New York Institute of Technology Academic Catalogs 2024–2025

Welcome to New York Institute of Technology's online course catalog. Use this searchable resource to find detailed information about all of our schools, colleges, and degree programs, including descriptions of the faculty and courses. You will also note resources such as student activities and global programs that enhance and expand life at New York Institute of Technology.

Browse all courses

Our Campuses

Long Island

Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000
516.686.1000

New York City

1855 Broadway
(at 61st Street)
New York, NY 10023-7692
212.261.1500

Jonesboro, Arkansas

NYITCOM at Arkansas State University
P.O. Box 119
State University, AR 72467
870.972.2786

Vancouver, Canada

2925 Virtual Way, Suite 310
Vancouver, BC
Canada V5M 4X5
604.639.0942

For Library information, visit nyit.edu/library.

New York Tech's online bookstore, created in partnership with Akademos, Inc. and powered by TextbookX, operates completely online and can be visited at nyit.textbookx.com. Students can order online and have their textbooks shipped to their home or campus; digital course material access is provided via email.

New York Institute of Technology Statement on Non-Discrimination

New York Institute of Technology does not discriminate in admissions, access to, operation of, treatment, or employment in its programs and activities on the basis of race, creed, color, national or ethnic origin, sex, gender, gender identity, gender expression, age, mental or physical disability, sexual orientation, genetic information, religion, pregnancy, veteran status, marital status, citizenship or any other basis protected by applicable local, state, or federal law.

Moreover, New York Tech prohibits any such discrimination as set forth in its Non-Discrimination and Discriminatory Harassment Policy. This policy includes information on reporting discrimination and on New York Tech's applicable grievance processes.

The following person has been designated to handle inquiries and complaints, which may be made at any time, regarding all forms of discrimination including Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Act of 1972:

> **Melissa D. Wallace, Esq.**
> Equity Officer and Title IX Coordinator
> New York Institute of Technology
> Tower House, Room 106
> Old Westbury, NY 11568
> 516.686.1080
> titleix@nyit.edu

For additional contacts and resources, visit nyit.edu/titleix.

Individuals may also contact the U.S. Department of Education's Office for Civil Rights.

No person is authorized to make any representations or promises on behalf of the college other than those contained in this official catalog.

New York Institute of Technology is an equal-opportunity/affirmative-action employer. New York Institute of Technology reserves the right to delete any course described in this catalog for any reason and cannot guarantee enrollment into specific sections of desired courses. The college also reserves the right to effect any other changes in the curriculum, administration, tuition and fees, or any other phase of school activity without notice. The college expects each student to know and understand the information presented in this catalog.

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Graduate Students 2024–2025 Catalog: Table of Contents

About New York Institute of Technology

- Accrediting Agencies
- Administration
- Board of Trustees

- Campus Security
- Faculty Directory
- Fast Facts

Admissions

- Admissions: Graduate Students

Academics and Enrollment

- Academic Calendars
- Advising and Academic Success
- Campus Maps

- Honors and Awards
- General Education Curriculum

Student Services

- Alumni Placement
- Career Success and Experiential Education
- Counseling and Wellness Services
- Experiential Education

- First-Year Programs
- Student Employment
- Student Life

Academic Policies

- Academic Standing
- Change of Major, Minor, or Campus
- Grades and Credits
- Graduation

- HEGIS and CIP Code Directory
- Incomplete Grades Calendar
- Registration
- Student Status

Financial Aid

- Financial Aid: Graduate Students

Tuition and Financial Policies

- Add/Drop Refund Policy
- Collection Agency Fees
- Completion of Payments
- Cooperative Work-Study Programs

- Tuition and Fees
- Tuition Refund Insurance Plan
- Withdrawal/Dismissal Refund Policy

Other New York Institute of Technology Policies

- Notice of New York Institute of Technology Policies and Procedures
- New York Institute of Technology Policies Affecting Students

- New York Institute of Technology Statement on Non-Discrimination
- Family Educational Rights and Privacy Act Annual Notice and Directory Information

Schools and Colleges

- College of Arts and Sciences
- College of Engineering and Computing Sciences
- College of Osteopathic Medicine

- School of Architecture and Design
- School of Health Professions
- School of Management

Course Descriptions

- Courses and Prefixes

Help

Advising or Academic Help

The Office of Undergraduate Academic Advising offers comprehensive academic advising preparation, providing students with essential curriculum information and advisement resources. New York Tech and each of its schools and colleges are also committed to assisting you.

- Advising Services
- List of Advisors and Schedules
- Semester Maps

Printing Help

You can print the catalog in sections by visiting our print page or download a full PDF version.

Contact Us

New York Institute of Technology welcomes your feedback. To contact us, please email sc@nyit.edu.

General Information

About New York Institute of Technology

- Fast Facts
- Accrediting Agencies
- Administration

- Faculty Directory
- Board of Trustees

Admissions

- Admissions: Graduate Students
- Admissions: Undergraduate Students

Academics and Enrollment

- Academic Calendars
- Advising and Academic Success
- General Education Curriculum

- Honors and Awards
- Campus Maps

Student Services

- Career Success and Experiential Education
- Student Employment
- Alumni Placement
- Experiential Education

- Counseling and Wellness Services
- First-Year Programs
- Student Life

General Information

Academic Calendar – New York Campuses

Fall 2024 (September 4 – December 21)

April 4

Registration for Fall, and Cycles A and B begins. Students may register online 24/7 at the Student Service **HUB**. Advisor approval required to register.

September 2

No classes scheduled. Administrative offices closed.

September 4

Fall and Cycle A classes begin.

September 4 – 10

Cycle A add/drop period.

September 4 – 17

Fall add/drop period.

Sep. 11 – Oct. 22

Cycle A withdrawal period.

Sep. 18 – Dec. 12

Fall withdrawal period.

September 27

Last day to apply for December 2024 graduation. Students must apply online at the Student Service **HUB**.

October 7

Academic advisement begins for Intersession, Spring, and Cycles C and D.

October 14

No day classes scheduled. Evening classes meet. Administrative offices closed.

October 22

Last day to withdraw from a Cycle A class.

October 23 – 24

Cycle A final exams.

October 24

Last day to satisfy incomplete grades earned in Cycle D 2024.

October 28

Cycle B classes begin.

Oct. 28 – Nov. 3

Cycle B add/drop period.

Nov. 4 – Dec. 19

Cycle B withdrawal period.

November 6

Faculty development day. No classes scheduled. Labs held at the discretion of faculty members.

November 7

Priority online registration for Intersession, Spring, and Cycles C and D for current students. Current students can register on their assigned enrollment date.

November 14

Open registration for Intersession, Spring, and Cycles C and D for current and new students.

Nov. 27 – Dec. 1

No classes scheduled. Administrative offices closed.

December 2

Fall and Cycle B classes resume. Administrative offices open.

December 10, 12, 13

Makeup period for day classes only. Evening classes meet.

December 11

Classes meet in lieu of November 6.

December 12

Last day to withdraw from a Fall (non-cycle) class.

December 16 – 21

Fall final exams.

December 19

Last day to withdraw from a Cycle B class.

December 20 – 21

Cycle B final exams.

December 21

Last day to satisfy incomplete grades earned in Spring 2024 and Summer 2024 (all sessions).

Intersession 2025 (January 2 – 15)

November 7

Registration for Intersession begins. Students may register online 24/7 at the Student Service **HUB**. Advisor approval required to register.

January 2

Intersession classes begin.

January 2 – 3

Intersession add/drop period.

January 4 – 14

Intersession withdrawal period.

January 14

Last day to withdraw from an Intersession class.

January 15

Intersession final exams.

Spring 2025 (January 21 – May 17)

November 7

Registration for Spring, and Cycles C and D begins. Register online at the Student Service **HUB**. Online registration available 24/7. Advisor approval required to register.

January 20

No classes scheduled. Administrative offices closed.

January 21

Spring and Cycle C classes begin.

January 21 – 27

Cycle C add/drop period.

Jan. 21 – Feb. 3

Spring add/drop period.

Jan. 28 – Mar. 11

Cycle C withdrawal period.

Feb. 4 – May 8

Spring withdrawal period.

February 14

Last day to apply for May 2025 graduation. Students must apply online at Student Service **HUB**.

February 17

No classes scheduled. Administrative offices closed. Monday classes meet on February 18.

February 18

Tuesday follows Monday schedule.

March 3

Academic advisement begins for Summer, Fall, and Cycles A and B.

March 5

Faculty development day. No classes scheduled. Labs held at the discretion of faculty members.

March 11

Last day to withdraw from a Cycle C class.

March 12 – 13

Cycle C final exams.

March 13

Last day to satisfy incomplete grades earned in Cycle A 2024.

March 15 – 23

Spring recess. No classes scheduled.

March 21

Administrative offices closed.

March 24

Spring semester resumes.

March 26

Cycle D classes begin.

Mar. 26 – Apr. 1

Cycle D add/drop period.

March 28

Last day to apply for August 2025 graduation. Students must apply online at Student Service **HUB**.

Apr. 2 – May 15

Cycle D withdrawal period.

April 3

Registration for Summer begins for current and new students. Priority online registration for Fall, and Cycles A and B begins. Current students can register on their assigned enrollment date.

April 10

Open registration for Fall, and Cycles A and B for current and new students.

May 7

Classes meet in lieu of March 5.

May 8

Last day to withdraw from a Spring (non-cycle) class.

May 8 – 9

Makeup period for day, evening, and graduate classes.

May 12 – 17

Spring final exams.

May 15

Last day to withdraw from a Cycle D class.

May 16 – 17

Cycle D final exams.

May 17

Last day to satisfy incomplete grades earned in Cycle B 2024 and Intersession 2025.

May 18

New York Institute of Technology Commencement

Summer 2025 (May 21 – August 29)

April 3

Registration for Summer sessions begins. Register online at the Student Service **HUB**. Online registration available 24/7. Advisor approval required to register.

May 21 – Jun. 18

Summer Session I (Four-Week Courses)

- May 21 – 23: Add/drop period.
- May 24 – Jun. 16: Withdrawal period.
- June 16: Last day to withdraw from a class in this session.
- June 17 – 18: Final exams.

May 21 – Jul. 2

Summer Session I (Six-Week Courses)

- May 21 – 23: Add/drop period.
- May 24 – Jun. 30: Withdrawal period.
- June 30: Last day to withdraw from a class in this session.
- July 1 – 2: Final exams.

May 21 – Aug. 29

Summer Session III (Fourteen-Week Courses)

- May 21 – Jun. 3: Add/drop period.
- Jun. 4 – Aug. 24: Withdrawal period.
- August 24: Last day to withdraw from a class in this session.
- August 25 – 29: Final exams.

May 26

No classes scheduled. Administrative offices closed.

June 19

No classes scheduled. Administrative offices closed.

July 4

No classes scheduled. Administrative offices closed.

Jul. 9 – 30

Summer Session II (Four-Week Courses)

- July 9 – 11: Add/drop period.
- July 12 – 28: Withdrawal period.
- July 28: Last day to withdraw from a class in this session.
- July 29 – 30: Final exams.

Jul. 9 – Aug. 13

Summer Session II (Six-Week Courses)

- July 9 – 11: Add/drop period.
- Jul. 12 – Aug. 11: Withdrawal period.
- August 11: Last day to withdraw from a class in this session.
- August 12 – 13: Final exams.

August 29

Last day to satisfy incomplete grades earned in Fall 2024 and Cycle C 2025.

For previous calendars, please see Catalog Archive.

Academic Calendar – Vancouver Campus

Fall 2024 (September 3 – December 16)

July 8

Registration for Fall 2024 opens for current students. Register online at the Student Service **HUB**.

July 9

Registration for Fall 2024 opens for new students. Register online at the Student Service **HUB**.

August 27 – 30

New student orientation.

September 2

Labour Day (CAN). Campus closed. No classes scheduled.

September 3

Fall term and classes begin.

September 3 – 16

Add/drop period. Late registration is permitted.

September 3

Late payment fee: A non-refundable fee is applied to any account not paid in full after this date.

September 3

Late registration fee: A non-refundable fee is applied to continuing students who register after this date.

Sep. 17 – Dec. 9

Withdrawal period.

September 27

Last day to apply for December 2024 graduation. Students must apply online at the Student Service **HUB**.

September 30

National Day for Truth and Reconciliation. Campus closed and no classes scheduled.

October 14

Thanksgiving Day (CAN). Campus closed. No classes scheduled.

October 26

Class of 2024 New York Tech-Vancouver Commencement. Administrative offices are closed.

November 11

Remembrance Day (CAN). Campus closed and no classes scheduled.

December 9

Last day to withdraw from a fall course. Student and instructor signatures required on withdrawal form.

December 10 – 16

Fall final exams.

December 16

Last day of classes.

December 16

Last day to satisfy incomplete grades earned in Spring 2024 and Summer 2024.

December 23

Grades submission deadline.

Dec. 17 – Jan. 19

No classes scheduled.

Spring 2025 (January 20 – May 5)

January 2

Registration for Spring 2025 opens for current students. Register online at the Student Service **HUB**.

January 3

Registration for Spring 2025 opens for new students. Register online at the Student Service **HUB**.

January 14 – 17

New student orientation.

January 20

Spring term and classes begin.

January 20 – 31

Add/drop period. Late registration and program changes are permitted.

January 20

Late payment fee: A non-refundable fee is applied to any account not paid in full after this date.

January 20

Late registration fee: A non-refundable fee is applied to continuing students who register after this date.

Feb. 1 – Apr. 28

Withdrawal period.

February 14

Last day to apply for May 2025 graduation. Students must apply online at the Student Service **HUB**.

February 17

BC Family Day. No classes scheduled. Administrative offices closed.

March 28

Last day to apply for August 2025 graduation. Students must apply online at the Student Service **HUB**.

April 18

Good Friday. No classes scheduled. Administrative offices closed.

April 21

Easter Monday. No classes scheduled. Administrative offices closed.

April 28

Last day to withdraw from a spring course. Student and instructor signatures required on withdrawal form.

April 28

Registration for Summer 2025 opens for current students. Register online at the Student Service **HUB**.

April 29

Registration for Summer 2025 opens for new students. Register online at the Student Service **HUB**.

Apr. 29 – May 5

Spring final exams.

May 5

Last day of classes.

May 12

Grades submission deadline.

May 6 – 19

No classes scheduled.

Summer 2025 (May 20 – July 14)

April 28

Registration for Summer 2025 opens for current students. Register online at the Student Service **HUB**.

April 29

Registration for Summer 2025 opens for new students. Register online at the Student Service **HUB**.

May 13 – 16

New student orientation.

May 19

Victoria Day. Campus closed. No classes scheduled.

May 20

Summer term begins.

May 20

Late payment fee: A non-refundable fee is applied to any account not paid in full after this date.

May 20

Late registration fee: A non-refundable fee is applied to continuing students who register after this date.

May 20 – 26

Add/drop period. Late registration and program changes are permitted.

May 27 – Jul. 7

Summer Withdrawal period.

July 1

Canada Day. Campus closed. No classes scheduled.

