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# Graduate Studies

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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

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## 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 Street, Philadelphia, PA 19104-2680, 215-662-5606, [www.msche.org](http://www.msche.org) (<http://www.msche.org>). The college is approved by the American Chemical Society for the professional training of chemists and by the New York State Department of Health for Radiation Therapy Technology. The School of Business is accredited by AACSB

International, the Association to Advance Collegiate Schools of Business, the premier accrediting agency for business programs globally.

The undergraduate programs in chemical, civil, computer, electrical, environmental, and mechanical engineering and the master of environmental engineering program are accredited by the Engineering Accreditation Commission (EAC) of ABET ([www.abet.org](http://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 \$21,970.46 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 \$21,084.99 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 Financial Aid Administration. Each semester recipients of Veterans Administration funds are required to file an Enrollment Certification in this office, and to report promptly when adding or dropping any courses, as well as being responsible for any overpayments made by the V.A.

## Location

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

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

## **Directions to Manhattan College**

### **By Car:**

#### **From Long Island**

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

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

Whitestone or Throgs Neck Bridge (from East)

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

#### **From Upstate**

Saw Mill River Parkway/Henry Hudson Parkway

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

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

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

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

#### **From New Jersey**

George Washington Bridge (from West)

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

#### **From New York City**

F.D.R. Drive (from South)

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

West Side Highway (from South)

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

### **From New England**

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

## **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

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## 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](http://www.manhattan.edu/student_life/residence-halls)) and 80 percent of the student body chooses to live on or near campus. Currently, the College has a student body of approximately 3,500 — 2,900 undergraduates and 600 graduate and continuing education students. The student-faculty ratio is 12:1.

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

# Accreditation

## Recognition and Membership

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

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



# Purpose

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

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

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

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

# FERPA

## Family Educational Rights and Privacy Act (FERPA)

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

### What is *not* considered Educational Information?

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

### Who is protected under FERPA?

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

### Student's rights under FERPA

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

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

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

### When is a student's consent not required?

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

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

### **Directory Information**

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

- Student name
- Address
- Electronic mail address
- Telephone number
- Dates of attendance
- Date and place of birth
- Major field of study
- Number of credit hours enrolled
- Grade level
- Degrees, honors, and awards received
- Participation in clubs and activities

- Photograph
- Weight and height of members of athletic teams
- Most recent educational institution

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

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

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

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

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

# Non-Discrimination Policy

Manhattan College is committed to 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.

# 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 \$21,970.46 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 \$21,084.99 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 Financial Aid Administration. Each semester recipients of Veterans Administration funds are required to file an Enrollment Certification in this office, and to report promptly when adding or dropping any courses, as well as being responsible for any overpayments made by the V.A.

## Location

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

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

## Directions to Manhattan College

### By Car:

#### From Long Island

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

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

Whitestone or Throgs Neck Bridge (from East)

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

#### From Upstate

Saw Mill River Parkway/Henry Hudson Parkway

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

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

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

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

#### From New Jersey

George Washington Bridge (from West)



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

### **From New York City**

F.D.R. Drive (from South)

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

West Side Highway (from South)

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

### **From New England**

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

# 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.

# School of Business

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## 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.

## Degree Programs

Manhattan College offers a general MBA degree that provides a well-rounded business education. 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.

Manhattan College School of Business undergraduate students are eligible to apply for the special five-year B.S. Business/MBA program wherein a student completes both their undergraduate business degree and MBA in five years. Two tracks are available – one for accounting students and one for non-accounting students. Both tracks are described below.

### Track 1 - B.S. Professional Accounting / MBA

The B.S. in Professional Accounting / Masters of Business Administration Program offers accounting students the option to complete a CPA licensure qualifying curriculum and is structured to meet the requirement in accordance with the regulations of the State of New York. 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 at least one summer session.

### Track 2 – B.S. Business / MBA

The B.S. in Business / Masters of Business Administration Program offers students the 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 at least one summer session.

## Application Procedures

The MBA program is open to students of all disciplines. The degree can be completed as a full or part-time student. Admission to the MBA program is done on a rolling basis. Applicants whose undergraduate degree is not in a business-related discipline may need to take a number of prerequisite courses. These prerequisites can be satisfied by taking

the online MBA Foundation Courses (or equivalent undergraduate courses). Applicants that need to take prerequisite courses may be offered a conditional admission to the MBA program. If this is the case, the student must successfully complete all prerequisite courses prior to taking any MBA-level courses.

Manhattan College students applying to the program should contact the MBA Program Director, Professor Marc Waldman (marc.waldman@manhattan.edu, office 414 - De La Salle Hall). Students wishing to join the five-year program are encouraged to apply during the summer prior to their senior 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.

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.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.

Applicants from outside Manhattan College must complete the graduate application that is available from the Office of Admissions website. Official transcripts of all undergraduate and graduate courses, GMAT scores, resume and letters of recommendation should be mailed directly to the Office of Admissions.

Official transcripts (not student copies) of all academic 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.

## **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 intership 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. Fall. Prerequisites: ACCT 301 and 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 611. Advanced Data Analysis. 3 Credits.**

Decision makers require rigorous support from extensive data analysis. This course provides you with several tools to prepare, analyze, and present the results of data analysis. These tools cover topics in data design and visualization, exploratory data mining and basic machine learning, probability, sampling and statistical inference, traditional and robust regression, Monte Carlo simulation and bootstrapping, and decision optimization. Tools will be built in Excel and R, an open source programming language in wide use. They will be applied across an organization's value chain to problems of inventory, market share, pricing, budgeting and forecasting, and risk management, among other topics. Pre-requisite: MBAF 510 or equivalent.

### **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 management decisions within organizations. MBAC 635 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. This course teaches future managers how to apply theories and techniques to solve real-world problems and how to think analytically to make better decisions. Thus, this course provides future managers with the conceptual and quantitative tools for analyzing problems and developing strategies at their business. Prerequisite: MBAF 530 or equivalent.

### **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.

# MBA Curriculum & Program

The MBA program requires 36 credit hours of coursework (12 three credit courses). Students are expected to complete two courses in each of the six modules listed below. Note that students may use additional courses from any of the modules toward the elective module requirement.

## **Core Module 1: Analytical Decision Making and Risk Management (Two of the following):** 6

ACCT 609	Information Technology Assurance and Audit (Required for fifth year accounting students)
MBAC 611	Advanced Data Analysis
MBAC 613	Fundamental Analysis For Forecasting, Valuation And Risk
MBAC 614	Managerial Economics
MBAC 616	Stock Market and Corporate Valuation
MBAC 617	Decision Modeling with Spreadsheets

## **Core Module 2: Leadership and Social Justice (Two of the following):** 6

MBAC 621	Reading/Cases in Financial Reporting
MBAC 622	Leadership and Organizational Behavior
MBAC 623	Designing and Operating Sustainable Business
MBAL 644	Employment Law

## **Core Module 3: Organizations and the Competitive Environment (Two of the following):** 6

MBAC 631	Innovation Management
MBAC 632	Industrial Organization
MBAC 633	Managing/Marketing Service Business
MBAC 634	Global Economic Environment
MBAC 636	Supply Chain Analysis
MBAC 645	The Credit Market Crisis
MBAL 644	Employment Law

## **Experiential Module (Two of the following):** 6

MBAE 601	Internship
ACCT 608	Accounting Theory and Research (Required for fifth year accounting students)
MBAE 602	Research
MBAE 603	Entrepreneurship
MBAE 604	Business Plan Project A & B
MBAE 606	Doing Business: Study Trip
MBAE 607	Business Plan Project

<b>Elective Module (Two of the following): *</b>		<b>6</b>
MBAL 642	International Marketing Field Project	
MBAL 644	Employment Law	
MBAL 645	Special Topics in Business	
<b>Capstone Module (The following two courses are required):</b>		<b>6</b>
MBAP 710	Professional Ethics	
MBAP 720	Advanced Strategic Management	
Total Credits		<b>36</b>

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

## MBA Foundation Courses

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

MBAF 510	Foundations of Business Statistics	3
MBAF 520	Foundations of Financial and Managerial Accounting	3
MBAF 530	Foundations of Economics	3
MBAF 540	Foundations of Organizational and Operational Management	3
MBAC 637	Marketing Strategy and the Consumer Experience	3
MBAC 618	Financial Management	3

## MBA Program Learning Goals

By the completion of the MBA program, students will:

- Gain experience in analytical decision making and risk management
- Develop an understanding of leadership
- Demonstrate an appreciation for ethical behavior in business
- Gain knowledge about organizations and the competitive environment
- Partake in experiential learning for career development

# Business Calendar\*

## 2016 Fall Semester

Month	Date	Day	Event
August	29	Monday	Classes Begin
September	02	Friday	Late Registration & Add/Drop Ends
September	05	Monday	Labor Day – No Classes
September	20	Tuesday	Senate Meeting
October	10	Monday	Columbus Day Holiday – No Classes
October	11	Tuesday	Monday Schedule
October	17	Monday	Mid-Term Grades Due
October	18	Tuesday	Senate Meeting
November	01	Tuesday	Web Registration Begins -Spring 2017
November	15	Tuesday	Senate Meeting
November	18	Friday	Last day to withdraw from courses
November	23-25	Wed-Fri	Thanksgiving Holiday – No Classes
December	03	Friday	Last Day of Classes
December	12-17	Mon-Sat	Final Exam Period – Winter Recess Begins after Last Examination

## 2016-2017 Winter Intersession

Month	Date	Day	Event
December	19	Monday	Classes Begin
December	26-30	Mon-Fri	Christmas Break - College Closed
January	02	Monday	New Year's Holiday - College Closed
January	06	Friday	Deadline to submit incomplete work to Faculty for Fall 2015
January	13	Friday	Last Day of Winter Intersession
January	16	Monday	Martin Luther King Holiday - College Closed

## 2017 Spring Semester

Month	Date	Day	Event
January	17	Tuesday	Classes Begin
January	23	Monday	Late Registration & Add/Drop Ends
February	21	Tuesday	Senate Meeting
March	03	Friday	Mid - Term Grades Due
March	13-17	Mon-Fri	Spring Break
March	21	Tuesday	Senate Meeting
April	03	Monday	Web Registration Begins for Fall 2017
April	07	Friday	St. De La Salle Day: The Feast of St. John Baptist de la Salle, Patron of Teachers

April	14-17	Fri-Mon	Easter Holiday
April	18	Tuesday	Senate Meeting
April	18	Tuesday	Last day to withdraw from course
May	04	Thursday	Monday Schedule
May	05	Friday	Last Day of Classes
May	6-7	Sat-Sun	Reading Days
May	08-13	Mon-Sat	Final Exam Period
May	14-18	Sun-Thurs	Senior Days
May	Monday	15	Summer Session I Begins
May	18	Thursday	Spring Commencement
May	19	Friday	The One Hundred and Seventy - Fifth Commencement (Undergraduate)
June	06	Tuesday	Deadline to submit incomplete work to Faculty for Spring 2017

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

# School of Education & Health

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## Graduate Counseling, Leadership & Education

### Mission

The Graduate Education Programs at Manhattan College are committed to the mission of Manhattan College to provide a contemporary, person-centered education that is based on and grounded in the Lasallian traditions of scholarship, excellence in teaching, respect for individual dignity, and commitment to social justice.

The goal of the Graduate Education Department of Graduate Counseling, Leadership, and Education that flows from this mission and grounding is to prepare self-directed, reflective, scholarly professionals dedicated to the highest standards for themselves and those they serve. Professionals are prepared in the fields of Counseling, School Leadership, Childhood/Adolescent/Special Education (Grades 1-6) and Instructional Design and Delivery.

### Application Procedures

Application forms for admission to all programs in the School of Education & Health may be obtained from the Office of Graduate Admissions or ONLINE from the Manhattan College web site <http://manhattan.edu/admissions/graduate/graduate-application>.

The completed application form accompanied by the non-refundable application fee must be submitted to the Office of Graduate Admissions. Applicants for admission are responsible for having official transcripts of all undergraduate and graduate courses mailed directly to the Office of Admissions, paying the application fee, submitting letters of recommendation and standardized test scores if required.

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 registration for graduate education courses can take place.

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

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

### Suggested Application Deadlines

- **January 1** for spring semester
- **April 1** for summer session

- **August 1** for fall semester

Applications are accepted on a rolling basis and will be processed for the next possible application deadline. For those interested in consideration for scholarships, grants, and assistantships, it is recommended that early filing be completed before April 1 for summer session application, before August 1 for fall session application, and before January 1 for spring session application.

The director of the program for which a person is applying reviews the application and supporting documents and forwards a recommendation to the dean of the school. This recommendation is sent to the Office of Graduate Admissions for processing. The Office of Graduate Admissions then informs the applicant of the decision. Those who have been accepted will receive the instructions for registration from the Office of Graduate Admissions at the beginning of the semester in which they have been accepted. Questions about the application should be sent to the Office of Graduate Admissions at [admit@manhattan.edu](mailto:admit@manhattan.edu).

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.

All documents of applicants who have been accepted and who for extenuating circumstances cannot register for courses during the semester 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.

## Admission

Applicants for admission into any Graduate Education Program at Manhattan College must hold a baccalaureate degree from an accredited college or institution acceptable to Manhattan College. Applicants to the Leadership and Special Education Programs must submit Graduate Record Examination (GRE) scores for verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills. GRE scores are not required for the Counseling or Instructional Design and Delivery Programs. All applicants 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 may be considered in the decision for admission.

Admission into a Graduate Education Program will be granted as a matriculated student, i.e., 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 credits or continuing education units or completing credits to maintain certification or for other professional reasons. For both non-matriculated and auditing students, tuition and fees are the same as for matriculated students. A non-matriculation fee also applies.

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.

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 the desired degree program.

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

### **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.

## **International Applicants**

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

International applicants from other countries should submit the application for admission, official transcripts, and the admissions fee four months before the beginning of the semester they wish to enter. In addition, they must submit a notarized statement that they have sufficient funds to finance the graduate education program and their maintenance during their stay in the United States. Many of the sources of financial assistance listed on the college website (<http://manhattan.edu/admissions/tuition-financial-aid>) are limited to residents of the United States.

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

A student from another country who is informed of acceptance must deposit \$300 that 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.



## Graduate Education Programs

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

- The 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 those with intellectual disabilities, emotional disturbance, the physically disabled, autistic, multiple disabilities and those with specific learning disabilities in grades 1-6 and 7-12 (English or Math or Social Studies).
- The Dual Special Education Program prepares teachers to work with children in grades 1-6 in the general as well as Special Education settings.
- The School Leadership Program is directed toward the professional preparation of school building leaders, administrators and supervisors, assistant principals, department chairs, coordinators, unit heads, and the like.
- The Instructional Design and Delivery master degree and advanced certificate prepares educators, higher education personnel, and corporate training personnel in techniques for instruction and development.
- Advanced Certificates are offered to qualifying individuals in counseling, bilingual counseling, bilingual special education, school leadership, and instructional design and delivery.

## General Admission Requirements

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

- Present an earned baccalaureate degree from an accredited college or institution acceptable to Manhattan College and normally meet or exceed an undergraduate and/or graduate grade point average of 3.0 on a 4.0 scale. Applicants to the Special Education and Educational Leadership Programs must submit Graduate Record Examination (GRE) scores for verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills. GRE scores are not required for Counseling and Instructional Design Programs. Other factors will be considered for admission, including, but not necessarily limited to, 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 courses that are not part of the degree program.
- Meet any additional requirements for a specific program.

- Submit the following to the Director of Graduate Admissions: a completed application form, official transcripts, a narrative Statement of Interest in the specific program detailing professional plans and use of the degree, an up-to-date resume detailing professional experience, all required health records, and a letter of reference (two required for Counseling program applicants) from an immediate supervisor, professional colleague, or professor.
- Schedule an interview with the director of the Educational Leadership or Special Education program. An interview is not required with the Director of Counseling or Instructional Design and Delivery.
- Applicants interested in a graduate assistantship should request information by contacting the appropriate departmental office. Those applying for Counseling or Special Education should contact the Director of the program.
- Applications for admission will be reviewed by the specific Program Director and the dean of the school.
- Letters of acceptance are issued by the Office of Graduate Admissions. Questions related to the application or admission status should be addressed to [graduateadmissions@manhattan.edu](mailto:graduateadmissions@manhattan.edu).

*For Special Education programs, SAT/ACT scores may be submitted if they were taken within the last five years. These can be used in lieu of GRE scores.*

*Changes in admissions for certification requirements issued by the New York State Education Department (NYSED) for CAEP will take precedence over and replace those present in the catalog.*

*Those seeking New York State certification are responsible for knowing and meeting all NYSED requirements.*

## **Matriculation Status**

Admission will be granted as a matriculated student, one seeking to fulfill the requirements for a master degree or advanced certificate, 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. A non-matriculation fee is required.

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

## **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 the Program Director who will forward it with a recommendation to the dean. Participants must obtain written approval prior to enrolling in the course to be transferred. Requests for transfer credit of applicable courses already taken must have been completed within the prior five years with a grade of B or better (3.0 GPA out of 4.0) and must be substantially the same course offered in the desired program at Manhattan College.

## Degree Requirements

To obtain a master degree in a Graduate Education Program from Manhattan College, participants must:

- Earn the required number of credits for the program, successfully complete each course and demonstrate mastery of the professional knowledge, skills, and dispositions for the specific degree and/or certificate with a cumulative index of 3.0 or better.
  - Give evidence of having met program standards through periodic performance reviews.
- Undertake a practicum/internship if required. These experiences, including the seminars and reports related to them, are designed to integrate the theory, research, and practice developed throughout the program.
- Undertake and complete a research-based project/paper under the direction of a graduate education faculty member.
  - The major paper must be completed for a master degree in Educational Leadership, Special Education, Counseling, or Instructional Design and Delivery.
  - The topic must be related to the participant's program of study and approved by a faculty adviser as part of EDUG 713, Methods of Educational and Psychological Research.
  - Candidates must carefully follow the format of the American Psychological Association for a quantitative or mixed methods research study.
  - Final approval including sign-off by a faculty research adviser is required to be graduated with a master degree in Counseling, Educational Leadership, Special Education, and Instructional Design and Delivery (for NYS certification as an Educational Technology Specialist).
- Documentation of practicum/internship/major project/major papers must be submitted and approved, and filed where appropriate for the completed program according to the timeline for graduation: *July 15 for a Sep. 1 graduation date, Nov. 13 for Feb. 1 graduation date, Feb. 12 for a May graduation.*
  - An Intent to Graduate form must be submitted to the Program Director by the due date during the semester before graduation.
  - The *online* Application to Graduate provided by the Office of the Registrar must be submitted within the Registrar's required timeline. Those not submitting the online application to graduate during the required time may be delayed until the next graduation date. Requests for extensions must be made to the Office of the Registrar *registrar@manhattan.edu*

- Pay and clear all outstanding financial accounts including library and graduation fees owed the College.

## **New York State Certification in**

### **School Counseling, Special Education, School Building Leadership, School District Leadership, Instructional Design and Delivery**

The Graduate Education Programs have been registered with the New York State Education Department to offer master degree and advanced certificate programs leading to NYS certification as a teacher of Students with Disabilities (Gr. 1-12) or Dual Childhood Students with Disabilities or Dual/Adolescent Education Students with Disabilities; School Building Leader, School District Leader, School Counselor, Educational Technology Specialist, Bilingual Personnel, and Bilingual Education. The graduate program in Mental Health Counseling is registered with the New York State Office of Professions for licensure. Please consult the specific program for detailed information on certifications/licenses available through the program.

