Capstone Construction Management. 3 Credits.
This capstone course examines the full range of services which constitute professional construction management as defined by the Construction Management Association of America (CMAA). The CMAA Construction Management Standards of Practice will be utilized as a framework for further development of student core competencies in Cost, Time, Quality, Safety, Contract and Project Management as well as in the roles and responsibilities of the Construction Manager as a Professional. By taking this course, students planning to pursue CM certification will be in position to better gauge their respective areas of strength versus those that may need additional concentration to successfully complete the certification process. Course Prerequisite: COMG 602, 614, 615.

COMG 624. Leadership in Civil Engineering. 3 Credits.
This course covers principles of self-management and leadership. Its focus is on knowledge and skills needed for an engineer to successfully manage and lead oneself, then a project team, and finally, an organization. By better knowing and understanding oneself, defining what one wants to do, effectively communicating it to others, and behaving in an ethical manner, students and civil engineers will have a working knowledge of how to be an authentic manager and leader. Students are required to research, investigate and present case studies on leadership and ethical practices in civil engineering.

COMG 625. Special Topics in Construction Management. 3 Credits.
Construction Management project on selected topics, involving the application of the state-of- the-art practices in construction management in the public and private sectors. Written report or publication, and oral presentation are required. Topics to be selected by the student with approval of a faculty advisor and the Program Director.
Electrical and Computer Engineering

George C. Giakos, Ph.D.
Chair, Department of Electrical and Computer Engineering
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.

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. A baccalaureate degree in another area of engineering, physics or mathematics.

Applicants who have a baccalaureate degree in another area of engineering, mathematics, or physics may be admitted if they have a background which includes nine credits of calculus and three credits of probability. They must also complete undergraduate courses in Computer Programming, Introduction to Digital Systems, and Microcomputers with a minimum grade point average of 3.0 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.

**Degree Requirements**

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

**Electrical Engineering Degree**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ECEG 701</td>
<td>Signals, Systems and Transforms I</td>
<td>3</td>
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<tr>
<td>ECEG 702</td>
<td>Signals, Systems and Transforms II</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
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<td></td>
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<tr>
<td>ECEG 706</td>
<td>Radiation and Optics</td>
<td>3</td>
</tr>
<tr>
<td>ECEG 710</td>
<td>Probability and Stochastic Processes</td>
<td></td>
</tr>
</tbody>
</table>
| Four courses chosen from Electrical Engineering and Electrical and Computer Engineering | | 12
| Three courses chosen from Electrical Engineering, Electrical and Computer Engineering, and Computer Engineering | | 9

**Total Credits** 30

Electives may also be selected from the Graduate Core courses with the advice and approval of the Graduate Program Director.

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

**Computer Engineering Degree**

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<tr>
<td>ECEG 520</td>
<td>Computer Architecture I</td>
<td>3</td>
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<tr>
<td>ECEG 727</td>
<td>Computer Networks</td>
<td>3</td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>ECEG 723</td>
<td>Software Engineering</td>
<td>3</td>
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<tr>
<td>ECEG 721</td>
<td>Embedded Systems</td>
<td></td>
</tr>
</tbody>
</table>
| Four courses chosen from Electrical and Computer Engineering and Computer Engineering | | 12

**Total Credits** 30
Three courses from any offerings by the Electrical and Computer Engineering department, or any Graduate Core course

<table>
<thead>
<tr>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td><strong>ECEG 520. Computer Architecture I. 3 Credits.</strong></td>
<td>3</td>
</tr>
<tr>
<td>Evolution of computer architecture from the Von Neumann concepts and the CISC machines to the RISC machines. Hardware and Software design methods. Processor design; Data representation and instruction sets. Control design: Hardware and Microprogrammed. Memory organization: Virtual segmentation and cache; system organization: Bus control, I/O and operating systems.</td>
<td></td>
</tr>
<tr>
<td><strong>ECEG 547. Optical Information Processing Systems. 3 Credits.</strong></td>
<td>3</td>
</tr>
<tr>
<td>Response of linear spatially invariant systems; signal detection by matched filtering, mutual coherence, transform properties of linear optical imaging systems; optical information processing and filtering; linear holography.</td>
<td></td>
</tr>
<tr>
<td><strong>ECEG 548. Fiber Optics Communication. 3 Credits.</strong></td>
<td>3</td>
</tr>
<tr>
<td>Optical fiber structures and physical characteristics; electromagnetic waveguiding properties and modes, fiber materials, loss mechanisms, and dispersion. Semiconductor laser and LED sources and photodetectors. Connectors, Fiber measurements, communication aspects of fiber transmission. Fiber system examples and design procedures.</td>
<td></td>
</tr>
<tr>
<td><strong>ECEG 701. Signals, Systems and Transforms I. 3 Credits.</strong></td>
<td>3</td>
</tr>
<tr>
<td>Description and analysis of continuous-time signals and systems in the time and the frequency domains; Laplace transform; inversion of transforms by complex integration; application to lumped and distributed parameter systems; analysis of continuous-time linear systems using state space techniques; controllability and observability; stability analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>ECEG 702. Signals, Systems and Transforms II. 3 Credits.</strong></td>
<td>3</td>
</tr>
<tr>
<td>Discrete-time signals and systems; discrete convolution; sampling and quantizing; Z-transform; discrete Fourier transform; Fast Fourier transform; state space techniques for discrete-time systems; controllability and observability; stability.</td>
<td></td>
</tr>
<tr>
<td><strong>ECEG 706. Radiation and Optics. 3 Credits.</strong></td>
<td>3</td>
</tr>
<tr>
<td>Radiation and simple radiating systems, wave optics, interference and diffraction: first order and higher order coherence functions; Fourier optics, properties of coherent optical beams.</td>
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</tr>
<tr>
<td><strong>ECEG 709. Linear Mathematical Methods. 3 Credits.</strong></td>
<td>3</td>
</tr>
<tr>
<td>Matrix calculations; linear systems and linear vector spaces; operators and their representation; function of operators and matrices; systems of differential equations; Eigen function representations; electrical engineering applications.</td>
<td></td>
</tr>
</tbody>
</table>

Any modifications to program requirements must be approved by the Graduate Program Director.
ECEG 710. Probability and Stochastic Processes. 3 Credits.
Random variables; distribution and density functions; functions of random variables; random processes; stationarity, ergodicity; correlation functions and power spectra; noise theory; system analysis with stochastic inputs; Gaussian, Markov and Poisson processes.

ECEG 715. Power Systems. 3 Credits.
Analysis, design and applications of analog integrated circuits. Operational amplifiers, voltage regulators, VCOs, phase locked loops and circuits for consumer electronics are considered. Design principles, including feedback theory and computer aided design are investigated and implemented in computer calculations.

ECEG 721. Embedded Systems. 3 Credits.
Design of embedded systems including system level modeling/specification, and architecture synthesis, compilation for area/power/performance, code compression, scheduling and real-time operating systems, and verification and functional validation of embedded systems. Case studies and platform-based design encompassing microcontrollers/digital signal processors, distributed computing and peripherals.

ECEG 722. Switching and Automata Theory. 3 Credits.
Analysis and synthesis of finite state machines; Turing and universal machines; information lossless machines; modular realization of machines; introduction to machine languages and computability.

ECEG 723. Software Engineering. 3 Credits.
The evolution of programming from art to science. Program design tools and techniques; structured programming and modular design; complexity, storage, and processing-time analysis; program testing and debugging; software reliability, repair and availability.

ECEG 724. Computer Architecture II. 3 Credits.
Computer Systems; multi processors and pipelined processors; array processors; computer networks; techniques for analysis of computer systems.

ECEG 725. Microprocessor Systems. 3 Credits.
Detailed study of the 8086 and 68000 families of 16-bit microprocessors, including their architecture, instruction sets, programming, interfacing, and interrupt handling. Applications to communications, control, and instrumentation. Selected additional topics such as bit-slice microprocessors and graphics processors. Prerequisite or Co-requisite: ECEG 520 or equivalent or approval of Instructor.

ECEG 726. Transmission of Digital Data. 3 Credits.

ECEG 727. Computer Networks. 3 Credits.
A structured coverage of Data and Computer Communications Networks. Protocols from the physical and data link layers to the applications layer. Network modeling and fundamentals of performance analysis. Time delay and reliability. Design issues, tools, and procedures regarding capacity assignments, terminal assignment, and switching node location. Routing. Examples from high speed Local Area Networks.
ECEG 728. Operating Systems. 3 Credits.
A study of the modular design of operating systems; the concept of interrupts, multiple processors and I/O programming; memory management techniques, demand paging and virtual memory; job scheduling algorithms, race conditions between processes; file systems, analytic tools for the evaluation of operating systems. Prerequisite: ECEG 520 or equivalent.

ECEG 729. Artificial Intelligence. 3 Credits.
Computer-based systems with the potential to learn, comprehend, interpret, and arrive at conclusions in a manner considered intelligent if a person was making decisions. Topics will be taken from expert systems, fuzzy logic, and neural nets with emphasis on machine applications.

ECEG 730. Compiler Design.. 3 Credits.
Overview of compilers; programming languages and the syntactic specification of programming languages; lexical analysis, parsing techniques; top down parsing; recursive descent parsing; shift-reduce parsing; error recovery techniques; code generation and optimization; design and implementation of a compiler carried out as a class project.

ECEG 731. Control Systems. 3 Credits.
Multivariable systems; controllability and observability; observer design and pole assignment; stability analysis.

ECEG 732. Optimal Control Theory. 3 Credits.
Performance measures: dynamic programming and its application to optimal control problems; calculus of variations; minimum principle; numerical techniques for finding optimal controls and trajectories. Prerequisite: ENGG 630.

ECEG 733. Digital Control System Analysis and Design. 3 Credits.

ECEG 735. Direct Energy Conversion. 3 Credits.
Principles of energy conversion; thermoelectric, photovoltaic, and thermionic generators; magneto-hydodynamic power generators: solar and nuclear energy conversion.

ECEG 736. Power Systems I. 3 Credits.
Steady state operation of electric power systems: power network representation; load flow analysis; economic dispatch and steady state control of energy systems.

ECEG 738. Power Systems II. 3 Credits.
Analysis of faulted power systems; symmetrical and asymmetrical systems; transient stability, emergency control and system protection. Prerequisite: ECEG 736 or approval of Instructor.

ECEG 740. Electro-Optics. 3 Credits.
Propagation of rays and beams, optical resonators; theory of laser oscillation; modulation of laser beams; optical detection.

ECEG 741. Quantum Electronics. 3 Credits.
Interaction of radiation with matter, spontaneous and simulated emission and absorption; semi-classical theory of lasers; traveling wave and cavity lasers; laser saturation; noise limitation of light detectors and amplifiers.
ECEG 744. Signal Detection and Estimation. 3 Credits.
Hypothesis testing; decision criteria: North and Wiener filtering; detection and estimation of signals with known and random parameters in white and colored Gaussian noise; recursive estimation of constant and time-varying signal parameters; Kalman-Bucy filtering; applications to communication systems, radar and biological signal processing. Prerequisite: ECEG 710.

ECEG 746. Digital Signal Processing. 3 Credits.
Discrete time signals and systems analysis' infinite and finite impulse response digital filter design techniques, random discrete time signals and spectral analysis, detection and estimation of signals in noise Kalman filters.

ECEG 750. Antenna Engineering. 3 Credits.
Analysis and design of various antenna types such as dipoles, horns, reflectors, apertures, microstrip and wire antennas. Electronically scanned arrays. Radiation pattern antenna impedance, gain, directivity, bandwidth, beam width, and frequency dependence. Reciprocity between receiving and transmitting antennas. Amplitude tapering to achieve desired sidelobe characteristics.

ECEG 751. Microwave Circuits. 3 Credits.
Transmission lines and waveguides; circuit representation of waveguide systems using impedance and scattering formulation, impedance transformation and matching; Faraday rotation in ferrites; passive microwave devices; terminations; attenuators, couplers, circulators, the magic tee; emphasis on developing a circuit view point for analyzing microwave devices.

ECEG 762. Modeling and Simulation. 3 Credits.
Review of probability distributions; random number testing and generation; mathematical models; Markov chains; simulation methods; data analysis; Monte Carlo methods.

ECEG 763. Data Structures and Computer Algorithms. 3 Credits.
Sequential and parallel algorithms for non-numerical and numerical applications. Algorithm complexity analysis, basic data structures, searching, sorting graph, and numerical algorithms.

ECEG 764. Data Base Management Systems (DBMS). 3 Credits.
Software and hardware design problems for DBMS; an overview of data base systems, data manipulation languages, normal forms, machine architectures.

ECEG 792. Advanced Projects in Electrical or Computer Engineering. 3 Credits.
A project course of an advanced nature conducted by assigning individual investigations to be performed by the student under the supervision of a staff member; consists of theoretical and experimental investigations in specialized fields of electrical engineering of interest to the student.

ECEG 793. Advanced Study in Electrical or Computer Engineering. 3 Credits.
Individual study of a selected topic in electrical engineering under the supervision of a staff member.

ECEG 794. Selected Topics in Electrical Engineering. 3 Credits.
Topics of current interest to graduate Electrical Engineering students; subject matter will be announced in advance of semester offering.
ECEG 795. Special Topic: in Computer Engineering. 3 Credits.
Topics of current interest to graduate Computer Engineering students; subject matter will be announced in advance of semester offering.

ECEG 796. Special Topic: in Electrical and Computer Engineering. 3 Credits.
Environmental Engineering

Moujalli Hourani, D.Sc.
Chair, Department of Civil and Environmental Engineering

Robert Sharp, Ph.D., P.E.
Director, Graduate Program

Mission

The Master of Engineering (Environmental Engineering) and the Master of Science in Environmental Engineering programs are designed 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 both current applications and the underlying theoretical basis for sound engineering practice, in keeping with the humanistic need for maintaining and improving environmental quality.

Objectives

Educational Objectives for Environmental Engineering Graduate Program state that "Environmental Engineering graduates will be recognized for (1) their leadership, achievement and involvement in engineering and related professions, through service in private and public agencies and in research and academic institutions; (2) their dedication to enhance the engineering profession through continuous self-improvement; (3) their commitment to working towards engineering a sustainable environment for New York and the world; and (4) their ethical practices and professionalism.