July 7

Last day to withdraw from a summer course. Student and instructor signatures required on withdrawal form.

July 8 – 14

Summer final exams.

July 14

Summer term and classes end.

July 21

Grades submission deadline.

August 4

B.C. Provincial Day. Campus closed. No classes scheduled.

August 29

Last day to satisfy incomplete grades earned in Fall 2024.

August 26 – 29

New student orientation for Fall 2025 term.

For previous calendars, please see Catalog Archive.

Advising and Academic Success

New York Institute of Technology offers students a wide range of advising and academic support services and programs. These services range from supplemental academic programs available to specific students, to resources available to all undergraduate students including academic advising, tutoring, and enrichment programs. Students are encouraged to take advantage of the available services that are designed to assist students in successfully achieving their academic and career goals at New York Tech.

Arthur O. Eve Higher Education Opportunity Program (HEOP):
New York Institute of Technology sponsors and administers the Arthur O. Eve Higher Education Opportunity Program (HEOP) on the New York City campus in conjunction with the New York State Education Department. To be eligible for the program, students must be New York State residents whose educational experience and economic status indicate a need for academic and financial assistance to complete a college degree. The program provides a wide range of support that includes a five-week summer program for all incoming first-year students, strengthening of study skills, tutoring, individual and group counseling, and financial assistance. Participation requires enrollment in a full-time program at the New York City campus. Transfer students may be considered if they were admitted to HEOP, EOP, or SEEK/CD at their previous institution. For additional information, please visit nyit.edu/heop.

Peer Success GUIDE Program:
At New York Tech, we are committed to helping our students succeed. The Peer Success GUIDE Program pairs new undergraduate, transfer, and first-year students with a Peer Success Guide (PSG). Once students have enrolled in classes, they will be contacted by their PSG who will provide them with both social and academic support during their transition to New York Tech, and throughout the entire first year. PSGs will also direct students to the many services and resources we have to offer and invite them to attend various events on campus. They will be available to meet with students and answer any questions they may have, and will plan special activities which will be a great opportunity for students to interact with peers at New York Tech. We recognize that transitioning to college can be difficult for many reasons and the Peer Success GUIDE Program is here to help! To learn more, visit nyit.edu/psg.

Academic Advising

New York Institute of Technology recognizes that academic advising is a critical component of the educational experience. As a result, a range

of advising resources are available to assist students in creating meaningful educational plans that are compatible with their career goals. These resources include advisors from the Office of Undergraduate Academic Advising (UAA), faculty advisors, peer advisors, and a comprehensive website with tools such as semester maps, advisement preparation guidelines, and how-to guides.

In order to ensure all curriculum requirements are being satisfied, students are required to meet with an advisor before registration each semester. Although advisors guide students through this process, the student must assume final responsibility for conforming to all college regulations and completing degree requirements.

First-Year and Second-Year Academic Advising:
Students in their first and second year are assigned an advisor from the Office of Undergraduate Academic Advising (UAA). In addition to providing course selection guidance throughout their first two years, UAA advisors discuss career plans, degree requirements and progress, introduce academic resources, and assist students with online course registration. For those requiring a placement exam, first-semester advisement occurs following exam completion. Students transition to a faculty or staff advisor associated with their major for advisement after their second year, though proactive UAA support continues throughout their time as an undergraduate student.

My Guide to Success @ New York Tech:
Transitioning from high school to college can be challenging, different, and exciting, all at the same time. This course prepares first-year students as much as possible by providing them with direct insight into things such as common terms used at New York Tech, improving time management and study skills, and making students aware of what to expect in college. This course is uniquely designed to ensure a smooth transition to New York Tech and provide students with the tools and resources to succeed as a new college student.

Faculty Advisor:
As students enter their third year, they will meet with a faculty or staff advisor associated with their major for academic advisement. Faculty and staff advisors support students with their educational planning, provide career-related advice, and guide students on research, internship, or similar enrichment opportunities. Advisor schedules are available at nyit.edu/advising/find_an_advisor.

Office of Undergraduate Academic Advising (UAA)

The Office of Undergraduate Academic Advising offers advisement support and resources, as well as academic progress services and programs to undergraduate students.

UAA Advisors are professional, generalist advisors who serve as first-year and second-year advisors to incoming and transfer students. Additionally, though junior and senior students receive primary advisement from assigned faculty or staff within their academic departments, UAA advisors provide supplemental advising and graduation planning support to all undergraduate students. Students who need assistance with major exploration are also encouraged to visit UAA to receive guidance on academic major options as well as the change-of-major process. For additional information, please visit nyit.edu/advising.

Peer Advisors (PAs) are undergraduate upperclassmen who work under the supervision of UAA and provide support to undergraduate students in matters related to advisement and registration. Peer Advisors assist with the explanation of degree requirements, planning of future coursework, and navigation of online tools such as the Student Service **HUB**, schedule planning tools, and online registration. Peer Advisors also assist students with adjusting to university life by helping them become familiar with the policies and procedures outlined in the course catalog and student handbooks. For additional information, please visit nyit.edu/advising/peer_advising.

Academic Check:
Each semester, progress reports are requested for students who may benefit from additional attention or support, such as first-year and second-year students, new transfers, and students on academic probation. Once received, UAA advisors connect with the student to discuss their progress, positive or negative, based on the faculty's feedback. Additional resources are suggested, as needed, in order to help students achieve success.

Support for Students on Academic Probation:
Students who are placed on academic probation are notified of their standing via email from the Office of the Registrar. Each student is required to meet with an academic support advisor from the Office of Undergraduate Academic Advising (UAA) to create an individualized plan for academic success and is further encouraged to utilize campus resources (advising, tutoring, and counseling) to improve their academic standing. Students on academic probation are required to meet with an academic support advisor prior to registering for classes or making schedule changes.

Early Alert Initiative:
The Early Alert Initiative allows faculty and staff to identify students who are demonstrating unsatisfactory progress or concerning academic behavior in their course (e.g., low in-progress grades, academic disengagement, or high rates of absenteeism) during the semester. UAA advisors receive the alert and follow up with the student to address the underlying issues that may be affecting their academic performance, create a plan for academic success, and/or refer the student to an appropriate department. Learn more about the Early Alert Initiative.

In addition to offering advising support, the UAA team is committed to providing enrichment services and programs that help students reach their academic and career goals.

Academic Support Services

Office of Academic Success and Enrichment (ASE)

The Office of Academic Success and Enrichment provides academic support services in several ways, including by overseeing the Learning Center, offering course-based and skill-based peer tutoring, both in-person and virtually, as well as Supplemental Instruction and the Peer Success GUIDE program at the Long Island and New York City campuses. ASE also provides convenient and accessible online resources that cover a number of important academic and student success skill topics, available via several Canvas courses and programs. For additional information, please visit nyit.edu/ase.

The Learning Center helps students meet their academic goals by providing free in-person and online tutoring. Experienced peer tutors offer assistance in one-on-one or small group settings. Learning Center peer tutors are available to meet with students in-person on both the New York City and Long Island campuses or virtually through a dynamic online tutoring platform. For additional information, please visit nyit.edu/learningcenter.

Supplemental Instruction (SI) is an academic support program that targets historically challenging courses in an effort to increase student performance for those who participate in the program. Students who have successfully completed one of these courses, and are recommended by the faculty, are chosen as SI leaders to facilitate regularly scheduled out-of-class SI sessions for students enrolled in the assigned course. SI sessions help further students' understanding of course concepts by reviewing notes, discussing readings, developing organizational tools, and preparing for examinations. For additional information, please visit nyit.edu/si.

Academic Skills Workshops are available to help students develop and/or strengthen academic skills that are essential for success in college and after. Our professional staff are available to work with students, one-on-one or in a small group setting, on skills such as time management, effective learning/study techniques, and test taking skills. These workshops highlight foundational skills to help students find success outside of course content. For additional information, please visit nyit.edu/ase.

Academic Department Services

In addition to services provided by the Office of Academic Success and Enrichment (ASE), students can receive discipline-specific academic support services coordinated by academic departments as well.

The **Math Resource Center** provides free help with all math courses, including placement assistance, WebAssign homework support, exam preparation, and background information. Patient and caring faculty from the math department provide tutorial assistance for all levels of mathematics. We deal with any anxiety you may be experiencing as well as the math concepts. Students are seen by appointment (preferred) or drop-in. For additional information, visit nyit.edu/tutoring or email mrc@nyit.edu.

The **Writing Center** provides tutorial assistance for all types of writing assignments and tasks. Students are encouraged to visit the Writing Center to speak with professors of English about their writing assignments. The faculty will help brainstorm for assignments, review drafts, develop ideas, and address grammar questions. For additional information, visit nyit.edu/tutoring.

The **CoECS Programming Center** offers free peer-tutoring to help students in a number of computer science courses. Students can schedule one-time sessions or weekly recurring tutoring appointments. Sessions take place through zoom, to allow for easy access and meeting times. For additional information, visit nyit.edu/tutoring or email coecsgrad@nyit.edu.

Office of Military and Veterans Affairs

New York Tech's Office of Military and Veterans Affairs focuses on establishing innovative programs and services that foster a culture of individual student success, inclusion, and academic achievement for all military-connected students.

The department takes a holistic approach to address and mitigate the stress related to the transition from military to civilian life. Prospective students receive assistance with admissions, enrollment, and VA benefit applications and process. Programs and initiatives focus on identifying and addressing persistence inhibitors that affect the military-connected community.

New York Tech's Student Veteran Organization provides peer-to-peer support and services for fellow veterans and sponsors special veteran-related events. Our nationally recognized chapter affords the military community access to an established network of student veterans and the opportunity to build and cultivate friendships.

Nancy Borchers, School Certifying Official
Joel Acevedo, Associate Director of Military and Veteran Affairs

View additional information about veteran admissions

Graduate Students

Advisement

Each student is assigned an advisor for assistance in structuring a program. New York Institute of Technology posts a list of program advisors at registration time. The student's advisor is available for help and guidance, and the advisor's approval is required for each registration. Students are ultimately responsible for conforming to all college regulations and completing curriculum requirements.

Program Loads

Graduate programs can be full-time and part-time. At New York Institute of Technology, full-time is defined as a minimum of nine credits per semester at the graduate level. Graduate students enrolled in less than nine credits are part-time. U.S. Immigration and Naturalization Department regulations require international students with F-1 visas to pursue a full-time course of study.

Course Offerings and Locations

The courses in this catalog represent academic offerings for each discipline. Specific courses are given in accordance with student demand. The complete schedule of courses, which includes section listings, times, and locations, is available online.

Accrediting Agencies

New York Institute of Technology is accredited by the Middle States Commission on Higher Education, 1007 North Orange St., Wilmington, DE 19801, msche.org.

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). Email us at selfstudy@nyit.edu with any comments or questions.

Learn more about our Middle States Accreditation

New York Institute of Technology is chartered by the Board of Regents of the University of the State of New York. For details, contact:

New York State Department of Education
Office of Higher Education
Room 979, Education Building Addition
Albany, NY 12234
518.474.5851

Academic Accrediting Agencies

For review of documents describing institutional or specific discipline-based accreditations, contact the Office of Research, Assessment, and Decision Support (planningandassessment@nyit.edu).

The Middle States Commission on Higher Education (MSCHE) for the entire university. For details, contact:

Middle States Commission on Higher Education
1007 North Orange St.
4th Floor, MB #166
Wilmington, DE 19801

AACSB International (The Association to Advance Collegiate Schools of Business) for the School of Management's Bachelor of Science, Master of Business Administration, Executive M.B.A., and Master of Science programs. For details, contact:

AACSB International
777 South Harbour Island Blvd., Suite 750
Tampa, FL 33602 USA
813.769.6500

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) for occupational therapy. For details, contact:

American Occupational Therapy Association, Inc.
7501 Wisconsin Ave., Suite 510E
Bethesda, MD 20814-6519
301.652.2682

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) for physician assistant programs. For details, contact:

Accreditation Review Commission on Education for the Physician Assistant, Inc.
12000 Findley Road, Suite 150
Johns Creek, GA 30097
770.476.1224

AOA Commission on Osteopathic College Accreditation (COCA) for NYIT College of Osteopathic Medicine. For details, contact:

AOA Commission on Osteopathic College Accreditation
142 E. Ontario St.
Chicago, IL 60611
800.621.1773

Commission on Accreditation in Physical Therapy Education (CAPTE) for physical therapy. For details, contact:

Commission on Accreditation in Physical Therapy Education
1111 N. Fairfax St.
Alexandria, VA 22314-1488
703.684.APTA (2782)

Commission on Collegiate Nursing Education (CCNE) for nursing. For details, contact:

Commission on Collegiate Nursing Education
655 K Street, NW Suite 750
Washington, DC 20001
202.887.6791

Computing Accreditation Commission (CAC) of ABET for the computer science program on the Long Island and New York City campuses. For details, contact:

Computing Accreditation Commission of ABET
111 Market Place, Suite 1050
Baltimore, MD 21202-4012
410.347.7700

Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the Master of Science in School Counseling. For details, contact:

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
703.535.5990
703.739.6209 (fax)

Council for the Accreditation of Educator Preparation (CAEP) for Master of Science in Instructional Technology, Educator and Professional Trainers Program; Master of Science in Early Childhood Education, Initial/Professional Certificate; Master of Science Childhood Education, Initial/Professional Certificate. For details, contact:

Council for the Accreditation of Educator Preparation
1140 19 STNW, Suite 400
Washington, DC 20036
202.223.0077

Council for Interior Design Accreditation (CIDA) for interior design. For details, contact:

Council for Interior Design Accreditation
206 Grandville Avenue, Suite 350
Grand Rapids, MI 49503
616.458.0400

Engineering Accreditation Commission (EAC) of ABET for programs in electrical and computer engineering on the Long Island and New York City campuses, and mechanical engineering on the Long Island campus. For details, contact:

Engineering Accreditation Commission of ABET
111 Market Place, Suite 1050
Baltimore, MD 21202-4012
410.347.7700

Engineering Technology Accreditation Commission (ETAC) of ABET for electrical and computer engineering technology on the New York City campus. For details, contact:

Engineering Technology Accreditation Commission of ABET
111 Market Place, Suite 1050
Baltimore, MD 21202-4012
410.347.7700

National Architectural Accrediting Board (NAAB) for the Bachelor of Architecture. For details, contact:

National Architectural Accrediting Board
1101 Connecticut Ave, NW, Suite 410
Washington, DC 20036
202.783.2007

Regional/Global Accrediting Agencies

China

New York Institute of Technology offers Ministry of Education in China-approved programs in partnership with:

- Communication University of China (Beijing): undergraduate programs in business administration as well as undergraduate and graduate programs in communication arts, digital art and design
- Jiangxi University of Finance and Economics (Nanchang): AACSB-accredited Master of Business Administration (M.B.A.) program
- Nanjing University of Posts and Telecommunications (Nanjing): undergraduate programs in computer science, communication arts, business administration, and electrical and computer engineering
- Shandong Institute of Business and Technology (Yantai): two NYIT School of Management undergraduate programs

Vancouver

In British Columbia, Canada, NYIT-Vancouver is authorized by the Ministry of Post-Secondary Education and Future Skills and is among British Columbia's EQA-designated Post-Secondary Schools.