To be eligible for certification or licensure, the candidate must:

1. Complete the New York State registered program in the certification or licensure area.
2. Complete all course work with a cumulative index of 3.0.
3. Successfully complete, if required, student teaching, practicum or internship as evidenced by observations from the field and college supervisors.
4. Successfully complete the appropriate New York State Teachers Certification Examination (NYSTCE) required for certification in the desired program. Participants must know the test(s) required for the certification they seek, make arrangements to sit for the test(s), and report test results to the Director of the Program for which they seek NYSED certification.
5. Participants seeking certification must communicate with the School of Education Liaison with the New York State Education Department. The liaison is contacted through the Office of the Dean of the School of Education and Health (718-862-7373). The certifying officer will recommend certification if all requirements for the degree have been met. Participants possessing initial certification may acquire professional certification through completion of qualifying programs.
6. Complete the training in Child Abuse Recognition and Reporting, SAVE, and DASA required for new and renewed certification. Such training is provided in all degree programs through specified courses or online through New York 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 certification through their specific programs.*

## Courses

### **EDUG 600. Orientation to School Building Leadership. 0-3 Credit.**

This course is required for all admitted to any leadership program and should be taken within the first six credits. This orientation addresses Course Related Leadership Activities (CRLA), the Leadership Experience (the Internship), the required documentation for 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. Focus will be on college advising reports such as the secondary school reports, recommendations, and writing IEP reports. Exposure to grant writing and program evaluations will also be included. 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. Leadership for Learning, Decision Making and Change. 3 Credits.**

Leadership styles and decision-making models and their implications for instructional designers at all levels as change agents and visionary leaders; exploration of what it means and what it takes to be an educational leader; organizational patterns (line and staff) and group dynamics (formal and informal); digital training as a social (power) system as access to tools are readily available; use of case studies, simulation and role play.

This is the REQUIRED Leadership course for the Master degree or Advanced Certificate programs in School Building Leadership. The course can also be used for professional development and toward 175 hours to maintain certification. This course considers leadership styles, decision-making models, and their implications for instructional leaders and designers at all levels. For s change agents and visionary leaders, an exploration of what it means and what it takes to be an educational leader; organizational patterns (line and staff) and group dynamics (formal and informal); schools as a social (power) system; digital access to instructional leadership tools; use of case studies, simulation, and role play. Course related leadership activities required.

**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.

**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.

**EDUG 738. Evaluating School Effectiveness. 3 Credits.**

Models, current practices, strategies, and a variety of data sources for determining organizational, personnel, and program effectiveness. Involving constituencies and staff in assessing effectiveness and accountability for meeting standards; examination of self-study and accrediting agency evaluation processes; authentic, integrated assessment including alternative assessment, understanding and using data based results to improve effectiveness. 15-20 hours of course related leadership activities required.

**EDUG 739. Administrative and Curricular Concerns of Independent, Faith Based, and Charter 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 administrator, and department chair, and other administrative personnel. 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 due process that protects the rights of individuals and organizations; negligence, equal opportunity, public and private court cases analyzed. Exploration of ethical behavior; application of statutes and regulations as required by law including DASA training, and implementation of school policies. 15-20 hours of course related leadership activities required.

**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.

**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 education, corporate, and not-for profit institutions; planning, programming, budgeting; utilizing facilities management and materials; scheduling; financial management; legal issues related to contract, negligence, state law, commissioner's regulations, safe environment. 15-20 hours of course related leadership activities required.

**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.

**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. This is the REQUIRED supervision course for the Master degree or Advanced Certificate programs. It can also be used for professional development and toward the required 175 hours to maintain certification. This course considers the role of district personnel, principals, supervisors, unit heads, department chairs for improving the learning process; review, analysis, and critique of existing models of instruction and supervision; techniques for providing instructional leadership through laboratory processes and simulations; planning with college personnel to provide experiences for pre-service teachers to enhance student learning. Course related leadership activities required..

**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. Two courses of internship require 15 weeks full time or 30 weeks part time. Pre-requisites: 18 credits in core courses taken at Manhattan College with a GPA of 3.0 or better; 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 internship activities equal to 250 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, Spring, and Summer 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.

**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 (English Language Learners [ELL], disabled 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-12). 3 Credits.**

Techniques for integrating reading and thinking skills into instruction in English, Social Studies, Science and Mathematics for grades K-12. Focus on the Common Core Learning Standards in ELA and Mathematics, NYS Content and Performance Standards for Social Studies and Language Arts. Formal and informal assessment of word recognition, vocabulary development, comprehension, study skills. Emphasis on differentiated instructional practices for the at risk, ELL and disabled student. Three credits.

**EDUG 754. Literature for the At Risk, English Language Learner (ELL) 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, ELL 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.

**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.

**EDUG 760. Mentoring. 3 Credits.**

Theories, principles, concepts and practice related to direction and supervision of new and inexperienced professionals at all career levels of the organization. principles of adult learning, training, and development, collaboration, and team planning for a productive environment; use of technology for monitoring and assessing progress; application of diverse instructional strategies and technology; interdisciplinary teaching and training; succession planning to meet educational, corporate, and not-for-profit goals and standards.

**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 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, English Language Learner [ELL] and Disabled. 3 Credits.**

Examination of the New Generation of New York State Learning Standards in Science 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, ELL and disabled student. Opportunity for hands-on experience with materials. Three Credits.

**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 students with intellectual disabilities, emotional/behavioral disorders, autism, physical disabilities, and gifted students; curriculum, methodology, 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, English Language Learner [ELL] and Behaviorally Disordered. 3 Credits.**

Study of models for the management of teaching and learning of the At Risk ELL 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 and DASA. 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. Meets the three hour in person requirement for DASA. Students must complete and pass DASA online program to meet the additional three hours.

**EDUG 782. Psychology and Education of Students with Intellectual Disabilities. 3 Credits.**

Analysis of biological, psychological, and social factors associated with intellectual disabilities; etiology, definition, and classification treated; problems in differential diagnosis explored; and emphasis on exemplary programs and curriculum, methods and materials for the intellectually disabled. 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 New Generation, 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, English Language Learner [ELL] and Disabled Student. 3 Credits.**

Formal and informal techniques for assessing academic skills applicable to the at risk, ELL 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. 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. Three Credits.

**EDUG 789. Methods of Teaching the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8). 3 Credits.**

Examination of Common Core Learning Standards in ELA and Math, N.Y.S. Content and Performance Standards in Science and Social Studies, curriculum, methods, and materials applicable to at risk, ELL 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. 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. Three Credits.

**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 digital tools for formal instruction and professional development; issues of digital tool design and implementation including knowledge representation and interaction models that promote visual learning and awareness of social media and gaming as elements in the design of learning. Participants will engage in a digital tool development process and assess effectiveness of such tools. (Field work required for those seeking NYS certification).

**EDUG 805. Integrated Learning I: Social Studies and Language Arts Instruction for the At Risk, English Language Learner and 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, and Common Core Learning Standards in English Language Arts. 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. Opportunities for field trips to explore concepts. Emphasis on investigation of issues from different cultural perspectives. Three Credits.

**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, English Language Learner [ELL] and Disabled Student. 3 Credits.**

World history, civics, and geography, integrated with the development of literacy skills and exploration of literacy 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 in Social Studies and Common Core Learning Standards in English Language Arts (ELA). Review of research on teaching the at risk, ELL 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. Three Credits.

**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 II: Math, Science and Technology for At Risk English Language Learner [ELL] and Disabled (Grades K-8). . 3 Credits.**

Examination of Science, Math and Technology NYS Content and Performance Standards and curriculum for at risk ELL and disabled students. 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, ELL and disabled student. Use of cooperative learning strategies and technology to enhance teaching and learning. Exploration of concepts and strategies for enhancing instructional leadership. 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: 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 Instruction for Teachers of At Risk, English Language Learner [ELL] and Disabled. 3 Credits.**

Exploration of Common Core Learning Standards with emphasis on ELA and alignment with grade-appropriate learning tasks and standards-based rubrics. Use of multiple data sources to monitor student achievement, plan and deliver differentiated tiered instruction to meet the needs of Special Education, English Language Learners (ELL) and at risk students. Use of multiple data sources to construct SMART goals for IEPs. Training in participation and facilitation of teacher teams and collaborative analysis of student work to improve instruction. Training in the use of the research-based Danielson model to promote reflection on current pedagogy and determine strategies to improve teacher effectiveness. 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. 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 732.

**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 Common Core and 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. Three credits.

**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 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 work required for those seeking NYS certification).

**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.

**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 + Field . 4 Credits.**

Issues for district level administrators, business managers, and other school personnel related to budget, finance and accounting. 10 hours of course related field experience required.

**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.

**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.

**EDUG 843. 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.

**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.**

This course is a survey course intended to provide learners with generalized knowledge of Web design, aspects of visual literacy, and usability as well as accessibility concerns. With more online learning opportunities, and customized learning built into Learning Management Systems, this course will provide learners with an understanding of usability principles to be able to communicate with Web designers and build their own pages. Learners will gain basic knowledge of HTML in order to develop learning programs online.

**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 + Field. 4 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. This course includes 10 hours of course related field experience.

**EDUG 848. Using Technology in the Management and Assessment Process. 3 Credits.**

Participants will explore how to assess specific types of knowledge, using technology to enhance the process. Explore innovative tools and means of assessment that helps learning specialists individualize and differentiate instruction to improve learning. Develop technology-enhanced assessments for effective learning.

**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.

**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 SAVE 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. 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 Childhood/ Students with Disabilities 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. 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 engineering based on the New Science Standards, 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 STEM, the NYS common core, and Professional Leadership 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 common core and Professional Leadership 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.**

This 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 data mining tools, participants measure and use key data to develop a Plan. Do, Study, Act (PDSA) 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 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.**

Designed as a foundational course for preparing tools for effective learning, this course provides participants with background for integrating technology into education (societal issues, learning theories, planning, and implementation); principles and strategies for choosing appropriate software, media tutors and tools (instructional and productivity software). Participants will learn to identify the appropriate use of technologies into learning environments. (Field work required for those seeking NYS certification).

**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 key professionals in an organization to support and enhance learning using digital tools. This course provides learners with the skills needed to effectively communicate with clients, including those of large and small corporations, working with global partners and widespread teams. Drawing on real-world case studies, students will learn how to do comprehensive needs analysis for any potential client, the art of persuasion, and how to satisfy a client despite budget and methodology restrictions. (Field work required for those seeking NYS certification).

**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 to best learn from digital 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 all levels of educators wanted to learn the process of learning and apply to a continuum of learning. (Field work required for those seeking NYS certification).

**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 Instructional Design and Delivery. 3 Credits.**

This capstone course synthesizes the theoretical and technology components of the program. Participants will present a major project that includes a research component conducted at a field site that demonstrates their understanding of teaching and learning with technology. This guided project development course will be a culmination of sixty hours of field work integrated in to a real world scenario for the Advanced Certification and will be the proposal presentation for the Masters. Seminar sessions will provide support for effective needs assessment and strategic planning for the improvement of instruction. (Field work required for those seeking NYS certification).

**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 the remaining 150 hours of leadership internship. Pre-requisite: EDUG 600, 100 hours of CRLA, 18 credits of core courses with a GPA of 3.0 or better, permission of the Program Director.



**EDUG 890. Supervised Fieldwork in Administration. 1 Credit.****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, and on educational social systems; leadership skills required for participatory decision-making; dealing with conflict and strategies for conflict resolution: power issues related to authority, responsibility and accountability; creating and developing the professional learning community; school improvement plans, district and school leadership teams; data-based strategic planning. 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 comprising 250 hours of administrative activities. Prerequisite: logged field hours, 57 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 of pertinent presentation, bi-weekly logs and journals, and others as required.

**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 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.

**EDUG 900. Current Issues in Instructional Design: Global and Ethical Perspectives. 3 Credits.**

This course focuses on the impact of globalization on training and development in multinational, corporate and educational environments. Students explore culture and how to use methodologies to research, assess, and adapt content to meet the needs of learners from around the world. Students also gain an understanding of the best practices used to create effective learning in various multicultural environments while evaluating ethical values in the design and deployment of technologies.

**EDUG 901. STEAM: Methods for Teaching Science, Technology, Engineering, Art and Mathematics for the At Risk, English Language Learner and Disabled student. 3 Credits.**

Introduction to basic concepts of science, technology, engineering, the arts and math aligned with Common Core and N.Y.S. Learning Standards. This course will focus on constructivist inquiry based problem solving methods. Appropriate hands-on activities to illustrate fundamental concepts will be addressed. Emphasis will be placed on integrated lessons, projects, and strategies for instructional delivery in STEAM for at risk, ELL and disabled students.

**EDUG 902. Dignity for All Students (DASA). 0 Credits.**

For those taking the DASA program at Manhattan College, registration for this course confirms six hours of training on the Dignity Act: how school climate impacts students achievement and behavior, understanding diversity and multi-cultural environments, and understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families and victims and aggressors. Pre-requisites: EDUG 600 and EDUG 744.

**EDUG 903. Contemporary Couples Therapy: Theory & Practice. 3 Credits.**

This course will provide students with an in-depth examination of contemporary theories and practices in Couple Therapy. Couple assessment and intervention across the life cycle will be studied. Couple dissolution, separation, divorce and re-marriage will be examined from the viewpoint of the work of the practicing couples/family therapist. Couple issues including commitment, decision-making, conflict, gender differences, sexuality, infertility, intergenerational relationships, work, money, migration, technology, illness and death of a spouse, affairs, and physical violence will be addressed in a family systems context and contemporary "best practice" models of Couple Therapy.

**EDUG 904. Introduction to Family Therapy Models. 3 Credits.**

The family, no matter the structure, is the context for our lives. This course will provide a focus on the major theories, practice, and issues in Family Systems Therapy. Students will be introduced to not only traditional theoretical frameworks, but also exposure to evolving models of practice. Methods for assessing and intervening with contemporary couples and families in urban settings will be emphasized, including the family's relationship with Larger Systems. A resilience-based model of family functioning will be highlighted. Students will begin to critically examine and develop their own theory of change, based on course material.

**EDUG 905. Foundations of Mental Health & Family Therapy. 3 Credits.**

This class will provide students with an introduction to the roles, functions, and professional identity of mental health counselors and marriage and family counselors in a variety of clinical settings. The Biopsychosocial model will be described. Students will develop a basic beginning knowledge of mental health and family assessment, diagnosis, and case formulation while incorporating the aspects of culture and ethnicity that impact the family system. Students will develop a basic working knowledge of systems theory as it pertains to the assessment and case formulation of families while incorporating the aspects of culture and ethnicity that impact the family system. Students will develop a basic working knowledge of the principles of current diagnostic tools. Students will develop a basic knowledge of commonly prescribed psychotropic medications.

**EDUG 906. Family Assessment. 3 Credits.**

This course will explore various approaches to conceptualizing assessment of families and couples. It introduces the family as a system; family assessment through a variety of means, including early recollections, and their meaning; family structure; family process and communication; triadic process; the genogram; family life cycle and its many cultural and social class variation. Ethical, legal, and other professional issues related to family counseling will be covered.

**EDUG 907. Practicum in Marriage and Family Counseling. 3 Credits.**

This course is designed to train the beginning family therapy student in the practical aspects of systemic therapy. This course aims to provide skills in conducting thorough family and couples interviews. We will begin to formulate the presenting problems of families in a systemic way from which systemic interventions will follow. Special attention is paid to the strengths and resilience of families using a developmental perspective and to working collaboratively with families and couples. Students will develop the skill of reading from original articles. This course is required prior to entering Internship I.

**EDUG 908. Family Therapy & Family Law. 3 Credits.**

Comprehensive exploration of the interface between family systems and the legal system. Students will gain a working knowledge of common issues confronting modern day families. These issues will be explored from a legal as well as therapeutic perspective. Course assignments follow the book's organization which is developmental.

**EDUG 909. Family Systems Therapy: Practicum in Techniques. 3 Credits.**

Family therapy theory and techniques includes application to marital counseling and common family issues. Focus on assessments unique to family counseling. Students will become familiar with the strengths and weaknesses of various treatment models and will be able to identify the appropriateness of techniques from a cultural diversity context. Students will also gain exposure to School-Based including Community Based Organization (CBO) Family Counseling. This course runs concurrently with Internship I and practicum assignments here will be based on experience in Internship I. Corequisite: EDUG 910.

**EDUG 910. Internship I and Seminar I in MFT. 3 Credits.**

This course is a supervision and integrating seminar including experience in assessment and diagnosis. Diagnosis and treatment of psychopathology from a family system and relational perspective will be emphasized including the application of systematic and relational theories in the diagnosis and treatment of individuals, couples and families. Connections to and understanding of the use of the DSM-V in Marriage and Family Therapy will also be included. Total hours for Internship I and II is 500 hrs on site (including 300 direct hours); Internship I students are expected to complete 250 hours during Internship I. Internship sites must be approved by Manhattan College's Clinical Professor of Record according to the schedule sent to all students regarding all internship/practica placements. Seminar/MC ground supervision includes an additional 30 hours per semester. Pre-requisite: EDUG 907 Corequisite: EDUG 909.

**EDUG 911. Internship II and Seminar II in MFT. 3 Credits.**

Internship II and concurrent clinical seminar extends the Internship experience provided in Internship I building on that experience and on the practicum experience. A primary focus is on refinement of skills in conceptualizing, assessing, and providing treatment plans for clients in a marriage and family counseling setting including the use of assessment measures in diagnosis. Students will also be required to run team seminars and present cases for discussion. Practical application of counseling and family counseling theories and techniques to diagnosis, ethics and law, and the work of counselors with special populations will be covered as well. The Planning Guide, application process, and description of supervisor responsibilities are similar to that done in Internship I; the forms are contained in the Boylan text below. Total hours for Internship II is 250 on site (including 150 direct hours) + MC hours (30 classes). The total hours required in site experience during both Internships = 500 hours. Pre-requisite: EDUG 910.

# 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 Science in Marriage and Family Therapy
- Master of Arts in Counseling with a Bilingual Extension
- Advanced Certificate in School Counseling
- Advanced Certificate in Mental Health Counseling
- Advanced Certificate in Bilingual Extension
- Advanced Certificate in Bilingual Pupil Personnel Services
- The Credentialed Alcohol and Substance Abuse Counseling Trainee Certificate (CASAC-T)
- Concentration in College Advising

## 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.

EDUG 713	Methods of Educational and Psychological Research	3
EDUG 721	Introduction to Counseling Practices and Theories	3
EDUG 722	Techniques in Counseling the Individual	3
EDUG 724	Career Development	3
or EDUG 714	Psychology of Career Counseling	
EDUG 725	Practicum in Groups	3
EDUG 727	Organization and Administration of the Guidance Program	3
EDUG 732	Practicum in Counseling	3
EDUG 780	Psychopathology	3
EDUG 807	Measurement and Assessment for Counselors	3
EDUG 821	Internship in School Counseling I	3
EDUG 827	Internship in School Counseling II	3
EDUG 851	Data Analysis and Report Writing in Educational & Psychological Research	3
Elective		3
Total Credits		39

## 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, college counseling center, 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-graduate experience requirement (3000 hours) 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 (300 hours per semester). Periodic consultation with the academic advisor is required to assure proper sequence and progress in developing competencies as a counselor.