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, three 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, three 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:

<table>
<thead>
<tr>
<th>Six (6) Required Courses</th>
<th>18</th>
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</thead>
<tbody>
<tr>
<td>ENVG 505</td>
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<tr>
<td>Surface Water Quality Modeling</td>
<td>3</td>
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<tr>
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<td>3</td>
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<td>ENVG 706</td>
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Minimum of two additional upper-level engineering design courses from the following:

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<tr>
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<tbody>
<tr>
<td>ENVG 703 Environmental Fate and Effects of Toxic Contaminants</td>
<td>3</td>
</tr>
<tr>
<td>ENVG 704 Advanced Water Quality Modeling for Metals</td>
<td>3</td>
</tr>
<tr>
<td>ENVG 712 Advanced Geohydrology</td>
<td>3</td>
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<tr>
<td>ENVG 721 Environmental Sustainability: Water Reuse and Resource Recovery</td>
<td>3</td>
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<tr>
<td>ENVG 740 Advanced Hydraulic Design</td>
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</table>

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

<table>
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</thead>
<tbody>
<tr>
<td>ENVG 507 Groundwater</td>
<td>3</td>
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<tr>
<td>ENVG 509 Environmental Geochemistry</td>
<td>3</td>
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<tr>
<td>ENVG 510 Hazardous Waste Management</td>
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<tr>
<td>ENVG 702 Air Quality Analysis</td>
<td>3</td>
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<tr>
<td>ENVG 708 Environmental Biotechnology</td>
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<tr>
<td>ENVG 710 Environmental Organic Chemistry</td>
<td>3</td>
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<tr>
<td>ENVG 722 Subsurface Bioremediation</td>
<td>3</td>
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<tr>
<td>ENVG 731 Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>ENVG 732 Thesis</td>
<td>6</td>
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</tbody>
</table>

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**

<table>
<thead>
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**Minimum of three upper-level engineering design courses from the following:**

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<td>3</td>
</tr>
<tr>
<td>ENVG 704</td>
<td>Advanced Water Quality Modeling for Metals</td>
<td>3</td>
</tr>
<tr>
<td>ENVG 712</td>
<td>Advanced Geohydrology</td>
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</tr>
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<td>ENVG 718</td>
<td>Biological Treatment</td>
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</tr>
<tr>
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<td>Environmental Sustainability: Water Reuse and Resource Recovery</td>
<td>3</td>
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<td>ENVG 736</td>
<td>Advanced Unit Operations</td>
<td>3</td>
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<tr>
<td>ENVG 740</td>
<td>Advanced Hydraulic Design</td>
<td>3</td>
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</tbody>
</table>

**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.**

<table>
<thead>
<tr>
<th>Course</th>
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<td>ENVG 510</td>
<td>Hazardous Waste Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVG 702</td>
<td>Air Quality Analysis</td>
<td>3</td>
</tr>
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</table>

**Total Credits**

<table>
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</table>

**Certificate Programs**

Certificate programs, which consist of prescribed courses in a specific concentration area, 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 certificate programs go to the Manhattan College website.
Courses

**ENVG 500. Modeling of Civil and Environmental Engineering Problems. 3 Credits.**

**ENVG 505. Surface Water Quality Modeling. 3 Credits.**
Principles governing the transport and fate of contaminants in rivers, streams, lakes and reservoirs. Water quality standards, transport processes, water quality modeling for waterborne disease, dissolved oxygen, and nutrient enrichment. Engineering controls to meet water quality objectives and case studies are presented. Computer solutions to some problems are required. Prerequisite: ENGS 204 or equivalent.

**ENVG 506. Water Treatment Processes. 3 Credits.**
Study of the fundamental principles used to treat both drinking water and wastewater. Drinking water treatment principles include Strokes law for particle settling, theory of coagulation and flocculation, porous media filtration and disinfection. Principles for wastewater treatment include reactor analyses, growth and degradation kinetics for biological oxidation processes anaerobic digestion of complex organics, and hindered and compression settling. Pre-requisite: ENGS 204 or equivalent.

**ENVG 507. Groundwater. 3 Credits.**
Basic principles of groundwater hydrology and subsurface contaminant transport. Construction and use of flow nets; pumping well and aquifer response under confirmed and unconfirmed conditions. Contaminant sources, transport, and retardation; the behavior of nonaqueous phase liquids (NAPLS) in the subsurface. Design of groundwater extraction systems, subsurface cutoff walls, caps, and emerging technologies for soil treatment. Pre-requisite: ENGS 204 or equivalent.

**ENVG 509. Environmental Geochemistry. 3 Credits.**

**ENVG 510. Hazardous Waste Management. 3 Credits.**
Fundamentals of hazardous waste management and treatment design. Includes review of current hazardous waste regulations, groundwater and air contaminant fate and transport concepts, and risk assessment. Primary focus on the design of treatment processes including air stripping of volatile compounds, soil vapor extraction, bioremediation of contained aquifers and soils, and incineration. Emerging treatment technologies will also be presented. Prerequisite: ENGS 204 or equivalent.

**ENVG 702. Air Quality Analysis. 3 Credits.**
Basic air pollution concepts; the Clean Air Act; basic meteorology; basic analytical methods and concepts for air quality analysis; the Gaussian Plume Model; Plume Rise; Traffic Impact Analysis; Environmental Impact Analysis and air quality; Airshed Models; Smog and Ozone Models; Indoor Air Quality analysis.
ENVG 703. Environmental Fate and Effects of Toxic Contaminants. 3 Credits.
Principles governing the transport, fate, and effect of toxic organic contaminants in surface water systems. Topics include: physical-chemical characterization of toxic organic contaminants; phase behavior and chemical transformation kinetics; sediment contamination and transport; bioaccumulation in aquatic food webs; human and ecological risk assessment; sediment remediation technologies and environmental site remediation. Mathematical solutions and computer models are used throughout the course. Prerequisite: ENVG 505.

ENVG 704. Advanced Water Quality Modeling for Metals. 3 Credits.
Advanced water quality modeling for metals in surface waters and sediments. Topics include: metal speciation; metal binding to natural organic matter; metal binding in sediment; aquatic toxicity; human health effects; chemical speciation-transport modeling; critical loads; metal-sulfide oxidation kinetics; cycling of redox sensitive metals (e.g., As, Cr, Se); Hg cycling and bioaccumulation; acidification of surface waters. Computer modeling based on the Biotic Ligand Model (BLM) and the Tableau Input Coupled Kinetic Equilibrium Transport (TICKET) model will be used throughout the course. Prerequisites: ENVG 505 and ENVG 706.

ENVG 706. Water Chemistry. 3 Credits.
The environmentally important chemical processes that take place in natural marine waters, and in soils and sediments. The sources, reactions, transport, and fate of chemical substances in these environments. Extensive examples of the application of chemical principles to the solution of relevant environmental engineering problems are included. Prerequisite: ENGS 204 and two semesters of general chemistry.

ENVG 708. Environmental Biotechnology. 3 Credits.
Fundamentals of biotechnology and its applications to environmental engineering. Principles of microbial genetics, microbial ecology and biochemistry and how they relate to biological treatment of water, air, wastewater and hazardous wastes. Biofilm process fundamentals and applications. Molecular methods and their use in the study and analysis of ideal and non-ideal biological systems. Specific applications to public health, bioremediation, biosolids reuse and industrial treatment. Review and evaluation of Advanced water, wastewater and remediation processes that utilize biotechnology. Prerequisite: ENVG 506.

ENVG 710. Environmental Organic Chemistry. 3 Credits.
The structure and nomenclature of relevant organic compounds. Kinetics, fate and transport of xenophobic chemicals in the environment. Important hydrolytic, photolytic, oxidative and reductive reactions. Use of quantitative structure activity relationships (QSARs) in predicting toxicity and related properties of various classes of environmentally active organic compounds. Prerequisites: ENGS204 and two semesters of General Chemistry.

ENVG 712. Advanced Geohydrology. 3 Credits.
Review of basic principles. Introduction to numerical groundwater modeling; application of Visual MODFLOW to flow and transport modeling. Pumping well and aquifer response under confined, unconfined, and semi-confined conditions. Hydraulic conductivity testing; borehole and surface geophysical methods for site characterization. Prerequisite: ENVG 507.
ENVG 718. Biological Treatment. 3 Credits.
Application of biological processes to all types of water and waste streams including: municipal and industrial wastewater, drinking water, and hazardous waste streams. Treatment processes and models, aerobic, facultative and anaerobic processes, cell synthesis and respiration, oxygen and nutrient requirements. Biological nitrogen removal, enhanced biological phosphorus removal, attached growth systems, bioremediation and process designs. Anaerobic treatment with biogas recovery. Course will also cover process troubleshooting, and operation and maintenance issues associated with many treatment technologies. Pre-requisite: ENVG 506.

ENVG 721. Environmental Sustainability: Water Reuse and Resource Recovery. 3 Credits.
Fundamentals of wastewater reuse including: State and Federal water reclamation and reuse regulation; municipal, industrial and storm water reuse; public health aspects of reuse; and economics of reuse. Design and operation of specific reuse technologies including membrane systems, advanced oxidation systems, etc. Regulations and technologies addressing beneficial reuse of biosolids and drinking water residuals, including land application and soil conditioning, will also be covered. Finally, the role of water and residuals reuse in industrial, local and global sustainability will be addressed. Prerequisite: ENVG 506.

ENVG 722. Subsurface Bioremediation. 3 Credits.
Fundamentals of sub-surface processes, abiotic and biotic, which contribute to the bioremediation of common subsurface contaminants including petroleum hydrocarbons, chlorinated solvents, nitroaromatics, heavy metals and radionuclides. Areas of study will include multi-phase flow, convective transport, sorption/desorption, phase partitioning, as well as microbial ecology, biodegradation kinetics, biomass growth and degradative metabolisms. Specific examples of intrinsic and engineered bioremediation of aromatics and chlorinated solvents will be included. The course will utilize a text book, web-based tutorial material and three interactive bioremediation spread-sheet based models. The course will meet only three times during the semester; all other correspondence will be carried out via email. Prerequisite: ENVG 506, ENVG 507.

ENVG 731. Special Topics. 3 Credits.
Guided study of approved advanced topics related to environmental engineering or science.

ENVG 732. Thesis. 6 Credits.
A technical paper under faculty supervision based upon original study or research, and original design, or a thorough analysis of an existing or proposed system of either a scientific or engineering nature.

ENVG 736. Advanced Unit Operations. 3 Credits.
Advanced study of the processes used for water and wastewater treatment with an emphasis on design principles and process modeling. Processes covered include reactor design and analysis, carbon adsorption, ion exchange, chemical oxidation of inorganic and organic contaminants, primary and secondary disinfection, strategies for control of disinfection byproducts and membrane technologies. Prerequisite ENVG 506.
ENVG 739. Environmental Experimental Analysis. 3 Credits.
This course is an advanced laboratory covering principles of modern experimental and analytical techniques and their applications to problems in environmental engineering. Topics include the measurement of water quality parameters, determination of contaminant partition coefficients and kinetics of transformation reactions in the environment. Prerequisite: ENVG 705.

ENVG 740. Advanced Hydraulic Design. 3 Credits.
Introduction to advanced concepts in hydraulic design. Use of computer software to analyze and design stormwater, sanitary sewer and water distribution systems. Hydraulic analysis of a river using HECRAS. A project-oriented design course. This course utilizes EPA SWMM and EPANET software, and Corps of Engineers HECRAS software. Pre-requisite: CEEN 307 or equivalent.
Mechanical Engineering

Mohammad H. Naraghi, Ph.D.
Chair, Department of Mechanical Engineering

Bahman Litkouhi, Ph.D., 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 MECG 742 Advanced Study: Mechanical Engineering or MECG 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.

Certificate Programs

Certificate programs, which consist of prescribed courses in a specific concentration area, are available through the Mechanical engineering graduate program as follows: Biomechanics, Engineering Management, Energy Systems, Nuclear Power, Green Building Engineering, and Aerospace/Propulsion. 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 Certificate Program. It is expected, however, that individuals desiring to take graduate-level courses in a Certificate 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 Certificate Program. Specific information regarding Graduate Mechanical Engineering Certificates is available on the Mechanical Engineering website (http://manhattan.edu/academics/engineering/mechanical-engineering/certificate-programs).

Courses

MECG 512. Energy Conversion. 3 Credits.
Overview of thermodynamic concepts, application of first and second laws of thermodynamics to improve efficiency of gas turbines and power generation systems, combustion of hydrocarbon fuels, reacting systems, conventional and innovative energy conversion applications such as solar, wind, wave, tidal, ocean thermal, and geothermal energy.

MECG 513. Introduction to Nuclear Power Plant systems. 3 Credits.
Study of current in-service nuclear plant design, including nuclear plant reactor, reactor auxiliaries, secondary steam plant, and electrical systems; review the design bases for major systems and components in current operating nuclear plants; evaluation of how the systems function in an integrated fashion. Case studies are used to explore historical engineering and operational issues. New vendor nuclear plant designs are explored and compared to current designs.

MECG 515. Energy Dynamics of Green Buildings I. 3 Credits.
The course emphasizes understanding the impact that various environmental systems have on the building design and operation process. Site and climate analysis will be the starting point for defining performance criteria of the built environment. Students will be introduced to analysis tools for interpreting weather data and the fundamentals of occupant comfort. Criteria used to define internal environmental conditions will be discussed as design goal to which all building elements must strive to achieve through systems integration.
MECG 516. Turbo Machinery. 3 Credits.
Review of fundamentals of fluid mechanics, dimensional analysis in fluid machinery; classification and characteristics of fluid machinery (positive displacement, radial, mixed flow and axial); efficiencies; incompressible flow machines (pumps and hydraulic turbines); cavitation; compressible flow machines (compressors and gas turbines); choking and surge.

MECG 525. Analysis and Design Hvac Systems. 3 Credits.
Indoor air quality and human comfort, economy and environmental protection requirements. Heating and cooling loads. Introduction to equipment selection and system analysis.

MECG 528. Combustion Systems. 3 Credits.
Basic Cycles for spark ignition and compression ignition engines. Combustion chemistry, flame temperatures, fuels and heating values. Actual versus ideal cycles, equilibrium charts, knock and engine variables. Mechanics of spark ignition and compression ignition engines.

MECG 531. Introduction to Biomechanics. 3 Credits.
Fundamental concepts and analysis of the engineering associated with human biology. Basic ideas of molecular biology, cell structure and function will be presented along with the mechanics of biological materials: ligament, muscle, and bone. Organ operation will then be examined from an engineering perspective, and will specifically address heart and lung operation. Body dynamics will also be addressed via the examination of walking gait and muscle dynamics. Finally, the engineering involved with the design and operation of artificial joints will be studied along with the instrumentation employed in bioengineering such as bio-imaging. Three credits.

MECG 546. Manufacturing Engineering. 3 Credits.
Group projects emphasizing design for manufacturing, manufacturing system simulation, and prototype fabrication. Concurrent with projects are lectures on modern manufacturing technologies. Includes a two-hour laboratory.