Administration and Faculty

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(As of July 2024)

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Chief Medical Officer and Associate Professor

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Vice President, Information Technology and Chief Information Technology Officer

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Provost and Executive Vice President

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Vice Provost, Research

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Francine S. Glazer, Ph.D.
Associate Provost, Educational Innovation;
Director, Center for Teaching and Learning

Tiffani Hinds M.Ed.
Associate Provost, Student Engagement and Development

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Assistant Provost, Academic Affairs

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Dean, College of Engineering and Computing Sciences

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Interim Dean, School of Health Professions

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Dean, School of Architecture and Design

Jaishankar Ganesh, Ph.D.
Dean, School of Management

Irene Young, Ed.D.
Executive Director and Campus Dean, Vancouver

Monika Rohde, M.A.
Senior Associate Dean, Undergraduate Student Success and Advising

Ian White, Ed.D.
Registrar

See the complete directory of faculty and department staff

New York Institute of Technology Board of Trustees

(As of April 2024)

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Admissions: Graduate Students

Graduate Requirements

Requirements for admission to graduate study at New York Tech vary with the discipline the applicant chooses. All applicants are required to hold a bachelor's degree or its equivalent from an accredited college or university (or its equivalent for international students) as recognized by the U.S. Department of Education, and must submit the completed application, the application fee, and such additional materials and information as the specific program or its director may require.

Applicants who have completed the application process and have been accepted for graduate study may be given a status of matriculation as defined by each program. Applicants who do not have all the necessary information in time to be processed before the beginning of a new term may be permitted to enroll as non-matriculated students at the discretion of the director for one term while completing their records.

Programs do not, in general, require that the undergraduate major be in the specific field to which the applicant is seeking graduate admission; however, each program sets forth certain prerequisite courses or subject matter areas in which the student must establish proficiency before proceeding to graduate work (refer to prerequisite requirements for each program listed in the Schools and Colleges section of the catalog).

Prerequisite courses carry prerequisite credit only, and the credits earned may not be counted toward the number of graduate credits required for the degree. A limited number of applicants without degree objectives who have acceptable professional backgrounds may be permitted to take a maximum of nine credits as non-matriculated/non-degree students at the discretion of the appropriate program director. Please refer to the individual listing for each discipline for additional terms and conditions, if any.

Admissions Procedures

- U.S. Students
- International Students
- Transfer Students
- Reenrollment/Readmission of Former Students

How to Apply to New York Tech

- Application >
- More About Admissions >

U.S. Students

Applicants with Master's Degrees

Possession of a master's degree from an accredited U.S. institution may be accepted as evidence of having met the academic and test score requirements for matriculation; however, this does not relieve the applicant of the obligation to file all undergraduate transcripts and appropriate test scores, which will be used for research purposes.

Early Admission

New York Tech students who have an undergraduate cumulative GPA of 3.0 or better may, under proper circumstances, enroll in up to six credits of selected graduate courses before completing the undergraduate degree. Information regarding requirements, eligibility, and limitations is available in the offices of the graduate program directors.

Actual admission to the graduate program as a degree candidate can only be granted after the undergraduate degree has been received and formal requirements for admission have been met. Upon formal admission to a graduate program with matriculated status, credit may be granted toward a graduate degree for those graduate courses taken as an undergraduate but not credited toward an undergraduate degree, and completed with a grade of B or better.

Admission Procedures

Complete the following admission procedures for graduate students:

- **Completed Application:** Complete the New York Tech Online Application. An application must be submitted to the Office of Admissions for all academic programs. Applications are considered in the order received as long as space in the program of your choice is available.
  Apply as a graduate student
  There is a different application for the following programs:
  - **Physician Assistant Studies:** Apply to the Central Application Service for Physician Assistants (CASPA)
  - **Occupational Therapy:** Apply to the Occupational Therapist Centralized Application Service (OTCAS)
  - **Physical Therapy:** Apply directly to the Physical Therapist Centralized Application Service (PTCAS)
- **Application Fee:** A $50 (U.S.) nonrefundable application fee, payable to New York Tech, is required as part of your application submission. Fee may be waived with an official waiver from your college advisor or a New York Tech advisor.
- **Transcripts:** When applying, unofficial transcripts showing all university-level classes previously attended must be submitted to the Office of Graduate Admissions. Pass grades earned during the spring 2020 semester will not have a negative impact on students' admission. Upon acceptance, final, official transcripts showing proof of degree conferral for all degrees earned must be sent directly to the Office of Graduate Admissions and should be received prior to or close to the start of the first semester at New York Tech. Some financial aid programs such as New York State TAP may require submission of materials prior to the end of the semester. In the event that official transcripts are not received by the end of the first semester, students will not be permitted to register for future semesters and may have their financial aid canceled. Please note that individual departments reserve the right to ask for additional official transcripts for prerequisites or transfer credit. Students will be notified if this is a requirement for them.
- **Standardized Test Scores:** Official scores from the GRE, GMAT, MAT, or other exams should be sent directly to the Office of Admissions if they are applicable to program requirements.
  - GRE Code: 2561
  - GMAT for Full-time (nine or more credits): OQN-RL-35
  - GMAT for Part-time (less than nine credits): OQN-RL-74
  - MAT Code: 1487
- **Letter(s) of Recommendation:** Letters of recommendation may be required. Check specific program requirements for more information.
- **Admission Decision:** In order to provide adequate time for processing, admissions materials should, if possible, be submitted at least eight weeks before the desired date of entrance. Applicants will be officially notified of the action taken on their request for admission. Upon acceptance of an offer of admission, candidates are required to pay a nonrefundable $500 deposit within four weeks of acceptance to secure a position in the entering classes, which will be credited toward the first semester's tuition. Students admitted to the Physical Therapy program are required to submit a $1,500 nonrefundable tuition deposit by January 15. Students admitted to the Occupational Therapy programs are required to submit a $1,500 nonrefundable tuition deposit within two weeks of the date on the acceptance letter. Students admitted to the Physician Assistant Studies program are required to submit an initial $1,000 nonrefundable tuition deposit within two weeks of the date on the acceptance letter. Upon request, a second nonrefundable deposit of $500 will be subsequently required in order to hold the seat. Students admitted to the Medical/Healthcare Simulation program are required to submit a $500 nonrefundable deposit within two weeks of the date on the acceptance letter. Students admitted to the Executive M.B.A. program are required to follow the steps to deposit outlined in their acceptance letter. All admitted students also are required to submit completed health forms prior to the first day of classes, and those seeking financial aid are recommended to furnish the college with a Social Security number for identification purposes.

Final, official transcripts should be received prior to or close to the start of your first semester. In the event that official transcripts are not received by the end of the first semester, students will not be permitted to register for future semesters and may have their financial aid canceled. The Office of Admissions reserves the right to rescind offers of admission.

Applicants to all colleges and universities in New York State who were born on or after January 1, 1957, must provide written evidence of immunization against mumps, measles, and rubella or demonstrate that they are entitled to an exemption from this legal requirement.

New York Tech may waive some of the entrance requirements for applicants based on the discretion of the Office of Admissions or academic

departments.

International Students

New York Tech welcomes students from other nations who show promise of benefiting from educational opportunities in the United States. International students are, in general, expected to follow the same regulations and procedures as those set forth for all entering students. The following guidelines are for prospective students residing outside the continental limits of the United States who wish to attend New York Tech:

- **Completed Application:** Complete the New York Tech Online Application. An application must be submitted to the Office of Admissions for all academic programs. Applications are considered in the order received as long as space in the program of your choice is available.
  Apply as an international student
  There is a different application for the following programs:
  - **Physician Assistant Studies:** Apply to the Central Application Service for Physician Assistants (CASPA)
  - **Occupational Therapy:** Apply to the Occupational Therapist Centralized Application Service (OTCAS)
  - **Physical Therapy:** Apply directly to the Physical Therapist Centralized Application Service (PTCAS)
- **Application Fee:** A $50 (U.S.) nonrefundable application fee, payable to New York Tech, is required as part of your application submission. Fee may be waived with an official waiver from your college advisor or a New York Tech advisor.
- **Deadlines:** Completed applications that include all required documents from international students should be received by December 1 for the spring semester, and July 1 for the fall semester. Students who apply after those dates may be asked to defer their application to be considered for the next available semester. (These deadlines may be waived for applicants who reside in the United States.)
- **Transcripts:** Submit your final, official transcripts directly to the Office of Admissions. This includes undergraduate transcripts and proof of degree from all schools and colleges previously attended. Pass grades earned during the spring 2020 semester will not have a negative impact on students' admission. Copies are accepted for admission. Upon acceptance, final, official transcripts showing proof of degree conferral for all degrees earned must be sent directly to the Office of Graduate Admissions and should be received prior to or close to the start of the first semester at New York Tech.
  - Applicants who have earned or are earning a degree from a university outside the United States may need to have their educational credentials evaluated by a National Association of Credential Evaluation Services (NACES) member organization. The evaluation should include U.S. credit, grade, and degree equivalents and a course-by-course evaluation. Country-specific requirements are listed below.
    - Possible transfer credit will be determined upon admission to New York Institute of Technology and receipt of the course-by-course evaluation. If your transcripts are in a language other than English, you must submit an official English translation.
    - Country-Specific Requirements
      - African countries: Must submit an official transcript directly from your prior universities to the Admissions Office or an official course-by-course evaluation of the transcripts and an official evaluation of the degree
      - India/BRIDGE (3-year degree students): Must submit an official course-by-course evaluation of transcript with all Individual Semester Mark-sheets and an official evaluation of the degree
      - India (4-year degree students): College of Engineering and Computing Sciences programs (including Bioengineering, Computer Science, Cybersecurity, Data Science, Electrical and Computer Engineering, and Ph.D. programs), excluding Mechanical Engineering, Energy Management and Advanced Certificates – must submit an official course-by-course evaluation of the transcripts with all Individual Semester Mark-sheets and an official evaluation of the degree

    Other countries are considered on a case-by-case basis. Please contact the Graduate Admissions Office at grad@nyit.edu with questions.
- **Standardized Test Scores:** Official scores from the GRE, GMAT, MAT, or other exams should be sent directly to the Office of Admissions if they are applicable to program requirements. Official final test results must be submitted directly from the testing agency.
  - GRE Code: 2561
  - GMAT for Full-time (nine or more credits): OQN-RL-35
  - GMAT for Part-time (less than nine credits): OQN-RL-74
  - MAT Code: 1487
- **English Proficiency:** International applicants who have earned undergraduate degrees at a foreign university must provide proof of English proficiency. Applicants are required to submit the International English Language Testing System (IELTS), the Test of English as a Foreign Language (TOEFL), as administered by the Educational Testing Service, the Pearson PTE Academic Exam, Duolingo English Test, or an examination deemed to be equivalent by the Office of Admissions. Official final proof of English test results must be submitted directly from the testing agency.
  - The following minimum scores required for full admission to a graduate programs are:
    - IELTS score: 6.0
    - TOEFL (iBT) score: 79
    - Pearson PTE score: 53
    - Duolingo score: 105
- **SEVIS:** Students who transfer from American colleges or universities must have their previous schools complete the SEVIS I-20 Transfer Form, which can be obtained online. Students must furnish copies of all previous universities' I-20(s) and copies of their Visa and I-94 (from their passport).
- **Affidavit of Support:** For the purpose of assuring New York Tech and the United States government that all necessary costs to maintain the student throughout their tenure at the university will be met, students must submit an original notarized Affidavit of Support form signed by a parent or other bona fide sponsor (form can be obtained directly from the Office of Admissions or online). This document

must be notarized (witnessed and signed by a notary who is licensed by the government to witness signatures on legal documents).

- **Bank Statement for Financial Support:** Students must submit a bank statement with bank seal, from the student's own or a sponsor's bank, demonstrating financial support. Bank statements need to show specific amounts based on academic status (as listed on the Affidavit of Support available online).
- **I-20:** Upon receipt of all required material including the completed application, $50 application fee, official scholastic credentials and test scores, and, if applicable, proof of English proficiency, the Admissions Committee will review the qualifications of each applicant on an individual basis, and a decision regarding admission will be forwarded to the applicant. If the student has submitted a notarized Affidavit of Support and bank statements demonstrating sufficient financial support, the Admissions Committee will issue the I-20 with the notification of acceptance or shortly thereafter.
- **Admission Decision:** In order to provide adequate time for processing, admissions materials should, if possible, be submitted at least eight weeks before the desired date of entrance. Applicants will be officially notified of the action taken on their request for admission. Upon acceptance of an offer of admission, candidates are required to pay a nonrefundable $500 deposit within four weeks of acceptance to secure a position in the entering classes, which will be credited toward the first semester's tuition. Students admitted to the Physical Therapy program are required to submit a $1,500 nonrefundable tuition deposit by January 15. Students admitted to the Occupational Therapy programs are required to submit a $1,500 nonrefundable tuition deposit within two weeks of the date on the acceptance letter. Students admitted to the Physician Assistant Studies program are required to submit an initial $1,000 nonrefundable tuition deposit within two weeks of the date on the acceptance letter. Upon request, a second nonrefundable deposit of $500 will be subsequently required in order to hold the seat. Students admitted to the Medical/Healthcare Simulation program are required to submit a $500 nonrefundable deposit within two weeks of the date on the acceptance letter. Students admitted to the Executive M.B.A. program are required to follow the steps to deposit outlined in their acceptance letter. All admitted students also are required to submit completed health forms prior to the first day of classes, and those seeking financial aid are recommended to furnish the college with a Social Security number for identification purposes.
- All admitted students also are required to submit completed health forms prior to registration, and those seeking financial aid are recommended to furnish the college with a Social Security number for identification purposes.

Final, official transcripts should be received prior to or close to the start of your first semester. In the event that official transcripts are not received by the end of the first semester, students will not be permitted to register for future semesters and may have their financial aid canceled. The Office of Admissions reserves the right to rescind offers of admission.

Applicants to all colleges and universities in New York State who were born on or after January 1, 1957, must provide written evidence of immunization against mumps, measles, and rubella or demonstrate that they are entitled to an exemption from this legal requirement.

New York Tech may waive some of the entrance requirements for applicants based on the discretion of the Office of Admissions or academic departments.

Also Note:

- All students transferring from foreign institutions of higher learning will be required to have their educational credentials evaluated by an agency approved by the National Association of Credential Evaluation Services, such as World Education Services or Globe Language Services. There is a fee for this evaluation service. Possible transfer credits will be determined by New York Tech after results of the course-by-course evaluation have been received. Students must provide course outlines and/or syllabi if available to facilitate credit transfer.
- Visit the Office of Residence Life and Off-Campus Housing for more information about residential facilities near the Long Island or New York City campuses.