## 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 academic advisor for 3 credits of courses most suitable for their goals. Students must complete a research paper.

## Required courses

Elective		3
EDUG 713	Methods of Educational and Psychological Research	3
EDUG 715	Marriage and Family Counseling	3
EDUG 721	Introduction to Counseling Practices and Theories	3
EDUG 722	Techniques in Counseling the Individual	3
EDUG 723	Life Span Development: Child, Adolescent, and Adult	3
EDUG 724	Career Development	3
or EDUG 714	Psychology of Career Counseling	
EDUG 725	Practicum in Groups	3
EDUG 726	Foundations of Mental Health Counseling	3
EDUG 732	Practicum in Counseling	3
EDUG 780	Psychopathology	3
EDUG 807	Measurement and Assessment for Counselors	3
EDUG 850	Advanced Practicum for Counselors in Group Procedures	3
EDUG 851	Data Analysis and Report Writing in Educational & Psychological Research	3
EDUG 819	Internship in Mental Health Counseling I	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
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 license exam. Also, graduates may take the National Counselor Examination (NCE) to receive the national board certification: Nationally Certified Counselor (NCC).

## Masters Program in Marriage and Family Therapy

The marriage and family therapy program is a 60 credit program, registered in the New York State Office of Professions. It is designed to educate and train clinicians in the profession of Marriage and Family Therapy. The program includes studying, understanding, and developing the skills for providing therapy based on an integration of a contextual, cultural and relational perspective. Factors included in this perspective include among others: life span development, family of origin, family configuration, culture, gender, living and schooling environment, and ethnicity. The program meets the requirements to qualify for an independent Marriage and Family Therapy license in New York State. Together with a post – graduate experience requirement (1500 hours) and successful completion of a licensure exam, graduates will be able to provide direct clinical therapy services to clients in a wide variety of settings and private practice.

## Admission

Applicants for admission into the master degree program in Marriage and Family Therapy 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 Marriage and Family Therapy is required. Two letters of reference are also required. An interview with the Director is recommended prior to admission.

## Program Planning

The Marriage and Family Therapy consists of 60 credits. The program requires a major paper and a one semester practicum and two semester internship (300 hours per



semester). Periodic consultation with the academic advisor is required to assure proper sequence and progress in developing competencies as a counselor.

## Degree Program Marriage and Family Therapy

Students preparing for Marriage and Family Therapy must earn 54 credits of core courses and two electives. Students should consult with the academic advisor for 6 credits of courses most suitable for their goals. Students must complete a research paper.

### Required Courses

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

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

## Required courses

EDUG 723	Life Span Development: 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
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Total Credits		21

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

## Advanced Certificate in Mental Health Counseling (Leads to License Qualifying Status)

The Advanced Certificate in mental health counseling program is a 27 credit post master's degree program that prepares students who already have a Master's degree in Counseling to work in mental health settings such as: mental health centers, hospitals, and residential treatment centers. The Advanced Certificate in Mental Health Counseling is a rigorous program designed to meet the requirements for an independent mental health care license in New York and other states. The primary objective of this program is to train practitioners in assessment and intervention in the mental health care settings. Together with a post degree experience requirement (3000 hours) and successful completion of a licensure exam, graduates will be able to provide direct clinical and counseling services to patients in a wide range of medical, research, mental health and independent practice settings.

## Admission

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

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

## Program Planning

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

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

## New York State Licensure

**Mental Health.** Manhattan College's advanced certificate 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 Advanced Certificate and Advanced Certificate 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 advanced certificate 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

EDUG 802	Foundations, Theory and Practice of Bilingual General and Special Education	3
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EDUG 810	Bilingual and Multicultural Assessment of Linguistically and Culturally Diverse Students	3
EDUG 816	Approaches to Counseling Linguistically and Culturally Diverse Student	3
EDUG 817	Cross Cultural Counseling	3
EDUG 818	Internship: Bilingual Counseling	3
Total Credits		15

## Credentialed Alcohol and Substance Abuse Counseling Trainee Program (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

EDUG 708	Physical and Psychopharmacological Aspects of Alcohol and Substance Abuse	3
EDUG 709	Alcohol and Substance Abuse Counseling Family Issues and Treatment Approaches	3
EDUG 722	Techniques in Counseling the Individual	3
EDUG 723	Life Span Development: Child, Adolescent, and Adult	3
EDUG 721	Introduction to Counseling Practices and Theories	3
EDUG 859	Approaches to Multicultural Counseling: Theory and Practice	3
EDUG 725	Practicum in Groups	3
EDUG 706	Alcohol and Substance Abuse: Evaluation, Treatment Planning and Case Management	3
EDUG 891	Foundations in Evaluation, Assessment, and Diagnosis	3
EDUG 867	Professional Orientation to Counseling: Standards, Law, Ethics, and Evaluation	3
Total Credits		30

## Concentration Program 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

EDUG 729	Professional Writing	0-3
EDUG 718	Technology, the School Counselor and College Advisor	3
EDUG 853	Counseling the College Applicant	3
Other course chosen based on focus of advisor		3
Total Credits		9-12

# Instructional Design and Delivery

Instructional Design and Delivery

Dr. Shawna Bu Shell

Program Director

The Instructional Design and Delivery Master degree (30 credits) and Advanced Certificate (18 credits) in Instructional Design and Delivery programs at Manhattan College are based on NYS knowledge and skills for those who seek certification as an educational technology specialist:

- 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

The program emphasizes the design, development, and use of technology in instructional delivery that integrates technology into professional practice. 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 program in Instructional Design and Delivery advances participant skill in the application of technology to help learners and trainees meet program and organizational goals. This program assists trainers, higher education instructors, and staff developers increase their career opportunities by becoming qualified in this area. All program participants complete an integrative project and participate in the accompanying seminar that results in a technology application that benefits the organization/institution in which they have responsibility.

## Admission requirements

- Baccalaureate or post-baccalaureate degree
- G.P.A. average of 2.5 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 - Education in Instructional Design and Delivery (MS EIDD) 30 credits

### Program of Studies

The participant in the MS program in Education Instructional Design and Delivery will develop and expand 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. Courses include face-to-face and online sessions. One course will be taught totally online to provide participants with the experience of participating in and creating instructional delivery in the online format.

EDUG 735	Leadership for Learning, Decision Making and Change	3
EDUG 804	Multimedia in Educational Settings	3
EDUG 831	Principles of Instructional Design	3
EDUG 845	Computer and Technology Utilization for Instructional Delivery	3
EDUG 848	Using Technology in the Management and Assessment Process	3
EDUG 875	Foundations in Learning and Teaching with Technology	3
EDUG 876	Integrating Technology in Adult Learning and Collaboration	3
EDUG 877	Instructional Design, Technology and Information Processing	3
EDUG 879	Integrative Project and Seminar in Instructional Design and Delivery	3
EDUG 900	Current Issues in Instructional Design: Global and Ethical Perspectives	3

## Advanced Certificate in Education in Instructional Design and Delivery (ACT EIDD) 18 credits

The Advanced Certificate in Instructional Design and Delivery (ACT 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.

### Admission requirements

- Baccalaureate or Master degree or higher
- GPA of 2.5 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	Leadership for Learning, Decision Making and Change	3
EDUG 831	Principles of Instructional Design	3
EDUG 848	Using Technology in the Management and Assessment Process	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 Instructional Design and Delivery	3
Total Credits		18



# 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 based on the Professional Standards for Education Leaders, formerly known as ISLLC Standards (<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>).
- CAEP Standards for Advanced Programs (file:///C:/Users/user/Desktop/caep-standards-for-advanced-programs1.pdf)

In addition to the mission and goals of the Graduate Counseling, Leadership, Education (GCLE) Department, the educational leadership programs invite competent and caring professionals to develop and/or enhance skills to lead self, lead others to lead themselves, and lead with others to transform the organization. These educational leadership program goals help participants meet eligibility requirements to become qualified through New York State (NYS) certification in school building or school district leadership.

*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 certification test dates; they are responsible for planning accordingly.

## Program Objectives

Participants in the graduate programs in Educational Leadership Programs meet the objectives of:

- continuous improvement of their schools, districts, and organizations through their internship activities and project
- continuous improvement of their crafts through their Personal Learning Plans
- developing and/or enhancing their leadership knowledge, decision-making skill, and caring through their course related leadership activities
- acquiring eligibility for a NYS leadership position through successful completion of course work based on the design and frameworks of the NYS certification examination
- awareness of the knowledge, performances, and dispositions of the Professional Standards for Education Leaders
- providing a quality education, based on and grounded in excellence, dignity, and connectedness, that is delivered in a supportive environment through responsible self-direction, collaboration, and by leading from the positions they hold.

## 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 the Director of Graduate Admissions. All required documentation must be submitted 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 for using the degree
- make an appointment for an interview with the Program Director preferably before beginning course work
- if this is the first graduate degree, an appropriate passing score on the verbal and quantitative GRE (if required by New York State)

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 director of the Educational Leadership Program for courses and competencies appropriate to the specific administrative role or certification desired.

Those new to the master degree or advanced certificate in an educational leadership program at Manhattan College attend a mandatory course in Orientation to School Building Leadership (EDUG600).

Ordinarily, participants register for 6 credits (2 three-credit courses) in the Fall and Spring semesters and up to 9 credits (3 three-credit courses) for the May to August summer session. 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 core course) and 6 credits (2 three-credit courses) of internship. The co-requirement of 100 hours of course related activity in the field are a prerequisite for the 400 hour internship.

### Courses for the Master Degree and Advanced Certificate

EDUG 600	Orientation to School Building Leadership ( (mandatory))	
18 credits of Core Courses, plus 100 hours of Course Related Leadership Activities (approximately 17-20 hours per course)		18

EDUG 735	Leadership for Learning, Decision Making and Change (Educational Leadership, Decision-making, and Change)
EDUG 740	School Law for Administrators
EDUG 744	Contemporary Management Functions in the School
EDUG 745	Curriculum Development and Adaptation
EDUG 738	Evaluating School Effectiveness
EDUG 747	Supervision for the Improvement of Instruction

Six credits of internship that include 400 hours of leadership experience in the field and attendance at mandatory seminar sessions: 6

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

Participants must complete New York State certification requirements of:

1. a two hour workshop in Child Abuse Recognition and Reporting and in
2. a two hour workshop in School Violence Prevention and Intervention Legislation (SAVE)
3. six hours of training in the Dignity for All Students Act (DASA)
  - Three hours of online study may be completed using the Manhattan College Moodle site: <https://lms.manhattan.edu/course/view.php?id=8520>
  - three hours of course-embedded DASA content

## Programs of Study:

### Master of Science in Education in School Building Leadership (33 credits) MS Ed in SBL

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

- 18 credits (six 3-credit courses) of Core Courses
- 6 credits of Internship (two 3-credit courses)
- 6 credits of electives (two 3-credit courses) 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 research report completed within the previous five years 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 calendar timeline for graduation

Those who successfully complete the MSED with an overall GPA of 3.0 are eligible to sit for the New York State Education Department (NYSED) Leadership Exam.

Program participants are responsible for registering for the test and meeting all NYSED requirements in place at the time of applying for certification. Test information available at the time of this writing will be found at [http://www.nystce.nesinc.com/NY\\_fds103-104\\_PG\\_opener.asp](http://www.nystce.nesinc.com/NY_fds103-104_PG_opener.asp)

## **Advanced Certificate in School Building Leadership (24 credits)**

### **Admission**

Those seeking admission to the Advanced Certificate 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 Advanced Certificate in School Building Leadership consists of 24 credits of course work (8 three-credit courses):

- EDUG 600 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 Advanced Certificate 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 in the field 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 of 400 hours

- 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 on campus and in diverse locations off campus
- an internship project developed during core course related activities
- selected, designed, and implemented in consultation/collaboration/partnership with school administration and Manhattan College Internship Coordinator/Supervisor(s)

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

- an electronic internship portfolio
- report of the internship project
- digital video of an administrative activity
- chronological and cumulative logs and journals
- others as required
- submission of required internship documentation that meets the timeline for graduation (<http://catalog.manhattan.edu/graduate/schoolofeducation/educationcalendar/>)

*Note:* Candidates are encouraged to register for the internship during semesters 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 from the course may be required. If additional time is needed to complete documentation etc., participants register for a 1-credit course in Mentored Internship, EDUG 890, that does not count toward graduation.

## Program Completion

Participants in the master degree or advanced certificate programs meet these requirements to be graduated:

- make appropriate progress throughout the course based on college requirements for maintaining matriculation
- maintain a 3.0 (B) average in course work
- complete all program requirements for assignments and internship
- meet calendar dates for submitting approved and accepted and graded documentation  
November 15 for a February 1 graduation date  
February 15 for a May graduation date  
July 15 for a September 1 graduation date
- complete the online application to graduate according to the schedule required by the Office of the Registrar

## 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 advanced certificate*)
- with a GPA of 3.0 or better
- pass the NYS certification examination
- apply for certification through the Manhattan College Certification Officer in the Dean of Education Office at 718-862-7373

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

## Advanced Leadership Studies (ALS)

The master degree and advanced certificate programs in Advanced Leadership Studies (ALS) 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 Professional Standards for Educational Leaders formerly known as the ISLLC standards (<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>).
- CAEP Standards for Advanced Programs (<http://caepnet.org/standards/standards-advanced-programs>)

In addition to the goals of the Graduate Counseling, Leadership, Education (GCLE) Department, the educational leadership programs invite competent and caring professionals to develop and/or enhance skills to lead self, lead others to lead themselves, and lead with others to transform the organization. These educational leadership goals help program participants meet eligibility requirements to become qualified through New York State (NYS) 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:

- complete the online Application for Admission (<http://manhattan.edu/admissions/apply-now>) with required documentation according to the submission deadlines of the Director of Graduate Admissions
- 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
  - Dignity for All Children Act (DASA)

## Course Work

Participants should consult with the Program Director for courses and competencies appropriate to the specific administrative role or certification desired. 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 embedded 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.

Those seeking a degree in Advanced Leadership Studies that does not require NYS certification register for the companion program in ALS.

## Master of Science in Education in Advanced Leadership Studies (30 credits) MEd ALS

The master degree in Advanced Leadership Studies consists of 24 credits of course work and 6 credits of internship and accompanying seminar:

- 6 four-credit courses that include 10 hours of field work per course
- 2 three-credit courses of internship that includes
  - 250 hours of district level internship
  - completion of a major project
- sponsorship by a certified school district leader

EDUG 600	Orientation to School Building Leadership	0
EDUG 840	Education Finance + Field	4

EDUG 847	Total Quality Management for Educational Leaders + Field (Total Quality Management for Educational Leaders + Field)	4
EDUG 861	Standards Based Performance Assessment + Field	4
EDUG 871	Quantitative Process Control in Education + Field Experience	4
EDUG 877	Instructional Design, Technology and Information Processing	3
EDUG 889	Internship/Seminar II in School Building Leadership	3
EDUG 893	Internship/Seminar III in School District Leadership	3

Six credits of internship 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) 3 credits

EDUG 893 Internship/Seminar III plus 250 hours of supervised practice plus report of Major Project. 3 credits

## **Advanced Certificate in Advanced Leadership Studies (11 credits) ACT ALS**

The Advanced Certificate in Advanced Leadership Studies consists of 8 credits of course work (2 four-credit courses that require 10 hours each of supervised field work), 3 credits of internship that includes 250 hours of district level internship and completion of an internship project.

Those seeking the Advanced Certificate in Advanced Leadership Studies must present a minimum of 52 post-baccalaureate credits in an appropriate field and meet the requirements listed for the Master Degree in Advanced Leadership Studies.

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EDUG 840. Education Finance (4 credits that includes 10 hours of field work.

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EDUG 871. Quantitative Process Control (4 credits that includes 10 hours of field work)

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Three credits of internship

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

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## **The Leadership Experience (Internship) for the Master Degree and Advanced Certificate 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 at the district level or equivalent
- mentorship/sponsorship by a certified district level administrator on-site with accompanying Memorandum of Understanding (MOU)

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 advanced certificate*)
- for a total of 60 or more post-baccalaureate credits
- 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 at 718-862-7373

*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

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

## Master of Science in Education

### Admission

For admission into the master degree Students with Disabilities program, applicants must have earned a baccalaureate degree and must have suitable preparation in the behavioral sciences. Applicants must submit Graduate Record Examination (GRE) scores for verbal reasoning, quantitative reasoning, critical thinking and analytical writing skills. Consideration will be given for teaching experience and other applicable experience. They must also meet the New York State Education requirements in English, Math, Science, Foreign Language and Social Studies. Students will be required to fulfill these requirements and pass the Academic Literacy Skills Test (ALST), Educating All Students test (EAS), edTPA (Teaching Performance Assessment) and required CSTs as a prerequisite for certification.