MECG 548. Introduction to Robotics. 3 Credits.
The geometry and mathematical representation of rigid body motion, forward and inverse robot kinematics, robot dynamics, trajectory generation, position sensing and actuation, and the control of manipulators.

MECG 605. Flight Aerodynamics. 3 Credits.
The operation of an aircraft as a function not only the wing but also the engine operating characteristics and overall aircraft parameters. This course develops the analysis needed to calculate flight envelop characteristics, take-off and landing parameters, engine/wing matching requirements, and basic conceptual aircraft design protocols.

MECG 612. Alternative Energy Systems. 3 Credits.
Second Law of Thermodynamics; discussion of systems which are not limited by heat engine efficiencies. Stirling Engines. Thermoelectric systems; electrochemistry, batteries and fuel cells. Solar energy; solar thermal and photovoltaic energy systems. Lenz’s Law, magneto-hydrodynamics. Wind power, horizontal and vertical wind turbine designs. Geothermal energy systems.
MECG 613. Nuclear Reactor Theory and Design. 3 Credits.
An in-depth study of reactor operation and design principles; fundamentals of radiation; radiation decay; binding energy; types of interactions; shielding; radioisotopes; fission cross section; fission in a reactor as a method of generating heat; controlling fission chains; basic reactor model design principles; reactor theory; heat transfer with regards to reactor coolant and reactor fuel; reactor design safety; and nuclear reactor control including important parameter measurements on sub-critical and critical reactors.

MECG 614. Energy Management. 3 Credits.
Energy Management examines the fundamental theories behind energy, energy conversion, fuels, power production, district energy systems, cogeneration, trigeneration, delivery systems, regulations, economics, and markets. Energy management assesses the engineering, economic, social, political, and environmental considerations of the processes, regulation, planning, and development for the energy and utility industry. Students will gain reinforcement in energy transfer and power production as well as be exposed to a first-hand experience of the economic, environmental, and regulatory considerations involved with fuel, power, and emerging technology via class projects.

MECG 615. Energy Dynamics Green Buildings II. 3 Credits.
In this course students will be engaged in the design of the building systems through a process that views systems as complete assemblies with design relationships to other systems (man made and natural/internal and external). The content of the course will emphasis the tectonic aspects of architecture; however, other aspects such as the technology and methods for maintaining comfort conditions and ecological balance within the buildings will be reviewed with an emphasis on high performance sustainable design, human comfort, social responsibility, ecology, and sustainability. Issues associated with LEED certification will be addressed; energy system analysis programs will be used to optimize a building performance.

MECG 617. Solar Energy System Theory and Design. 3 Credits.
Study of solar energy systems with emphasis in solar heating and cooling of buildings; design of various types of solar collectors using different materials, working fluids, and geometries; energy storage systems for solar assisted heat pumps; use of solar energy in power generation.

MECG 627. Applied Solid Mechanics. 3 Credits.
Techniques are developed that allow the analysis of general continuous materials. In particular, these methods will be used to study issues associated with biological materials, metallic creep, and the visco-elastic behavior of polymers. A simplified version of the analysis is then used to study the stresses and strain in linearly elastic materials to allow the study of MEMS. Finite element techniques are also developed to allow general nonlinear problems to be solved. All of this material is used to study a specific engineering scenario via a class project. Three credits.

MECG 630. Control System Theory and Applications. 3 Credits.
System model formulation; transfer functions and block diagrams; linear control and feedback systems; root-locus method will be covered along with control hardware and schematic diagrams. Case studies and applications to various engineering systems will be used to introduce students to the principles of control system design.
MECG 631. Biomechanics Modeling and Applications. 3 Credits.
A rigorous examination of the various components of the human body is covered. These include structural elements such as bones, ligaments, muscles, and the brain. The mechanical properties and behavior of these materials are studied with emphasis being placed on the response of these materials to different loading scenarios. Also, fluid mechanic elements such as the cardio-vascular system and the respiratory system are examined to characterize the interaction between the fluid and organ operation. Particular attention will be paid to the modelling of different parts of the human body via FEA/CFD analysis using nonlinear behavior and material properties. Three credits.

MECG 676. Sustainable Materials Selection. 3 Credits.
The first half of the class covers basic material selection issues such as material characteristics, and behavior for all types of engineering materials metals, polymers, ceramics/glasses, and composites), along with how they fail and respond to environmental conditions (e.g. corrosion). In the second half of the class attention will be paid to material selection with particular emphasis being placed on ecological considerations such as recycling, reusability, carbon footprints, and pollution issues.

MECG 701. Viscous Flow Theory. 3 Credits.
Development of the Navier-Stokes equation; solutions for special cases. Dimensionless forms; low and high Reynolds number forms. Boundary layer theory (similarity solution); Application to flow over a flat plate, and flow in ducts. Introduction to potential theory.

MECG 702. Compressible Flow. 3 Credits.
Linearized sub- and supersonic flow past slender bodies. One- and two-dimensional and axisymmetric flows, including normal and oblique shocks. Similarity laws. Method of characteristics.

MECG 704. Computational Fluid Dynamics. 3 Credits.
Study of numerical methods in fluid mechanics including: finite differencing, numerical errors and stability, nonlinear convection terms, boundary conditions, and turbulence.

MECG 707. Conduction Heat Transfer. 3 Credits.
Development of basic equations of heat conduction; analytical and numerical solutions of transient and steady state temperature distributions in solids; applications involving heat generation and varying physical properties. Computer projects.

MECG 708. Convection Heat Transfer. 3 Credits.
Continuity, momentum, and energy equations for engineering fluids; exact and approximate solutions for laminar and turbulent flows; free and forced convection, boiling and condensation; selected applications.

MECG 709. Radiation Heat Transfer. 3 Credits.
Black body and non-black surface radiation; radiative properties of real materials; configuration factors; multi-face radiation exchange in enclosures; radiative transfer in participating and radiative properties of gases; application to problems involving convection and radiation.

MECG 714. Computer Aided Engineering. 3 Credits.
Introduction to CAD, solid modeling, analysis and optimization. Introduction to finite element packages, practical integration of CAD, system assembly and dynamic simulation.
MECG 720. Robotics and Automation. 3 Credits.
Introduction to robotics and automation; flow-line production; numerical control and CAD/CAM; group technology and flexible manufacturing systems; robotic industrial application; robot decision making; programmable robotic automation.

MECG 734. Operation Research. 3 Credits.
Presentation of the analysis associated with managing manufacturing operations. Topics covered will be decision-making, forecasting, materials requirement planning, queuing, project management, and aggregate planning.

MECG 735. Theory of Vibration. 3 Credits.
Concepts underlying the dynamics of vibrations for single-degree of freedom and multi-degree of freedom mechanical systems, the use of Newtonian, virtual-work, and Lagrangian variation methods for analyzing vibrating systems for transient, steady state, and forced single and multi-degree of freedom linear system, an introduction to non-linear systems, and the use of numerical and simulation techniques. Three credits.

MECG 736. Design Machine Elements. 3 Credits.
Strain energy method for analyzing statistically indeterminate machine members; theories of failure; fatigue; optimum design of machine elements; stress waves and impact loading, critical speed. Finite element modeling of various machine members.

MECG 738. Advanced Dynamics. 3 Credits.
Kinematics, formulation of equations of motion for a particle, system of particles and rigid bodies, holonomic conservative and non-conservative systems, work-energy principles, three dimensional motion of rigid bodies, Lagrangian methods, and the Hamilton methods. Three credits.

MECG 741. Special Topics: in Mechanical Engineering. 3 Credits.
Special topics in mechanical engineering of current interest to graduate students; subject matter will be announced in advance of particular semester offering.

MECG 742. Advanced Study: Mechanical Engineering. 3 Credits.
Individual study of a selected topic in mechanical engineering under the supervision of a faculty member. Prerequisite: Advisor’s approval of topic.

MECG 746. Research Project in Mechanical Engineering. 3-6 Credit.
Research project under the supervision of a faculty member. A project proposal, approved by the faculty advisor and the graduate program director, must be submitted. A final written report and oral presentation are required. May be extended to thesis with faculty advisor’s recommendation and approval of the graduate program director.

MECG 748. Thesis in Mechanical Engineering. 6 Credits.
Original investigation or design in field of mechanical engineering; topic is to be chosen by student with approval of faculty advisor and the graduate program director; written report and oral presentation required. Prerequisite: Advisor’s approval of topic. Six credits.
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 which emphasize interdisciplinary approaches to the engineering course material.
Master of Science in Adolescent Education - Mathematics

Dr. Janet McShane
Chair, Department of Mathematics

Dr. Kathryn Weld
Director, Graduate Program

MS in Mathematics

This program is designed for in-service secondary Mathematics teachers who desire further study in the discipline, teachers who aspire to become master teachers in their own school district, and for those who hope to teach Mathematics in a Community College. Students in the program will expand their understanding of tertiary Mathematics in four key areas: Algebra, Analysis, Statistics/Data Analysis and Number Theory. An undergraduate concentration in Mathematics is required for admission. This preparation should include courses in Linear and Abstract Algebra, Analysis and Probability Theory.

The program requires 30 credits of graduate mathematics including a 3 credit Statistics/Data Analysis elective, a 3 credit Algebra elective, a 3 credit Analysis elective, 3 credits of Number Theory, a 3 credit Research Seminar, and three terms of the Graduate Colloquium. Twelve additional elective credits round out the program. The student must pass Masters Comprehensive exams in 4 areas chosen from courses selected in the content areas of statistics, algebra, analysis, and number theory.

This program may be completed on either a full-time or part time basis. Qualified undergraduates may begin graduate classes as upper class-men, thereby enabling completion of the MS degree in a single postgraduate year.

Required Graduate Courses for the MS in Mathematics:
MATG 632 (http://catalog.manhattan.edu/graduate/science) or MATG 633 Statistics/Data Analysis Elective; MATG 642 (http://catalog.manhattan.edu/graduate/science) Number Theory; MATG 688 (http://catalog.manhattan.edu/graduate/science) or MATG 690 , Analysis Elective; either MATG 671 (http://catalog.manhattan.edu/graduate/science) or MATG 678 (http://catalog.manhattan.edu/graduate/science) Algebra elective , MATG 791 (http://catalog.manhattan.edu/graduate/science) and MATG 792 (http://catalog.manhattan.edu/graduate/science) Graduate Colloquium, MATG 699 Research Seminar plus 12 additional elective credits of graduate mathematics (MATG 600-799).

BS-MS in Adolescence Education Mathematics

This program is designed for the undergraduate student seeking certification for grades 7-12. The program is a seamless 5-year BS-MS program with a major in Adolescence Education Mathematics and an MS in Mathematics which leads to professional certification in Adolescence Education, Mathematics upon completion of three years of teaching experience. The 5-year program is grounded in a deep knowledge of college
mathematics and its connection to secondary mathematics and to the common core standards. Qualified students may use undergraduate electives to begin graduate course-work, earning nine graduate credits during the first four years. Upon satisfactory completion of specific program requirements for the bachelor’s degree, and successful completion of LAST, ATS-W, and CST (Multi-subject and Students with Disabilities), students will be recommended for initial certification in each area.

After completion of the requirements for initial certification, students pursue a 5th year of graduate mathematics. Required courses include a two-term sequence in the roots of high school Geometry and Trigonometry, and a course on Contemporary Issues in Teaching Mathematics. Students also participate in departmental seminars and colloquia. An additional elective rounds out the program.

Graduates of the Manhattan College masters program in Adolescence Education Mathematics will gain deep knowledge in five content areas: Algebra, Number Theory, Calculus, Probability and Statistics, and Geometry and make connections from these content areas to the Secondary Curriculum and to the common core standards. They will understand how to use software and technology effectively in the teaching of mathematics and communicate mathematics effectively both orally and in writing.

Admission

Undergraduates will apply after completion of the fall term of junior year. A minimum cumulative GPA of 3.3 in the mathematics classes Math 185, 186, 285, 243, 272, 361, and 377 is normally required.

Degree Program

(150 credits)

Students complete the required sequence of undergraduate courses during freshman, sophomore, junior and senior year. In the third year they enroll in one graduate class. In the fourth year they are enrolled in two 3 credit graduate courses, and complete the requirements for initial certification. In the fifth year, students complete an additional 23 graduate credits, for a total of 32 graduate credits. Graduates will demonstrate mastery of the tertiary mathematics curriculum, its connections to the secondary curriculum, the common core standards, and in particular, the foundations for Calculus, Algebra, Number Theory, Geometry and Statistical Inference. Students will take Masters Comprehensives in three content areas to be chosen by the student in consultation with the director.

Required Graduate Courses:


One course chosen from MATG 671 Graduate Linear Algebra II or MATG 678 Graduate Algebra II, MATG 791 Graduate Colloquium or MATG 792 Graduate Colloquium, plus 3 additional elective credits of graduate mathematics (MATG 600-799).
Courses

MATG 622. Graduate Seminar for Mathematics Education . 3 Credits.
This course is intended for prospective mathematics teachers. Topics in high school mathematics are examined from an advanced perspective. Topics include the real and complex numbers, functions, and trigonometry. The course requires a written project and an oral presentation. The use of appropriate technology will incorporated throughout the course. Prerequisites: MATH 243 and MATH 272.

MATG 632. Graduate Statistical Inference. 3 Credits.
Topics covered in this course include sampling distributions, point estimation, interval estimation, testing statistical hypotheses, regression and correlation. Requires an historical analysis project in two parts: 1-2-page paper proposal, 10-page. Prerequisite: MATH 431.

MATG 633. Mathematical Statistics. 3 Credits.
This is a data intensive course on statistical inference. Topics covered in this course include regression analysis, hypothesis testing, analysis of variance, nonparametric modeling, and sequential tests of hypotheses. Students will utilize and evaluate statistical computer packages for use in teaching probability, statistics, and/or mathematics/economics courses. Not open to students with credit for MATH 433. Prerequisite: MATH 331.

MATG 642. Graduate Number Theory. 3 Credits.
An introduction to number theory with connections to the Middle and High school curriculum. Divisibility, prime numbers and their distribution, congruences, quadratic residues and nonresidues, Diophantine equations, elliptic curves, primality testing, applications to cryptology. Recent progress. The course requires a written project connecting the course content to the 6-12 curriculum. Prerequisite: MATH 272.

MATG 648. Graduate Combinatorics and Graph Theory. 3 Credits.
Fundamental concepts in combinatorics include binomial coefficients, inclusion-exclusion, and generating functions. Topics in graph theory include connectivity, planarity, colorings and chromatic polynomials, and max-flow-min-cut in networks. This course will require a written project and an oral presentation on some particular application of Graph Theory or Combinatorics. The project will consist of a case study that will require researching a particular area of application, and then formulating, solving, and analyzing an appropriate mathematical model. Findings will be presented at the end of the term. Not open to students with credit for Math 448 or Cmpt. 335. (Cr. 3) Prerequisites: MATH 243, MATH 272.