Visas

New York Tech is authorized under federal law to enroll nonimmigrant alien students. Students holding F-1 visas must register for the number of hours required by law and have their registration approved by the Office of International Education. Upon acceptance of an offer of admission, candidates are required to submit a nonrefundable tuition deposit. If a student's visa is denied, the deposit, if paid, will be refunded upon proof of visa denial from the consulate.

U.S. Immigration and Naturalization Department regulations require international students with F-1 visas to pursue a full-time course of study. At New York Tech, this is defined as a minimum of nine credits per semester at the graduate level.

International students holding an F-1 visa issued for study at another U.S. institution must forward a SEVIS I-20 Transfer Form, which can be obtained online and completed by an official at the transferring school, to the Office of Graduate Admissions.

International applicants who hold a valid temporary B-2 visitor's visa that is specifically stamped "prospective student" at the time of application and are accepted into a graduate program will be expected to make arrangements to meet with the Office of International Education upon arrival.

Admission of International Graduate Applicants Without U.S. Equivalent Baccalaureate Degrees (Bridge Program)

Applications from international students who have completed only a three-year postsecondary program that is equivalent to three years of undergraduate study in the United States, or a four-year program that is not equivalent to an American bachelor's degree, will be considered for admission with the following additional provisions:

- The student may be required to take a New York Tech English proficiency examination prior to enrollment.
- Each student must complete a minimum of 30 additional undergraduate credits with a grade point average (GPA) of at least 3.0. A

substantial number of these credits may be in English as a Second Language (ESL) courses, depending upon the results of the proficiency examination, if required.
- Upon satisfactory completion of these 30 credits, the student will be granted provisional status in the chosen graduate program, except for the M.B.A. program, and expected to meet all requirements of this status, which includes the achievement of at least a 3.0 GPA through the first 12 graduate credits. M.B.A. students must meet all entrance criteria in order to be admitted and begin taking classes as well as be required to maintain at least a 3.0 GPA through the first 12 graduate credits.

Transfer Students

Graduate credits taken at other accredited institutions and completed with a grade of B or better, or earned by way of the New York Tech's approved prior learning options, may be credited toward the graduate degree, provided those graduate credits have not been applied toward another degree and the course content is deemed by the program director to be appropriate to the major being pursued and the equivalent of that offered at New York Tech. Transfer credit is awarded to matriculated students who are seeking to complete a degree at New York Tech.

Generally, up to nine (9) credits may be transferred to graduate degree programs, depending on your major, under proper conditions. Some specialized programs may offer more or less transfer credit. Please refer to the particular program you are interested in for specific information.

View graduate degrees by school:

- Architecture and Design
- Arts and Sciences
- Computer Science and Engineering
- Health Professions
- Management

Normally, courses taken more than five years ago cannot be transferred, although the program director or dean's designee may make exceptions following a review of the transfer request.

All requests for transfer credit must be made within the first semester of enrollment. Requests received after the first semester will not be considered. Appropriate forms are available through the Office of Graduate Admissions. Official transcripts of work to be evaluated and catalog descriptions of the course(s) taken must also be submitted and must also be sent directly from the college or university concerned to graduate admissions. Students are encouraged to initiate requests for transfer credit at the time of application for admission to a graduate degree program.

If your transcripts are in a language other than English, you must submit an official English translation through one of the following:

- World Education Services (WES)
- Globe Language Services
- New York Tech-recognized evaluation agencies

If you have attended college overseas, you need to have a course-by-course evaluation done of your educational credentials by a National Association of Credential Evaluation Services (NACES) member organization. See approved agencies listed above. Possible transfer credit will be determined upon admission to New York Tech and receipt of the course-by-course evaluation.

Additional college-wide policies, not mentioned here but applying equally to the graduate programs, may be found in the undergraduate catalog.

Prior Learning Evaluation

New York Tech evaluates graduate-level knowledge and skills an individual has gained outside of the classroom for graduate degree credit. This evaluation is called credit for prior learning (CPL), but it may also be referred to as prior learning assessment or experiential learning.

Some examples of credit for flexible learning include:

- Approved courses offered through educational technology platforms (e.g. Coursera, Udacity, etc.)
- Workplace training
- Military training and service
- Independent study
- Professional certifications
- Examinations (e.g national exams)

Students must be matriculated (working toward a degree) to earn CPL. CPL does not count toward the university residency requirements. Students cannot earn CPL for a course of a level lower than course(s) they have completed or in which they are currently enrolled.

Reenrollment/Readmission of Former Students

- Students who have stopped attending New York Tech for one semester, not including summer, and have not attended another institution do not need to apply for readmission. These students may return under the original catalog/curriculum of admission and must seek academic advisement from their department. Find the appropriate academic advisor to contact for additional information.
- Students who have been away for one semester and who have attended another institution must submit official transcript(s) in order to have those credits evaluated for transfer credits. Transcripts can be submitted to the Office of Admissions.
- Former students of New York Tech who have been away for two or more semesters must complete an application for readmission with the Office of Admissions along with the necessary supporting documentation and any applicable processing fees. Students are required to present all transcripts for evaluation at the time of readmission in order to receive any applicable transfer credit for work completed at another institution and to ensure proper academic advisement, scholarship, and financial aid eligibility.

Once readmitted to the college, students must fulfill the curriculum requirements in effect at the time of their readmission. Students readmitted after a break of five years or less (undergraduates must be within 30 credits of degree completion) may request approval to follow the program requirements in place at the time of their most recent admission/readmission. The academic dean responsible for the program will decide in this matter. Students readmitted after a break of more than five years (undergraduates must be within 30 credits of degree completion) may request approval to follow the program requirements in place at the time of their most recent admission/readmission. The Vice President for Academic Affairs (or designee) will decide in this matter. In all cases, NYSED regulations will guide these decisions.

Non-matriculated (Non-degree) Applicants

Regardless of whether you are enrolled at other institutions, you are welcome to enroll in the spring, summer, or fall semester, on a non-degree basis, and take up to nine credits. You must first file an application for non-matriculated status, which can be obtained through the Office of Admissions, and obtain permission of the director of the appropriate graduate program. A nonrefundable fee of $50 must accompany each application. M.B.A. courses are not permitted.

Satisfactory performance as a non-degree student does not guarantee acceptance into any graduate program once you have reached the limit of nine credits of graduate study. You must apply to and meet all admissions requirements and standards. Courses taken as a non-degree student may be applied toward the graduate degree if they are part of the degree's program of study. Non-degree students are urged to seek advisement from program faculty prior to registration for any course.

Campus Security

Campus safety and security do not just happen. They take the commitment and cooperation of every member of the university community, from students and faculty to staff and visitors. New York Tech takes the safety of those who study, live, and work on its campuses very seriously. Through the Office of Campus Security, the university strives to deter and respond to campus safety issues. Campus crime statistics as reported

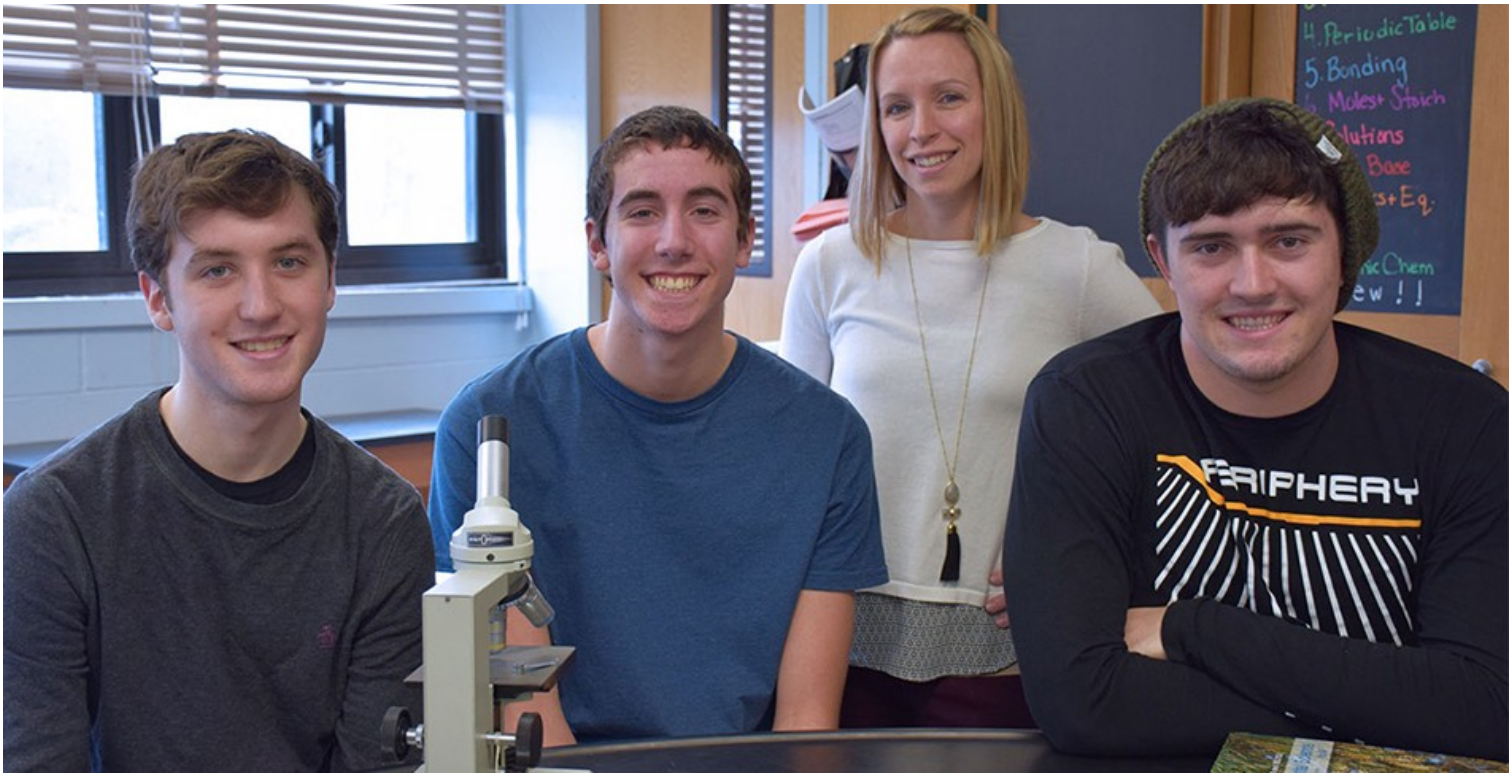
to the United States Department of Education may be obtained from the security offices listed below or from the United States Department of Education's website for campus crime statistics.

- **Long Island:** Director of Security, Simonson House, 516.686.7789, owsecurity@nyit.edu
- **New York City:** Director of Security, New Technology Building, 16 W. 61st St., Main Floor, 646.273.7789, mcsecurity@nyit.edu

Here for Your Protection

On each campus, students will find an Office of Campus Security that provides continuous, year-round security. These offices are staffed with private security officers who receive ongoing training throughout the year. These security professionals respond to a variety of calls for assistance, from medical emergencies to crimes in progress. Foot and vehicle patrols of campus grounds, buildings, and residence halls are made 24 hours a day on the Long Island campus. The New York City campus has security coverage at all times when the buildings are open. During these patrols, officers also report any conditions they notice that might pose a threat to campus security (such as broken windows or inoperative lights). In addition, the Office of Campus Security provides vehicle assistance to the college community for jump-starts and lockouts. If a student is in need of vehicle assistance, they should call security and give their location and vehicle description.

Undergraduate Core/General Education Curriculum



New York Institute of Technology adopted the 21st-century *Discovery Core Curriculum* in fall 2010. From 2010 to the present, New York Tech has offered courses under both the old core and new *General Education* curricula. Following is an explanation of new courses replacing old courses and the options available to incoming freshmen and current students for fulfilling their graduation requirements.

The core courses have three stages:

1. Foundation Courses
2. Interdisciplinary Seminars
3. Mathematics and Additional Science Courses

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1. Foundation Courses

With the exception of the FCWR 300 series of professional communication courses, students take most foundation courses in their first year of study, and include:

- FCWR 101 Writing I: Foundations of College Composition
  or
  FCWR 111 Writing I: Foundations of College Composition for International Students
- FCWR 151 Writing II: Foundations of Research Writing
  or
  FCWR 161 Writing II: Foundations of Research Writing for International Students
- DATA 101 Making Sense of a Data-Oriented Society

Students will take one more foundation course in their junior year. There are four options for the Foundations of Professional Communication course (FCWR 301, 302, 303, 304). Academic advisors assist students in choosing the right option. Select one writing course (FCWR):

- FCWR 301 Communication for Business
- FCWR 302 Communication for Healthcare Careers
- FCWR 303 Communication for Arts and Design
- FCWR 304 Communication for Technical Professions

2. Interdisciplinary Seminars

Beginning in sophomore year, students who have successfully completed the first-year foundation courses will take four interdisciplinary seminars from at least three different categories: a) literature, b) behavioral science, c) social science, and d) philosophy/ethics. These courses all begin with **IC (interdisciplinary core)** and are followed by LT, BS, SS, and PH respectively, to indicate course topics. There are several seminars in each area to choose from. Please note: New courses are created each year, so students should check the catalog and course schedules for complete listings.