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

### Program

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

The program provides a broad base of knowledge and experience to enable students to teach at risk, English Language Learners [ELL] with intellectual disabilities, learning disabilities, emotional disturbance, autism, physical disabilities, and multiple disabilities in special education or inclusive settings. The individual courses are designed to develop certain knowledge, dispositions, and skills required to meet Common Core Learning Standards in English Language Arts (ELA) and Math and NYS standards for Social Studies and New Generation standards in Science. 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 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)

EDUG 713	Methods of Educational and Psychological Research	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, English Language Learner [ELL] and Behaviorally Disordered	3
EDUG 787	Psycho-Educational Assessment for the At Risk, English Language Learner [ELL] and Disabled Student	3
EDUG 789	Methods of Teaching the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	3

EDUG 862	Seminar/Practicum in Teaching: The Student with Disabilities 1-6	3
EDUG 888	Independent Study in Research	1
One of the following Math and one of the following Science Content courses:		6
EDUG 785	Life Science for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8).	
EDUG 768	Integrated Curriculum: Math, Science and Technology I for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	
EDUG 775	Mathematics Instruction for the At Risk, English Language Learner [ELL] and Disabled (Grades K-8).	
EDUG 812	Integrated Curriculum II: Math, Science and Technology for At Risk English Language Learner [ELL] and Disabled (Grades K-8).	
EDUG 899	Physical Science for the Teacher of the At Risk, English Language Learner[ELL] and Disabled (Grades K-8).	
EDUG 776	Science Instruction for the At Risk, English Language Learner [ELL] and Disabled	
One of the following Social Studies and one of the following Language Arts Content courses:		6
EDUG 753	Teaching Reading in the Content Areas for the At Risk English Language Learner [ELL] and Disabled (Grades K-12)	
EDUG 754	Literature for the At Risk, English Language Learner (ELL) and Disabled (Grades K-8)	
EDUG 815	English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education	
EDUG 766	Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	
EDUG 805	Integrated Learning I: Social Studies and Language Arts Instruction for the At Risk, English Language Learner and Disabled Student	
EDUG 808	Integrated Learning II: Social Studies and Language Arts Instruction for the At Risk, English Language Learner [ELL] and Disabled Student	
EDUG 826	Improvement of Instruction for Teachers of At Risk, English Language Learner [ELL] and Disabled (required)	
Elective courses:*		3
EDUG 761	Technology Utilization for Interactive Learning for the At Risk, English Language Learners [ELL] and Disabled	
EDUG 802	Foundations, Theory and Practice of Bilingual General and Special Education	
EDUG 813	Curriculum, Methods, and Materials in Core Subjects for English Language Learners [ELL] in General, and Special Education	

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	
EDUG 830	Curriculum Adaptation and Content Strategies for At Risk, English Language Learners (ELL) and the Disabled	3
Total Credits		40

\* Others with approval of Program Director

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

### Prerequisites

#### Individuals who are not certified must:

- 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, English Language Learner [ELL] and Behaviorally Disordered	3
EDUG 787	Psycho-Educational Assessment for the At Risk, English Language Learner [ELL] and Disabled Student	3
EDUG 789	Methods of Teaching the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	3
EDUG 826	Improvement of Instruction 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

EDUG 898	Techniques for Language and Literacy Development for General, English Language Learner [ELL] and the Disabled.	
EDUG 753	Teaching Reading in the Content Areas for the At Risk English Language Learner [ELL] and Disabled (Grades K-12)	
EDUG 754	Literature for the At Risk, English Language Learner (ELL) and Disabled (Grades K-8)	
EDUG 815	English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education	
EDUG 766	Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	
One of the following Math and one of the following Science content courses:		6
EDUG 785	Life Science for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8).	
EDUG 899	Physical Science for the Teacher of the At Risk, English Language Learner[ELL] and Disabled (Grades K-8).	
EDUG 775	Mathematics Instruction for the At Risk, English Language Learner [ELL] and Disabled (Grades K-8).	
EDUG 768	Integrated Curriculum: Math, Science and Technology I for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	
EDUG 812	Integrated Curriculum II: Math, Science and Technology for At Risk English Language Learner [ELL] and Disabled (Grades K-8).	
EDUG 776	Science Instruction for the At Risk, English Language Learner [ELL] and Disabled	
One of the following Social Studies/Language Arts content courses:		3
EDUG 805	Integrated Learning I: Social Studies and Language Arts Instruction for the At Risk, English Language Learner and Disabled Student	
EDUG 808	Integrated Learning II: Social Studies and Language Arts Instruction for the At Risk, English Language Learner [ELL] and Disabled Student	
Total Credits		49

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

### **Prerequisites**

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

EDUG 713	Methods of Educational and Psychological Research	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 753	Teaching Reading in the Content Areas for the At Risk English Language Learner [ELL] and Disabled (Grades K-12)	3
EDUG 778	Nature and Needs of the Exceptional Individual	3
EDUG 781	Management Techniques and Curriculum for the At Risk, English Language Learner [ELL] and Behaviorally Disordered	3
EDUG 787	Psycho-Educational Assessment for the At Risk, English Language Learner [ELL] and Disabled Student	3
EDUG 829	Practicum in Teaching At Risk, English Language Learner (ELL) and the Disabled	3
EDUG 826	Improvement of Instruction for Teachers of At Risk, English Language Learner [ELL] and Disabled	3
EDUG 830	Curriculum Adaptation and Content Strategies for At Risk, English Language Learners (ELL) and the Disabled	3
EDUG 888	Independent Study in Research	1
EDUG 815	English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education	3
EDUG 766	Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	3
EDUG 834	Seminar and Practicum in Secondary Special Education (Teachers in the Field)	3

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Total Credits

37

## Five Year Programs

### Bachelor of Science and Master of Science in Education

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

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

Students who complete the first semester of sophomore year with a cumulative index of 3.00 or better and grades of B or better in all Education courses may apply for admission into the five year BS/MS Ed program which leads to dual certification in Childhood Education/Students with Disabilities (Grades 1-6). Upon satisfactory completion of specific program requirements, and successful completion of the New York State 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 complete an internship in a Special Education setting full days during the Fall or Spring semester of the fifth year. Twelve credits need to be completed in a content area that covers Math, Science, Social Studies and Language Arts. Six credits of these content required courses may be taken in the Fourth Year.

## **FOURTH Year - GRADUATE COURSES (12 Credits)**

EDUG 713	Methods of Educational and Psychological Research	3
EDUG 778	Nature and Needs of the Exceptional Individual	3
Two Content Courses from the list below. You must cover each of the four content areas: Social Studies, Language Arts, Math, Science (Choose one to take in your Fourth Year)		3
EDUG 785	Life Science for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8).	
EDUG 768	Integrated Curriculum: Math, Science and Technology I for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	
EDUG 775	Mathematics Instruction for the At Risk, English Language Learner [ELL] and Disabled (Grades K-8).	
EDUG 812	Integrated Curriculum II: Math, Science and Technology for At Risk English Language Learner [ELL] and Disabled (Grades K-8).	
EDUG 899	Physical Science for the Teacher of the At Risk, English Language Learner[ELL] and Disabled (Grades K-8).	
EDUG 776	Science Instruction for the At Risk, English Language Learner [ELL] and Disabled	
One of the following Social Studies or Language Arts Content courses:		3
EDUG 753	Teaching Reading in the Content Areas for the At Risk English Language Learner [ELL] and Disabled (Grades K-12) (Social Studies and Language Arts Courses (Choose one to take in the Fourth Year))	
EDUG 815	English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education	
EDUG 754	Literature for the At Risk, English Language Learner (ELL) and Disabled (Grades K-8)	
EDUG 766	Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	
EDUG 805	Integrated Learning I: Social Studies and Language Arts Instruction for the At Risk, English Language Learner and Disabled Student	



EDUG 808	Integrated Learning II: Social Studies and Language Arts Instruction for the At Risk, English Language Learner [ELL] and Disabled Student	
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Total Credits

12

## FIFTH YEAR (22 Graduate Credits)

EDUG 704 or EDUG 733	Introduction to Group Dynamics and Human Relations Approaches to Multicultural Education for the At Risk and Disabled Student	3
EDUG 781	Management Techniques and Curriculum for the At Risk, English Language Learner [ELL] and Behaviorally Disordered	3
EDUG 787	Psycho-Educational Assessment for the At Risk, English Language Learner [ELL] and Disabled Student	3
EDUG 789	Methods of Teaching the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	3
EDUG 858	Seminar, Observation, and Internship in Special Education (5 Year Program)	3
EDUG 888	Independent Study in Research	1
One of the following Math and/or one of the following Science Content courses not already taken in the Fourth Year:		3
EDUG 785	Life Science for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8).	
EDUG 768	Integrated Curriculum: Math, Science and Technology I for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	
EDUG 775	Mathematics Instruction for the At Risk, English Language Learner [ELL] and Disabled (Grades K-8).	
EDUG 812	Integrated Curriculum II: Math, Science and Technology for At Risk English Language Learner [ELL] and Disabled (Grades K-8).	
EDUG 899	Physical Science for the Teacher of the At Risk, English Language Learner [ELL] and Disabled (Grades K-8).	
EDUG 776	Science Instruction for the At Risk, English Language Learner [ELL] and Disabled	
One of the following Social Studies or Language Arts Content courses not already taken in the Fourth Year:		3
EDUG 753	Teaching Reading in the Content Areas for the At Risk English Language Learner [ELL] and Disabled (Grades K-12)	
EDUG 754	Literature for the At Risk, English Language Learner (ELL) and Disabled (Grades K-8)	
EDUG 815	English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education	

EDUG 766	Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	
EDUG 805	Integrated Learning I: Social Studies and Language Arts Instruction for the At Risk, English Language Learner and Disabled Student	
EDUG 808	Integrated Learning II: Social Studies and Language Arts Instruction for the At Risk, English Language Learner [ELL] and Disabled Student	
EDUG 826	Improvement of Instruction for Teachers of At Risk, English Language Learner [ELL] and Disabled (required)	
Total Credits		22

## Bachelor of Science and Master of Science in Education

### Dual Certification Adolescence/Students with Disabilities Generalist 7-12 Ext. English or Math or Social Studies

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

Students who complete the first semester of sophomore year with a cumulative index of 3.00 or better and grades of B or better in all education courses may apply for admission into the Five Year BS/MS Ed program which leads to dual certification in Adolescence/Students with Disabilities Generalist 7-12 Ext. English or Math or Social Studies). Upon satisfactory completion of specific program requirements, and successful completion of the required New York State Teacher Certification Exams: Academic Literacy Skills Test (ALST), Educating All Students test (EAS), edTPA 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 complete an internship in a Special Education setting full days during the Fall or Spring semester of the fifth year.

### FOURTH YEAR (12 Graduate Credits)

EDUG 713	Methods of Educational and Psychological Research	3
EDUG 778	Nature and Needs of the Exceptional Individual	3
Six credits of the following:		6
EDUG 830	Curriculum Adaptation and Content Strategies for At Risk, English Language Learners (ELL) and the Disabled	
EDUG 766	Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	

EDUG 826	Improvement of Instruction for Teachers of At Risk, English Language Learner [ELL] and Disabled	
EDUG 815	English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education	
Total Credits		12

## FIFTH YEAR (22 Graduate Credits)

EDUG 704 or EDUG 733	Introduction to Group Dynamics and Human Relations Approaches to Multicultural Education for the At Risk and Disabled Student	3
EDUG 787	Psycho-Educational Assessment for the At Risk, English Language Learner [ELL] and Disabled Student	3
EDUG 829	Practicum in Teaching At Risk, English Language Learner (ELL) and the Disabled	3
EDUG 781	Management Techniques and Curriculum for the At Risk, English Language Learner [ELL] and Behaviorally Disordered	3
EDUG 826	Improvement of Instruction for Teachers of At Risk, English Language Learner [ELL] and Disabled (required)	3
EDUG 833	Seminar & Internship in Secondary Special Education (5 Year Students)	3
EDUG 888	Independent Study in Research	1
One of the following:		3
EDUG 815	English Language Arts Curriculum, Assessment and Methods of Teaching English as a Second Language [TESOL] in General and Special Education	
EDUG 766	Literacy Instruction for the At Risk, English Language Learner [ELL] and Disabled Student (Grades K-8)	
EDUG 830	Curriculum Adaptation and Content Strategies for At Risk, English Language Learners (ELL) and the Disabled	
Total Credits		22

## Advanced Certificate

### Bilingual Education Advanced Certificate

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

### Admission

Students must have a masters degree from an approved educational institution and possess initial certification in Students with Disabilities, Reading, Elementary Education or its equivalent. Applicants must submit Graduate Record Examination (GRE) scores for verbal reasoning, quantitative reasoning, critical thinking and analytical writing skills ???

UPDATE ONCE WE KNOW ABOUT ALST. A Manhattan College graduate application, Narrative Statement of Interest in the Bilingual Education Program, recommendation, and resume are required. An interview with the Director of Graduate Special Education is recommended prior to admission.

## Certification

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

### Required 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

*For Special Education programs, SAT/ACT scores may be submitted if they were taken within the last five years. These can be used in lieu of GRE scores.*

*Changes in admissions for certification requirements issued by the New York State Education Department (NYSED) for CAEP will take precedence over and replace those present in the catalog.*

*Those seeking New York State certification are responsible for knowing and meeting all NYSED requirements.*

# Education Calendar\*

## 2016 Fall Semester

Month	Date	Day	Event
August	25	Thursday	Orientation
August	29	Monday	Graduate Classes begin
September	05	Monday	Labor Day – No classes
September	09	Friday	Late Registration and Add/Drop Ends
October	10	Monday	Columbus Day - classes will be held
October	31	Monday	Last date to submit Intent to graduate Feb '17; May '17
November	01	Tuesday	Registration begins for Spring 2017
November	08	Tuesday	Election Day (Classes will be held)
November	11	Friday	SBL.SPECED Major Paper/Internship/Practicum Documentation to Graduate Feb. '17 due
November	11	Friday	Veteran's Day (Classes will be held)
November	18	Friday	Last Day to Withdraw from graduate courses
November	24-27	Thu-Sun	Thanksgiving Holiday (No Classes)
November	30	Wednesday	Last date to submit Application to Graduate to graduate Feb. '17
December	15	Thursday	Last day of Graduate Classes
January	29	Monday	Deadline to submit incomplete work to faculty for Fall 2016

## 2017 Spring Semester

Month	Date	Day	Event
January	16	Monday	Martin Luther King Day - No classes
January	17	Tuesday	Classes Begin
January	27	Friday	Late Registration & Add/Drop Ends
February	10	Friday	SBL/SPECED Application/Major Paper/Internship/Practicum Documentation to Graduate in May '17 due
February	28	Tuesday	Last dated to submit Application to Graduate to graduate May '17
April	03	Monday	Registration for Summer 2017; Fall 2017 begins
April	14-16	Fri-Mon	Easter Holiday (No Classes)
April	18	Friday	Last Day to Withdraw from graduate courses

April	30	Sunday	Deadline for Major paper sign off by faculty for May graduation
May	11	Thursday	Last day of Graduate classes
May	18	Thursday	Spring Commencement
June	25	Sunday	Deadline to submit incomplete work to faculty for Spring 2017
June	30	Friday	Last date to submit Intent & Application to Graduate to graduate Sept. '17

## Summer 2017 I & II

Month	Date	Day	Event
May	15	Monday	Summer Session I begins
June	29	Thursday	Summer Session I ends
July	03	Monday	Summer Session II begins
July	04	Tuesday	Independence Day - Holiday
July	15	Saturday	SBL/SPECED Major Paper/Internship/ Practicum Documentation to Graduate in September '17 due
August	17	Thursday	Summer Session II ends
October	01	Sunday	Deadline to submit incomplete work to faculty

\* *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.*

# School of Engineering

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

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

Graduates of Manhattan College should 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.

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

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

The engineering program for which a person is applying reviews the application and supportive documents and forwards a recommendation to the Dean of the School of Engineering who informs the applicant of the decision. Accepted students will receive the instructions for registration at the beginning of the session for which they have been accepted.

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

## Admission

Applicants for admission into any graduate program in the School of Engineering must hold, before beginning 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 are not required to submit results of the Graduate Record Examination (GRE). However, the GRE may enhance the application.

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 Course Concentration (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.

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 cumulative GPA by the end of the first semester of their junior year are eligible to apply for the Seamless Master's Degree program upon the recommendation of a member of the engineering faculty. Transfer students may be considered after completing courses at Manhattan College. 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 test), 213 (computer based exam), or 550 (paper based exam) will satisfy Manhattan College admission requirements and criteria for issuance of the I-20 form. However, admission and issuance of an I-20 form is also possible for students with TOEFL scores below 80, 213 or 550 levels for the internet, computer and paper based exams, respectively, provided they successfully complete an approved English as a Second Language course at another institution or an acceptable substitute at Manhattan College. The School of Engineering will also accept IELTS (International English Language Testing System) scores with a minimum of 6.0 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](http://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 along 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 in all courses in the program of study is also required. A student must remain in good academic standing, as described earlier in this graduate catalog, or the student will be subject to dismissal from the college. Other degree requirements 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 provides discipline specific, advanced level courses that students need to complete their specialized degree programs.

## **Graduate Engineering Course Concentrations**

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

## **Continuing Education Hours**

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

# Chemical Engineering

Dr. Chien-Pin Chen  
 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

Fall	Credits Spring	Credits
CHML 207: Process Calculations	3 CHML 208: Principles I (Fluids)	3
CHML 305: Principles II (Heat Transfer)	3 CHML 209 (Chemical Thermodynamics)	3
CHML 306: Separation Process Design I	3 CHML 316: Computer Simulations & Design	3
CHEM 319/323: Organic I Lecture/Lab <sup>1</sup>	5 CHML 321: Chemical Reaction Engineering	3

MATH 286: Differential Equations <sup>1,2</sup>	3 MATH 286: Differential Equations <sup>1,2</sup>	3
17		15

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Total Credits: 32

#### Footnotes

- <sup>1</sup> Required only if not completed as part of student's undergraduate degree.
- <sup>2</sup> 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

CHMG 713: Reactor Design	3
CHMG 710: Advanced Transport Phenomena	3
CHMG 739: Introduction to Design	3
CHMG/ENGG: Engineering Elective	3
CHMG/ENGG: Engineering Elective	3
Total Credits	15

#### Required Courses-Spring

CHMG 707: Process Thermodynamics	3
CHMG 714: Modern Separation Processes	3
CHMG 740: Design Project	3
CHMG/ENGG: Engineering Elective	3
CHMG/ENGG Engineering Elective	3
Total Credits	15

#### 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:

CHMG 750	Emulsion Technology	3
CHMG 751	Industrial Regulations and Quality	3
CHMG 752	Advanced Processing Theory	3
CHMG 753	Advanced Processing Techniques	3
<b>Total Credits</b>		<b>12</b>

### **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:

CHMG 748	Petroleum Refinery Processing I	3
CHMG 749	Natural Gas Processing I	3
Pick 2 of the following three courses:		6
CHMG 754	Petroleum Refinery Processing II	3
CHMG 755	Natural Gas Processing II	3
CHMG 756	Oxidative Conversion of Shale Gas Components	3
<b>Total Credits</b>		<b>12</b>

## 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 H<sub>2</sub> 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 H<sub>2</sub> 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 712. Transport Phenomena in Biomedical Engineering. 3 Credits.**

Development of the mass, energy and momentum transport equations as they relate to biomedical systems such as natural and artificial organs. Flow characteristics of blood are studied and compared to conventional Non-Newtonian fluids. The use of traditional transport equations, modified for biomedical systems are covered and applied to the body and associated biomedical machinery. Three lectures. Senior year offered. Prerequisites: CHML 208, CHML 305, CHML 306, MATH 286.

**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 and stack design; overview of gaseous control equipment.



**CHMG 729. Hazardous Waste Incineration. 3 Credits.**

Stoichiometric and thermochemical calculations; legislation, permitting and 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.

**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®, GXP 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.

**CHMG 756. Oxidative Conversion of Shale Gas Components. 3 Credits.**

Methane and ethane from shale gas reserves may prove to be an attractive alternative feedstocks for the production of hydrocarbon intermediates and liquid fuels. In this course all of the oxidative conversion technologies will be developed, modeled and evaluated. Special focus will be on the calculation and study of the production economies and sustainability indices as compared to conventional technology. Fall. Prerequisite: Senior Status and approval by department chair.

# Civil Engineering

Dr. Anirban De  
Chair, Department of Civil and Environmental Engineering

Dr. Moujalli Hourani  
Director, Graduate Program

## Mission

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

## Objectives

The objectives of the program are:

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

## Admission Requirements

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

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

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

## Degree Requirements

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

### Structural Engineering

CIVG 777	Advanced Structural Analysis I	3
CIVG 778	Advanced Structural Analysis II	3
CIVG 779	Design Steel Structures	3

CIVG 789	Advanced Geotechnical Applications: Foundations	3
CIVG 797	Advanced Geomechanics	3
CIVG 784	Reinforced Concrete Structure I	3
CIVG 785	Reinforced Concrete Structure II	3

One course from:

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

Two approved departmental and Graduate Core electives or a thesis.

## Geotechnical Engineering

CIVG 777	Advanced Structural Analysis I	
CIVG 778	Advanced Structural Analysis II	
CIVG 786	Ground Improvement	
CIVG 789	Advanced Geotechnical Applications: Foundations	
CIVG 791	Advanced Geotechnical Applications: Earth-Retaining Structures	
CIVG 792	Earthworks Design	
CIVG 797	Advanced Geomechanics	

One course from:

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

Two approved departmental and Graduate Core electives or a thesis.