MATG 655. Graduate Operations Research. 3 Credits.
Optimization, linear programming, simplex method, duality theory, transportation problems, scheduling problems, queuing theory. Students will be required to complete an independent project. The project will consist of a case study that will require researching a particular area of application, and then formulating, solving, and analyzing an appropriate mathematical model. Findings will be presented at the end of the term. Not open to students with credit for Math 475 or 455. Prerequisites: MATH 272.
MATG 664. Graduate Topology. 3 Credits.
An Introduction to Topology, beginning with the concept of topological equivalence, and topological invariants. Knots and Links, colorings, knot polynomials, Euler characteristic, cut and paste techniques, classification of surfaces, 3-manifolds, and the fundamental group, the Poincare conjecture. This course will require a written project and an oral presentation on some particular application of, or historical development in Topology. Not open to students with credit for Math 464. (Cr. 3) Prerequisite: MATH 243.

MATG 671. Graduate Linear Algebra II. 3 Credits.
A continuation of the topics introduced in Linear Algebra, (MATH 272), with emphasis on orthogonality, inner product spaces, eigenvalues and eigenvectors, diagonalization, quadratic forms and numerical linear algebra. The course requires a written project connecting the course content to the 6-12 curriculum. Not open to students with credit for Math 325 or 471. (Cr. 3) Prerequisite: MATH 272.

MATG 678. Graduate Algebra II. 3 Credits.
This is the second part of a two-semester sequence. We undertake further study of algebraic structures, such as rings, fields and integral domains. Significant results include the Fundamental Homomorphism Theorem and Unique Factorization. The course requires a written project connecting the course content to the 6-12 curriculum. Not open to students with credit for Math 316 or 478. Prerequisite: MATH 377.

MATG 688. Graduate Analysis II. 3 Credits.
This course is a successor to Analysis I. The approach followed here is a rigorous treatment of the material found in Calculus I and II leading to an introduction to measure theory and the modern definition of the integral. The first part of the course covers the Riemann Integral, infinite series, sequences and series of functions with an emphasis on uniform convergence and its consequences. This leads to the need to extend the definition of the integral to allow for the treatment of more complicated functions. The approach of Lebesgue leads to a new integral with vastly improved convergence properties. Not open to students with credit for Math 488. (Cr. 3) Prerequisite: MATH 387 (formerly 313).

MATG 690. Graduate Complex Analysis. 3 Credits.
This course focuses on the complex plane, complex functions, limits and continuity, as well as analytic functions, the Cauchy-Riemann equations, the Cauchy Integral Theorem, and consequences. Additional topics may include: power series, Taylor and Laurent Series, classification of singularities, the Residue Theorem and its applications, conformal mapping, and selected applications. This course will require a written project and an oral presentation on some particular application of, or historical development in complex analysis. Not open to students with credit for Math 490 or 407. Prerequisites: MATH 387 (formerly 313).

MATG 699. Research in Mathematics. 3 Credits.
Investigation of a research topic in mathematics culminating in a written paper and oral presentation. Prerequisite: Permission of the Graduate Director. (Cr. 3).
MATG 724. Contemporary Issues in Teaching Mathematics. 4 Credits.
Discussion of issues related to mathematics instruction at the secondary and early college level: how to develop student competence in effective communication, cooperative learning, use of technology, quantitative literacy, knowledge of content, professional responsibilities. Students will gain experience running review sessions and assist in labs, and evaluate lesson plans incorporating the use of technology as appropriate. Selected readings and evaluation of lesson plan portfolios generated in Algebra and Number Theory. (Cr. 4).

MATG 761. Classical and Modern Plane Euclidean Geometry. 4 Credits.
This is the first part of a two-semester introduction to classical and modern plane Euclidean geometry. The sequence fills a critical gap for prospective secondary school mathematics teachers, who may have to teach courses in Euclidean geometry with an undergraduate background that may have no geometry or may include geometry courses whose nature is not well-adapted to the demands of most secondary geometry curricula. The first part of the course includes a recapitulation of the classical content of high-school Euclidean geometry, based on the SMSG axioms, with additional topics and most exercises well beyond the high-school curriculum. For example, the classical results about the concurrence of various special lines in a triangle are obtained as consequences of a single overarching result, Ceva’s theorem. Ptolemy’s theorem for cyclic quadrilaterals is proved, and then is used in the second semester to obtain the formula for sin(x). Heron’s formula for the area of a triangle in terms of the sides and semi-perimeter is derived, and the equidecomposability of plane polygons of equal area is proved. Finally, a geometric treatment of the conic sections and their reflection properties is presented. The course will use Geogebra, Geometers SketchPad or an equivalent software product. (Cr. 4) Prerequisite: MATH 243.

MATG 762. Modern Methods in Plane Euclidean Geometry. 4 Credits.
This is the second part of a two-semester introduction to classical and modern plane Euclidean geometry. The course continues with the introduction of modern methods. Topics include trigonometry, coordinate methods and the algebra associated with the conic sections, complex numbers, vector methods, transformations, and inversion with respect to a circle. Many of the results of the first semester are revisited from new perspectives (for example Heron’s formula is found by complex number methods), and a host of more modern results are obtained. The course will use Geogebra, Geometers SketchPad or an equivalent software product. (Cr. 4) Prerequisite: MATG 761.

MATG 791. Graduate Colloquium. 1 Credit.
Weekly participation in Departmental seminar. Written expository summary of talks given by other speaker. Readings and discussions of good presentation practice. Graduate students will give several presentations during the semester. 1cr.

MATG 792. Graduate Colloquium. 1 Credit.
Weekly participation in Departmental seminar. Written expository summary of talks given by other speaker. Readings and discussions of good presentation practice. Graduate students will give several presentations during the semester. 1cr.
School of Continuing & Professional Studies

Mission Statement

The mission of the School of Continuing and Professional Studies is to prepare adult students for success in emerging global, corporate or industrial environments. The School is committed to creating and offering programs designed to serve the adult population with a particular focus on mid-career adults desiring to advance their professional careers and/or fulfill personal achievement goals. The School is dedicated to offering all programs in convenient and flexible formats.

Application Procedures

Currently, the graduate program accepts candidates twice a year: Spring and Fall. Students interested in a spring start (January) should submit application materials by November 15. Students interested in a fall start (September) should submit application materials by August 1.

Students who meet the eligibility requirements will be considered for matriculation into the Master of Science in Organizational Leadership degree program. Students interested in applying to the program must meet the following admissions standards:

1. A bachelor’s degree from a regionally accredited institution of higher learning.
2. Generally, a minimum cumulative GPA of 2.75 for courses taken in achieving that bachelor’s degree is required, but other factors, such as work experience and GPA on most recently taken courses will be considered.
3. Work experience of at least three (3) years.
4. Demonstrated potential for study of Organizational Leadership at the graduate level.

Transfer Credits

Students may transfer a maximum of six (6) graduate credits to the program. An official transcript from a regionally accredited institution of higher learning is required.

Admission

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

1. Overall G.P.A.
2. Applicant’s personal qualities (evident by resume which should include examples of academic, professional and extracurricular achievement)
3. Recommendations- Applicants must submit two letters of recommendation attesting to the applicant’s intellectual ability, leadership potential and ability to complete the program.
4. Personal Statement-Applicants are required to submit an essay that reflects program interest as well as personal and professional goals.

**MSOL Program Summary**

The Master of Science degree in Organizational Leadership is a 33 credit program. The program consists of nine 3-credit core courses and two 3-credit elective courses. Currently, the elective courses offered are in three areas: General Organizational Leadership, Human Resources, and Public/Non-Profit.

Nine (9) core courses:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MSOL 601</td>
<td>Fundamentals of Organizational Leadership</td>
<td>3</td>
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<tr>
<td>MSOL 605</td>
<td>Leadership Communication and Coaching Essentials</td>
<td>3</td>
</tr>
<tr>
<td>MSOL 610</td>
<td>Leading Across Cultural and Global Boundaries</td>
<td>3</td>
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<tr>
<td>MSOL 615</td>
<td>Metrics for Today’s Leader</td>
<td>3</td>
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<tr>
<td>MSOL 620</td>
<td>Shaping the Learning Organization</td>
<td>3</td>
</tr>
<tr>
<td>MSOL 625</td>
<td>Ethics and Spirituality in the Workplace</td>
<td>3</td>
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<tr>
<td>MSOL 642</td>
<td>Collaborative Project Management</td>
<td>3</td>
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<tr>
<td>MSOL 690</td>
<td>Capstone-Consulting Project</td>
<td>3</td>
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<tr>
<td>MSOL 691</td>
<td>Capstone-Consulting Project</td>
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Students may select any 2 courses from the following list of electives to fulfill the degree requirements:

<table>
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<tr>
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<tbody>
<tr>
<td>MSOL 630</td>
<td>Organizational Planning, Administration and Governance</td>
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<tr>
<td>MSOL 641</td>
<td>Talent and Performance Management</td>
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**Human Resource Electives**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MSOL 651</td>
<td>HR Issues in the Workplace</td>
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<tr>
<td>MSOL 652</td>
<td>Employment Law for Organizational Leaders</td>
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</tbody>
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**Public Service Electives**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MSOL 661</td>
<td>Non-Profit and Government Leadership</td>
</tr>
<tr>
<td>MSOL 662</td>
<td>Issues in Civic Engagement</td>
</tr>
</tbody>
</table>

**Total Credits**

33

**Learning Goals**

By the completion of the program, students will:

1. Demonstrate appropriate competency in oral, written, and presentation skills as well as interpersonal relations.

2. Lead and participate effectively in small and large group settings.

3. Determine ways to achieve maximum effectiveness in an organization including planning, problem-solving, and decision-making.

4. Devise tools and techniques to address the culturally diverse organization.

5. Develop an approach to lead ethical organizational behavior.
Courses

MSOL 600. Special Topic. 3 Credits.
An introduction to a topic, theme or issue related to leadership, mediation. The subject will vary from semester to semester.

MSOL 601. Fundamentals of Organizational Leadership . 3 Credits.
This survey course will provide an overview of the topic. Problem solving, ethics, conflict resolution, delegation, empowerment as well as general principles of leadership will be explored in this course. This will be overlaid by the practice of reflection.

MSOL 605. Leadership Communication and Coaching Essentials . 3 Credits.
This course focuses on the persuasive communication techniques and strategies that can be used when one must or chooses to rely on influence as opposed to formal authority. Situations include: how to gain commitment; how to overcome resistance; and how to effectively manage conflict. Students will use their organizations as cases, employing communications technologies as appropriate. The role of ethics is considered throughout.

MSOL 610. Leading Across Cultural and Global Boundaries. 3 Credits.
The focus of this course is on coordinating and sustaining cooperative activities across various types of international and cultural boundaries (including generational, gender, and regional). The course covers the practical realities of leading across cultural differences and national boundaries. Students will explore differences domestically and globally.

MSOL 615. Metrics for Today’s Leader . 3 Credits.
The foundation of this course is the application of metrics to performance improvement and process reengineering. The balanced scorecard as well as other metrics approaches are the key elements of this course. Students will learn the essential tools and technologies required for this effective leadership technique.

MSOL 620. Shaping the Learning Organization . 3 Credits.
Students will learn how to create stimulating environments that are efficient, flexible and encourage personal growth. This course will cover techniques for challenging the organization and increasing its capacity.

MSOL 625. Ethics and Spirituality in the Workplace . 3 Credits.
This course approaches the study of organizations from a holistic viewpoint. It focuses on how leaders may utilize the canons of ethics and spirituality to enhance performance at the individual, group and organizational levels.

MSOL 630. Organizational Planning, Administration and Governance . 3 Credits.
The essence of effective organizational leadership is planning. This course prepares current as well as future leaders in the areas of operational and strategic planning. The course also equips students with tools and techniques for maintaining governance in an organization.

MSOL 641. Talent and Performance Management . 3 Credits.
A comprehensive talent management system is key for any organization. This course covers best practices as well as evaluation tools that contribute to organizational effectiveness.
MSOL 642. Collaborative Project Management . 3 Credits.
This course goes beyond basic project management. Students will learn advanced PM technology tools and techniques for managing complex projects and programs. Cases and simulations will allow students to learn how these advanced skills are applied to produce business/organizational results that require collaborative relationships. This course builds toward the capstone course.

MSOL 651. HR Issues in the Workplace . 3 Credits.
In this course, students are introduced to the principles of human resource management (HRM). The course balances the theoretical and practical approaches to HRM. Emphasis is placed on the four primary HR functions: recruitment, selection, performance management, and governance. Other topical areas that are covered include compensation and benefits as well as the challenge of international HRM.

MSOL 652. Employment Law for Organizational Leaders . 3 Credits.
This course introduces the non-legal professional to laws that govern workplace personnel. Students are provided with an overview of legal issues affecting human resource management. The primary concentration is on the practical application of employment law on individuals in organizations and its impact on HR decisions.

MSOL 661. Non-Profit and Government Leadership . 3 Credits.
This introductory course provides in-depth discourse on the unique challenges and issues of nonprofit and government agency leadership. The course provides insights and skills for leadership in these non-corporate sectors.

MSOL 662. Issues in Civic Engagement . 3 Credits.
This course balances the study of contemporary theory and empirical research on civic engagement. It examines contemporary research from the perspectives of individual identities and backgrounds, personal motivations as well as political and social institutions.

MSOL 671. Special Topics: Foundations of Professional Relationships: Developing the Leader Within. 3 Credits.
The demands of business today require a range of knowledge, skills, and attitudes that lead to success. An individual's success in business often hinges on his or her self-awareness and self-management. Here the ability to build trust, communicate, manage relationships, and build effective teams, as well as one's political savvy and ethical use of power, requires management skills for everyday life. This course will dive deeply into these topics as learners reflect upon how they "show up" as people.

MSOL 690. Capstone-Consulting Project . 3 Credits.
This two-term capstone course is a faculty led consulting project for an external client. This engagement draws on the knowledge and skills gained throughout the program and requires student teams to perform a comprehensive analysis of an actual organizational issue and develop appropriate methods to address said issue. The result is a deliverable for the client organization. Prerequisite: All required courses in the program must be completed.
MSOL 691. Capstone-Consulting Project. 3 Credits.
This two-term capstone course is a faculty led consulting project for an external client. This engagement draws on the knowledge and skills gained throughout the program and requires student teams to perform a comprehensive analysis of an actual organizational issue and develop appropriate methods to address said issue. The result is a deliverable for the client organization. Prerequisite: All required courses in the program must be completed.
# Organizational Leadership

Cheryl Harrison, Ed.D.
Program Director

## MSOL Program Summary

The Master of Science degree in Organizational Leadership is a 33 credit program. The program consists of nine 3-credit core courses and two 3-credit elective courses. Currently, the elective courses offered are in three areas: General Organizational Leadership, Human Resources, and Public/Non-Profit.