A. Select one literature course (ICLT). Students should check the catalog course descriptions and course schedules for complete listings. Two examples are provided here:

- ICLT 301 Contemporary American Immigrant Literature
- ICLT 302 Strange Creations: Literature, Intelligent Technology, and Ethics

B. Select one behavioral science course (ICBS). Students should check the catalog course descriptions and course schedules for complete listings. Two examples are provided here:

- ICBS 301 Cross-Cultural Aspects of Dating, Courtship, and Mate Selection Seminar
- ICBS 302 Intergroup Relations: Understanding, Prejudice, Stereotyping, and Discrimination

C. Select one social science course (ICSS). Students should check the catalog course descriptions and course schedules for complete listings. Two examples are provided here:

- ICSS 301 Seminar in Global Environmental History
- ICSS 303 The American Character: A Global Perspective

D. Select one philosophy course (ICPH). Students should check the catalog and course schedules for complete listings. Two examples are provided here:

- ICPH 301 The Philosophy of Human Nature
- ICPH 302 The Legacy of Socrates

Searching for Courses

When searching for new FC (foundation core) or IC (interdisciplinary core) courses online, use the following subject abbreviations:

FCWR Foundations of Writing

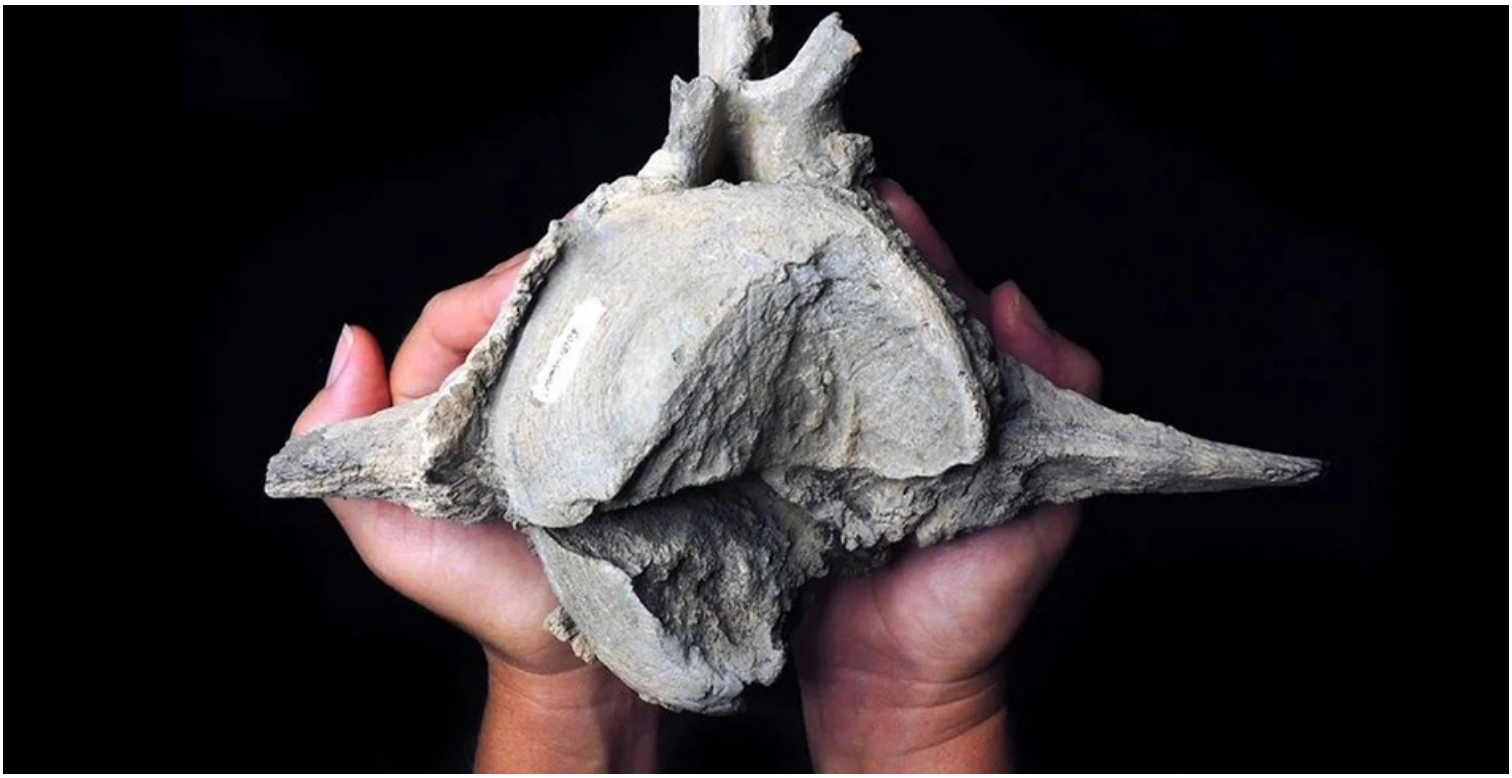
ICLT Literature Core
ICBS Behavior Science Core
ICSS Social Science Core
ICPH Philosophy Ethics Core

3. Mathematics and Additional Science Courses

All students are required to complete a minimum of six credits of science and three credits of mathematics. When science and/or mathematics courses are required as part of the degree, those courses can be used to satisfy this requirement. Students can use the following prefixes to satisfy the science requirements: BIOL, CHEM, PHYS. Courses with a MATH prefix satisfy the math requirement.

Students should discuss these and all courses with their academic advisor.

Fast Facts



Since 1955, New York Institute of Technology's forward-thinking academic programs have propelled its graduates into successful careers in architecture and interior design, arts and sciences, education, engineering and computing sciences, health professions, management, and osteopathic medicine.

Exceptional teaching by experienced professors, generous financial aid packages, and a supportive student-centered learning environment are some of the reasons that New York Institute of Technology is consistently ranked highly among its peer universities.

The university's almost 8,000 students represent a diverse student body, representing 40 states and 72 countries. With campuses in New York City and Long Island; Jonesboro, Arkansas; Vancouver, Canada; and programs online, New York Tech's technology-infused degrees, experiential learning programs, and extracurricular and co-curricular opportunities combine to create a unique, 21st-century learning experience that encourages students to reinvent the future.

To date, more than 116,000 graduates have received degrees from New York Tech. Our students graduate profession ready, and 94% of our graduates are employed or continuing their education within six months of graduation.

For more information, visit nyit.edu.

University Snapshot

- **Campuses:** Old Westbury, NY; New York City, NY; Jonesboro, AR; Vancouver, Canada
- **President:** Henry C. "Hank" Foley, Ph.D.
- **Founded:** 1955
- **Institution type:** Private, independent, nonsectarian, coeducational
- **Colors:** Blue and gold
- **Nickname:** Bears

Mission Statement

Since 1955, New York Institute of Technology has pursued its mission to:

- Provide career-oriented professional education
- Offer access to opportunity to all qualified students
- Support research and scholarship that benefit the larger world

Accreditation

New York Institute of Technology is accredited by the **Commission on Higher Education of the Middle States Association of Colleges and Schools**, and accrediting agencies for its programs and schools include:

- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
- American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Collegiate Nursing Education (CCNE)
- Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology, Inc. (ABET)
- Council for Accreditation of Counseling & Related Educational Programs (CACREP) for the Master of Science in School Counseling
- Council for the Accreditation of Educator Preparation (CAEP) for the Master of Science in Childhood Education
- Council for Interior Design Accreditation (CIDA)
- Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology, Inc. (ABET)
- Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and Technology, Inc. (ABET)
- National Architectural Board, Inc. (NAAB)

More information: nyit.edu/accreditation

Schools and Colleges

- College of Arts and Sciences
- College of Engineering and Computing Sciences
- College of Osteopathic Medicine
- School of Architecture and Design
- School of Health Professions

- School of Management

Enrollment

Total undergraduate and graduate students: 8,054

- Undergraduate students: 3,454
- Graduate and medical students: 3,455
- 56 percent male, 44 percent female
- 13:1 student-to-faculty ratio
- Students represent 74 countries and 42 states

Financial Aid

- First-time, full-time students receiving any financial aid: 99 percent
- Total annual amount of institutional financial aid awarded: $40 million

More information: nyit.edu/finaid

Experiential Opportunities

- Campus newspapers
- Biotech/BSB Interdisciplinary lab
- Community service
- Entrepreneurship center and innovation labs
- eSports teams
- Healthcare centers
- Multimedia production company
- Research (undergraduate and graduate)
- Student-run advertising and PR agencies
- Study abroad (including fellowships)

Honor Societies

- Alpha Epsilon Rho (communication arts and broadcasting)
- Alpha Eta (health professions)
- Beta Beta Beta: National Biological Honor Society (Rho Delta Alph chapter)
- Chi Alpha Epsilon National Honor Society (HEOP)
- Chi Sigma Iota (school counseling)
- Delta Mu Delta (business)
- Golden Key International Honour Society
- Kappa Delta Pi International Honor Society (education)

- National Society of Leadership and Success (Sigma Alpha Pi)
- Phi Eta Epsilon (occupational therapy)
- Phi Eta Sigma National Freshman Honor Society
- Psi Chi (psychology)
- Tau Alpha Pi (engineering and technology)
- Tau Sigma Delta (architecture)
- Upsilon Pi Epsilon (computer science)

Internships

Student internships have resulted in real-world career experiences for thousands of students. New York Tech students are regularly placed in leading industry corporations and organizations such as Boeing, Broadridge Financial Services, HBO, Google, IBM, Leviton, LiveNation, Motorola, Viacom/MTV Networks, National Grid, and Verizon.

Internships are secured through the support of academic departments and faculty members as well as the Office of Career Success and Experiential Education, which has an internship certificate program that supports students before, during, and after their internships by providing information on the latest hiring trends and search techniques and by providing employer evaluations and networking opportunities.

Technology

- Computer labs

- Dedicated video conferencing rooms
- Distributed learning facilities
- Electrical and Computer Engineering labs
- Fabrication Labs (Fab Labs)
- Innovation labs with 3-D printing capabilities
- Motion-capture labs

- Open-access facilities
- PCs and laptops in libraries
- Robotics
- Simulated medical patients/labs
- Smart classrooms
- WiFi in all student areas

Research

Committed to practical, applications-oriented research that benefits the greater global community, New York Tech is particularly proud of faculty-led and student-supported research in areas such as:

- Alternative energies/sustainability
- Anatomy
- Bioengineering/biotechnology
- Cancer
- DNA
- Ehlers-Danlos Syndrome

- Green energy
- Heart and kidney diseases
- Parkinson's disease
- Robotics
- Sports medicine

Further, we support faculty research and scholarship as an integral part of academia that enriches our students' classroom experience, contributes to the body of knowledge in cutting-edge fields, and provides students with opportunities to test theories and gain technical skills through hands-on experimentation and research.

To date, New York Institute of Technology's faculty members have received funding from public, private, and government agencies, including:

- Empire State Development Corp.
- IDC Foundation
- Long Island Regional Economic Development Council
- National Institutes of Health
- National Science Foundation
- New York State Department of Health

- New York State Education Department
- New York State Department of Labor
- U.S. Department of Defense
- U.S. Health Resources and Services Administration
- Voya Foundation

Degrees Offered

- Bachelor of Architecture (B.Arch.)
- Bachelor of Arts (B.A.)
- Bachelor of Fine Arts (B.F.A.)
- Bachelor of Professional Studies (B.P.S.)
- Bachelor of Science (B.S.)

- Master of Architecture (M.Arch.)
- Master of Arts (M.A.)
- Master of Arts in Teaching (M.A.T.)
- Master of Business Administration (M.B.A.)
- Master of Fine Arts (M.F.A.)
- Master of Public Health (M.P.H.)
- Master of Science (M.S.)

- Doctor of Osteopathic Medicine (D.O.)
- Doctor of Philosophy (Ph.D.)
- Doctor of Physical Therapy (D.P.T.)
- Occupational Therapy Doctorate (O.T.D.)

Alumni Worldwide

Alumni: 116,000 (as of May 2024)

More information: nyit.edu/alumni

Honors and Awards

New York Institute of Technology recognizes outstanding scholarship, service, and leadership. Through the interest of various individuals and organizations, the following awards and honors are conferred for distinctive student achievement:

View Awards by School

University Awards

Dorothy Schure Memorial Award
In memory of Dorothy Schure, a founder and member of the Board of Trustees, annual cash awards are granted to students whose extracurricular activities reflect concern, support, and dedication to the college community at large.

Leonard J. Knuth Trustees' Award
To the full-time student graduating with the highest scholastic average in the class with 55 percent or more credits taken at New York Tech.

Evan Rubin Memorial Award
Conferred at school recognition ceremonies each year on the student who is viewed as having manifested the greatest concern for other individuals within the New York Tech community.

Honors Program Certificate
Awarded to students in the honors program who have met or exceeded all requirements of the program.

Honors Program Award for Excellence
Presented to the student(s) in the honors program who have earned the highest cumulative GPA.

Special Program Award – HEOP
Awarded to Higher Education Opportunity Program (HEOP) participants who have demonstrated exceptional educational achievements.

School of Architecture and Design

Departments of Architecture and Interior Design

Alpha Rho Chi Medal National Professional Fraternity of Architecture Award
Presented to a senior for leadership, willing service to the college, and promise of professional merit through attitude and personality.

American Institute of Architects Henry Adams Medal and Certificate
A medal of achievement and a certificate of achievement to outstanding architecture students.

Architectural Chairs' Award
Awarded by the School of Architecture and Design chairpersons at each campus to the graduate who has achieved distinction in architectural design.

Maria A. Bentel Memorial Thesis Travel Grant
Awarded by a review committee composed of the dean, thesis coordinator, and a senior faculty plus one other full-time faculty to a female fourth-year student in the Bachelor of Architecture program for travel related to a proposed thesis project. Selection will be based on the review of a written proposal, the student's academic record, and a portfolio. Named in memory of the first female tenured architecture faculty member at New York Institute of Technology.

Michael T. Berthold Energy Conservation Award
Awarded to a graduating senior in the Bachelor of Science in Architectural Technology or Bachelor of Architecture program who has demonstrated ecologically sensitive and environmentally sound designing architecture or community planning.

Certificate for Architectural Design Gold and Silver Certificates
Awarded by the architecture faculty design committee to the most deserving graduating five-year students in architecture. Based on a five-year exhaustive review of very high excellence.

Certificate for Achievement in Architectural Technology Gold and Silver Certificates
Awarded by the architecture faculty to graduates who have achieved a high scholastic record in architectural technology.

Certificate for Achievement in Architecture Gold and Silver Certificates
Awarded by architecture faculty to graduates who have achieved a high scholastic record in the Bachelor of Architecture program.

Dean's Award for Design Excellence
Awarded by the dean of the School of Architecture and Design to graduating seniors who have achieved excellence in the architecture and interior design programs.

John Emmi Memorial Award
Presented to the interior design graduate in Long Island with a high academic standing who has excelled in interior design. Named in memory of a former student.

Leonard Horowitz Award
To the interior design graduate at the Long Island campus who has excelled in the discipline of interior design. Named in memory of a former student.

Interior Design Award
Conferred by the architecture and design faculty for excellence in interior design.

Interior Design Faculty Award
Conferred by the architecture and design faculty for outstanding achievement in interior design.

Robert Jensen Memorial Award
Presented by the faculty to a graduating student in architecture for exceptional abilities in one or more of the following fields of study: architectural history, architectural theory and criticism, historic preservation and craft-based architectural design.

Melvin Lerner Memorial Award
Presented to the interior design graduate in Long Island for excellence in leadership, service to the college, and promise of professional merit through performance and personality.

The New York Council of the Society of American Registered Architects Award
To the senior student in the Bachelor of Architecture program who has given worthy service to the school and to other students in friendship, assistance, and constructive attitude.

The New York Society of Architects Matthew W. Del Gaudio Award
Presented for excellence in total design to a graduating student in each of the architectural schools in the state.

Outstanding Service to the Department Award
Conferred by the interior design faculty for outstanding service to the department.

Arthur J. Pettorino Memorial Award
Presented to a graduating student in the architectural technology program, selected by the faculty, in recognition of outstanding achievement in the study of architectural technology.

Gina Pisano Ricci Award
To a female graduate in the architecture program who has shown outstanding ability and leadership, willingness to serve, and promise of professional achievement.

Special Faculty Award for Service and Involvement
Conferred by the faculty to a graduating student in the architecture program, at the Long Island and New York City campuses, who has

generously served the student body and thereby improved the quality of life within the School of Architecture and Design.

John Tam Memorial Award
To the interior design graduate in Long Island who has excelled in the program. Named in memory of a former student.

ARCC/KING Student Medal for Excellence in Architectural and Environmental Design Research
Awarded to a graduating student based upon criteria that acknowledge innovation, integrity, and scholarship in architectural and/or environmental design research.