## Construction Management

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

COMG 602	Introduction to Construction Management	3
COMG 605	Construction Planning and Scheduling	3
COMG 606	Building System Design	3
COMG 608	Construction Quality and Safety	3
COMG 609	Engineering Risk and Decision Analysis	3
COMG 610	Construction Law	3
COMG 611	Environmental Impact Assessment for Construction Projects	3
COMG 612	Marketing and Finance of Engineering Projects	3
COMG 614	Contracts and Specifications	3
COMG 615	Project Controls	3
COMG 616	Construction Estimation	3
COMG 617	Fire Protection Piping System Design	3

COMG 618	Safety and Environmental Issues in Construction for Engineers	3
COMG 619	Temporary Works in Heavy Construction	3
COMG 620	Construction Project Delivery	3
COMG 621	Managing Civil Infrastructure Systems	3
COMG 622	Construction Accounting and Finance for Development	3
COMG 623	Capstone Construction Management	3
COMG 624	Leadership in Civil Engineering	3
COMG 625	Special Topics in Construction Management	3

Four or less courses in structural and geotechnical engineering

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

## Civil Engineering Graduate Courses

### **CIVG 501. Introduction to Geoenvironmental Engineering. 3 Credits.**

Application of geotechnical engineering in the design and analyses of environmental systems. Waste Disposal, waste containment systems, waste stabilization. Engineering design of solid and hazardous waste landfills. Groundwater monitoring at landfill sites. Use of geosynthetics in containment system design. Slurry walls and other containment systems. Three lectures. Spring. Pre-requisite: CIVL 310.

### **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 special areas covered included planning, rock mass classification, rock failure mechanisms, initial excavation supports, design considerations for permanent linings, tunnel excavation 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 532. Advanced Strength of Material. 3 Credits.**

Stresses in two and three dimensions; symmetrical and unsymmetrical bending; shear center; curved beams; beams on elastic foundation; thin plates and shells; torsion of non-circular sections; thick-walled cylinders. Three lectures. Prerequisite: ENGS 230, CIVL 312 with a minimum of C grade.

**CIVG 533. Advanced Mechanics for Civil Infrastructure. 3 Credits.**

This course is designed to apply advanced engineering mechanics techniques to solve the infrastructure's problems. The students will be able to create the model, understand the mathematical formulation and use computer modeling to analyze infrastructure's problems dealing with structural, geotechnical and materials challenges. General purpose finite element packages will be used throughout the semester. Pre-requisite: The course is open to graduate students or a senior student with the instructor permission.

**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.**

Hydrologic cycle, interception, infiltration, evapotranspiration, measurement and 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 probability analysis of stream flow, regional frequency analysis; probable maximum precipitation, 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 modal 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. Three 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 manufactured 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 is the Occupational Safety and Health Administration (OSHA) 30 Hour Construction Industry Outreach Training course that is a comprehensive orientation to the federal safety and health standards as well as an introduction of specific safety and environmental construction related issues.

**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.

**COMG 626. Strategic Planning in Construction. 3 Credits.**

This course presents the strategic planning process as it applies to Construction Management firms operating in the New York Metropolitan Area. It will provide a short history of strategy, definitions, current market analysis, value chain considerations, context in which competitive strategy is formulated; the strategic planning process, including but not limited to SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, vision and mission statements, goals and objectives, strategies, and action plans that tie strategy to operations. At the completion of this course, students will have a working understanding of the importance of strategic planning and a practical knowledge of the elements of the strategic planning process in order to be able to participate substantively in the development of a strategic plan in a Construction Management (or A/E) company.

# Electrical and Computer Engineering

Dr. George C. Giakos

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.
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 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

One of the following:	3
ECEG 702 Signals, Systems and Transforms II	
ECEG 701 Signals, Systems and Transforms I	
ECEG 710 Probability and Stochastic Processes	
Three electrical engineering courses	9
Four courses chosen from Electrical and Computer Engineering Department	12
Two courses from any offerings by the Electrical and Computer Engineering Department, or any Graduate Core course	6
Six course credits can be substituted by Masters Thesis option under the direction of a Thesis Advisor.	
<b>Total Credits</b>	<b>30</b>

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

One of the following:	3
ECEG 520 Computer Architecture I	
ECEG 727 Computer Networks	
ECEG 721 Embedded Systems	
Three computer engineering courses	9
Four courses chosen from Electrical and Computer Engineering Department	12



Two courses from any offerings by the Electrical and Computer Engineering Department, or any Graduate Core course	6
Six course credits can be substituted by Masters Thesis option under direction of a Thesis Advisor	
<hr/>	
Total Credits	30

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

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

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

### Manuscript Presentation

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

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

### Certificate Programs

Graduate certificate programs, which consist of prescribed courses in a specific concentration area, are available through the Electrical and Computer Engineering graduate program as follows:

- Applied Bioinformatics
- Bioelectric Engineering
- Robotic Vision, Imaging, and Computer Graphics
- Unmanned Autonomous Guided Systems
- Cybersecurity Systems
- Embedded Computing
- High Performance Computing
- Power Systems
- Big Data, Data Mining, and Analytics

Unless otherwise noted, courses in these programs may be applied to a Master's of Science Degree in the Electrical and Computer 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 Electrical and Computer Engineering Certificates is available on the Electrical and Computer Engineering website (<https://manhattan.edu/academics/engineering/electrical-computer-engineering/certificates>).

## Courses

### **ECEG 520. Computer Architecture . 3 Credits.**

Evolution of computer architecture spanning from the CISC machines to the RISC machines, from the pipelined to superscalar architectures; from multithreaded to parallel processors. Hardware and software processor design trade-off and performance evaluation; Data representation and instruction sets. Control design: Hardware and microprogrammed. Memory organization: Virtual segmentation and cache; system organization: Bus control and I/O. Pre-requisite: Senior Status.

### **ECEG 521. Applied Parallel Computing. 3 Credits.**

A software engineering centric course covering traditional parallel computing with message passing protocols, programming patterns for multi-core processors, application development on graphics processing units, and wide scale distributed computer systems.

### **ECEG 547. Optical Information Processing Systems. 3 Credits.**

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.

### **ECEG 548. Fiber Optics Communication. 3 Credits.**

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.

### **ECEG 701. Signals, Systems and Transforms I. 3 Credits.**

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.

### **ECEG 702. Signals, Systems and Transforms II. 3 Credits.**

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.

**ECEG 704. Bioinstrumentation. 3 Credits.**

Design principles of biomedical devices, bioelectronics, medical nanodevices, transducers, sensors, interface electronics, microcontrollers, and engineering programming. Signal modalities, bioelectrical signal monitoring, acquisition, analysis, and processing. Case studies and platform-based designs of medical devices, and instrumentation.

**ECEG 706. Radiation and Optics. 3 Credits.**

Radiation and simple radiating systems, wave optics, interference and diffraction: first order and higher order coherence functions; Fourier optics, properties of coherent optical beams.

**ECEG 709. Linear Mathematical Methods. 3 Credits.**

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.

**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 716. Fuzzy Systems. 3 Credits.**

A study of the concept of fuzzy set theory including operations on fuzzy sets, fuzzy relations, fuzzy measures, fuzzy logic, with emphasis on engineering applications.

**ECEG 717. Mobile Applications and Cybersecurity. 3 Credits.**

The proliferation of smart, consumer mobile, and medical devices provide new security vulnerabilities. This course will focus on the security features and limitations on smartphones, mobile telecommunication systems, portable healthcare monitoring devices, and sensor networks. Materials will cover smartphone security, mobile location privacy, wireless sensor security, and security challenges in medical device industry.

**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.**

The Architecture of Digital Data Transmission Systems. The protocols: TCP/IP models. The physical layer: Wire, cable, fiber, terrestrial microwave and satellite microwave. The key concepts: bandwidth, noise, channel capacity and error detection and correction. The applications: modulation and modems. Multiplexing: FDM, slotted TDM, and statistical TDM. The data link: asynchronous and synchronous transmission, circuit switching, packet switching.

**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. Modern Portable Wireless Devices. 3 Credits.**

Wireless communication systems for mobile and autonomous devices, healthcare monitoring devices, with emphasis on: cellular concept & trunking, spread spectrum systems security and multiple access techniques, speech coding, power control. Antennas and channel propagation characteristics and techniques for mitigation of propagation-related degradation factors. Analysis & design of systems following standards & protocols for the latest generation of wireless networks. Key examples of mobile portable devices, medical devices, system characteristics, and architecture design. Pre-requisites: EECE 303, EECE 315. Co-requisite: EECE 304.

**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.**

State-space representation of discrete-time systems. Stability, observability, controllability. Digital controller design using transform techniques. Statespace design methods.

**ECEG 734. Bulk Power System Operation. 3 Credits.**

Operation of the bulk electric power system in North America. Basic types of high voltage equipment and station configurations. Methods and equipment to control power flow and voltage levels on the power system.

**ECEG 735. Direct Energy Conversion. 3 Credits.**

Principles of energy conversion; thermoelectric, photovoltaic, and thermionic generators; magneto-hydrodynamic 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 737. NERC Standards and Operation. 3 Credits.**

North American Electric Reliability Corporation (NERC) standards and related compliance concerns in relationship to operational principles of the power systems. Pre-requisite: ECEG 736 or equivalent.

**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 739. Relay Systems. 3 Credits.**

Power system operation, three-phase system calculations and modeling of power system elements. Protective devices and their principles of operation. Pilot protection of transmission lines, generator protection and transformer protection. Pre-requisite: ECEG 736 or equivalent.

**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 742. Computer Vision and Imaging. 3 Credits.**

Detection, image formation, and engineering design of vision and imaging sensors and systems. Unmanned aerial and underwater imaging systems, biomedical image recognition, medical image understanding, inspection, and robotics applications.

**ECEG 743. Biomedical Imaging Systems. 3 Credits.**

Engineering and physical principles of biomedical modalities, as applied to clinical diagnostics and pharmaceuticals, gene arrays and Omics imaging technologies central to the detection process, system design, data analysis and classification. Clinical examples.

**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 745. Medical Device Miniaturization. 3 Credits.**

Engineering design of miniaturized medical devices, operating on electrical, and quantum principles, with reduced form factor and weight, while reducing power consumption and boosting performance. Integration trends, functionality, scalability, reconfigurability. Case studies and platform-based designs of miniaturized medical devices, such as medical implantable devices, heart monitors, pacemakers, video cameras.

**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 747. Image Processing and Pattern Recognition. 3 Credits.**

Digital image processing for manipulation and enhancement of images, development of advanced techniques for object recognition, object classification, image reconstruction, image compression, and feature extraction. Computational analytic and interpretive approaches to optimize extraction and use of imaging data. Engineering, robotic, industrial, medical, and remote sensing applications.

**ECEG 748. Applied Machine Learning. 3 Credits.**

Design of systems that learn from data and improve with experience. Fundamental concepts and methods of machine learning, including the description and analysis of several modern algorithms, their theoretical basis, and the illustration of their applications. Supervised and unsupervised machine learning.

**ECEG 749. Unmanned Autonomous Vehicles. 3 Credits.**

History of the UAV, basics of mechatronic design, common sensor payloads, high-definition cameras, sonars, lidars, vision and imaging design parameters. Major design challenges, laws and regulations, operations and safety.

**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 752. Pharmaceutical Bioinformatics. 3 Credits.**

Computer based technologies and informatics and computational methods that interface with all areas related to the discovery and development drugs, for understanding their functions, mapping processes of the cells and understanding how to use these properties to effectively develop novel drugs.

**ECEG 753. Omics, Data, and Bioinformatics. 3 Credits.**

Introduction to Omics technologies. Fundamental aspects of Omics and bioinformatics: data standardization, data sharing, storing Omics data appropriately and exploring Omics data in bioinformatics, high-throughput data. Bioinformatics and cancer research.

**ECEG 754. Big Data, Mining, Analytics. 3 Credits.**

Spatio-temporal data representation, similarity computation, data mining, big data analysis, neural networks, classification techniques, discriminant feature extraction for parametric and non-parametric classifiers, analysis of high-dimensional data, clustering, and pattern discovery. Applications in engineering, bioinformatics, imaging, and remote sensing.

**ECEG 755. Bionanophotonics. 3 Credits.**

Nanoparticles for optical bioimaging, optical diagnostics and light guided and activated therapy. Use of nanoparticles platforms for intracellular diagnostics and targeted drug delivery, PEBBLE nonsensors.

**ECEG 756. Drug Delivery Systems. 3 Credits.**

Instrumentation, devices, and techniques to characterize the physiochemical, optical properties, and in vitro immunological, biological, and stability characteristics of drugs delivery, proteins, and nanomaterials.

**ECEG 757. Bioinspired Robotic Vision Systems. 3 Credits.**

Introduction to autonomous computer vision systems. Vision-based bio-inspired systems, guidance, and control, for unmanned aerial vehicles (UAVs), unmanned underwater vehicles (UWVs), medical robotic surgery, and robotic applications.

**ECEG 758. Cybersecurity Systems. 3 Credits.**

Cybersecurity as it relates to systems and then on the engineering principles for secure systems. The course focuses on the differences between threats and vulnerabilities, examples of cybersecurity attacks and events, frameworks, requirements and principles for securing systems.

**ECEG 759. Quantum Cryptography. 3 Credits.**

Methods that seek to solve the problem of how to securely send cryptographic keys between two parties by encoding them within light particles, or photons. Quantum cryptography and key distribution technique.

**ECEG 760. Data and Applications Security. 3 Credits.**

Principles, technologies, tools and trends for data and applications security. Biometrics; digital forensics; secure e-commerce; secure sensor information management.

**ECEG 761. Network Security Systems. 3 Credits.**

Theoretical and practical aspects of network security. Security of TCP/IP applications; firewalls; wireless LAN security; denial-of-service defense.

**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 765. Computer Graphics. 3 Credits.**

Basic concepts of computer graphics systems including display devices, graphics software and the display of solid object. Point plotting procedures; line drawing algorithms and circle generators. Displays and controllers; storage and refresh devices. Two dimensional transformations; clipping and windowing. Graphics software; windowing functions, display files; geometric models. Interactive raster graphics. Three dimensional graphics including surface display, perspective and hidden surface removal.

**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.**

**ECEG 797. Sustainable Energy Sources. 3 Credits.**

This course presents basic information on Energy outlook, interconnection issues of distributed alternate energy resources, efficiency of power production, electric energy conversion and storage (fossil fuel, nuclear, hydro, solar, fuel cells, wind, and batteries). This course also explores the different energy link integration methodologies. Pre-requisite: Senior Status.



**ECEG 799. Master's Thesis Research. 1-6 Credit.**

A Master of Science thesis option entails 24 course credits and 6 master's research credits, namely, ECEG 799. Research undertaken under the thesis option should exhibit a thorough understanding of advanced scientific thought and an ability to apply advanced engineering design principles, and planning.

# Environmental Engineering

Dr. Anirban De  
Chair, Department of Civil and Environmental Engineering

Dr. Robert Sharp, 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:

<b>Six (6) Required Courses</b>		<b>18</b>
ENVG 505	Surface Water Quality Modeling	3
ENVG 506	Water Treatment Processes	3
ENVG 508	Environmental Chemistry	3
ENVG 739	Environmental Experimental Analysis (ENVG 508 Environmental Chemistry)	3
ENVG 718	Biological Treatment	3
ENVG 736	Advanced Unit Operations	3
<b>Minimum of two additional upper-level engineering design courses from the following:</b>		<b>6</b>
ENVG 703	Environmental Fate and Effects of Toxic Contaminants	3
ENVG 704	Advanced Water Quality Modeling for Metals	3
ENVG 712	Advanced Geohydrology	3
ENVG 721	Environmental Sustainability: Water Reuse and Resource Recovery	3
ENVG 746	Water and Coastal Engineering	3
<b>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</b>		<b>6</b>
ENVG 507	Groundwater	3
ENVG 509	Environmental Geochemistry	3
ENVG 510	Hazardous Waste Management	3
ENVG 702	Air Quality Analysis	3
ENVG 706	Water Chemistry	3
ENVG 708	Environmental Biotechnology	3
ENVG 710	Environmental Organic Chemistry	3
ENVG 722	Subsurface Bioremediation	3
ENVG 731	Special Topics	3
ENVG 732	Thesis	6
<b>Total Credits</b>		<b>30</b>

### 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.

<b>Four (4) Required Courses</b>	<b>12</b>
ENVG 505            Surface Water Quality Modeling	3
ENVG 506            Water Treatment Processes	3
ENVG 508            Environmental Chemistry	3
ENVG 739            Environmental Experimental Analysis	3
<b>Minimum of three upper-level engineering design courses from the following:</b>	<b>9</b>
ENVG 703            Environmental Fate and Effects of Toxic Contaminants	3
ENVG 704            Advanced Water Quality Modeling for Metals	3
ENVG 712            Advanced Geohydrology	3
ENVG 718            Biological Treatment	3
ENVG 721            Environmental Sustainability: Water Reuse and Resource Recovery	3
ENVG 736            Advanced Unit Operations	3
ENVG 746            Water and Coastal Engineering	3
<b>Three 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.</b>	<b>12</b>
ENVG 507            Groundwater	3
ENVG 509            Environmental Geochemistry	3
ENVG 510            Hazardous Waste Management	3
ENVG 702            Air Quality Analysis	3
ENVG 706            Water Chemistry	3
ENVG 708            Environmental Biotechnology	3
ENVG 710            Environmental Organic Chemistry	3
ENVG 722            Subsurface Bioremediation	3
ENVG 731            Special Topics	3
ENVG 732            Thesis	6
<b>Total Credits</b>	<b>30</b>

### 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.**

Construction of analytical models that produce the classical formulas of structural, hydraulic, water supply and water and wastewater treatment engineering. Ordinary and partial differential equations, vectors, tensors and matrices, systems of linear equations and boundary value problems. Prerequisites: MATH 286, Differential Equations, CEEN 303, Fluid Mechanics, ENGS 230, Introductory Solid Mechanics.

### **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 water-borne 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 Stokes 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 508. Environmental Chemistry. 3 Credits.**

An introduction to the chemistry of natural waters and the atmosphere. The application of the principles of physical and analytical chemistry to the solution of problems related to environmental engineering and science. Includes a unit on relevant properties of organic compounds that are relevant to the environment and public health. Pre-requisite: ENGS 204.

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

Review of fundamental geologic processes. Solution-mineral equilibria of carbonates and silicates. Surface chemistry at the solution-mineral interface. Relevant phase equilibria, weathering and soils, inorganic and organic sedimentation and diagenesis, isotope geochemistry, and metamorphism. Two semesters of General Chemistry.

### **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, adsorption, 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 second 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. Prerequisite: CEEN 307 or equivalent.

**ENVG 746. Water and Coastal Engineering. 3 Credits.**

River and watershed monitoring; safe yield analysis for water supplies; dam design; river temperature modeling; coastal engineering design concepts, wave impacts; storm surge; design of coastal structures; port and harbor design; hydraulic design of bridges. Prerequisite: CEEN 303.



# Mechanical Engineering

Dr. Mohammad H. Naraghi  
Chair, Department of Mechanical Engineering

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

## Mission

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

## Objectives

The objectives of the program are:

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

## Admission Requirements

Applicants must possess one of the following:

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

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

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

## Degree Requirements

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

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

## Concentration Programs

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

### **MCEG 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.

### **MCEG 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.

### **MCEG 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 emphasize 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.

## Engineering -Graduate Courses

### **ENGG 602. Internship for Engineering Graduate Students. 1-3 Credit.**

This course offers credit for curricular practical training experience with a sponsoring employer. Fall, Spring and Summer. May be repeated. Pre-requisite: Approval of Graduate Program.