Nine (9) core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSOL 601</td>
<td>Fundamentals of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MSOL 605</td>
<td>Leadership Communication and Coaching Essentials</td>
<td>3</td>
</tr>
<tr>
<td>MSOL 610</td>
<td>Leading Across Cultural and Global Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>MSOL 615</td>
<td>Metrics for Today’s Leader</td>
<td>3</td>
</tr>
<tr>
<td>MSOL 620</td>
<td>Shaping the Learning Organization</td>
<td>3</td>
</tr>
<tr>
<td>MSOL 625</td>
<td>Ethics and Spirituality in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>MSOL 630</td>
<td>Organizational Planning, Administration and Governance</td>
<td>3</td>
</tr>
<tr>
<td>MSOL 690</td>
<td>Capstone-Consulting Project</td>
<td>3</td>
</tr>
<tr>
<td>MSOL 691</td>
<td>Capstone-Consulting Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may select any 2 courses from the following list of electives to fulfill the degree requirements:

### General Organizational Leadership Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSOL 641</td>
<td>Talent and Performance Management</td>
</tr>
<tr>
<td>MSOL 642</td>
<td>Collaborative Project Management</td>
</tr>
</tbody>
</table>

### Human Resource Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSOL 651</td>
<td>HR Issues in the Workplace</td>
</tr>
<tr>
<td>MSOL 652</td>
<td>Employment Law for Organizational Leaders</td>
</tr>
</tbody>
</table>

### Public Service Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSOL 661</td>
<td>Non-Profit and Government Leadership</td>
</tr>
<tr>
<td>MSOL 662</td>
<td>Issues in Civic Engagement</td>
</tr>
</tbody>
</table>

Total Credits 33
Academic Standards

Application and Admission

Application procedures and admission requirements are described for each school in their respective sections of the Catalog.

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, the time allotted for the completion of all requirements for the degree.

Because the majority of students matriculating for the degree are attending part-time, it is impossible to indicate the academic session when each course is expected to be offered. However, a separate printed schedule is published 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.

All students must provide evidence of immunization against measles, mumps and rubella (MMR) before attending classes. Such documentation may be provided by a student's physician or former school health official. If a student is unable to produce evidence of the dates of required immunizations, s/he may submit blood test results that indicate immunity to Measles, Mumps and Rubella. Health Services can conduct the blood test, although the student will be responsible for outside laboratory charges for analysis. Free Measles/Mumps/Rubella immunizations are available at our campus Health Services office in Alumni Hall, Suite 104. Students born before 01/01/57 are exempt from the MMR requirement. All students are also required to submit a Meningococcal Meningitis Response Form and indicate whether or not they have had, or intend to receive this vaccine. Although the Meningococcal Meningitis vaccine is not required at this time, students must submit the Response Form in accordance with New York State law.

Copies of all required health forms may be downloaded at the Health Services site: http://www.manhattan.edu/stntlife/health/_records.html. Health records may be faxed to (718) 862-7797. Students experiencing difficulty obtaining copies of their immunization records should call Health Services at (718) 862-7217 for assistance.

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. 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 his/her 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 his/her 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 advisor. 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 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 advisor.

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 program 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:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**I Incomplete.** 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 not later than 20 days from the last day of the term's final examination period. The faculty member must submit the final grade not later than 25 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. The deadline for withdrawal from a course is set by the Registrar for each semester. In "W" courses, neither quality hours or quality points are assigned.

**T Thesis.** Indicates a Master's Project or Thesis or Internship/Practicum/Field Experience that is not completed by the end of the semester in 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, include 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.
Contested Grades

If a student believes that his/her final grade in a course is not consistent with the grading criteria designated by the course instructor, he or she 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, he or she 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 his or her 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 his or her 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 insure 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 are expected to remain in good standing and to make continued progress towards their degree requirements. Graduate students will be considered in good standing if they maintain a cumulative grade point average (GPA) of 3.0 (B) in their course work; graduate students are expected to have a minimum GPA of 3.0 before they are allowed to graduate. If a graduate student receives a grade less than B in more than one course, the student will be required to meet with the director of the program to discuss continued enrollment in the program. Similarly, a student who has completed
nine (9) or more credit hours towards the degree requirements and has a cumulative GPA less than 3.0 will be required to meet with the program director. Failure to meet with the program director may 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 approval substitute course is taken with a grade of B or better. If a graduate student receives a failing grade in the repeated or substitute course, or a second, separate course, the student will be subject to dismissal from the program.

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 for will be issued the temporary grade of T. The T grade will be changed to a letter grade when the Thesis/Project/Internship/Pacticum/Fieldwork is completed. 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 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. 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 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 degree, a student must successfully complete a minimum of 30 to 49 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, paper, projects, thesis) must be completed within the 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 to cancel a student's registration if he/she is registered for courses for which he/she 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, if readmitted, are required to meet all 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 three times a year - September 1, February 1 and at the annual Commencement Exercises in May. Students who complete their programs in May will receive their degrees at the Spring Commencement in May.
Administrative Officers

(Date in parentheses following the listing of each person indicates the academic year of appointment to Manhattan College.)

Brennan R. O'Donnell  
President  

William C. Clyde  
Executive Vice President and Provost  

William H. Walters  
Director of the Libraries  

William J. Bisset, Jr.  
Vice President for Enrollment Management  
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 within room 301B, Miguel Hall.
Study Abroad Opportunities

Manhattan College encourages students to enhance their education through Study Abroad programs. In order to participate in such a program, a student must generally have a minimum cumulative index of 2.75 (some programs require 3.00). Students generally take a semester or a year abroad in their junior year, and occasionally in first semester of senior year. Participation in Study Abroad in second semester of senior year may interfere with graduating on time. Several short-term, faculty lead programs are available also during January intersession and during the summer.

The College offers Study Abroad opportunities in many countries, including Manhattan’s own programs at the University of Madrid, at the Istituto Europeo in Florence, and at AIE in Buenos Aires. Exchange programs are available at the Universities of Paris (through MICEFA), LaSalle University of Mexico City and LaSalle University of Barcelona, Spain. Study Abroad programs are also available through our partnership with the colleges and universities of LaSallian International Programs Consortium and the Lower Hudson Valley Catholic College and University Consortium.

All foreign study programs must be approved by the Dean of the School in which the student is enrolled and the Dean of Students, in consultation with the Director of Study Abroad Programs. Further information is available through the Study Abroad Office.
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Calendar

School of Engineering
School of Education & Health
School of Business
School of Science
School of Continuing & Professional Studies
# Engineering Calendar*

## 2014 Fall Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>25</td>
<td>Monday</td>
<td>Engineering Classes begin</td>
</tr>
<tr>
<td>August</td>
<td>29</td>
<td>Friday</td>
<td>Late Registration &amp; Add/Drop Ends</td>
</tr>
<tr>
<td>September</td>
<td>01</td>
<td>Monday</td>
<td>No Classes – Labor Day</td>
</tr>
<tr>
<td>October</td>
<td>13</td>
<td>Monday</td>
<td>No Classes – Columbus Day</td>
</tr>
<tr>
<td>October</td>
<td>14</td>
<td>Tuesday</td>
<td>Monday Schedule</td>
</tr>
<tr>
<td>November</td>
<td>03</td>
<td>Monday</td>
<td>Web Registration Begins for Spring 2015</td>
</tr>
<tr>
<td>November</td>
<td>14</td>
<td>Friday</td>
<td>Last Day to Withdraw from Courses</td>
</tr>
<tr>
<td>November</td>
<td>26-28</td>
<td>Wed-Fri</td>
<td>No Classes – Thanksgiving Holiday</td>
</tr>
<tr>
<td>December</td>
<td>12</td>
<td>Friday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>January</td>
<td>05</td>
<td>Monday</td>
<td>Deadline to submit incomplete work to Faculty for Fall 2014</td>
</tr>
</tbody>
</table>

## 2015 Spring Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>20</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January</td>
<td>26</td>
<td>Monday</td>
<td>Late Registration &amp; Add/Drop Ends</td>
</tr>
<tr>
<td>March</td>
<td>16-20</td>
<td>Mon – Fri</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April</td>
<td>01</td>
<td>Wednesday</td>
<td>Web Registration Begins for Fall 2015</td>
</tr>
<tr>
<td>April</td>
<td>03-06</td>
<td>Fri-Mon</td>
<td>Easter Holiday - No Classes</td>
</tr>
<tr>
<td>April</td>
<td>07</td>
<td>Tuesday</td>
<td>Monday Schedule</td>
</tr>
<tr>
<td>April</td>
<td>07</td>
<td>Tuesday</td>
<td>St. De La Salle Day: The Feast of St. John Baptist de la Salle, Patron of Teachers</td>
</tr>
<tr>
<td>April</td>
<td>20</td>
<td>Monday</td>
<td>Last Day to withdraw from courses</td>
</tr>
<tr>
<td>May</td>
<td>13</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May</td>
<td>16</td>
<td>Saturday</td>
<td>Graduate Commencement</td>
</tr>
<tr>
<td>June</td>
<td>02</td>
<td>Tuesday</td>
<td>Deadline to submit incomplete work to faculty for Spring 2015</td>
</tr>
</tbody>
</table>

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

## 2014 Fall Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>21</td>
<td>Thursday</td>
<td>Orientation</td>
</tr>
<tr>
<td>August</td>
<td>25</td>
<td>Monday</td>
<td>Graduate Classes begin</td>
</tr>
<tr>
<td>September</td>
<td>01</td>
<td>Monday</td>
<td>Labor Day – No classes</td>
</tr>
<tr>
<td>September</td>
<td>08</td>
<td>Monday</td>
<td>Late Registration and Add/Drop Ends</td>
</tr>
<tr>
<td>October</td>
<td>09</td>
<td>Thursday</td>
<td>Intent to Graduate Feb. ‘15 due</td>
</tr>
<tr>
<td>October</td>
<td>09</td>
<td>Thursday</td>
<td>Intent to Graduate May ’15 due</td>
</tr>
<tr>
<td>October</td>
<td>13</td>
<td>Monday</td>
<td>Columbus Day-classes will be held</td>
</tr>
<tr>
<td>November</td>
<td>03</td>
<td>Monday</td>
<td>Registration begins for Spring 2015</td>
</tr>
<tr>
<td>November</td>
<td>04</td>
<td>Tuesday</td>
<td>Election Day (Classes will be held)</td>
</tr>
<tr>
<td>November</td>
<td>11</td>
<td>Tuesday</td>
<td>Veteran’s Day (Classes will be held)</td>
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<tr>
<td>November</td>
<td>14</td>
<td>Friday</td>
<td>Last Day to Withdraw from graduate courses</td>
</tr>
<tr>
<td>November</td>
<td>14</td>
<td>Friday</td>
<td>Application/Major Paper/Internship/Practicum Documentation to Graduate Feb. ’15 due</td>
</tr>
<tr>
<td>November</td>
<td>27-30</td>
<td>Thu-Sun</td>
<td>Thanksgiving Holiday (No Classes)</td>
</tr>
<tr>
<td>December</td>
<td>15</td>
<td>Monday</td>
<td>Last day of Graduate Classes</td>
</tr>
<tr>
<td>January</td>
<td>02</td>
<td>Friday</td>
<td>Deadline to submit incomplete work to faculty for Fall 2014</td>
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</table>

## 2015 Spring Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>19</td>
<td>Monday</td>
<td>Martin Luther King Day - No classes</td>
</tr>
<tr>
<td>January</td>
<td>20</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January</td>
<td>30</td>
<td>Friday</td>
<td>Late Registration &amp; Add/Drop Ends</td>
</tr>
<tr>
<td>February</td>
<td>13</td>
<td>Friday</td>
<td>Application/Major Paper/Internship/Practicum Documentation to Graduate in May ‘15 due</td>
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<tr>
<td>April</td>
<td>01</td>
<td>Wednesday</td>
<td>Registration for Fall 2015</td>
</tr>
<tr>
<td>April</td>
<td>03-05</td>
<td>Fri-Mon</td>
<td>Easter Holiday (No Classes)</td>
</tr>
<tr>
<td>April</td>
<td>13</td>
<td>Monday</td>
<td>Registration for Summer 2015</td>
</tr>
<tr>
<td>April</td>
<td>20</td>
<td>Monday</td>
<td>Last Day to Withdraw from graduate courses</td>
</tr>
<tr>
<td>May</td>
<td>08</td>
<td>Friday</td>
<td>Last day of Graduate classes</td>
</tr>
<tr>
<td>May</td>
<td>16</td>
<td>Saturday</td>
<td>Graduate Commencement</td>
</tr>
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</table>
Education Calendar*

**June**

02 Tuesday
Deadline to submit incomplete work to faculty for Spring 2015

09 Monday
Intent to Graduate September ’15 due

---

**Summer 2015 I & III**

<table>
<thead>
<tr>
<th>Month</th>
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<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>May</td>
<td>12</td>
<td>Monday</td>
<td>Summer Session I begins</td>
</tr>
<tr>
<td>June</td>
<td>26</td>
<td>Friday</td>
<td>Summer Session I ends</td>
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<td>June</td>
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<td>Monday</td>
<td>Summer Session III begins</td>
</tr>
<tr>
<td>July</td>
<td>04</td>
<td>Friday</td>
<td>Independence Day - Holiday</td>
</tr>
<tr>
<td>July</td>
<td>15</td>
<td>Tuesday</td>
<td>Application/Major Paper/Internship/Practicum Documentation to Graduate in September ’14 due</td>
</tr>
<tr>
<td>August</td>
<td>07</td>
<td>Thursday</td>
<td>Summer Session C ends</td>
</tr>
</tbody>
</table>

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

PLEASE NOTE: Students are responsible for knowing and observing the following due dates. The date of graduation may be delayed if the due dates are not met. Forms are available from the Program Directors, the Graduate Education office, and online.
### Business Calendar*