Annual Architecture and Interior Design Chapter of the Alumni Federation Mentorship Award
Conferred upon a graduating student in Interior Design who has improved the quality of life at the School of Architecture and Design by acting as a trusted mentor to fellow classmates.

Thesis Faculty Recognition Award
Awarded by thesis faculty to students whose performance throughout thesis year was outstanding.

Department of Digital Art and Design

Certificate of Innovation in Fine Arts Award
Conferred by the fine arts faculty to the graduating student who has shown outstanding achievement with innovation in the field of fine arts.

Faculty Award for Technology
Awarded to a student who has excelled at using technological tools to serve artistic expression as judged by a committee of fine arts faculty.

Outstanding Service to the Department Award
Conferred by the fine arts faculty for outstanding service to the department.

Global Student Award
Conferred by the fine arts faculty for outstanding achievement to a student in a combined program with an international partner institution.

Computer Graphics BFA Faculty Award
Conferred by the fine arts faculty on a graduating student for outstanding achievement in computer graphics.

Faculty Award for Best BFA Animation Project
Conferred on a graduating student who has completed the best animation project as judged by a committee of fine arts faculty.

Graphic Design BFA Faculty Award
Conferred by the fine arts faculty for outstanding achievement in graphic design.

Fine Art Department Chairperson BFA Award
Awarded to the undergraduate student with the highest academic record in the major.

The Marvin Horowitz Sculpture BFA Award
Awarded to the student who excels in the discipline of sculpture.

The Valdis Kupris Painting BFA Award
Awarded to the student who excels in the discipline of painting.

The Cornelius Scholl Photography BFA Award
Awarded to the student who excels in the discipline of photography.

Digital Art and Design – Animation MFA Faculty Award
Conferred by the fine arts faculty on a graduating student for outstanding achievement in animation.

Digital Art and Design – Graphic Design MFA Faculty Award
Conferred by the fine arts faculty on a graduating student for outstanding achievement in graphic design.

College of Arts and Sciences

Biological and Chemical Sciences

B.S./D.O. Award
For outstanding scholarship in the B.S./D.O. program.

B.S./D.O. Service Award
For outstanding service to the student body and improvement of college life at New York Tech.

B.S./D.O. Pre-Clinical Education Award

For the most outstanding B.S./D.O. student in the first year of medical school.

Biomedical Society Award
Awarded by the officers of the Biomedical Society to a graduate in the Biological and Chemical Sciences department for outstanding service.

Biological and Chemical Sciences Award
Awarded for outstanding scholarship in the fields of biological and chemical sciences to a graduating senior from the Long Island campus and one from the New York City campus.

Biological and Chemical Sciences Service Award
For outstanding service to the disciplines of biological and chemical sciences at the Long Island campus and the New York City campus.

Michael Brian Unger Award
Presented in memory of a youthful victim of cancer to a graduating student whose scholarly achievement in the biological and chemical sciences denotes an outstanding graduate with a promising future.

David G. Salten Award
Awarded by the Alumni Federation for excellence in the natural sciences. Chosen by the biological and chemical sciences faculty.

Eugene J. Mitacek Award for Excellence in Chemistry
Awarded to a student who has received an A letter grade in General Chemistry, General Chemistry II, Organic Chemistry I, Organic Chemistry II, and Biochemistry.

Communication Arts

Advertising Copy Award
Presented to the graduating seniors majoring in advertising at the Long Island and New York City campuses who have demonstrated the most outstanding skills in advertising writing.

Advertising Design Award
To the advertising degree graduating senior at the Long Island and New York City campuses who has excelled in advertising design.

Advertising Leadership Award
To the advertising degree graduating senior at the Long Island and New York City campuses who has demonstrated outstanding leadership in management of professional and academic advertising projects.

Advertising Presentation Award
Conferred on an advertising degree graduating senior at the Long Island campus and the New York City campus who has demonstrated the most outstanding presentation skills.

John J. Theobald Graduate Achievement Award in Communication Arts
Conferred upon a deserving student in the master's program based on scholarship and outstanding contribution to the college and/or the outside community.

William M. Altman Award
To the communication arts graduate in Long Island with high academic standing and all-around excellence. Named in memory of a former faculty member.

J. Jack Brown Memorial Award
Awarded to a graduating student in communication arts, Long Island, who has chosen film as a specialization and has excelled in this field. Named in memory of the father of a communication arts staff member.

Neal Martin Cohen Memorial Award
To the communication arts graduate in Long Island who has done outstanding work in the field of broadcasting. Named in memory of a former faculty member.

Communication Arts Award
Conferred on graduating students at the Long Island and New York City campuses for high academic average in communication arts.

Regina Greene Service Award
Awarded to a graduating student in communication arts who has shown unusual dedication and service to the program. Named in honor of a dedicated former staff member who served the communication arts department for more than a quarter century.

Charles J. Kambourian Advertising Achievement Award
This award, named in honor of the first chairperson of the advertising program, is conferred on a graduating senior whose work shows great promise in the field.

The John R. Mazey Memorial Award
Conferred on a graduating senior in communication arts from the Long Island and New York City campuses for an outstanding, professional advertising project.

Media Production Award
Conferred on a graduating senior in advertising for an outstanding professional advertising project.

Philip Miele Memorial Award
To a graduating student for excellence in public relations and/or advertising. Named in memory of a former chairperson and faculty member.

Lee Morrison Memorial Award
To graduating students in communication arts, Long Island and New York City, for overall excellence in the field of radio. Named in memory of a former faculty member.

New York Chapter of the National Academy of Television Arts and Sciences Award
Awarded to students in communication arts who excel and show promise in the field of television.

Frank Spreeman Memorial Award
Awarded to the communication arts graduate at the Long Island campus with high academic standing, who has done outstanding work in the field of public relations. Named in memory of a beloved family member of the Communication Arts Department.

Edith Wigutow Memorial Award
Presented to a graduating student in communication arts at the New York City campus for scholarship and all-around excellence.

Education

Award for Excellence in Technology Teacher Education
Presented to the outstanding graduate and certified teacher who has achieved a high-quality grade point average.

Award for Excellence in Adolescence Education
Awarded to the graduate who has demonstrated great growth in professional responsibility and competence, and manifested effective sensitivity in teaching.

John J. Theobald Achievement Award in Graduate Childhood Education
Conferred upon a deserving student in the Master of Science in Childhood Education program, based on scholarship and outstanding contribution to the college and/or community.

Dean's Award for Excellence in Instructional Technology – Off-Campus Students
Conferred upon off-campus students in instructional technology who have shown superior accomplishment in teaching, scholarship, and the integration of technology in instruction.

John J. Theobald Graduate Achievement Award in Instructional Technology
Conferred upon a deserving student in the Master of Science in instructional technology program, based on scholarship and outstanding contribution to the college and/or community.

Award for Excellence in a Professional Field Project – UFT/Teachers' Centers
Conferred upon a deserving student for excellence in preparation of a professional thesis/project related to instructional technology and childhood or adolescence education.

Award for Excellence in Professional Training
Presented to a deserving graduate for outstanding performance in the field of training and learning technology.

Dean's Award for Academic Excellence in Educational Leadership and Technology
Bestowed on a graduate of the educational leadership and technology program who has demonstrated superior academic achievement by earning a 4.0 GPA, a superior rating on the course portfolio, and a strong faculty recommendation.

Faculty Award for Educational Leadership
Given to a graduate of the Educational Leadership and Technology program in recognition of superior leadership during the internship and within the cohort. The recipient illustrates the spirit of "team leader," has earned a GPA of 3.75 or higher, and has received superior recommendations from cooperating administrators during an internship.

Technology Leader Award
Given to a graduate of the educational leadership and technology program in recognition of superior expertise in the use and integration of technology in educational administration, teaching, and learning. The recipient has demonstrated this expertise through exemplary work in the application of technology in coursework and practice and has taken a leadership role in the use of technology within the cohort or internship setting.

John J. Theobald Award for Academic Excellence in School Counseling
Presented to a graduate of the school counseling program who has demonstrated excellent academic achievement, received exemplary ratings during internship, and was unanimously recommended by the faculty.

Carol A. Dahir Award for School Counseling Leadership
Presented to a graduate of the school counseling program in recognition of outstanding leadership within the cohort and in the field. The recipient illustrates the spirit of a leader advocate, demonstrates excellence in academic achievement, and has contributed to the program and/or

community.

Humanities

Faculty Award for Literature Studies
Conferred by the New York City department faculty to a graduating senior for outstanding performance in the study of literature.

The Brigid Dawson Memorial Award for Excellence in English Language Studies
Conferred by the New York City department on a graduating senior for whom English is a second language for excellence in English.

Ann McLaughlin Award
Recognizes outstanding scholarship in English by a graduating senior. Named in honor of a former staff member of the English Department.

Interdisciplinary Studies Award
To graduating seniors in recognition of outstanding scholarship and overall achievement.

Society for Technical Communication (New York Chapter) Scholarship Awards
Cash awards, based on an annual competition, given to undergraduate students showing excellence and achievement in technical writing.

Social Sciences Award
Given to a graduating senior who has demonstrated excellence in a degree program of social sciences.

Technical Writing Award
Conferred by the technical writing faculty for excellence in the subject.

Physics

Annual Physics Prize
For outstanding scholarship, character, and dedication to the field of physics.

Eugene Odin Memorial Award
Presented to the graduate who has achieved the greatest efficiency and progress in mathematics. Named in memory of a former faculty member.

Harvey Pollack Scholarship Award
To deserving students whose studies are in the field of physics. Named in memory of a former member of faculty and staff.

Psychology and Counseling

Psychology Award
Conferred by the behavioral sciences faculty on a graduate from each campus in recognition of demonstrated scholarly achievement and potential outstanding contribution to the behavioral science of psychology.

Sociology Award
Conferred by the behavioral sciences faculty on a graduate from each campus in recognition of demonstrated scholarly achievement and potential outstanding contribution to the behavioral sciences of sociology.

Psychology Chairperson's Award
Conferred by the chairperson of the Department of Psychology and Counseling upon the graduating student who has demonstrated significant perseverance in the pursuit of success in psychology.

Criminal Justice Chairperson's Award
Conferred by the chairperson of the Department of Psychology and Counseling upon the graduating senior who has demonstrated significant perseverance in the pursuit of success in criminal justice.

Michael Wubnig Memorial Scholarship Award
Awarded to the outstanding graduating senior in behavioral sciences who enrolls in the Mental Health Counseling program.

College of Engineering and Computing Sciences

American Institute of Aeronautics and Astronautics Outstanding Student Award
Awarded to a graduating student who has made a great contribution toward the operations of the student branch of the American Institute of Aeronautics and Astronautics.

American Society of Mechanical Engineers Award
Presented in recognition of outstanding academic achievement in the mechanical engineering major throughout a four-year program.

Andrew Farber Memorial Award
Awarded to a full-time electrical engineering undergraduate who has achieved excellence in the field throughout a four-year program.

Bachelor of Science in Electrical and Computer Engineering Technology Faculty Award
Presented to a graduate at each campus who has attained superior scholastic achievement and participation in the program.

College of Engineering and Computing Sciences Telecommunications Award
Presented to a graduate who demonstrates academic excellence in the program.

Computer Science Faculty Award
Awarded to a graduating senior at each campus for creativity, ability, and service in the discipline of computer science.

Computer Science Graduate Faculty Award
Awarded to a master's student who has attained superior scholastic achievement and participation in the discipline of computer science.

Dean's Award
Presented to a graduating student who has achieved a high academic average in the Bachelor of Science in Computer Science.

Electrical and Computer Engineering Award
Awarded to a graduating student at each campus for creativity, ability, and service in the discipline.

Electrical and Computer Engineering Faculty Award
Awarded by Long Island faculty members to a graduate who has attained superior scholastic achievement and participation in the discipline.

Electrical and Computer Engineering Graduate Faculty Award
Awarded to a master's student who has attained superior scholastic achievement and participation in the discipline of electrical and computer engineering.

Energy Management Achievement Award
Awarded to an outstanding master's student who combines scholarship with personal achievements.

Energy Management Graduate Faculty Award
Awarded to a master's student who has attained superior scholastic achievement and participation in the discipline of energy management.

Environmental Technology Graduate Faculty Award
Awarded to a master's student who has attained superior scholastic achievement and participation in the discipline of environmental technology.

Cybersecurity Graduate Faculty Award
Awarded to a master's student who has attained superior scholastic achievement and participation in the discipline of cybersecurity.

John J. Theobald Graduate Achievement Award
Awarded to one master's student in computer science; electrical and computer engineering; energy management; environmental technology; and cybersecurity.

The Gottlieb Koenig Achievement Award
Presented to a graduating senior with a high academic average in mechanical engineering and a record of service to the college and/or the outside community.

Louis Liss Memorial Award
Awarded to an upperclassman of electrical engineering who has shown creative ability and ingenuity in the field.

N.A. Karr Award
Presented to graduating students in computer science at each of the New York Tech campuses who have high scholastic averages and records of service to the campus community.

Samuel Shapiro Scholarship Award
Awarded to a graduate of the College of Engineering and Computing Sciences deemed most worthy in the pursuit of graduate studies.

School of Health Professions

John J. Theobald Graduate Achievement Award in Physical Therapy
Conferred upon a deserving student in the physical therapy program and is based on scholarship and outstanding contribution to the college and/or the outside community.

Physical Therapy Research Award
Conferred by the physical therapy faculty upon the graduating student who demonstrates scholarship in the design, development, and execution of an original research project.

Physical Therapy Academic Performance Award
Conferred by the physical therapy faculty upon the graduating student with the highest overall grade point average.

Physical Therapy Clinical Education Performance Award
Conferred by the physical therapy faculty upon the graduating student who received the highest performance rating by their clinical supervisor.

Physical Therapy Leadership Award
Conferred by the physical therapy faculty upon the graduating student whose outstanding extracurricular activities reflect dedication both to the students and faculty in the program in physical therapy and to the university community at large.

Physical Therapy Professional Award
Conferred by the physical therapy faculty upon the graduating student who has demonstrated career development consistent with the highest standard of the profession.

Benjamin Morey Commitment to Excellence Award
Conferred by the physical therapy faculty upon the graduating student who demonstrated significant perseverance in the pursuit of physical therapy.

Physical Therapy Alpha Eta Honor Society
Conferred upon the graduating students with an overall grade point average of 3.8 or better (out of 4.0).

John J. Theobald Graduate Achievement Award in Clinical Nutrition
Conferred upon a deserving student in the master's program and is based on scholarship and outstanding contribution to the college and/or the outside community (only one award may be selected for each master's degree).

The Clinical Dietetic Award
Awarded for outstanding ability in clinical practice within the field of clinical nutrition.

The Clinical Nutrition Service Award
Awarded for outstanding service to the community in health and nutrition.

The Clinical Nutrition Student of Distinction Award
Awarded for excellent academic performance and potential as a health-care professional.

The Clinical Nutrition Vanessa Cappellino Memorial Award for Research
Awarded to keep alive the memory of Vanessa Cappellino, a nutrition student whose zest for life was infectious and whose joy in research was deep and enduring. To be awarded to the student who has shown achievement and future potential in the area of research.