### **ENGG 610. Numerical Methods in Engineering. 3 Credits.**

Formulation of numerical techniques for solution of engineering problems; typical subject material includes linear and nonlinear equations, systems of equations, boundary value and initial value problems in ordinary and partial differential equations, matrix algebra, etc. Applications from various engineering disciplines are emphasized and computer solutions stressed. Prerequisite: Permission of the Instructor.

### **ENGG 612. Finite Element Methods. 3 Credits.**

Derivation of element equations using direct, variational, and residual methods; multidimensional problems in the steady state and transient domains; use of general purpose finite element computer programs; applications from a variety of engineering disciplines. Prerequisite: Permission of the Instructor.

### **ENGG 614. Engineering Mathematics. 3 Credits.**

Mathematical formulation of problems of importance to engineering; solutions of ordinary and partial differential equations; mathematical series and orthogonal functions and their applications; matrix algebra; applications from a variety of engineering disciplines are emphasized. Prerequisite: Permission of the Instructor.

### **ENGG 620. Applications of Instrumentation and Data Acquisition. 3 Credits.**

Operation, application, and selection of engineering instruments for measuring common engineering variables, e.g. position, velocity, temperatures, pH, force, pressure, strain, flow rate, light intensity, concentration, etc; sensors, data acquisition and processing. Output devices, including logic and actuator operation and selection. Computer-based data acquisition and automated analysis are considered.

### **ENGG 630. System Control. 3 Credits.**

Formulation of process models; transfer functions; multivariable systems; linear control and feedback systems; stability; steady state optional control; adaptive control; applications from a variety of engineering disciplines. Prerequisite: Permission of the Instructor.

**ENGG 632. Modern Engineering Computations. 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 engineering problems in various branches of engineering and computer science. Prerequisite: Permission of the Instructor.

**ENGG 640. Information Processing and Technology. 3 Credits.**

Examination of the technological issues, including design of integrated engineering information systems and environments. Topics to be taken from: the computer as an organizational information system; computer-based information system; manufacturing information systems; the virtual office; databases and database systems; knowledge-based systems; technology and role of the internet in integrated engineering information systems; organizational system theory and methodologies.

**ENGG 650. Engineering Economics. 3 Credits.**

Techniques for estimating investment and operating expenses; profitability analysis including depreciation and taxes in cash flow; methods for comparing alternate investments; market estimation and location efforts; application from a variety of engineering disciplines.

**ENGG 651. Principles in Public Health. 3 Credits.**

This course will cover basic principles in public health with emphasis on topics for engineering professionals. Fundamental concepts in the core public health sciences of epidemiology and biostatistics, as well as public health biology and toxicology, will be presented. Application of these principles to issues of human exposure to environmental agents and the role of the engineering disciplines will be examined. Human health risk assessment and the implications on regulatory policy will be discussed. Senior Status required.

**ENGG 652. Project Management. 3 Credits.**

Study of the content, planning, and control of an industrial project; comparison of functional management and project management, the role of the Engineering Manager, project organization structures, project planning, use of critical path methods and project control; emphasis on the project management concept and its applicability to a wide range of industrial projects; the case study method is used to examine a variety of specific management issues, e.g. staffing, controlling and directing the project, identifying and resolving critical issues, anticipating and solving team personnel problems, etc.; various managerial decision tools and project control methods, such as CPM and PERT are discussed.

**ENGG 653. Statistical Decision Making. 3 Credits.**

Methods dealing with the collection, tabulation, summarization, and presentation of data. Inferential statistics; reaching conclusions and making estimates about populations based upon sample information. Hypothesis testing is explored as a basis for decision-making. Design experiments to learn more about the natural world and how to model physical relationships. Engineering quality into a product.

**ENGG 654. Quality Management for Engineers. 3 Credits.**

Methods for improving the quality of engineered products and processes. Total Quality Management (TQM), Quality Function Deployment (QFD), Concurrent Engineering, Basic Statistics, Acceptance Sampling, Statistic Process Control (SPC), Reliability, Taguchi Techniques, introduction to Quality Assurance.



**ENGG 656. Engineering Optimization. 3 Credits.**

Introduction to optimization problems; mathematical preliminaries; unconstrained nonlinear optimization; one-dimensional search methods; equality and inequality constrained nonlinear optimization; linear programming; engineering applications to cost minimization, optimum system design and operation.

**ENGG 658. Legal Aspects of Engineering. 3 Credits.**

Basic legal doctrines, professional-client relationship, design and practice problems. Fundamental concepts of contract law. Topics include American judicial system, contracts, quasi-contracts, agency, licensing, client obligations, construction process, liability of engineers, copyrights, patents and trade secrets.

**ENGG 660. Engineering Ethics. 3 Credits.**

Ethical issues in engineering are examined such as whistle blowing, computer ethics, employer/employee relationship and responsibilities, use of technology and the environment, public safety, codes of ethics. Case studies are emphasized.

**ENGG 670. Pollution Prevention. 3 Credits.**

Regulations, advantages and disadvantages of pollution prevention: EPA'S pollution prevention hierarchy, including source reduction, recycling, control and ultimate disposal; Multimedia approaches and total systems analysis of pollution prevention options; applications to specific processes and industries from various engineering disciplines.

**ENGG 672. Accident and Emergency Management. 3 Credits.**

Engineering process safety, including emergency planning and response; fires, explosions and other accidents; dispersion fundamentals, applications and analysis; hazard and risk assessment; legal considerations; examples from various engineering disciplines. Three credits.

**ENGG 674. Green Engineering Design. 3 Credits.**

Multi-disciplinary considerations and techniques for greener engineering design; historical perspective of the industrial revolution and the impacts of industrialization; industrial revolution and the impacts of industrialization; industrial activity and the environment, including energy usage and resource depletion; improved industrial and municipal (POTW) operations, including process design and development; green engineering economics, including life cycle cost assessment; design for the environment, including waste prevention, water and energy conservation and packaging; wastewater treatment, air pollution and fugitive emissions control, and solid water disposal methods; and, sustainable development and the role of engineers.

**ENGG 676. Sustainable Material 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.

**ENGG 678. Sustainable Energy. 3 Credits.**

Options for sustainable energy utilization are discussed with regard to the current state of the technology, the opportunities for future development and the potential environmental and economic impact. This course will focus on specific renewable energies and sustainable energy solutions, such as, solar energy, utilization of wind power, geothermal and oceanic thermal processes, hydroelectric, tidal and wave technologies, biofuels, and a systems approach to sustainable energy solutions. Pre-requisite: Consent of Instructor.

**ENGG 680. Advanced Strength of Materials. 3 Credits.**

Stresses in multidimensions; symmetrical and unsymmetrical bending; shear center; curved beams; beams on elastic foundation; beam columns; thin plates; torsion of noncircular sections; thin walled cylinders; general and symmetric bending of straight bars, curved beam and plates; applications from several engineering disciplines. Prerequisites: Undergraduate solid mechanics course.

**ENGG 682. Applied Heat Transfer. 3 Credits.**

Topics in process heat transfer including: steady state and transient conduction, free and forced convection, radiation and combined models, heat transfer with phase change; applications come from a variety of engineering disciplines and can include: design and rating of various heat exchangers, condensers and evaporators; heat pipes; solar collectors; electronic cooling, etc. Prerequisite: Undergraduate heat transfer course.

**ENGG 696. Special Topics. 3 Credits.**

Topics of current interest to graduate engineering students. Subject matter will be announced in advance of semester offering.

# Engineering Calendar\*

## 2016 Fall Semester

Month	Date	Day	Event
August	29	Monday	Classes Begin
September	02	Friday	Late Registration & Add/Drop Ends
September	05	Monday	Labor Day – No Classes
September	20	Tuesday	Senate Meeting
October	10	Monday	Columbus Day Holiday – No Classes
October	11	Tuesday	Monday Schedule
October	17	Monday	Mid-Term Grades Due
October	18	Tuesday	Senate Meeting
November	01	Tuesday	Web Registration Begins -Spring 2017
November	15	Tuesday	Senate Meeting
November	18	Friday	Last day to withdraw from courses
November	23-25	Wed-Fri	Thanksgiving Holiday – No Classes
December	03	Friday	Last Day of Classes
December	12-17	Mon-Sat	Final Exam Period – Winter Recess Begins after Last Examination

## 2016-2017 Winter Intersession

Month	Date	Day	Event
December	19	Monday	Classes Begin
December	26-30	Mon-Fri	Christmas Break - College Closed
January	02	Monday	New Year's Holiday - College Closed
January	06	Friday	Deadline to submit incomplete work to Faculty for Fall 2015
January	13	Friday	Last Day of Winter Intersession
January	16	Monday	Martin Luther King Holiday - College Closed

## 2017 Spring Semester

Month	Date	Day	Event
January	17	Tuesday	Classes Begin
January	23	Monday	Late Registration & Add/Drop Ends
February	21	Tuesday	Senate Meeting
March	03	Friday	Mid - Term Grades Due
March	13-17	Mon-Fri	Spring Break
March	21	Tuesday	Senate Meeting
April	03	Monday	Web Registration Begins for Fall 2017
April	07	Friday	St. De La Salle Day: The Feast of St. John Baptist de la Salle, Patron of Teachers

April	14-17	Fri-Mon	Easter Holiday
April	18	Tuesday	Senate Meeting
April	18	Tuesday	Last day to withdraw from course
May	04	Thursday	Monday Schedule
May	05	Friday	Last Day of Classes
May	6-7	Sat-Sun	Reading Days
May	08-13	Mon-Sat	Final Exam Period
May	14-18	Sun-Thurs	Senior Days
May	Monday	15	Summer Session I Begins
May	18	Thursday	Spring Commencement
May	19	Friday	The One Hundred and Seventy - Fifth Commencement (Undergraduate)
June	06	Tuesday	Deadline to submit incomplete work to Faculty for Spring 2017

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

# School of Science

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Dr. Constantine Theodosiou  
Dean, School of Science

## Mission

The mission of the School of Science is to help our students to see, to know and so, to act.

To see the invisible world through the lens of a microscope or telescope; to see in the extended laboratory of New York City and the problems, opportunities and rich culture of urban life; to see — with a global perspective — the world grown both smaller through communications and more complex through cultural differences; and to see their place and responsibilities in a world of conflicting moral and ethical claims: this is our mission.

To know by developing the faculty of critical thinking and clear writing and speaking; to know by acquiring the research techniques to find information rapidly and efficiently; to know in cooperation with teachers who pay individual attention to students; to know not only the network of the core curriculum with courses in humanities, natural science, behavioral and social science; and to know not only the how, but also the why: this is our mission.

And finally, to act, to do, to follow in a long line of Manhattan graduates who have made a difference in a wide variety of careers in the public as well as the private sector, and to bring into the world of the future a sense of integrity, honesty and values supported and strengthened at Manhattan College: this is our mission.

## Degree Programs

The School of Science currently offers two different graduate degrees in Mathematics through the Department of Mathematics - an MS in Mathematics, and an MS in Adolescence Education Mathematics. The latter is a component of the seamless 5 year BS-MS in Adolescence Education Mathematics offered jointly by the Schools of Education and Science.

The MS in Mathematics 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 at a Community College.

The BS-MS in Adolescence Education Mathematics program is designed for the undergraduate student seeking certification for grades 7-12. The program leads in four years to initial certification in Adolescence Education, Mathematics, and confers the MS upon completion of a fifth year of study in Mathematics.

Additional information on either of these programs can be found at the Mathematics link above.

# Department of Mathematics

Dr. Janet McShane

Chair, Department of Mathematics

Dr. Kathryn Weld

Director, Graduate Program

The Department of Mathematics offers numerous graduate degree programs - an MS in Mathematics, a BS-MS in Adolescence Education Mathematics, an MS in Applied Mathematics-Data Analytics, and a BA -MS or BS-MS in Applied Mathematics-Data Analytics . The degree requirements, as well as the entrance requirements, for each degree are listed below.

## 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 to this program. This preparation should include courses in Linear Algebra, 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, and a 3 credit Research Seminar. Fifteen 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 classmen, thereby enabling completion of the MS degree in a single postgraduate year.

## Required Graduate Courses for the MS in Mathematics:

- Algebra Elective - MATG 671 Applied Linear Algebra or MATG 678 Algebra II
- Analysis Elective - MATG 688 Graduate Analysis II or MATG 690 Graduate Complex Analysis
- Statistics / Data Analysis Elective - MATG 632 Statistical Inference or MATG 633 Advanced Statistical Inference
- Number Theory - MATG 642 Number Theory
- Research Seminar - MATG 699 Research in Mathematics
- 15 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 teaching in 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 5<sup>th</sup> 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 Calculus I, MATH 186 Calculus II, MATH 285 Calculus III, MATH 243 Discrete Foundations, MATH 272 Linear Algebra I, MATH 361 Introduction to Higher Geometry, and MATH 377 Algebra I is normally required.

### **Degree Program**

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 for the BS-MS in Adolescence Education Mathematics:

MATG 622	Graduate Seminar for Mathematics Education	3
MATG 632	Statistical Inference	3
MATG 642	Number Theory	3
MATG 724	Contemporary Issues in Teaching Mathematics	4
MATG 761	Classical and Modern Plane Euclidean Geometry	4
MATG 762	Modern Methods in Plane Euclidean Geometry	4
Algebra Elective		
MATG 671	Applied Linear Algebra	3
MATG 678	Algebra II	3
Additional elective credits of Graduate mathematics (MATG 600-799)		9

## BA or BS Mathematics -- MS Applied Mathematics-Data Analytics

The program is a seamless 5-year BS-MS program with a major in Mathematics and an MS in Applied Mathematics-Data Analytics.

This program is designed for strong students of mathematics who wish to prepare for careers in business, industry, or government, or for further study at the doctoral level. In addition to the core undergraduate courses in the discipline, at the graduate level students will master probabilistic and statistical methods, data mining, and linear and non-linear optimization. Students have ample room in their programs to complete minors in cognate disciplines.

Students will typically complete all requirements for the BS in 4 years. They will apply to the MS program during the spring of their sophomore year or during the junior year. If accepted, they take graduate classes during the 3rd and 4th year of study, and will complete the requirements for the MS degree in a fifth year.

The 30 credit graduate program is based on a 12 credit core of study in statistics and applied mathematics. Students would then select 12-18 credits of electives according to a track of interest, either in Analytics or the broader field of Applied Mathematics. Up to 6 of these elective credits may be taken in the MBA program in the School of Business.

## MS in Applied Mathematics-Data Analytics

### Program Description

This program is designed for students with a strong background in mathematics and a major in a quantitative field who wish to prepare for careers in actuarial sciences, business, industry, or government, or for further study at the doctoral level. Applicants should possess a degree in a STEM or quantitative discipline, and some exposure to computer programming, and have the desire to learn sufficient techniques of mathematical analysis to apply them in the profession. Students entering the program should have



at least 18 credits of mathematics or the equivalent, including differential equations, probability, and linear algebra.

Students will typically complete the program in 3 semesters, or two semesters plus 1-2 summers. Students may also pursue the program part time.

The 30 credit hour program consists of a core of study in statistics, data mining, linear algebra and operations research, augmented by electives. The four Masters Comprehensive exams are in the four core areas.

Students may choose 2 electives in accordance with their personal interests, either in Applied Mathematics, in Business Analytics, or they may elect to pursue a Internship or Research Project.

## Required Courses:

MATG 611	Computational Methods for Analytics	3
MATG 630	Probability and Statistics for Analytics	3
MATG 633	Advanced Statistical Inference	3
MATG 635	Probabilistic Methods	3
MATG 655	Operations Research	3
MATG 656	Non-Linear Optimization	3
MATG 658	Data Mining	3
MATG 671	Applied Linear Algebra	3

Plus two electives

## Courses

### **MATG 611. Computational Methods for Analytics. 3 Credits.**

A survey of programming tools of use in solving problems in predictive analytics and applied mathematics: Possible languages include Python, Matlab, R. Introduction to methods for data visualization.

### **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 be incorporated throughout the course. Prerequisites: MATH 243 and MATH 272.

### **MATG 630. Probability and Statistics for Analytics. 3 Credits.**

Basic theorems in probability, random variables, distribution functions, expected values; binomial, Poisson and normal distributions. Sampling distributions, point estimation, interval estimation, testing statistical hypotheses. Not open to students who have taken MATH 331-432.

### **MATG 632. Statistical Inference. 3 Credits.**

Topics covered in this course include sampling distributions, point estimation, interval estimation, testing statistical hypotheses, regression and correlation. Requires a project. Prerequisite: MATH 331. Not available to students with credit for Math 432 or MATG 630.

**MATG 633. Advanced Statistical Inference. 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 appropriate software for data analytics. Not open to students with credit for MATH 433. Prerequisite: MATH 432 or MATG 630 or permission of the Graduate Director.

**MATG 635. Probabilistic Methods. 3 Credits.**

An introduction to probability models including random variables, conditional probability and expectation, Markov chains, Poisson processes, continuous time Markov processes and queueing theory. Pre-requisite: MATH 331 or MATG 630 or equivalent.

**MATG 642. 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. 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 650. Financial Models. 3 Credits.**

The course covers the following topics: the growth of money, equations of value and yield rates, annuities certain, annuities with different payment and conversion periods, loan repayment, bonds, stocks and financial markets, arbitrage, term structure of interest rates, derivatives, and interest rate sensitivity. Pre-requisite: Graduate status or permission of Graduate director.

**MATG 651. Financial Engineering. 3 Credits.**

Basic mathematical foundations and numerical techniques required to understand quantitative finance. Interest rates, hedging, Black Scholes formula, bootstrapping, finite differences and PDE's, Bond and portfolio optimization. Pre-requisite: MATG 650.

**MATG 655. Operations Research. 3 Credits.**

Optimization, linear programming, simplex method, duality theory, transportation problems, scheduling problems, queueing 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 455. Prerequisites: MATH 272.

**MATG 656. Non-Linear Optimization. 3 Credits.**

Methods for solving non-linear optimization problems. Topics include unconstrained optimization, convex sets, approximation methods, method of least squares, convex programming, penalty methods and mixed constraints. Pre-requisite: Graduate status or permission of Graduate director.

**MATG 657. Machine Learning. 3 Credits.**

An introduction to the field of machine learning and its real-world applications. Topics include supervised & unsupervised learning, Bayesian decision theory, non-parametric methods, linear discriminant functions, multi-layer neural networks, stochastic methods and cluster analysis. A project is required.

**MATG 658. Data Mining. 3 Credits.**

Basic concepts of data mining. Fundamental aspects and techniques of analyzing large, complex data-sets. Topics include data objects and attributes, measuring data similarity, data visualization, data processing, apriori algorithm, classification methods, cluster analysis, outlier identification. Pre-requisite: MATG 611.

**MATG 664. 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. Applied Linear Algebra . 3 Credits.**

A continuation of topics introduced in Linear Algebra, (MATH 272), covering factorization of matrices. eigenvalues and eigenvectors, orthogonality, optimization problems, ill-conditioned matrices, applications to topics such as least-squares approximation, difference and differential equations, linear programming, networks, game theory. (Cr. 3) Prerequisite: MATH 272 or equivalent.

**MATG 678. 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 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 698. 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. Prerequisite: Permission of the Graduate Director.