#### 2014 Fall Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>August</td>
<td>25</td>
<td>Monday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>August</td>
<td>29</td>
<td>Friday</td>
<td>Late Registration &amp; Add/Drop Ends</td>
</tr>
<tr>
<td>September</td>
<td>01</td>
<td>Monday</td>
<td>Labor Day – No Classes</td>
</tr>
<tr>
<td>September</td>
<td>16</td>
<td>Tuesday</td>
<td>Senate Meeting</td>
</tr>
<tr>
<td>October</td>
<td>13</td>
<td>Monday</td>
<td>Columbus Day Holiday – No Classes</td>
</tr>
<tr>
<td>October</td>
<td>14</td>
<td>Tuesday</td>
<td>Monday Schedule</td>
</tr>
<tr>
<td>October</td>
<td>15</td>
<td>Wednesday</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>October</td>
<td>21</td>
<td>Tuesday</td>
<td>Senate Meeting</td>
</tr>
<tr>
<td>November</td>
<td>03</td>
<td>Monday</td>
<td>Web Registration Begins -Spring 2015</td>
</tr>
<tr>
<td>November</td>
<td>14</td>
<td>Friday</td>
<td>Last Day to Withdraw from courses</td>
</tr>
<tr>
<td>November</td>
<td>18</td>
<td>Tuesday</td>
<td>Senate Meeting</td>
</tr>
<tr>
<td>November</td>
<td>26-28</td>
<td>Wed-Fri</td>
<td>Thanksgiving Holiday – No Classes</td>
</tr>
<tr>
<td>December</td>
<td>05</td>
<td>Friday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December</td>
<td>08-13</td>
<td>Mon-Sat</td>
<td>Final Exam Period – Winter Recess Begins after Last Examination</td>
</tr>
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</table>

#### 2015 January Inter-Session

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
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</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>05</td>
<td>Monday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January</td>
<td>05</td>
<td>Monday</td>
<td>Deadline to submit incomplete work to Faculty for Fall 2014</td>
</tr>
<tr>
<td>January</td>
<td>16</td>
<td>Friday</td>
<td>Last Day of January Intersession</td>
</tr>
<tr>
<td>January</td>
<td>19</td>
<td>Monday</td>
<td>Martin Luther King, Jr. Holiday - No Classes</td>
</tr>
</tbody>
</table>

#### 2015 Spring Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td>20</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January</td>
<td>26</td>
<td>Monday</td>
<td>Late Registration &amp; Add/Drop Ends</td>
</tr>
<tr>
<td>February</td>
<td>17</td>
<td>Tuesday</td>
<td>Senate Meeting</td>
</tr>
<tr>
<td>March</td>
<td>10</td>
<td>Tuesday</td>
<td>Mid - Term Grades Due</td>
</tr>
<tr>
<td>March</td>
<td>16-20</td>
<td>Mon-Fri</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April</td>
<td>01</td>
<td>Wednesday</td>
<td>Web Registration Begins for Fall 2015</td>
</tr>
<tr>
<td>April</td>
<td>3-6</td>
<td>Fri-Mon</td>
<td>Easter Holiday - No Classes</td>
</tr>
<tr>
<td>April</td>
<td>07</td>
<td>Tuesday</td>
<td>Monday Schedule</td>
</tr>
<tr>
<td>April</td>
<td>07</td>
<td>Tuesday</td>
<td>De La Salle Day:The Feast of St. John Baptist de la Salle, Patron of Teachers</td>
</tr>
<tr>
<td>April</td>
<td>20</td>
<td>Monday</td>
<td>Last Day to withdraw from courses</td>
</tr>
<tr>
<td>Month</td>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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</tr>
<tr>
<td>April</td>
<td>21</td>
<td>Tuesday</td>
<td>Senate Meeting</td>
</tr>
<tr>
<td>May</td>
<td>05</td>
<td>Tuesday</td>
<td>Last Day of Classes</td>
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<tr>
<td>May</td>
<td>06</td>
<td>Wednesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>May</td>
<td>07-13</td>
<td>Thur-Wed</td>
<td>Final Exam Period</td>
</tr>
<tr>
<td>May</td>
<td>17</td>
<td>Sunday</td>
<td>The One Hundred and Seventy - Third Commencement (Undergraduate)</td>
</tr>
<tr>
<td>June</td>
<td>02</td>
<td>Tuesday</td>
<td>Deadline to submit incomplete work to Faculty for Spring 2015</td>
</tr>
</tbody>
</table>

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## Science Calendar*

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<tr>
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<td>25</td>
<td>Monday</td>
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<td>September</td>
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<td>Tuesday</td>
<td>Senate Meeting</td>
</tr>
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<td>13</td>
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<td>Monday</td>
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<td>05</td>
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</tr>
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<td>16</td>
<td>Friday</td>
<td>Last Day of January Intersession</td>
</tr>
<tr>
<td>January</td>
<td>19</td>
<td>Monday</td>
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### 2015 Spring Semester

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</thead>
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<tr>
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<td>Day</td>
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<td>April</td>
<td>21</td>
<td>Tuesday</td>
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<td>Tuesday</td>
<td>Deadline to submit incomplete work to Faculty for Spring 2015</td>
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</table>

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# SCPS Graduate Calendar*

## 2014 Summer Semester

<table>
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<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May</td>
<td>12</td>
<td>Monday</td>
<td>SCPS Summer Courses Begin</td>
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<tr>
<td>May</td>
<td>12</td>
<td>Monday</td>
<td>New Undergraduate Student Orientation</td>
</tr>
<tr>
<td>May</td>
<td>17</td>
<td>Saturday</td>
<td>Spring Commencement</td>
</tr>
<tr>
<td>May</td>
<td>21</td>
<td>Wednesday</td>
<td>New Graduate Student Orientation</td>
</tr>
<tr>
<td>August</td>
<td>23</td>
<td>Saturday</td>
<td>SCPS Summer Session Ends</td>
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## 2014 Fall Semester

<table>
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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>September</td>
<td>1</td>
<td>Monday</td>
<td>Labor Day-SCPS Closed</td>
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<td>8</td>
<td>Monday</td>
<td>SCPS Fall Semester Courses Begin</td>
</tr>
<tr>
<td>September</td>
<td>9</td>
<td>Tuesday</td>
<td>New Undergraduate Student Orientation</td>
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## 2015 Spring Semester

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<tr>
<td>January</td>
<td>19</td>
<td>Monday</td>
<td>MLK, Jr. Holiday-No Classes</td>
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<tr>
<td>April</td>
<td>3-6</td>
<td>Friday-Monday</td>
<td>Easter Holiday-No Classes</td>
</tr>
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<td>May</td>
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<td>SCPS Spring Semester Ends</td>
</tr>
<tr>
<td>May</td>
<td>16</td>
<td>Saturday</td>
<td>Spring Commencement</td>
</tr>
</tbody>
</table>

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**REFUND OF TUITION**

Withdrawal 1 day after 1st class meeting-100%
Withdrawal after 1st class meeting, before 2nd class meeting-70%
Withdrawal after 2nd class meeting, before 3rd class meeting-30%
Faculty

Full-time:

James Patrick Abulencia
Associate Professor of Chemical Engineering
B.S., Manhattan College; Ph.D., Johns Hopkins University. (2007)

Mahmoud Amin
Assistant Professor of Electric and Computer Engineering
B.S., M.S., Helwan University, Cairo; Ph.D., Florida International University. (2012)

Salwa Ammar
Professor of Management
B.S, University of Salford, U.K.; M.S, Ph.D., University of Florida. (2009)

Poonam Arora
Assistant Professor of Management and Marketing
B.B.A., John Cabot University, Rome; M.B.A., Northwestern University; Ph.D., Columbia University. (2010)

Hossain Azam
Assistant Professor of Civil & Environmental Engineering
B.S., Bangladesh University; M.S., North Carolina State University; Ph.D., University of Illinois at Urbana-Champaign. (2014)

Besalet Basoglu
Associate Professor of Accounting
B.S., Middle East Technical University, Turkey; M.B.A., Columbia University; D.B.A., Florida State University. (1984)

Natalia Boliari
Assistant Professor of Economics and Finance
B.S., Middle East Technical University, Turkey; M.A., Ph.D., Carleton University, Canada. (2009)

Richard F. Carbonaro
Associate Professor of Civil and Environmental Engineering
B.S., M.E., Manhattan College; Ph.D., Johns Hopkins University. (2004)

Anirban De
Associate Professor of Civil and Environmental Engineering
B.C.E., Jadavpur University, Calcutta; M.S., Illinois Institute of Technology; Ph.D., Rensselaer Polytechnic Institute. (2003)

Cynthia Edwards
Visiting Assistant Professor of Education
B.S., M.A., University of West Indies, Jamaica; Ph.D., New York University. (2014)

Kevin J. Farley
Professor of Civil and Environmental Engineering
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)

Ann Marie Flynn
*Associate Professor of Chemical Engineering*
B.E., M.E., Manhattan College; Ph.D., New Jersey Institute of Technology. (1996)

Charles R. Geisst
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Dong Hwan Lee
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**Sandra Lopez-Quintero**  
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**Joseph Menicucci**  
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George Prans
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**Marco Castaldi**  
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Financial Services

Tuition and Fees
Student Financial Services-Policies and Procedures
Financial Assistance
# Tuition and Fees

## Tuition and Fees (2014-2015)*

### Regular Fees*

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for all students (nonrefundable)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Registration per term (nonrefundable)</td>
<td>$100.00</td>
</tr>
<tr>
<td>Information Services Fee (per term) (For students enrolled for 5 or more credits)</td>
<td>$145.00</td>
</tr>
<tr>
<td>Graduation Tuition per credit - School of Education</td>
<td>$830.00</td>
</tr>
<tr>
<td>Graduation Tuition per credit - School of Business</td>
<td>$930.00</td>
</tr>
<tr>
<td>Graduation Tuition per credit - School of Engineering</td>
<td>$930.00</td>
</tr>
<tr>
<td>Tuition per credit for Undergraduate prerequisite courses</td>
<td>$875.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$375.00</td>
</tr>
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</table>

### Special Fees*

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reactivation of Matriculation</td>
<td>$50.00</td>
</tr>
<tr>
<td>Returned check fee</td>
<td>$75.00</td>
</tr>
<tr>
<td>Off-campus courses transfer credit</td>
<td>$150.00</td>
</tr>
<tr>
<td>Deferral Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Each transcript of record from Registrar</td>
<td>$5.00</td>
</tr>
<tr>
<td>Finance charge (per month on overdue balance)</td>
<td>1%</td>
</tr>
</tbody>
</table>

* Subject to change

Students enrolled in any 5-year program as an undergraduate student should contact the Office of Student Financial Services for guidance on the correct terms and conditions of tuition and aid.
Polices and Procedures

Payment Responsibilities and Agreement Notice

Enrolled students agree to be in accordance with all policies and procedures related to their financial obligation to the College. The enrolled student assumes liability for any debt incurred during his/her attendance at Manhattan College including late payment penalties and all legal and/or collection costs related to the efforts to collect a past due balance. The terms of payment, withdrawal and adjustment set forth in this catalog are incorporated upon enrollment.

Students are required to notify in writing to the College any change in address or other contact information. All changes in billing address must be provided immediately in writing even after such time as a student completes his/her program and has loans outstanding to the school. Failure to comply with the policies on address changes that result in the loss or delay of contact are the sole responsibility of the student.

Payment to the College is always the responsibility of the student regardless of the source of funding for tuition. Inquiries regarding accounts receivable and/or cashiering can be directed to the Office of Student Accounts and Bursar Services by phone at (718) 862-7961 or e-mail studentaccounts@manhattan.edu (finaid@manhattan.edu).

Account access is available at http://self-service.manhattan.edu with a valid student ID number and PIN. Students can view their billing account detail transactions and up-to-date account balances. Other student information services available to view via self service include financial aid awards, class schedules, grades, unofficial transcripts, and personal information such as address, phone number and e-mail address.

Safeguarding Policy

This is an official notice of Manhattan College's policy regarding the safeguarding of customers' information established by the Federal Trade Commission (FTC). Manhattan College is subject to the provisions of the Gramm-Leach Bliley Act (GLBA, 16 CFR 314) which recognizes the College and other higher education institutions as a financial institution.

Manhattan College adheres to very strict privacy and safeguarding rules, keeping sensitive information safe. Manhattan College is in compliance with specific requirements related to the administrative, technical and physical safeguarding of customer information. Manhattan College also requires its service providers to implement and maintain such safeguards.

Tuition Liability for Fall and Spring Terms

Only students who have satisfied their current account for the term will be eligible for online pre-registration for an upcoming term. Billing invoices with a tuition deadline date will be mailed to students in early July for the Fall term and by mid-December for the Spring term. Follow-up invoices for outstanding balances may continue monthly thereafter, but it is the student's responsibility to access Self Service for account updates. No student will be permitted to enroll for an academic term until all outstanding accounts with the College have been satisfied. Liability for tuition and fees is not contingent on completing courses, course attendance, receiving grades, receiving passing grades or status of
financial aid awards. Students who register after the tuition deadline for a term or make adjustments which result in increased liability after the tuition deadline for a term must make payment to the College upon those transactions.

Registration/Payment for Intersession Terms

Without exception, in order to enroll for an intersession term (January/Summer), payment must accompany a request for registration or be provided in advance. There is no option to pre-register without prepayment.

Payment of Tuition and Fees

Acceptable forms of payment are cash, personal check, bank check, money order, credit card, and bank wire. Checks must be payable to Manhattan College and routed to the Office of Student Financial Services. The student's identification number should be included on all payments. The College reserves the right to dictate form of future payments in cases where insufficient funds are presented and/or in cases of continued delinquent account status. Payment can be made in person at the Student Accounts and Bursar Services Office in Miguel Hall, Room 100 or mailed. The College accepts MasterCard, Visa, Discover and American Express credit cards. Secure, online credit card payments and ACH automatic check or savings withdrawals may be processed by accessing Self Service http://self-service.manhattan.edu with the student id number and pin number.

Registration/Payment for Fall and Spring Terms

Students who have satisfied their current account for the term will be eligible for online pre-registration for the upcoming term. Billing invoices with a tuition deadline date will be mailed to these students in early July for the fall term and by mid-December for the spring term. Follow-up invoices for outstanding balances will continue monthly thereafter. Payment in full must accompany a request for registration or be provided in advance for those students who have not pre-registered. No student will be permitted to enroll for an academic term until all outstanding accounts with the College have been satisfied. Enrollment for the term is not considered final and complete until the tuition account is satisfied.

Monthly Budget Plan

Manhattan College partners with Tuition Management Systems (TMS) to offer an annual 10-month installment plan (Fall & Spring only) for matriculated students enrolling at least part time. For more information, you can contact TMS at 800-343-0911 or www.afford.com (http://www.afford.com). You may also contact the Office of Student Financial Services for more information.