Clinical Nutrition Alpha Eta Honor Society
Conferred upon the graduating students with an overall grade point average of 3.8 or better (out of 4.0).

Occupational Therapy Academic Performance Award
Awarded to the student(s) with outstanding academic performance in the occupational therapy program (highest overall grade point average).

Occupational Therapy Fieldwork Performance Award
Awarded to the student(s) who received the highest fieldwork rating from the clinical supervisor.

Occupational Therapy Community Service Award
Awarded to the student(s) with outstanding extracurricular activities directed to serving the local and national global community.

Occupational Therapy Leadership Award
Awarded to the student(s) with outstanding record of leadership while in the program and whose activities are clearly reflected on the general body of OT students.

Occupational Therapy Group Research Award
Awarded to the group of students with outstanding performance in a research project inside or outside the occupational therapy curriculum.

Occupational Therapy Advocacy Award
Awarded to the student(s) who clearly exhibited the effort and commitment to advocate for the occupational therapy profession and the university's image in the local, national, or global community.

Outstanding Peer Mentor Award
The award recognizes an outstanding student mentor who has demonstrated exceptional commitment to the success of their OT mentees.

Occupational Therapy Alpha Eta Honor Society
Conferred upon the graduating students with an overall grade point average of 3.8 or better (out of 4.0).

NYIT's Beta Omega Chapter of Pi Theta Epsilon
Pi Theta Epsilon is a specialized honor society for occupational therapy students and alumni. Its mission is to promote research and scholarship among occupational therapy students. PTE recognizes and encourages superior scholarship among students enrolled in accredited educational programs across the United States.

John J. Theobald Graduate Achievement Award in Physician Assistant Studies

Conferred upon a deserving student in the Physician Assistant Studies program, based on scholarship and outstanding contribution to the college and the outside community.

Physician Assistant Studies Leadership Award
Conferred by the chairperson and faculty of the Department of Physician Assistant Studies to the student whose outstanding leadership reflects dedication to the students and the program.

Physician Assistant Studies Outstanding Service Award
Conferred by the chairperson and faculty of the Department of Physician Assistant Studies to the student who has provided outstanding service to the program, college, and community.

Physician Assistant Studies Alpha Eta Award
Conferred upon the graduating students with an overall grade point average of 3.8 or better (out of 4.0).

Health Sciences Academic Performance Award
Conferred by health sciences faculty upon the graduating student with highest overall grade point average who has also demonstrated excellent potential as a future health professional.

Health Sciences Senior Practicum Performance Award
Conferred by the health sciences faculty upon the graduating student with outstanding performance in the senior practicum experience.

Health Sciences Student of Distinction Award
Conferred by the health sciences faculty upon the graduating student who has demonstrated significant perseverance and achievement in the pursuit of academic and experiential success.

Health Science Alpha Eta Honor Society
Conferred upon the graduating students with an overall grade point average of 3.5 or better (out of 4.0).

Health and Wellness Academic Performance Award
Conferred by health sciences faculty upon the graduating student with highest overall grade point average who has also demonstrated excellent potential as a future health professional.

Health and Wellness Senior Practicum Performance Award
Conferred by the health sciences faculty upon the graduating student with outstanding performance in the senior practicum experience.

Health and Wellness Student of Distinction Award
Conferred by the health sciences faculty upon the graduating student who has demonstrated significant perseverance and achievement in the pursuit of academic and experiential success.

Health and Wellness Alpha Eta Award
Conferred upon the graduating students with an overall grade point average of 3.5 or better (out of 4.0).

Exercise Science Academic Performance Award
Conferred by exercise science faculty upon the graduating student with highest overall grade point average who has also demonstrated excellent potential as a future health professional.

Exercise Senior Practicum Performance Award
Conferred by the exercise science faculty upon the graduating student with outstanding performance in the senior practicum experience.

Exercise Science Student of Distinction Award
Conferred by the health sciences faculty upon the graduating student who has demonstrated significant perseverance and achievement in the pursuit of academic and experiential success.

Exercise Science Alpha Eta Award
Conferred upon the graduating students with an overall grade point average of 3.5 or better (out of 4.0).

Excelsior Award in Nursing
Conferred by the nursing faculty upon the graduating student with the highest overall grade point average.

Nursing Leadership Award
Conferred by the nursing faculty upon the graduating student who has demonstrated service to the students and faculty of the program in nursing and to the university community at large.

Madeline M. Leininger Award in Nursing
Conferred by the nursing faculty upon the graduating student who best exemplifies the application of transcultural nursing principles to the challenge of nursing practice in a global society.

Florence Nightingale Award in Nursing
Conferred by the faculty of the Nursing Department upon the graduating student who best embodies the spirit of nursing.

Nursing Alpha Eta Honor Society
Conferred upon the graduating students with an overall grade point average of 3.5 or better (out of 4.0).

School of Management

Nat Deerson Scholarship Award
Conferred to a Long Island graduating student for academic excellence in one of the management degree programs, who has a sincere desire to pursue a career in law.

Delta Mu Delta National Honor Society Award
Conferred by Alpha Xi, the New York Tech chapter of the National Business Honor Society, in recognition of outstanding scholarship in business.

Finance, Accounting, and Management Association Award
To the student who has excelled in extracurricular activities related to the business program.

New York CPA Society Award
To the student graduating with a high academic average in accounting who shows promise in the public accounting profession.

School of Management Award
Conferred on graduating students who have achieved the highest averages in the majors offered by the discipline: accounting, business administration, management, marketing, MIS, and finance.

Benjamin and Ethel Silverstein Award
Conferred to a graduating student in recognition of outstanding achievement in finance.

***Wall Street Journal* Achievement Award**
To a graduating student who has achieved excellence in business studies.

Hospitality Management

Dean's Award
Conferred on a graduating student who has demonstrated academic and career excellence through major improvements as a student and as a member of the industry and/or who has publications related to hotel, oenology, and institutional or restaurant administration that have brought credit to the student, the school, and the college.

Director's Award
Conferred by the director and chefs to the graduate who best exemplifies management skills in the discipline.

Hotel Faculty Award
Conferred by the faculty of the hospitality management department on the student who has demonstrated continued service, concern and support of the school, the college, and the industry.

Society of Hosteurs Club Award
Presented to a graduating senior who has made a significant contribution to the club.

Student Colleague Award
Conferred by students on a colleague who best exemplifies teamwork and consistency in the program.

NYIT College of Osteopathic Medicine Senior Student Awards for Service and Academic Achievement

AMWA's Janet M. Glasgow Memorial Award
Presented to the female receiving top honors in her class.

Mark A. Andrews, Ph.D., Award
Presented for excellence in physiology.

Biophysical Society Student Research Achievement Award

Board of Governor's Award
Conferred for excellence in osteopathic manipulation.

The Executive Committee Achievement Award
For overall academic excellence.

Council of Student Council President's Student D.O. of the Year Award

Dean's Award
Conferred for service to College of Osteopathic Medicine.

Roy DeBeer, D.O., Award
Conferred for excellence in gastroenterology.

Philip F. Fleisher, D.O., Memorial Award
Conferred for excellence in cardiology.

Steven Galler, D.O., Alan Scheinbach, D.O., and Steven Grainer, D.O., Award
Conferred for excellence in internal medicine.

Robert E. Mancini, Ph.D., D.O., Award
Conferred for excellence in medical pharmacology.

Gates Pharmaceutical Award
Conferred for outstanding achievement in the study of medicine.

Mary E. Hitchcock, D.O., Memorial Award
Conferred for commitment to osteopathic principles.

Robert E. Mancini, Ph.D., D.O., Award
Conferred for excellence in clinical toxicology.

Philip Marcus, M.D., Award
Conferred for excellence in pulmonary medicine.

Mark Marmora, D.O., Memorial Award
Conferred for excellence in teaching OMM, sponsored by Schering Pharmaceutical.

The McNeil Pharmaceutical Award
Conferred for excellence in family practice.

Medical Society of New York State Award
Conferred for community service.

Esther and Max Nagler Fund Award
Conferred for excellence in pathology.

College of Osteopathic Medicine Alumni Association Award

NYSOMS Award
Conferred for interest in organizational affairs.

Award for Excellence in Obstetrics/Gynecology

Award for Excellence in Pediatrics

Samuel Plotnick, D.D.S., M.P.H. Award
Conferred for community medicine.

Excellence in Psychiatry Award

Thomas A. Scandalis, D.O., Award
Conferred for excellence in sports medicine.

Society for Academic Emergency Medicine Award

Shepard Splain, D.O., Award
Conferred for excellence in surgery.

St. Barnabas Award
Conferred for excellence in radiology.

Student National Medical Association Dedicated Service Award

Donna Jones Maritsugu Award
Presented to a supportive spouse.

Student Services

Richard Gabay Memorial Award
Presented by the Long Island Student Government Association for demonstrated outstanding leadership in extracurricular activities.

Frank R. Jaklitsch Memorial Award
Presented by the Office of Student Services for demonstrated outstanding leadership in extracurricular activities.

Dr. Martin Luther King, Jr. Award
Presented for outstanding contribution to the minority community at New York Tech.

Alumni Award
Conferred to graduating students from each campus who have contributed outstanding service to the college.

Estelle Ormont Award
Presented for outstanding extracurricular activity and/or special effort related to the student's field of interest.

Residential Life Service Award
To the graduating student who has provided outstanding leadership, sincere dedication, and meritorious service in the area of residential life.

Israel Louis Schure Award
Conferred for outstanding performance in extracurricular leadership.

Jules H. Singer Memorial Award
Presented to a student who has made outstanding contributions to the intellectual and cultural climate of the college.

Student Services Award
Presented to a graduating student at each campus for outstanding service to the college.

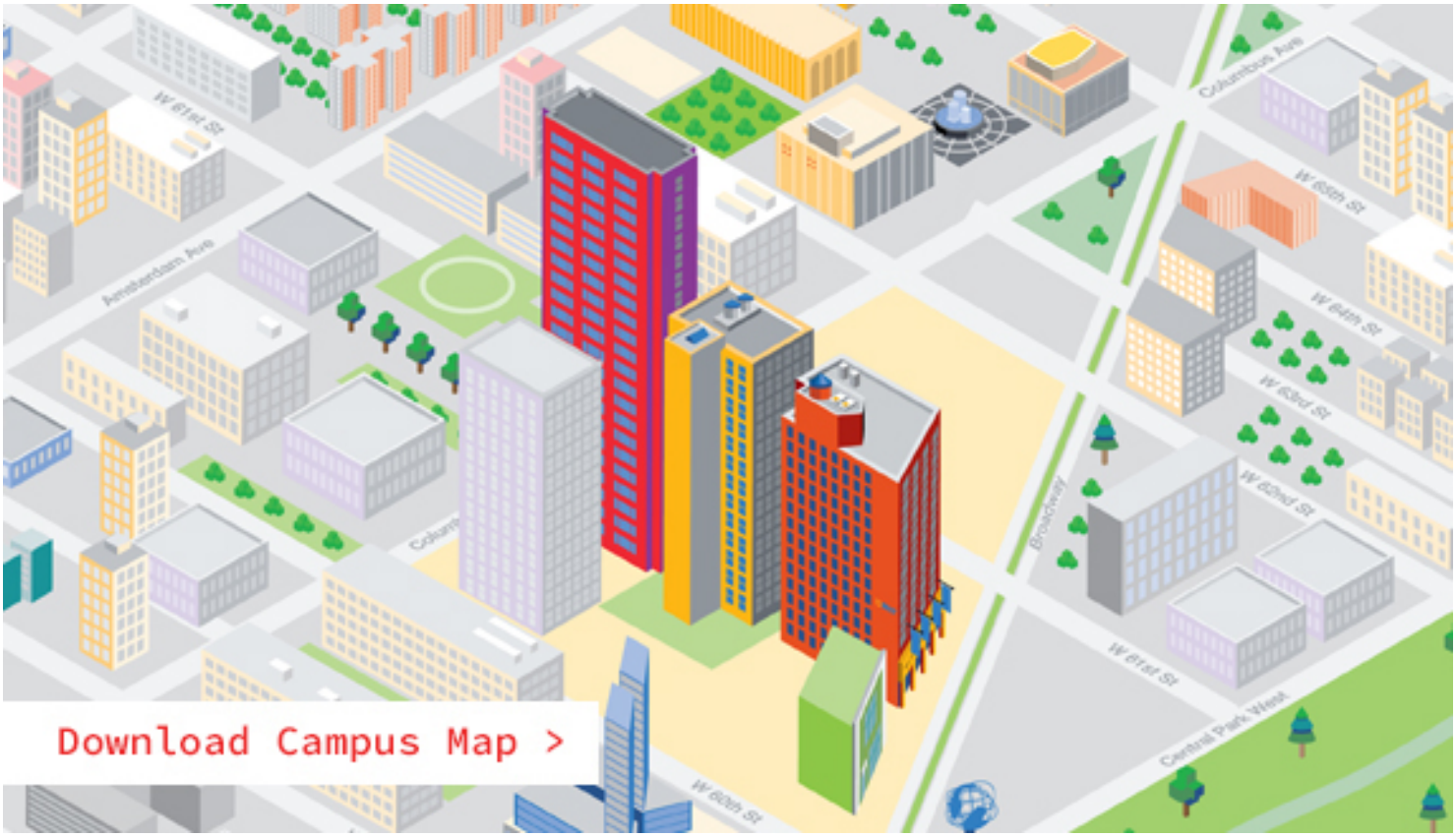
New York Campus Maps

Long Island Campus

Take a virtual tour at nyit.edu/long_island.

New York City Campus

Take a virtual tour at nyit.edu/nyc.



Student Services

Complementing New York Tech's academic mission are co-curricular services and programs to promote community, personal development, creativity, and responsibility in a student-centered learning environment. These services and programs are provided by offices within Student Engagement and Development and the office of Counseling and Wellness.

Student Engagement and Development supports students' professional and personal development through holistic and intentional opportunities for engagement with faculty, administrators, fellow students, and external partners. Through fostering inclusive and collaborative experiences, Student Engagement and Development encourages students to:

- Develop a sense of self, critical thinking skills, and a growth mindset
- Feel a sense of belonging within the New York Tech community
- Present a global perspective in their actions
- Demonstrate social awareness in their communities
- Use their voice to advocate for their academic needs
- Be career-focused individuals who impact the greater community

Counseling and Wellness services are also available at the institution to support students' engagement and assist in their success at New York Tech outside of their academic pursuits.

New York Tech's student services include:

- Career Success and Experiential Education
  - Alumni Placement
  - Experiential Education
  - Student Employment
- Counseling and Wellness Services
- First-Year Programs
- Student Life

Resources at the New York Tech website »

- Arthur O. Eve Higher Education Opportunity Program (HEOP)
- Military and Veteran Student Services
- Residence Life

Career Success and Experiential Education

Career Success and Experiential Education is committed to assisting New York Tech students with making connections between their academic and professional experience and career goals. We provide personalized advising, resources, and programs to help individuals discover their interests and values, explore careers and majors, develop skills through experiential opportunities, foster civic responsibility, and pursue their post-graduate goals. CSEE builds relationships with alumni, corporate and community partners, and graduate schools to optimize students' internship, job, volunteer and career opportunities. Additionally, through creating strategic partnerships with campus departments, we assist students in developing and articulating co-curricular experiences that help to ensure they are competitive in their future pursuits.