**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 reaction 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.

# Science Calendar\*

## 2016 Fall Semester

Month	Date	Day	Event
August	29	Monday	Classes Begin
September	02	Friday	Late Registration & Add/Drop Ends
September	05	Monday	Labor Day – No Classes
September	20	Tuesday	Senate Meeting
October	10	Monday	Columbus Day Holiday – No Classes
October	11	Tuesday	Monday Schedule
October	17	Monday	Mid-Term Grades Due
October	18	Tuesday	Senate Meeting
November	01	Tuesday	Web Registration Begins -Spring 2017
November	15	Tuesday	Senate Meeting
November	18	Friday	Last day to withdraw from courses
November	23-25	Wed-Fri	Thanksgiving Holiday – No Classes
December	03	Friday	Last Day of Classes
December	12-17	Mon-Sat	Final Exam Period – Winter Recess Begins after Last Examination

## 2016-2017 Winter Intersession

Month	Date	Day	Event
December	19	Monday	Classes Begin
December	26-30	Mon-Fri	Christmas Break - College Closed
January	02	Monday	New Year's Holiday - College Closed
January	06	Friday	Deadline to submit incomplete work to Faculty for Fall 2015
January	13	Friday	Last Day of Winter Intersession
January	16	Monday	Martin Luther King Holiday - College Closed

## 2017 Spring Semester

Month	Date	Day	Event
January	17	Tuesday	Classes Begin
January	23	Monday	Late Registration & Add/Drop Ends
February	21	Tuesday	Senate Meeting
March	03	Friday	Mid - Term Grades Due
March	13-17	Mon-Fri	Spring Break
March	21	Tuesday	Senate Meeting
April	03	Monday	Web Registration Begins for Fall 2017
April	07	Friday	St. De La Salle Day: The Feast of St. John Baptist de la Salle, Patron of Teachers

April	14-17	Fri-Mon	Easter Holiday
April	18	Tuesday	Senate Meeting
April	18	Tuesday	Last day to withdraw from course
May	04	Thursday	Monday Schedule
May	05	Friday	Last Day of Classes
May	6-7	Sat-Sun	Reading Days
May	08-13	Mon-Sat	Final Exam Period
May	14-18	Sun-Thurs	Senior Days
May	Monday	15	Summer Session I Begins
May	18	Thursday	Spring Commencement
May	19	Friday	The One Hundred and Seventy - Fifth Commencement (Undergraduate)
June	06	Tuesday	Deadline to submit incomplete work to Faculty for Spring 2017

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

# School of Continuing & Professional Studies

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## 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:

MSOL 601	Fundamentals of Organizational Leadership	3
MSOL 605	Leadership Communication and Coaching Essentials	3
MSOL 610	Leading Across Cultural and Global Boundaries	3
MSOL 615	Metrics for Today's Leader	3
MSOL 620	Shaping the Learning Organization	3
MSOL 625	Ethics and Spirituality in the Workplace	3
MSOL 642	Collaborative Project Management	3
MSOL 690 & MSOL 691	Capstone-Consulting Project and Capstone-Consulting Project	6

Students may select any 2 courses from the following list of electives to fulfill the degree requirements: 6

### General Organization Leadership Electives

MSOL 630	Organizational Planning, Administration and Governance
MSOL 641	Talent and Performance Management

### Human Resource Electives

MSOL 651	HR Issues in the Workplace
MSOL 652	Employment Law for Organizational Leaders

### Public Service Electives

MSOL 661	Non-Profit and Government Leadership
MSOL 662	Issues in Civic Engagement

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 ones 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: MSOL 690 and earn a B or better.

# 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:

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MSOL 620	Shaping the Learning Organization	3
MSOL 625	Ethics and Spirituality in the Workplace	3
MSOL 642	Collaborative Project Management	3
MSOL 690 & MSOL 691	Capstone-Consulting Project and Capstone-Consulting Project	6
Students may select any 2 courses from the following list of electives to fulfill the degree requirements.		6

### General Organizational Leadership Electives

MSOL 630	Organizational Planning, Administration and Governance
MSOL 641	Talent and Performance Management

### Human Resource Electives

MSOL 651	HR Issues in the Workplace
MSOL 652	Employment Law for Organizational Leaders

### Public Service Electives

MSOL 661	Non-Profit and Government Leadership
MSOL 662	Issues in Civic Engagement

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Total Credits 33

# SCPS Graduate Calendar\*

## 2016 Summer Semester

Month	Date	Day	Event
May	21	Saturday	Spring Commencement
May	16	Monday	Summer 2016 Begins Term I
May	16	Monday	Drop Period Open Term I
May	21	Saturday	Drop Period Closed Term I
May	23	Monday	Course Withdrawal Open Term I
June	27	Monday	Course Withdrawal Closed Term I
July	2	Saturday	End of Summer 2016-Term I
July	5	Monday	Summer 2016 Term II Begins
July-August	6-30		Fall 2016 Registration Period
July	5	Tuesday	Drop Period Open Term II
July	11	Monday	Drop Period Closed Term II
July	16	Saturday	Final Grades Deadline-Summer Term I
July	18	Monday	Course Withdrawal Open-Term II
August	15	Monday	Course Withdrawal Closed- Term II
August	27	Saturday	Summer 2016 Term II Ends
September	10	Saturday	Final Grades Deadline-Summer Term II

## 2016 Fall Semester

Month	Date	Day	Event
August	31	Wednesday	New Student Orientation
September	5	Monday	Labor Day-SCPS Closed
September	6	Tuesday	Fall 2016 Semester Term I Begins
September	6	Tuesday	Fall 2016 Drop Period Opens- Term I
September	12	Monday	Drop Period Ends-Term I
September	13	Tuesday	Course Withdrawal Period Starts-Term I
October	10	Monday	Columbus Day Holiday-No Classes
October	15	Saturday	Course Withdrawal Period Ends-Term I
October	23	Sunday	Fall 2016 Term I Ends
October	24	Monday	Fall 2016 Term II Begins
October	24	Monday	Drop Period Term II Begins
October	30	Sunday	Drop Period - Term II Ends
October	31	Monday	Course Withdrawal Starts- Term II
November	1	Tuesday	Web Registration Begins for Spring 2017
November	5	Saturday	Deadline Final Grades-Term I
November	24-25	Thursday-Friday	Thanksgiving Holiday-No Classes
December	3	Saturday	Withdrawal Period Ends-Term II

December	18	Sunday	Fall 2016 Term II Ends
December	24	Saturday	Fall 2016 Final Grades Deadline-Term II

## 2017 Winter Session

Month	Date	Day	Event
January	3	Tuesday	Winter Session Begins
January	14	Saturday	Winter Session Ends

## 2017 Spring Semester

Month	Date	Day	Event
January	11	Wednesday	New Graduate Student Orientation
January	12	Thursday	New Undergraduate Orientation
January	16	Monday	MLK, Jr. Holiday-No Classes
January	17	Tuesday	Spring 2017 Term I Begins
January	17	Tuesday	Drop Period Open-Spring 2017 Term I
January	23	Monday	Drop Period Closed Spring 2017 Term I
January	24	Tuesday	Course Withdrawal Open Term I
February	21	Tuesday	Course Withdrawal Closed Term I
March	12	Sunday	Spring 2017 Term I Ends
March	13	Monday	Spring 2017 Term II Begins
March	14	Tuesday	Drop Period Open-Term II
March	20	Monday	Drop Period Closed-Term II
March	21	Tuesday	Course Withdrawal Opens Term II
March	25	Saturday	Final Grades Deadline for Term I
April	3	Monday	Summer 2017 Web Registration Begins
April	13-17	Thursday- Monday	Easter Holiday-No Classes
April	18	Tuesday	Course Withdrawal Closed-Term II
May	14	Sunday	Spring 2017 Terms II Ends
May	18	Thursday	Deadline Final Grades Term II

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

### REFUND OF TUITION

*During the 1st Week of class - 100% refunded (Drop)*

*During the 2nd Week of class - 70% refunded (Withdrawal)*

*During the 3rd Week of class - 30% refunded (Withdrawal)*

*Thereafter withdrawal - 100% liable*

# Academic Standards

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## 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](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:



Grade	Quality Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0.0

**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 45 days from the last day of the term's final examination period. The faculty member must submit the final grade not later than 50 days from the last day of the term's final examination period. An incomplete will be converted to a grade of F if the work is not completed on schedule. Extensions for the completion of the work or the submission of the final grade will be granted by the dean only in highly unusual circumstances.

**W Withdrawal.** Indicates withdrawal from a course in which the student is regularly enrolled. The student is required to have the withdrawal notification form signed by the instructor of the course. 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.

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

If a matriculated graduate student fails a course or receives a grade below the minimum requirement of the program, the student may choose to apply for grade replacement. Permission for a replacement course must be approved by the dean or executive director of the student's school. When a student repeats the same course (which can only be repeated at Manhattan College), the higher of the two grades is used in calculating the student's GPA. The lower grade will remain on the student's record but will not be used in the calculation of the cumulative GPA. If the course is repeated three or more times, the second and subsequent grades are factored into the cumulative GPA. No additional credits are earned.

### **Explanation**

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

### **Conditions**

The policy applies to:

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

### **Contested Grades**

If a student believes that 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/Practicum/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

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

**Brennan R. O'Donnell**

*President*

B.A. 1981, Penn State University; M.A. 1983, Ph.D. 1987, University of North Carolina at Chapel Hill. (2009)

**William C. Clyde**

*Executive Vice President and Provost*

B.A. 1978, DePauw University; M.S. 1980, New York University; Ph.D. 1986, Edinburgh University. (2010)

**William H. Walters**

*Executive Director of the Libraries*

B.A. 1988, SUNY Geneseo; MLS 1989, University at Buffalo; MA 1992, University of Vermont; Ph.D. 2002, Brown University. (2014)

**William J. Bisset, Jr.**

*Vice President for Enrollment Management*

B.A. 1988, St. Anselm; M.Ed., 1996, University of Massachusetts, Ph.D 2014, Seton Hall University. (1997)

# Academic Resources

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## 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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## 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.

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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.

# Faculty

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## 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**

*Associate Professor of Management and Marketing*

B.B.A., John Cabot University, Rome; M.B.A., Northwestern University; Ph.D., Columbia University. (2010)

### **Hossain Azam**

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B.S., Bangladesh University; M.S., North Carolina State University; Ph.D., University of Illinois at Urbana-Champaign. (2014)

### **Br. Charles Barbush, F.S.C.**

*Visiting Assistant Professor of Education*

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### **Natalia Boliari**

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### **Richard F. Carbonaro**

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### **Anirban De**

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### **Aileen L. Farrelly**

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**Corine Fitzpatrick**

*Professor of Education*

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**Charles R. Geisst**

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B.A., University of Richmond; M.A., New School for Social Research; Ph.D., London School of Economics. (1985)

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*Professor of Electrical and Computer Engineering*

Laurea in Applied Physics, University of Turin, Italy; Post-Graduate Diploma, University of Edinburgh, Scotland; M.S., Ohio University; Ph.D. Marquette University. (2014)

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B.A., University of Helwan; M.A., University in Cairo; M.B.A., Baruch College; M.S., Ph.D., University of Oregon. (2001)

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**Nand K. Jha**

*Professor of Mechanical Engineering*

B.S., Birla Institute of Technology, M.Tech., Ph.D., Indian Institute of Technology. (1981)

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**Elizabeth M. Kosky**

*Professor of Education*

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**Sister Remigia Kushner, C.S.J.**

*Professor of Education*

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**Shawn R. Ladda**

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*Associate Professor of Mechanical Engineering*

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*Professor of Mechanical Engineering*

B.S., Tehran Polytechnic; M.S., Ph.D., Michigan State University, Professional Engineer, New York. (1983)

**Sandra Lopez-Quintero**

*Visiting Assistant Professor of Mechanical Engineering*

B.S., Universidad de Los Andes, Columbia; M.Sc., The City College of New York; Ph.D., The Graduate Center at CUNY. (2014)

**Scott A. Lowe**

*Professor of Civil and Environmental Engineering*

B.E., Ph.D., University of Wollongong, Australia, Professional Engineer, New York. (1994)

**Fiona C. Maclachlan**

*Professor of Economics and Finance*

B.A., Queen's University, Canada; M.A., Rutgers University; Ph.D., New York University. (1992)

**Gennaro J. Maffia**

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*Visiting Assistant Professor of Chemical Engineering*

B.E., The Cooper Union; M.S., Ph.D., Columbia University. (2014)

**Robert Mauro**

*Professor of Electrical and Computer Engineering*

B.S., M.S., Ph.D., Polytechnic Institute of Brooklyn. (1974)

**Peter J. McCarthy**

*Assistant Professor of Education*

B.S., Manhattan College; M.S., College of New Rochelle; Ed.M., Ed.D., Teachers College, Columbia University. (1995)

**Br. Raymond Meagher, F.S.C.**

*Visiting Assistant Professor of Education*

B.A., Catholic University; M.A., New York University; M.S., Columbia University; P.D., Ph.D., St. John's University. (1993)

**William J. Merriman**

*Professor of Health and Physical Education*

B.S., Manhattan College, M.S., Pennsylvania State University, Ph.D., New York University. (1987)

**Mary L. Michel**

*Assistant Professor of Accounting, Gabriel Hauge Faculty Fellow of Business*

B.S., Duquesne University; M.S., Carnegie Mellon University; M.Phil., Ph.D., Columbia University. (1998)

**Mohammad H. Naraghi**

*Professor of Mechanical Engineering*

B.S., University of Tehran; M.S., University of Wales; M.S., Ph.D., University of Akron. (1986)

**Karen Nicholson**

*Dean of the School of Education and Health and Associate Professor of Education*

B.S., West Virginia State College; M.S., West Virginia College of Graduate Studies; Ph.D., Ohio State University. (1994)

**Br. Augustine Nicoletti, F.S.C.**

*Associate Professor of Education*

B.A., Syracuse University; M.S., West Chester University; M.A., Duquesne University; D.Min., San Francisco Theological Seminary; Ed.D., Saint Mary's University. (2004)

**Chester J. Nisteruk**

*Professor of Electrical and Computer Engineering*

B.E.E., M.S., Ph.D., Polytechnic Institute of Brooklyn. (1951)

**Goli Nossioni**

*Associate Professor of Civil and Environmental Engineering*

B.S., University of Zanjan, Iran; M.S., Michigan State University; Ph.D., Michigan State University. (2010)

**Nevzat Ozturk**

*Associate Professor of Electrical and Computer Engineering*

B.S., M.S., Middle East Technical University; Ph.D. Hacettepe University. (1986)

**Romeo Pascone**

*Professor of Electrical and Computer Engineering*

B.S., Massachusetts Institute of Technology; M.S., Columbia University; Ph.D., Polytechnic Institute of New York. (1982)

**Carolyn E. Predmore**

*Professor of Marketing*

B.A., University of Virginia; M.A., University of Maryland; M.B.A., Baruch College; Ph.D., City University of New York. (1989)

**Philip Pritchard**

*Professor of Mechanical Engineering*

B.Tech., University of Bedford; M.Sc., State University of New York at Stonybrook; M. Phil., Ph.D., Columbia University. (1981)

**Lisa Anne M. Rizopoulos**

*Professor of Education*

B.A., Herbert H. Lehman College; M.S., Fordham; Ph.D., Fordham University (2000)

**Janet L. Rovenpor**

*Professor of Management*

B.A., Tel Aviv University; M.B.A., Baruch College; Ph.M., Ph.D., City University of New York. (1991)

**Yassir Samra**

*Assistant Professor of Management*

B.E., M.S.Mgmt., M.S.Indust.Eng., New Jersey Institute of Technology; Ph.D., Stevens Institute of Technology. (2005)

**Grishma Shah**

*Associate Professor of Management*

B.A., M.A, Ph.D., Rutgers University. (2008)

**Zahra Shahbazi**

*Assistant Professor of Mechanical Engineering*

B.S., University of Tehran; M.S., Amir Kabir University of Technology; Ph.D., University of Connecticut. (2012)

**Robert R. Sharp**

*Professor of Civil and Environmental Engineering*

B.S.C.E., M.S., University of New Mexico; Ph.D., Montana State University, Professional Engineer, New York. (1995)

**Patricia M. Sheridan**

*Associate Professor of Law*

B.A., Manhattan College; J.D., Fordham Law School. (1994)



**Gwendolyn Tedeschi**

*Associate Professor of Economics*

B.A. Illinois Wesleyan University; M.S., Ph.D., University of Maryland, College Park. (2008)

**Kudret Topyan**

*Professor of Economics and Finance*

B.S., Middle East Technical University (Turkey); M.Phil., Ph.D., City University of New York. (1991)

**Mehmet Ulema**

*Professor of Computer Information Systems*

B.S., M.S., Istanbul Technical University; M.S., Ph.D., Polytechnic University. (2002)

**Evriclea Voudouri-Maniati**

*Associate Professor of Electrical and Computer Engineering*

B.S., M.S., Ph.D., Polytechnic Institute of New York, Professional Engineer, New York. (1982)

**Marc E. Waldman**

*Assistant Professor of Computer Information Systems*

B.A., M.S., Ph.D., New York University. (2003)

**Graham Walker**

*Professor of Mechanical Engineering*

B.S., Strathclyde University; Ph.D., Southampton University. (1993)

**Jane-Chia Wang**

*Associate Professor of Economics and Finance*

B.A., National Tsing Hua Uni Taiwan; M.B.A., Baruch College; Ph.D., Rutgers University. (2005)

**Timothy J. Ward**

*Dean, School of Engineering and Professor of Civil and Environmental Engineering*

B.S., M.S., University of Nevada, Reno; Ph.D., Colorado State University, Professional Engineer, New Mexico. (2008)

**Gloria Wolpert**

*Professor of Education*

B.A., SUNY at Stony Brook, M.A., Ed.M., Ed.D., Columbia University Teachers College. (1996)

**Part-time:****Rosanna Almanzar**

*Graduate Counseling*

B.A., MSED, Fordham University; P.D., Manhattan College. (2015)

**Ralph Amicucci**

*Civil Engineering*

B.E., Manhattan College; M.B.A., Iona College; J.D., Touro Law School. (2010)

**Michelle Anne Bell**

*Graduate Counseling*

B.A., M.A., Psy. D. Rutgers University. (2006)

**Jamie Bernstein**

*Education*

B.S., SUNY Oneonta; M.S.E.D., Long Island University. (2007)

**Christine Bleecker**

*Graduate Counseling*

B.S., Queens College; M.S., C.W. Post; Ed.D., University of Pennsylvania. (2008)

**Natasha Bowman**

*School of Continuing and Professional Studies*

B.S., Troy University; J.D., University of Arkansas. (2012)

**Neil Bussutil**

*Graduate Counseling*

B.A., Fordham University; M.A., John Jay College of Criminal Justice; Ph.D., Yeshiva University. (2010)

**Jovarya Cabrera**

*Education*

B.A., College of New Rochelle; M.S., City College of New York. (2014)

**Tony Canale**

*Civil and Environmental Engineering*

B.S., Manhattan College; M.S., Virginia Tech. (2008)

**Michael E. Carey**

*Graduate Counseling*

B.A., Vassar College; M.S., San Francisco State University; Psy.D., California Institute of Integral Studies (2006)

**Marco Castaldi**

*Chemical Engineering*

B.S., Manhattan College, M.S., Ph.D., University of California, LA. (1998)

**David Chapinski**

*School of Continuing and Professional Studies*

B.A., M.P.A., Rutgers University. (2012)