Employer Deferment

Students expecting reimbursement from their employer may defer payment of tuition and applicable fees upon approval of our Application for Deferral. Upon approval, a student's account is charged the deferral fee (listed on application) and any portion of tuition/fees not covered by the employer will be payable in advance. The application will require certification of the employer's reimbursement on company letterhead. Please contact the
Office of Student Financial Services for the current terms and fees and to seek eligibility for a **regular student deferral** if there is no employer reimbursement.

**Regular Student Deferment**

Students who need additional time to secure tuition financing will have the opportunity to apply for a tuition deferment. If approved, a deferment can extend your tuition payment deadline by six weeks. Applications must be filed by the deadline date. The cost of a deferral is $100 (subject to change) which is charged to the student account and payable immediately. The deferment fee and extended deadline date will be listed in the signed and approved application.

**Payment Penalties**

Students can avoid late fees by paying their tuition and fees by the published deadline. A late penalty of 1% of the outstanding balance of any student account will be assessed at the end of each month until the account is settled. Accounts not paid in full may be referred to a collection agency, which can result in additional collection and/or legal costs.

Indebtedness to the College may automatically terminate current enrollment and indefinitely suspend future enrollment. The College reserves the right to request prepayment before allowing registration for future terms. In addition, students with an outstanding obligation to the College will also be barred from online account access via Self Service, receiving grade reports, parking decals, transcripts, and participating in commencement until all account balances have been paid. The student further agrees to reimburse Manhattan College the fees of any collection agency, which may be based on a percentage at a maximum of 33% of the debt, and all costs and expenses, including reasonable attorneys’ fees, that Manhattan College may incur in such collection efforts.

**Policy on Returned Checks**

If for any reason a check does not clear for payment, a returned check fee of $75 is charged to the student’s tuition account. Payment for the amount of the returned check and the $75 return check fee must be paid immediately by cash, credit card, certified bank check or money order. Personal checks will no longer be accepted as a payment option. *The College will request that future payments be made in form of cash, credit card, certified bank check or money order. The College reserves the right to cancel or deny enrollment for a particular term due to payment with insufficient funds.*

**Refund and Liability Policy**

Adds, Drops and Withdrawals from a course(s) or a semester’s enrollment must be processed by the program director and the office of the Registrar. No adds or drops of courses will be permitted after the second scheduled meeting of a course. After the second scheduled meeting, a student will receive a grade of W if he/she is not in attendance and has not authorized action otherwise through the program director and the Registrar. In this case, a student is liable for the tuition in accordance with the schedule below.

A student who drops or withdraws from a course(s) must inform the program director and the office of the Registrar and fill out the appropriate paperwork. Teachers are not authorized to issue drop or withdrawal slips. The date used for refund/liability purposes will
be the date that the paperwork was completed, not the last date of attendance. Drops or withdrawals received by mail will be effective as of the official postmarked date.

**Refund of Tuition/Liability**

(not registration fee or other fees) will be made in accordance with the following schedule:

**Drop from a course before the first scheduled class:**

Fall & Spring semesters: 100% refund; 0 liability

Summer sessions: 100% refund; 0 liability

**Drop from a course before the second scheduled class**

Fall & Spring semesters: 90% refund, 10% liability

Summer sessions: 80% refund; 20% liability

**Withdrawal from a course before the third scheduled class (Drops not permitted)**

Fall & Spring semesters: 80% refund, 20% liability

Summer sessions: 50% refund; 50% liability

**Withdrawal from a course after the third scheduled class (Drops not permitted)**

Fall & Spring semesters: No refund, 100% liability

Summer sessions: No refund; 100% liability

**Withdrawal/Leave of Absence**

Voluntary and involuntary withdrawals or leaves of absence will be subject to the refund/liability schedule as listed in the catalog. Since the College incurs the cost of a student's enrollment, specific circumstances that pertain to the withdrawal or leave of absence will not be considered for review except in cases of terminal illness or death of an immediate family member.

Failure to attend classes and/or notification to the instructor does not constitute an official withdrawal. Furthermore, failure to make or complete payment does not constitute official withdrawal.

**Official Date of Withdrawal**

The date used for refund/liability purposes will be the date that the paperwork was completed, not the last date of attendance. Drops or withdrawals received by mail will be effective as of the official postmarked date.

**Room and Board Liability**

Charges will be prorated per calendar week up to 5 weeks, as authorized by the Office of Residential Life.
Circumstances for Appeal

Voluntary and involuntary withdrawals or leaves of absence will be subject to the refund/liability schedule as listed in this catalog. Since the College incurs the cost of a student's enrollment, specific circumstances that pertain to the withdrawal will not be considered for review except in cases of terminal illness or death of an immediate family member. Appeals of only these two severe cases can be forwarded to the Bursar.

Tuition Insurance Plan

An optional tuition insurance plan is offered by the College through A.W.G Dewar, Inc. Up to 100 percent of tuition and room and board (less aid) are refunded to a student by Dewar's if a student withdraws from a term for medical reasons. Details of the plan are mailed to all enrolled students before the start of the Fall term. Arrangements to participate in the plan can be made directly with Dewar's at www.collegerefund.com (http://www.collegerefund.com).

Adjustment of Institutional Aid

The College's refund policy exists for calculating liability for institutional tuition charges. Therefore, if any charges are prorated as a result of voluntary or involuntary withdrawal, the College must in turn prorate any institutional grants based on the percentage charged to the student as listed in the above policy.

Obligation to Outside Funding Sources upon withdrawal

If a student received financial assistance from an outside agency then some portion of the refund may have to be returned to the issuing grant/scholarship agency or lender. Students who receive Federal Title IV finds will be subject to the refund policy listed in that section.

Adjustment of Federal Aid

Return of Title IV Federal Aid

When a student withdraws during a term, the amount of federal financial aid earned by the student is determined on a pro-rata basis up to the end of 60% completion point of a term. The amount of federal Title IV aid earned is based upon the period of enrollment completed. A percentage is computed by dividing the number of days completed (as of the date the student officially withdraws) by the total number of days in the term as determined by the Office of Student Financial Services. Scheduled breaks of more than four consecutive days are excluded. The percentage is then applied to the aid received to determine earned and unearned aid. If and when any aid is determined to be unearned, it must be returned to the appropriate financial aid program(s). Returns to aid programs must be made in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Academic Competitiveness or SMART Grant, Federal SEOG, and NY State Grant. Once a student has completed more than 60% of the term, the student is considered to have earned 100% of aid and no adjustment to aid is made.

Refunds of Credit Balances are subject to the review of the Office of Student Financial Services. Institutional awards can never be refunded to the student. Credit balances
resulting from private scholarships, federal financial aid, and alternate loan programs are subject to specific guideline review and approval by a financial aid counselor and a student account representative. Refunds will be routed through the approval process when the credit amount actually exists on the student's account, when a request is made in person or in writing, and after the census date for each term (first week of each term, or the add/drop period). In the event of an overpayment of personal funds paid to the College by check, refunds will be subject to a ten day holding period while original funding is cleared by the bank. Credit balances resulting from excess payments will be refunded to the student's name unless otherwise authorized by the student. If a refund is not requested, future enrollment is assumed and the credit balance will remain on the student account to help offset future charges. **Processing of Refund Checks** will take 10 to 15 business days. Checks will be mailed to the current home address on our system unless otherwise authorized in writing by the student. Students may request to pick up refund checks in person with a valid photo ID.
Financial Assistance

The office of Office of Financial Aid Administration and Office of Student Accounts and Bursar Services will assist in obtaining the maximum financial aid available to those who qualify. Since the majority of students enrolled in the graduate programs at Manhattan College are attending part-time, financial assistance is limited.

To be eligible for financial assistance, a student must be matriculated and attending at least 1/2 time (6 credits per semester). To be considered for financial aid, students must comply with the timely submission of the following:

**Free Application for Federal Student Assistance (FAFSA)** — our FAFSA code is 002758. The FAFSA form can be obtained from the office of Student Financial Services or by filing directly on the web at [www.fafsa.gov](http://www.fafsa.gov). The FAFSA form should be filed as early as possible after January 1st for the academic year for which the student wishes to be considered for aid.

To assist the College in determining eligibility, a [Graduate Financial Aid Form](http://manhattan.edu/sfs/forms/gradfinaid1112.pdf) is also required. At times, the student may also be required to submit copies of tax returns and other proofs as determined by the FAFSA verification indicator or at the discretion of the Director.

The Federal Student Aid Program performs a needs analysis service which computes the student/family contribution toward educational costs. Manhattan College then determines financial need based on the total cost of attendance at the College. The cost of attendance includes tuition and fees, a room and board allowance, books, transportation and other miscellaneous costs. The office of Student Financial Services deducts the family contribution as determined by the FAFSA from the Total Cost of Attendance to arrive at an amount of family need. An online financial aid award letter will be sent to advise students of eligible aid types. Typical financial awards might include:

**Unsubsidized Federal Direct Stafford Student Loan**: a matriculated graduate student may borrow up to $20,500 per year depending on need as determined by the FAFSA. Under this program, borrowers are responsible for interest that accrues while attending school.

**Graduate PLUS Loans**: a matriculated graduate student is eligible to borrow under this additional program to meet the costs of attendance if they have exhausted their Federal Direct Stafford annual limit or aggregate limit. Students are advised to meet with a financial aid counselor for a review of eligibility.

*Note: Maximum eligibility for these federal loans is $20,500 per academic year. However, the loan amount may be limited to cover only the cost of attendance as determined by the guidelines above. First-time borrowers at Manhattan College must submit a Master Promissory Note (MPN) and complete Online Entrance Interview Counseling. Links are available at [www.sfs.manhattan.edu](http://www.sfs.manhattan.edu).*

**Federal Teacher Education Assistance for College and Higher Education (TEACH Grant)**: The TEACH Grant is a federal program that strives to encourage teachers into high-need teaching areas in K-12 low-income schools. It allows for a grant (not need-based) of up to $4,000 per year for students in qualifying undergraduate and graduate programs in exchange for service as full-time highly-qualified teachers in a high-need
Financial Assistance

field within a low-income school upon graduation. If the teaching service years are not fulfilled within eight years of graduating or leaving the qualifying program, the grant is converted into a Federal Direct Unsubsidized loan with interest, and must be repaid in full. Teachers are responsible for gaining employment within these parameters by themselves. No formal assistance is provided by the College. To be eligible, students must be U.S. citizens or eligible non-citizens, have a documented score of at least the 75th percentile on any section of the SAT or ACT or have an overall GPA of at least 3.25, annually complete a FAFSA and Agreement to Serve (ATS) and entrance counseling, and enroll in a teacher certification program in one of the following areas offered at Manhattan: Foreign languages, Mathematics, Science (grades 5-9 and 7-12), Special Education, NYC teachers only for English (grades 5-9 and 7-12), and Physical Education. More information is available on the Student Financial Services website.

Federal Work Study (FWS): This program is extended to students who have remaining financial need after all other offered aid has been applied. FWS is not mandatory even though it may appear on the award letter. This program is funded by the federal government and offered awards are estimated on the award letter as a placeholder for actual earnings from hours worked. Students will be given guidance in seeking work opportunities both on and off-campus (community service programs). Hourly wage rates begin at $7.25 per hour and increase in fifty cent increments as students continue employment each subsequent year. Community service positions are offered a higher pay rate to help offset minor transportation costs. A student may work up to 20 hours per week while classes are in session and up to 35 hours per week during vacation periods. Students must complete the Free Application for Federal Student Aid (FAFSA) along with a college application and employment forms. Department supervisors hire qualified students and collect timesheets for a monthly student payroll. Students can apply for direct deposit with the Payroll office or receive a paycheck. FWS funds are not credited to the student account. Students who are not eligible for FWS will be eligible for the college’s Campus Employment Program.

Private Education Loans

Private or Alternative Loans (http://manhattan.edu/sfs/alternative_loans/index.shtml) are offered by lending institutions as additional sources of funds for higher education. Students are encouraged to exhaust all federal aid options before resorting to a private loan. Therefore, the college highly encourages a FAFSA application. The student will be the loan applicant and apply online directly with a lender. To determine the best lender, students might consider their creditworthiness, co-signer requirements and creditworthiness, interest rates, loan fees, loan limits, repayment period, repayment and deferment options, grace period offered and the general client service or reputation of the lender. For more information, please contact the lender. Manhattan College does not recommend specific lenders nor do we endorse one lender over the other, The College will provide general information and disclosure information for lenders that MC students have used in the past. Visit the Student Financial Services website for current information.

Code of Conduct Policy: Manhattan College enforces a code of conduct policy (http://manhattan.edu/sfs/Code%20of%20Conduct.pdf) for all employees who are involved with the administration of federal student aid. The purpose of the policy is to prohibit conflicts of interest in situations involving student financial aid and to establish standards of conduct
for employees with responsibility for student financial aid. Visit the Student Financial Services website for current information.

**Academic Progress and Program Pursuit for Federal Loans and Work Study Programs**

As a graduate student you must meet, at minimum, the following satisfactory progress requirements if you are the recipient of any of these federal or institutional aid programs:

- Federal Work Study
- Federal Perkins Loan
- Federal Direct Stafford Loan
- Federal Direct Graduate PLUS Loan for Graduate Students

**Degree and Aid Time Limits**

There is a maximum length of time set for completion of a degree program with the benefit of receipt of federal financial assistance. The standards provide that a student must complete two-thirds of all coursework attempted in each term.

**Satisfactory Academic Progress**

All students at Manhattan College are expected to make positive academic progress toward a degree. Students are said to be making satisfactory academic progress when they meet both the quantitative and qualitative criteria established by federal regulations.

Standards of Satisfactory Academic Progress involve both qualitative (cumulative grade point average and academic standing) and quantitative (hours earned compared to hours attempted and a maximum time limit) elements. This requirement applies to all applicants for any type of federal assistance. To be eligible for financial aid at Manhattan College students must be in compliance with all three of the following areas: cumulative GPA, hours earned, maximum time limit.

I. Cumulative Grade Point Average (GPA): Students must maintain the required 3.0 cumulative grade point average established by Manhattan College to continue enrollment and to be eligible for financial aid. Satisfactory progress will be measured for all coursework attempted and/or completed toward the student's degree.

II. Earned Hours (Compared to Attempted Hours): It is recommended that students attempt to earn at least two-thirds of the credits required per academic year in order to complete graduation requirements in the degree limit time. To remain eligible for financial aid, students must earn at least 67% of total cumulative hours attempted.

III. Maximum Time Limit: To remain eligible for financial aid, undergraduate students must complete their degree requirements within 150 percent of the published length of their academic program. At Manhattan College, for example, this means that students in programs requiring 36 credit hours for graduation are eligible for financial aid during the first 54 attempted credit hours. All attempted hours are counted, including transfer hours, whether or not financial aid was received, or the course work was successfully completed.