**Sung Choi**

*Civil and Environmental Engineering*

B.S., M.S., Inha University (Korea); Ph.D., University of Illinois at Urbana-Champaign. (2006)

**James Colasacco**

*School Building Leadership*

B.S., New York University; M.S., City College of New York; M.S., Manhattan College. (2010)

**Lynn Gorey**

*School Building Leadership*

B.S., College of Mount St. Vincent; M.S., College of New Rochelle. (2014)

**Woodrow Crouch**

*Civil Engineering*

B.S., Merchant Marine Academy; M.S., Columbia University. (2009)

**Robert Day***School of Continuing and Professional Studies*

B.A., Yale University; M.A., University of California, Berkley. (2012)

**Angelo DeVito***Electrical and Computer Engineering*

B.E.E.E., Manhattan College; M.S.E.E., Polytechnic Institute of New York. (1978)

**Robert Farrauto***Chemical Engineering*

B.S., Manhattan College; Ph.D., Rensselaer Polytechnic Institute. (2006)

**Paul Farrell***Graduate Counseling*

B.A., Manhattan College; M.S., City College of New York; Certificate of Advanced Graduate Study, City College of New York; Ph.D., Yeshiva University. (2010)

**Barbara Ferraro***Education*

B.A., Hunter College; M.S., Lehman College; P.D., Fordham University; Ed.D., Fordham University. (1989)

**Sarah FitzMaurice***Civil Engineering*

B.S., M.S., Manhattan College. (2012)

**Donna Fitzsimmons***Graduate Education*

B.A. Lehman College; M.S.Ed. Spec Ed Lehman College. (2002)

**Donald D. Gasparini***Graduate Counseling*

B.S., Manhattanville College, C.A.C., New York State Credentialed Alcohol Counselor, M.A., New York University; Ph.D., Yeshiva University. (1996)

**Dawn Gavin***Education*

B.S., New York University; M.S., Columbia University; M.S., Harvard University. (2003)

**Nancy Goldman***School of Continuing and Professional Studies*

B.A., New York University; M.A., Ed.D., Columbia University. (2012)

**Lynn Gorey***School Building Leadership*

B.S., College of Mount St. Vincent; M.S., College of New Rochelle. (2014)

**Michael Hager***Civil Engineering*

B.S., Worcester Polytechnic Institute; J.D., Pace University. (2009)

**Margaret Harten**

*Education*

B.A., Dominican College; M.S., College of New Rochelle; M.S.Ed., Manhattan College. (2004)

**Barbara Haynes**

*Graduate Counseling*

B.A., Brown University; M.A., New York University; Ph.D., Teachers College, Columbia. (2010)

**William Helmstadt**

*Civil Engineering*

B.A., St. John's University; M.A., New York University. (2012)

**Jaqueline Heyward**

*Education*

B.A., Lehman College; M.A., Bank Street College; M.S.Ed., Manhattan College. (2014)

**Helen C. Hollein**

*Chemical Engineering*

B.S. University of South Carolina; M.S., D.Eng.Sc., New Jersey Institute of Technology; Professional Engineer, New Jersey. (1982)

**William Horgan**

*Civil Engineering*

B.E., Manhattan College; M.S., NYU Polytechnic University. (2011)

**Sunitha Howard**

*Education*

B.S., Lehman College; M.Ph., Columbia University. (2008)

**Christine Ironside**

*Education*

B.A. Marymount College; M.S. Ed., College of New Rochelle. (2004)

**Patrick Jean-Pierre**

*Graduate Education*

B.A., M.A., State University of New York, Stonybrook; Ph.D., Rutgers University. (2011-)

**Julien M. Kern**

*Education*

B.A., Hunter College; M.S., Manhattan College. (1996)

**Vera Kishinevsky**

*Graduate Counseling*

M.A., Odessa State University; M.A., Jersey City State College; Ph.D., New York University. (2001)

**Rose Klimovich**

*Management and Marketing*

B.S., M.S., Carnegie-Mellon University. (2011)

**Nicole Lent**

*Education*

B.S., M.S.Ed., Manhattan College. (2014)

**Raymond Loverso***Education*

B.A., M.A., Hunter College. (2007)

**Robert Lucas***Chemical Engineering*

B.S., M.S., M.B.A., Manhattan College; Professional Engineer, New Jersey (2004).

**Alexis Marrero***School Building Leadership*

B.S., M.S., Manhattan College; Ed.D., Sage. (2015)

**Walter Matystik***Mechanical Engineering, Civil and Environmental Engineering*

B.E., M.E., Manhattan College; J.D., New York Law School. (1982)

**Thomas N. McKee***Electrical and Computer Engineering*

B.S., M.A., Manhattan College. (2003)

**Susan P. Moor***Graduate Counseling*

B.S., Fordham University; M.A., Manhattan College; M.Ed., Ed.D., Teachers College, Columbia University. (1988)

**Paul Murtagh***Civil Engineering*

B.S., National University of Ireland (Galway); M.S., Trinity College (Dublin). (2014)

**Eileen Murtha***Education*

B.A., Iona College; M.S.Ed., Manhattan College. (2010)

**Peter Mutarelli***School Building Leadership*

B.A., Lehman College; M.S., Queens College; Ed.D., Fordham University. (1994)

**Robert D. Mutch***Civil and Environmental Engineering*

B.S.C.E., Newark College of Engineering; M.S.C.E., New Jersey Institute of Technology. (1990)

**Christin Nedumchira***Graduate Counseling*

B.S., New York Institute of Technology; B.S., Stella Maris College; Psy.D., The Chicago School of Professional Psychology. (2014)

**Karen Parisi***Education*

B.A., SUNY Oswego; M.A., Adelphi University. (2014)

**Suzanne Peda-Libfeld***Education*

B.A., M.S., Lehman College; P.D., Fordham University. (1992)

**Frank Perricelli**

*Civil Engineering*

B.S., Manhattan College; M.S., Manhattan College. (2009)

**Michael Powers**

*Electrical and Computer Engineering, Mechanical Engineering*

B.S.N.E., M.S.N.E., Eng.N.E., Polytechnic University. (2001)

**Kevin J. Rader**

*Civil and Environmental Engineering*

B.S., M.S., Manhattan College; Ph.D., University of Delaware. (2010)

**Genise Reid**

*School of Continuing and Professional Studies*

B.S., Cornell University; M.A., M.Ed., Ed.D., Columbia University. (2012)

**Luba Roytburd**

*Graduate Counseling*

B.S., University of Maryland; Ph.D., University at Albany, State University of New York. (2010)

**Dana Rose**

*Graduate Counseling*

B.A., Southern New Hampshire University; M.A., P.D., Manhattan College. (2016)

**Daniel Russo**

*Education*

B.S., M.S., Manhattan College. (2012)

**Paul Schmall**

*Civil Engineering*

B.S., Bucknell University; Ph.D. in progress, University of Nottingham, U.K. (2009)

**Damian F. Sciano**

*Electrical and Computer Engineering*

B.S., Cooper Union; M.B.A., Baruch College; M.S., Manhattan College, Professional Engineer, New York. (2011)

**Marie Sheehan**

*Education*

B.A., Hunter College; M.S., Manhattan College. (2006)

**Jeanne Schultz**

*Education*

B.S., SUNY New Paltz; M.S., New York University. (2011)

**Robert P. Stein**

*Graduate Counseling*

B.A., M.A., California State University; M.A., Seton Hall University; Ph.D., Alliant International University. (2014)

**Peter K. Sweeney**

*Civil Engineering*

B.S.E.E., M.S., Manhattan College; M.S., Ph.D., New York University. (1996)

**Mathew Swerdloff***Education*

B.A., University of WA; M.S., SUNY New Paltz; Ed.D., Western CT State University (2013)

**Richard Tomko***School Building Leadership*

B.A., M.S., Ph.D., Seton Hall. (2013)

**Jonscott Turco***School of Continuing and Professional Studies*

B.S., M.A., Manhattan College. (2012)

**Ali Vadavarz***Mechanical Engineering*

B.S., New York Institute of Technology; M.S., University of Bridgeport; Ph.D., Polytechnic University. (2009)

**Milan Vatovec***Civil Engineering*

B.S., Belgrade University; M.S., University of Illinois; Ph.D., Oregon State University. (2007)

**Antonio Vincitore***Chemical Engineering*

B.S., Manhattan College; M.S., University of California, LA; Ph.D., University of California, LA. (2005)

**Kathleen Horner Wall***School of Continuing and Professional Studies*

B.S., Westfield State University; M.S., Western New England University; M.S., University of Hartford; Ed.D., Columbia University. (2012)

**Thomas Welby***Civil Engineering*

B.E., Manhattan College; M.S., New York University; M.B.A., New Mexico Highlands University; M.S., Polytehnci University; J.D., Pace University School of Law. (2015)

# Financial Services

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Tuition and Fees

Student Financial Services-Policies and Procedures

Financial Assistance



# Tuition and Fees

## Tuition and Fees (2016-2017)\*

### Regular Fees\*

Fee	Amount
Application for all students (nonrefundable)	\$75.00
Registration per term (nonrefundable)	\$105.00
School of Business Information Services Fee (per term) (For students enrolled for 5 or more credits)	\$175.00
School of Education Information Services Fee (per term) (For students enrolled for 5 or more credits)	\$175.00
School of Engineering Information Services Fee (per term) (For students enrolled for 5 or more credits)	\$155.00
School of Science Information Services Fee (per term) (For students enrolled for 5 or more credits)	\$155.00
SCPS Information Services Fee (per term) (For students enrolled for 5 or more credits)	\$175.00
Information Services Fee_Resident surcharge (per term)(For students enrolled in 5 or more credits)	\$165.00
Graduation Tuition per credit - School of Education	\$865.00
Graduation Tuition per credit - School of Business	\$985.00
Graduation Tuition per credit - School of Engineering	\$985.00
Tuition per credit for Undergraduate prerequisite courses	\$945.00
Graduation Fee	\$375.00

### Special Fees\*

Fee	Amount
Reactivation of Matriculation	\$50.00
Returned check fee	\$25.00
Off-campus courses transfer credit	\$160.00
Deferral Fee	\$100.00
Each transcript of record from Registrar	\$5.00
Finance charge (per month on overdue balance)	1%

\* Subject to change

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

# **Policies 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 cashing can be directed to the Office of Student Accounts and Bursar Services by phone at (718) 862-7961 or e-mail [studentaccounts@manhattan.edu](mailto:studentaccounts@manhattan.edu) ([finaid@manhattan.edu](mailto: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 offers an annual 10-month installment plan (Fall & Spring only) for matriculated students enrolling at least part time. For more information, you can contact the Office of Student Accounts and Bursar 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 \$25 is charged to the student's tuition account. Payment for the amount of the returned check and the \$25 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) (<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 funds 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) (<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** 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



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 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/student\\_life/student-financial-services/resources/code-conduct](http://manhattan.edu/student_life/student-financial-services/resources/code-conduct)) 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

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## 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:

Program	ID
Master of Arts, School Counselor	HEGIS 0826.1
Master of Science, Mental Health Counseling	HEGIS 2104
Advanced Certificate in Mental Health Counseling	HEGIS 2104
Advanced Certificate in School Counseling	HEGIS 0826
Advanced Certificate in Bilingual Pupil Personnel Services	HEGIS 0899.60
Advanced Certificate in Bilingual Extension: School Counseling	HEGIS 0826
Master of Science in Education Administration & Supervision	HEGIS 0828
Advanced Certificate in School Building Leadership	HEGIS 0828
Master of Science in Education in Advanced Leadership Studies	HEGIS 0827
Master of Science in Education - Dual Adolescence/Students with Disabilities Generalist 7-12	HEGIS 0803.00
Advanced Certificate in Advanced Leadership Studies	HEGIS 0827
Master of Science in Instructional Design and Delivery	HEGIS 0899
Advanced Certificate in Instructional Design and Delivery	HEGIS 0899

Master of Science in Education - Special Education	HEGIS 0808
Master of Science in Education - Childhood Education/Special Education	HEGIS 0802
Advanced Certificate in Bilingual General Education	HEGIS 0802
Advanced Certificate in Bilingual Special Education	HEGIS 0802
Master of Science, Marriage & Family Therapy	HEGIS 2104.10

**ENGINEERING:**

<b>Program</b>	<b>ID</b>
Master of Science in Chemical Engineering	HEGIS 0906
Master of Science in Civil Engineering	HEGIS 0908
Master of Science in Computer Engineering	HEGIS 0999
Master of Science in Electrical Engineering	HEGIS 0909
Master of Science in Environmental Engineering	HEGIS 0922
Master of Science in Mechanical Engineering	HEGIS 0910

**BUSINESS:**

<b>Program</b>	<b>ID</b>
B.S. Professional Accounting/MBA	HEGIS 0502
B.S. Business/MBA	HEGIS 0506
Master of Business Administration	HEGIS 0506

**SCIENCE:**

<b>Program</b>	<b>ID</b>
M.S. Adolescent Education - Mathematics	HEGIS 1701
M.S. Mathematics	HEGIS 1701
B.S. Mathematics/M.S. Applied Mathematics - Data Analytics	HEGIS 1701
B.A. Mathematics/M.S. Applied Mathematics - Data Analytics	HEGIS 1701
M.S. Applied Mathematics - Data Analytics	HEGIS 1703

**CONTINUING & PROFESSIONAL STUDIES:**

<b>Program</b>	<b>ID</b>
Master of Science in Organizational Leadership	HEGIS 2299

# Services/Telephone Numbers

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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, De La Salle 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://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

Day	Time
Monday-Friday	8:00am - 10:30pm
Weekends	10:00am - 5:30pm

## De La Salle CIS Lab

Day	Time
Monday-Friday	8:00 am - 10:00 pm

## O'Malley Library Computing Labs

Day	Time
Sunday-Saturday	24/7

## Public Safety

The Public Safety Department is 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 50 officers and supervisors who conduct foot and vehicle patrols of the campus 24 hours a day. Being a component of the Student Life Division, the Public Safety Department actively supports the 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:

### 2015

#### Primary Crimes:

OFFENSE	On Campus	Residence Halls	Public Property	Unfounded
Murder/ Non-Negligent Manslaughter	0	0	0	0
Negligent Manslaughter	0	0	0	0
Rape	3	3	0	0
Fondling	2	1	0	0
Statutory Rape	0	0	0	0
Incest	0	0	0	0
Robbery	1	0	1	0
Aggravated Assault	0	0	0	0
Burglary	4	4	0	0
Motor Vehicle Theft	0	0	2	0
Arson	0	0	0	0

#### Arrests:

Offense	On Campus	Residence Halls	Public Property	Unfounded
Weapon Possession	0	0	0	0



Drug Abuse Violations	2	1	1	0
Liquor Law Violations	0	0	0	0

### Disciplinary Actions/Referrals:

Offense	On Campus	Residence Halls	Public Property	Unfounded
Weapon Possession	1	1	0	0
Drug Abuse Violations	66	62	0	0
Liquor Law Violations	163	161	0	0

### Offense (VAWA)\*\*:

Offense	On Campus	Residence Halls	Public Property	Unfounded
Domestic Violence	0	0	0	0
Dating Violence	1	1	0	0
Stalking	1	1	0	0

There were no hate crimes reported for 2015.

## 2014

### Primary Crimes:

OFFENSE	On Campus	Residence Halls	Public Property	Unfounded
Murder/ Non-Negligent Manslaughter	0	0	0	0
Negligent Manslaughter	0	0	0	0
Rape	1	1	0	0
Fondling	4	4	0	0
Statutory Rape	0	0	0	0
Incest	0	0	0	0
Robbery	0	0	0	0
Aggravated Assault	1	0	1	0
Burglary	1	0	0	0
Motor Vehicle Theft	0	0	1	0
Arson	0	0	0	0

**Arrests:**

<b>Offense</b>	<b>On Campus</b>	<b>Residence Halls</b>	<b>Public Property</b>	<b>Unfounded</b>
Weapon Possession	0	0	0	0
Drug Abuse Violations	0	0	5	0
Liquor Law Violations	0	0	0	0

**Disciplinary Actions/Referrals:**

<b>Offense</b>	<b>On Campus</b>	<b>Residence Halls</b>	<b>Public Property</b>	<b>Unfounded</b>
Weapon Possession	0	0	0	0
Drug Abuse Violations	81	81	0	0
Liquor Law Violations	251	251	0	0

**Offense (VAWA)\*\*:**

<b>Offense</b>	<b>On Campus</b>	<b>Residence Halls</b>	<b>Public Property</b>	<b>Unfounded</b>
Domestic Violence	0	0	0	0
Dating Violence	2	2	0	0
Stalking	1	0	0	0

**There were no hate crimes reported for 2014.**

**2013**

<b>OFFENSE</b>	<b>On Campus</b>	<b>Residence Halls</b>	<b>Public Property</b>
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses (Forcible)	3	3	0
Sex Offenses (Non-Forcible)	0	0	0
Robbery	0	0	2
Aggravated Assault	0	0	0
Burglary	3	1	0
Motor Vehicle Theft	0	0	2
Arson	0	0	0

**Arrests:**

OFFENSE	On Campus	Residence Halls	Public Property
Weapon Possession	0	0	0
Drug Abuse	0	0	0
Violations			
Liquor Law Violations	0	0	6

**Disciplinary Actions/Referrals:**

OFFENSE	On Campus	Residence Halls	Public Property
Weapon Possession	1	1	0
Drug Abuse	106	103	0
Violations			
Liquor Law Violations	208	192	0

**Offense (VAWA)\*\*:**

OFFENSE	On Campus	Residence Halls	Public Property
Domestic Violence	0	0	0
Dating Violence	0	0	0
Stalking	1	0	0

**There were no hate crimes reported for 2013.**

\*\**(VAWA)-VIOLENCE AGAINST WOMEN REAUTHORIZATION ACT OF 2013* \**On Campus total includes Residence Hall incidents.*

**Daily Crime and Fire Log Availability**

The Manhattan College Daily Crime and Fire Log is available to the public.

It is available for review in the public safety office located in Jasper Hall, Monday – Friday, 9 a.m. – 4:30 p.m.

**Telephone Numbers**

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

**Directors of Graduate Programs**

Department	Phone	Contact
MBA	(718) 862-7872	Marc Waldman, Ph. D
Counseling Programs	(718) 862-7497	Corine Fitzpatrick, Ph.D.
Education	(718) 862-7969	Elizabeth M. Kosky, Ed.D

School Building Leadership	(718) 862-7473	Sr. Remigia Kushner, Ph.D.
Chemical Engineering	(718) 862-7185	Ann Marie Flynn, Ph.D
Civil Engineering	(718) 862-7172	Moujalli Hourani, D.Sc
Electrical & Computer Engineering	(718) 862-7153	Gordon Silverman, Ph.D.
Environmental Engineering	(718) 862-7169	Robert Sharp, Ph.D.
Mechanical Engineering	(718) 862-7927	Bahman Litkouhi, Ph.D.
School of Continuing & Professional Studies	(718) 862-7870	Cheryl Harrison, Ed.D.

## Service Offices

Office	Phone
Admissions and Information	(718) 862-7325
Office of Student Financial Services	(718) 862-7100
Office of the Registrar	(718) 862-7914
Office of Financial Assistance	(718) 862-7381
Office of Commencement and Special Events	(718) 862-7918
International Student Advisor	(718) 862-7213
Director of Residence	(718) 862-7438
Bookstore	(718) 862-7249

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