SAP Reviews: At the end of the each semester, a review is completed, and students who are out of compliance with one or more of the SAP standards will be notified by the Dean and the Office of Student Financial Services. The College's policies on academic warning,
probation and dismissal are cited under the Academic Standards and Procedures section of the catalog. Manhattan College may fund students during their probationary period.

Regaining Eligibility for Financial Aid: To regain eligibility, the student may attend summer school and/or any other terms necessary, without aid, until all deficiencies are remedied.

Appeals: Federal regulations allow for certain cases in which the school may waive the standards. Appeals for the waiver may be considered if a student's failure to comply with one or more areas of Satisfactory Academic Progress is due to mitigating circumstances. These must be appropriately documented for the specific term(s) in which the deficiency occurred. Eligibility may be regained by appeal. Contact the Director of Student Financial Services to process a Satisfactory Academic Progress (SAP) Appeal.

**Endowed and Special Category Scholarships**

**Eder Associates Scholarship**

Founded by Eder Associates, the scholarship provides tuition assistance to a financially needy graduate student with an outstanding academic record who is seeking a master's degree in the Graduate Environmental Engineering Program.

**The HydroQual, Inc., Scholarship**

Founded in 1991 by HydroQual, Inc., to provide tuition assistance to students accepted for matriculation in the Graduate Environmental Engineering Program.

**The Hazen and Sawyer Scholarship**

In honor of C. Richard Walter ’50. Founded in 1990 by Hazen and Sawyer, P.C. upon the occasion of C. Richard Walter’s retirement as president and chair of Hazen and Sawyer. This scholarship will provide tuition assistance to graduate students accepted for matriculation in the Graduate Environmental Engineering Program.
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:

EDUCATION:

<table>
<thead>
<tr>
<th>Program</th>
<th>ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts, Counseling Program</td>
<td>HEGIS 0826.1</td>
</tr>
<tr>
<td>Master of Science, Mental Health Counseling</td>
<td>HEGIS 2104</td>
</tr>
<tr>
<td>Professional Diploma in Mental Health Counseling</td>
<td>HEGIS 2104</td>
</tr>
<tr>
<td>Professional Diploma in Counseling</td>
<td>HEGIS 0826</td>
</tr>
<tr>
<td>Professional Diploma in Bilingual Pupil Personnel Services</td>
<td>HEGIS 0899.60</td>
</tr>
<tr>
<td>Bilingual Extension: School Counseling</td>
<td>HEGIS 0826</td>
</tr>
<tr>
<td>Master of Science in Education Administration &amp; Supervision</td>
<td>HEGIS 0828</td>
</tr>
<tr>
<td>Professional Diploma in School Building Leadership</td>
<td>HEGIS 0828</td>
</tr>
<tr>
<td>Master of Science in Education in Advanced Leadership Studies</td>
<td>HEGIS 0827</td>
</tr>
<tr>
<td>Master of Science in Education - Dual Adolescence/Students with Disabilities Generalist 7-12</td>
<td>HEGIS 0803.00</td>
</tr>
<tr>
<td>Professional Diploma in Advanced Leadership Studies</td>
<td>HEGIS 0827</td>
</tr>
<tr>
<td>Master of Science in Instructional Design and Delivery</td>
<td>HEGIS 0899</td>
</tr>
<tr>
<td>Advanced Certificate in Instructional Design and Delivery</td>
<td>HEGIS 0899</td>
</tr>
<tr>
<td>Special Education</td>
<td>HEGIS 0808</td>
</tr>
<tr>
<td>Childhood Education/Special Education</td>
<td>HEGIS 0802</td>
</tr>
<tr>
<td>Program</td>
<td>ID</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Bilingual General Education</td>
<td>HEGIS 0802</td>
</tr>
<tr>
<td>Bilingual Special Education</td>
<td>HEGIS 0802</td>
</tr>
<tr>
<td><strong>ENGINEERING:</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Chemical Engineering</td>
<td>HEGIS 0906</td>
</tr>
<tr>
<td>Master of Science in Civil Engineering</td>
<td>HEGIS 0908</td>
</tr>
<tr>
<td>Master of Science in Computer Engineering</td>
<td>HEGIS 0909</td>
</tr>
<tr>
<td>Master of Science in Electrical Engineering</td>
<td>HEGIS 0909</td>
</tr>
<tr>
<td>Master of Science in Environmental Engineering</td>
<td>HEGIS 0922</td>
</tr>
<tr>
<td>Master of Science in Mechanical Engineering</td>
<td>HEGIS 0910</td>
</tr>
<tr>
<td><strong>BUSINESS:</strong></td>
<td></td>
</tr>
<tr>
<td>B.S. Professional Accounting/MBA</td>
<td>HEGIS 0502</td>
</tr>
<tr>
<td>B.S. Business/MBA</td>
<td>HEGIS 0506</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>HEGIS 0506</td>
</tr>
<tr>
<td><strong>SCIENCE:</strong></td>
<td></td>
</tr>
<tr>
<td>M.S. Adolescent Education - Mathematics</td>
<td>HEGIS 1701</td>
</tr>
<tr>
<td>M.S. Mathematics</td>
<td>HEGIS 1701</td>
</tr>
<tr>
<td><strong>CONTINUING &amp; PROFESSIONAL STUDIES:</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Organizational Leadership</td>
<td>HEGIS 2299</td>
</tr>
</tbody>
</table>
Services/Telephone Numbers

The College Bookstore is located on the first floor of the Leo Engineering 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 fifth floor of Miguel 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 Security whose office is on the first floor of Jasper Hall.

The Campus Ministry has an office on the second floor of Miguel Hall. All Manhattan College students may receive religious counseling through the Campus Ministry.

The International Student Advisor is available for all nonacademic advice and has an office on the second floor of Miguel Hall, Room 207A.

Library

The Mary Alice and Tom O’Malley Library provides support for the instructional programs of the college and is available to students, faculty, and staff, and contains approximately 226,000 print volumes, over 187,000 ebooks, and access to over 26,000 journals. Books and media are listed in JASPERcat, our online catalog. Through the Manhattan College Library website, users obtain access to JASPERcat and to multiple searchable databases that include citations and full-text of journals, books and reference materials. Off-site access to the catalogs and special databases is available to all registered students.

Students and faculty of Manhattan College can access the library resources of New York City and Westchester County by utilizing the interlibrary loan and on-site use arrangements of WALDO and METRO, our local library networks.

O’Malley Library includes more than 100 computer workstations and network connectivity throughout the building as well as media services and teleconferencing. Students can study in various settings including group study rooms. An Internet Cafe is located outside the main library entrance. Reference librarians are available to provide information assistance on a scheduled basis and by appointment. The librarians teach library research classes to graduate and undergraduate students.

The Library maintains the Manhattan College Archives, the De La Salle Christian Brothers Archives of the New York and Long Island-New England Districts, the District of Eastern North America and the Lasallian Research Collection.
During designated times of the school year, all or parts of the library will be open 24 hours a day. A detailed schedule of hours (http://lib.manhattan.edu/general-info/hours) is posted on the Library website. A Manhattan College I.D. card is required for entrance. For more information about library hours and services, please call (718) 862-7166.

**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. Twelve computer laboratories are located on the Manhattan College campus in the Research and Learning Center, DeLaSalle Hall, Miguel Hall and O'Malley Library. These laboratories serve all schools of the College. They support approximately 450 computers running Microsoft Windows 7 and Linux Mint.

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 and World Wide Web access via TCP/IP, 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 Basic, Visual J++), databases (Access, SQL), word processors (MS Word), presentation graphics (PowerPoint), multimedia authoring (Macromedia Director), as well as department-specific applications (E.g. I-DEAS, AutoCad, FLUENT). 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 desktop or notebook computer directly to JasperNet.

A dedicated Web Server for the College – http://www.manhattan.edu – is maintained by the Information Technology Services Department and supports over fifteen thousand hypertext 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 on-line support, documentation, and other services via their web site:http://manhattan.edu/academics/information-technology-services.

Computing laboratories are equipped for digital overhead 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**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Friday</td>
<td>8:00am - 10:30pm</td>
</tr>
<tr>
<td>Weekends</td>
<td>10:00am - 5:30pm</td>
</tr>
</tbody>
</table>
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 charged with the responsibility of enforcing all College security regulations, and overseeing the College’s risk management policies, including the supervision of all campus parking facilities. There are 45 full-time and 3 part-time officers who conduct foot and vehicle patrols of the campus areas 24 hours a day. Being a component of the Student Life Division, the Public Safety Department actively supports the stated mission of the College and accepts its responsibility to employ security measures to ensure that our students enjoy their years at Manhattan in safety and well being.

Current Education Law 6450 crime reporting and statistics are as follows:

2013

Primary Crimes:

<table>
<thead>
<tr>
<th>OFFENSE</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/ Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Fondling</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incest</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Note- In 2013, Manhattan College has no reported hate crimes as it relates to the eleven (11) above primary offenses and the additional offenses of (1) larceny-theft, (2) simple assault, (3) intimidation (4) destruction, damage, or vandalism of property, (5) any other crime involving bodily injury. (See chart below).

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larceny-Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Simple Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Intimidation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Destruction, Damage, or Vandalism of Property</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Any Other Crime Involving Bodily Injury</td>
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<td>0</td>
</tr>
</tbody>
</table>

**Arrests:**

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weapon Possession</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Drug Abuse Violations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Disciplinary Actions/Referrals:**

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weapon Possession</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>208</td>
<td>192</td>
<td>0</td>
</tr>
<tr>
<td>Drug Abuse Violations</td>
<td>106</td>
<td>103</td>
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</table>

**VAWA Crimes:**

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
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<tbody>
<tr>
<td>Dating Violence</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>0</td>
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</tr>
<tr>
<td>Stalking</td>
<td>1</td>
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**2012**

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offense</td>
<td>On Campus</td>
<td>Residence Halls</td>
<td>Public Property</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Robbery</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Sex Offenses (Forcible)</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses (Non-Forcible)</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

Note- In 2012, Manhattan College has no reported hate crimes as it relates to the nine (9) above primary offenses and the additional offenses of (1) larceny-theft, (2) simple assault, (3) intimidation (4) destruction, damage, or vandalism of property, (5) any other crime involving bodily injury. (See chart below).

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Abuse Violations</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapon Possession</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Abuse Violations</td>
<td>43</td>
<td>43</td>
<td>0</td>
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<tr>
<td>Liquor Law Violations</td>
<td>185</td>
<td>181</td>
<td>0</td>
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<tr>
<td>Weapon Possession</td>
<td>0</td>
<td>0</td>
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### 2011

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>1</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>
Murder/Non-Negligent Manslaughter 0 0 0
Negligent Manslaughter 0 0 0
Motor Vehicle Theft 0 0 1
Robbery 0 0 3
Sex Offenses (Forcible) 0 0 0
Sex Offenses (Non-Forcible) 0 0 0

Note- In 2011, Manhattan College has no reported hate crimes as it relates to the nine (9) above primary offenses and the additional offenses of (1) larceny-theft, (2) simple assault, (3) intimidation (4) destruction, damage, or vandalism of property, (5) any other crime involving bodily injury. (See chart below).

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larceny Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Simple Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Intimidation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Destruction, Damage, or Vandalism of Property</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Any Other Crime Involving Bodily Injury</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</table>

**Arrests**

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Abuse Violations</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapon Possession</td>
<td>0</td>
<td>0</td>
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</table>

**Disciplinary Actions/Referrals**

<table>
<thead>
<tr>
<th>Offense</th>
<th>On Campus</th>
<th>Residence Halls</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Abuse Violations</td>
<td>79</td>
<td>79</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>144</td>
<td>144</td>
<td>0</td>
</tr>
<tr>
<td>Weapon Possession</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*On Campus total includes Residence Hall incidents.

**2013 reflects Clery Act Amendment (Violence Against Women Act) enacted Feb. 2012.*
## Telephone Numbers

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Provost</td>
<td>(718) 862-7304</td>
<td>William C. Clyde, Ph.D.</td>
</tr>
<tr>
<td>Graduate Admissions and Information</td>
<td>(718) 862-7325</td>
<td>William J. Bisset, Jr.</td>
</tr>
<tr>
<td>Dean of Business</td>
<td>(718) 862-7440</td>
<td>Salwa Ammar, Ph.D.</td>
</tr>
<tr>
<td>Dean of Education</td>
<td>(718) 862-7374</td>
<td>William Merriman, Ph.D.</td>
</tr>
<tr>
<td>Dean of Engineering</td>
<td>(718) 862-7307</td>
<td>Timothy J. Ward, Ph.D., P.E.</td>
</tr>
</tbody>
</table>

## Directors of Graduate Programs

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>(718) 862-7872</td>
<td>Marc Waldman, Ph. D</td>
</tr>
<tr>
<td>Counseling Programs</td>
<td>(718) 862-7497</td>
<td>Corine Fitzpatrick, Ph.D.</td>
</tr>
<tr>
<td>Education</td>
<td>(718) 862-7969</td>
<td>Elizabeth M. Kosky, Ed.D</td>
</tr>
<tr>
<td>School Building Leadership</td>
<td>(718) 862-7473</td>
<td>Sr. Remigia Kushner, Ph.D.</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>(718) 862-7185</td>
<td>Ann Marie Flynn, Ph.D.</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>(718) 862-7172</td>
<td>Moujalli Hourani, D.Sc</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>(718) 862-7153</td>
<td>Gordon Silverman, Ph.D.</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>(718) 862-7169</td>
<td>Robert Sharp, Ph.D.</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>(718) 862-7927</td>
<td>Bahman Litkouhi, Ph.D.</td>
</tr>
<tr>
<td>School of Continuing &amp; Professional Studies</td>
<td>(718) 862-7870</td>
<td>Cheryl Harrison, Ed.D.</td>
</tr>
</tbody>
</table>

## Service Offices

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Information</td>
<td>(718) 862-7325</td>
</tr>
<tr>
<td>Office of Student Financial Services</td>
<td>(718) 862-7100</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>(718) 862-7914</td>
</tr>
<tr>
<td>Office of Financial Assistance</td>
<td>(718) 862-7381</td>
</tr>
<tr>
<td>Office of Commencement and Special Events</td>
<td>(718) 862-7918</td>
</tr>
<tr>
<td>International Student Advisor</td>
<td>(718) 862-7213</td>
</tr>
<tr>
<td>Director of Residence</td>
<td>(718) 862-7438</td>
</tr>
<tr>
<td>Bookstore</td>
<td>(718) 862-7249</td>
</tr>
</tbody>
</table>
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