Handshake is New York Tech's online job platform for students and alumni to schedule an appointment with a career advisor, upload résumés, search for employers, apply for jobs and internships, attend events and fairs, and access career resources. Finding a job and building a career can be a daunting task. But whether you're looking for an internship, on-campus employment, a full-time job, or don't even know where to start, Handshake and Career Success and Experiential Education are here to help.

Business, government, not-for-profit, and industry representatives actively participate in recruitment activities, including industry panels, employer lunch-and-learn information sessions, networking events, and annual career fairs conducted during the fall and spring semesters.

For more information, visit nyit.edu/cs

Alumni Placement

New York Tech follows the careers of its graduates with great interest. All New York Tech graduates are sent Final Destination Surveys six months after graduation, and the results are compared to U.S. Department of Labor statistics and quarterly reports of the Placement Council. Survey results show that ninety-five percent of New York Tech students get jobs in their chosen fields or attend graduate school within six months of graduation. Alumni receive the professional development benefit of a relationship with New York Tech's Office of Career Success and Experiential Education (CSEE) for life*. Alumni searching for new employment opportunities may take advantage of Handshake, New York Tech's online career portal, which allows users to schedule appointments with a career advisor, upload résumés, search for employers, apply for jobs, view events and career fairs, and access career resources.

In addition, graduate and professional school advisement and referrals, in conjunction with academic schools, are provided through the Office of Career Success and Experiential Education. New York Tech alumni attend postgraduate schools throughout the world and successfully complete degree programs in every field of study.

* Please note that 16 months after graduation, you will no longer have access to your New York Tech email account. To continue to access Handshake and other CSEE services after you graduate, contact Alumni Career Services. For additional information, email handshake@nyit.edu.

Student Services

Experiential Education

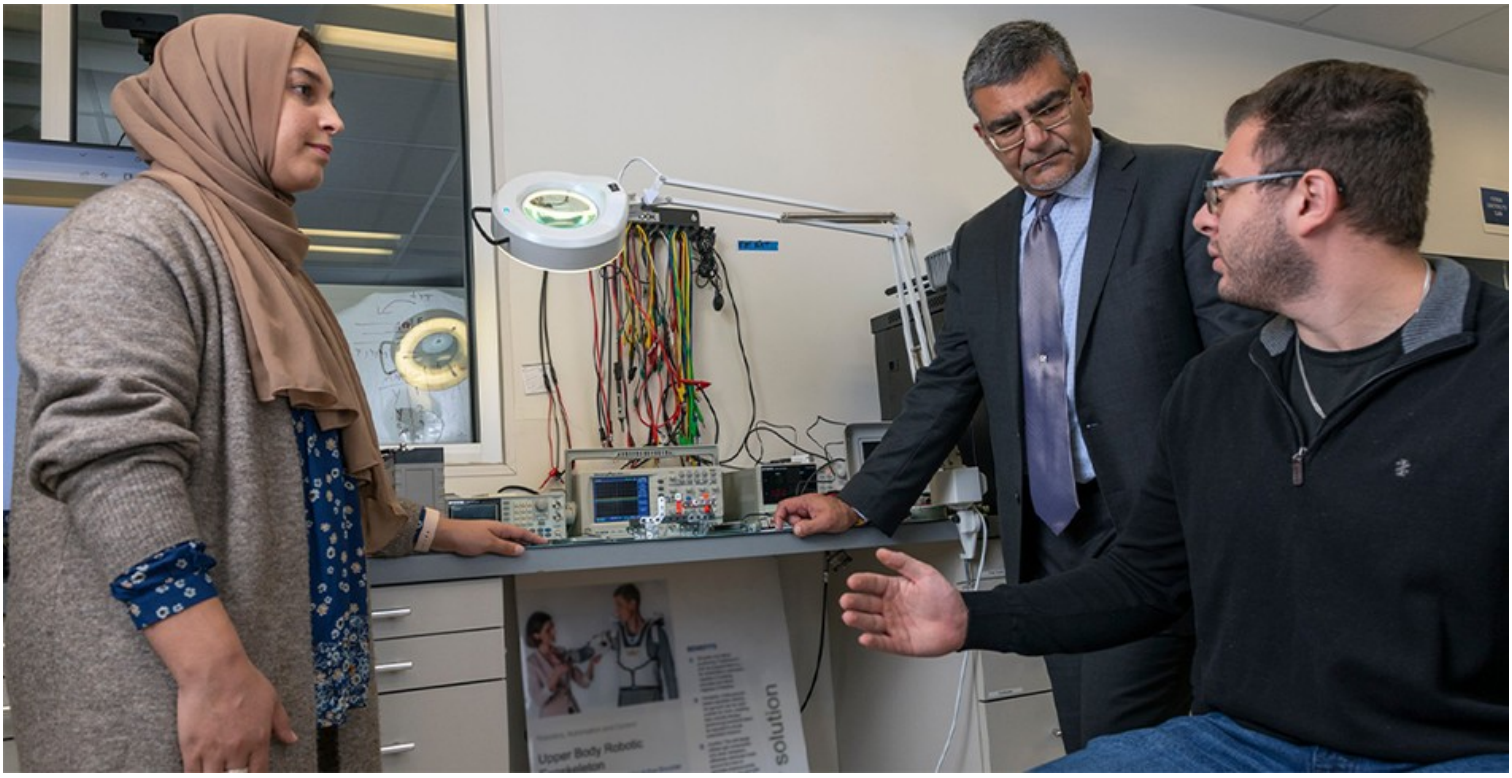
Experiential Education is offered and supported by the office of Career Success and Experiential Education. Its mission is to nurture the personal, academic, professional, and civic development of New York Tech's multicultural student body through practical hands-on experience. Experiential Education offers services and programs to students, alumni, faculty, and staff. In addition, Experiential Education establishes and strengthens New York Tech's connections with corporate and community partners both on and off campus.

Experiential Education staff develops and facilitates an array of experiential learning opportunities—experiences outside the classroom. These experiences make students more attractive to employers, who always want to hire the most qualified candidates. Experiential Education offers a number of ways to get that experience, through internships, on-campus employment, project-based learning, volunteering, and service-learning opportunities. By applying classroom learning to real-world settings, Experiential Education works to support students' professional development and civic engagement beyond the campus environment.

The Edward Guiliano Global Fellowship Program and the Fulbright U.S. Student Program are also supported by Experiential Education.

Student Services

Student Employment



Student Employment—an Academic Affairs program supported by the office of Career Success and Experiential Education on each campus—provides a variety of on-campus employment and off-campus paid community service opportunities for New York Tech students. Additionally, Student Employment is an experiential learning program which offers orientation, professional development training, and hands-on learning, evaluation, and reflection to strengthen the overall student employment experience.

The Office of Student Employment provides a variety of on-campus and off-campus paid employment opportunities for New York Tech students at all academic levels. These opportunities foster and promote career, personal, and professional development and aid in the ability to enhance the necessary skills needed for success after graduation. Students have the ability to apply learned skills and theories in a practical setting while earning income to assist with college expenses. All student employment positions are posted in Handshake. Handshake is New York Tech's online career platform for students and alumni to schedule an appointment with a career advisor, upload résumés, search for employers, apply for jobs and internships, view events and fairs, and access career resources.

Student Employment strives to:

- Support the recruitment and retention goals of New York Tech
- Assist students seeking part-time employment that will complement and support their academic experience
- Provide training for career and professional development
- Expose students to experiences that foster lifelong learning and job development
- Assist students in financing their education
- Educate supervisors and employers to create an impactful student experience
- Deliver administrative and technical support to employers and the New York Tech community

For more information about student employment, visit nyit.edu/cs

Counseling Services and Wellness Promotion

Free confidential counseling services are provided by trained professional staff members to help students actively manage their environment. Counseling services are learning based, short term, and include personal and group activities focused on helping students to develop self-confidence, self-reliance, and self-identity, and to manage emotions and solve problems in their academic, vocational, personal, and social lives.

New York Tech provides a holistic approach to wellness education, promoting individual and community wellness through programs and outreach activities. Special programs, workshops, and group sessions are offered for students experiencing difficulties with academic skills, test anxiety, interpersonal skill building, personal growth, substance abuse, relationships, wellness, human sexuality, and other personal concerns.

The Counseling and Wellness Center provides referral services to hospitals, clinics, and private practitioners when more specialized assistance is needed.

First-Year Programs

The first year of college life is crucial to a successful transition and strengthening a student's ability to connect with the New York Tech community. The first-year programs in Long Island and New York City are designed to make the transition easier and focus on teaching students strategies to enhance academic skills, while addressing the need for early social and intellectual bonding with faculty, staff, and peers.

Student Orientation Program: New Student Orientation connects students and their families to the college environment and assists them in making associations necessary to excel at New York Tech. Orientation is one of the first impressions new students have of New York Tech's engaging, exciting, and transformational college experience. The goal of new student orientation is to reaffirm students' decision to become part of our community. Orientation is a critical opportunity for new students to connect with other new students, current students, faculty, and staff, and to prepare them for success.

Orientation Leaders: Orientation leaders assist new students with their transition to New York Tech. Orientation leaders are selected for their academic achievement, leadership skills, and interpersonal qualities. The leaders play an integral role in all facets of first-year programs, including welcoming, mentoring, and providing peer support resources for incoming students.

Peer Success GUIDE Program: Once a first-year student has enrolled for classes, they will be contacted by their Peer Success Guide (PSG) who will provide them with both social and academic support during their transition to New York Tech, and throughout the entire first year. PSGs also direct students to the many services, resources, and events that the Office of Academic Success and Enrichment has to offer. To learn more, visit nyit.edu/psg.

My Guide to Success @ New York Tech: This course prepares first-year students by providing them with direct insight into things such as common terms used at New York Tech, improving time management and study skills, and making students aware of what to expect in college. My Guide to Success is uniquely designed to ensure a smooth transition to New York Tech and provide students with the tools and resources to succeed as a new college student.

Student Services

Student Life

Office of Student Life

The Office of Student Life provides collaborative and innovative learning opportunities to empower all students at New York Tech to feel a sense of belonging, explore their passions, and make a difference. It is our belief that this co-curricular experience will facilitate a holistic approach to student learning and development through collaboration, inclusion, and empowerment. Student Life is the home for the Student Government Association, student organizations, fraternity and sorority life, leadership development activities, traditional programming, and Bear Bytes for student support and healthy eating.

Academic Clubs: New York Tech academic schools actively advise and support student-run organizations, most of which maintain national affiliation with professional societies. Involvement and membership include participation in special projects, benefits of affiliation with professional societies, and assisting the school and its students in furthering educational programs.

Honor Societies: International and national honor societies that recognize distinction in scholarship and achievement offer membership to high-achieving students. New York Tech has chapters in two nationally recognized, nondiscipline-specific honor societies:

- Phi Eta Sigma National Freshman Honor Society accepts full-time matriculated students who have earned a 3.5 GPA or higher during the fall or spring semesters of their first year at college.
- National Society of Leadership and Success is the nation's largest leadership honor society. Students are selected for membership based on either academic standing or leadership potential. Candidacy is a nationally recognized achievement of honorable distinction.

Discipline-specific honor societies recognize high academic achievement among students majoring in particular subjects. New York Tech has active chapters in a number of discipline-specific national honor societies; membership is open to upperclassmen and graduate students, and each is administered through their respective academic schools. Student Organizations

Student Government Association

The Student Government Association (SGA) is the governing body, student voice, and representative organization of New York Tech students. The SGA advocates on behalf of student interests: academic, cultural, and social. It is charged with working with the faculty and administration to improve every facet of student life. There are two main SGA branches: an executive board and a legislative senate. Student representatives from a variety of disciplines are elected annually. In addition to acting as a liaison with university administration, the SGA oversees the budgeting process for all recognized student clubs and organizations, and supports campus-wide events.

Student Programming Boards

The Campus Activities Board (CAB) in New York City and Campus Programming Board (CPB) in Long Island are our student-based organizations, funded through the student activity fee, to provide quality, diverse entertainment, including special events, multicultural programs, social programs, competitions, speakers/lecturers, and off-campus activities that support unity, friendship, learning, and fun. The CAB and CPB are the central programming groups at each campus. Students are encouraged to get involved in student programming by helping in the planning and implementation of programs or sharing their opinions and feedback on both past and future events. All meetings and events

are open to New York Tech students.

Student Clubs and Organizations

On the Long Island and New York City campuses, the university has over 75 officially recognized academic, social, cultural, and recreational clubs and organizations. For a list of recognized organizations by campus, visit Campus Groups. Student clubs and organizations augment the academic experience, and involvement in any campus activity is a plus for success. Students who are unable to find an existing club of interest should consider starting one of their own. To do so, they need only identify a small group of students who share a common interest. For additional information on joining or starting a club or organization, students should contact the Office of Student Life at studentlife@nyit.edu.

Fraternities and Sororities

Greek-letter organizations have maintained a proud tradition on college campuses for well over 100 years. Founded upon principles of brotherhood/sisterhood, high academic achievement, and service to the community, these organizations add to the overall quality of life on campus. The fraternity and sorority life community provides opportunities for students to develop as leaders, foster lifelong friendships, and serve the New York campuses. The community is focused on service, academic success, leadership development, social networking, and civic activism while creating educational, cultural, and service programs such as Sigma for Society, Stroll for a Cause, C.A.R.E. Week, Learn 2 Study, and raising awareness for St. Jude's Children's Research Hospitals. Students interested in joining a Greek-letter organization should discuss the possibility with the current members of several different organizations to find the one that best fits their needs.

Policies and Rules

Notice of New York Institute of Technology Policies
Policies and procedures in the academic catalog are binding on every student. New York Institute of Technology reserves the right to change its policies and procedures, class schedules, and academic requirements at any time.

Academic Policies

- Academic Standing
- Change of Major, Minor, or Campus
- Grades and Credits
- Graduation

- HEGIS and CIP Code Directory
- Incompletes Calendar
- Registration
- Student Status

Financial Aid

- Financial Aid: Graduate Students
- Financial Aid: Undergraduate Students

Tuition and Financial Policies

- Add/Drop Refund Policy
- Collection Agency Fees
- Completion of Payments
- Cooperative Work-Study Programs

- Tuition and Fees
- Tuition Refund Insurance Plan
- Withdrawal/Dismissal Refund Policy

Other New York Institute of Technology Policies

- New York Tech Policies Affecting Students
- Academic Integrity
- Computer Requirements (Minimum)
- Grade Appeals Policy and Procedure
- Ownership of Student Work
- Photo Release
- Religious Observances and Academic Requirements
- Recreation and Drug Policy
- Use of Copyrighted Material

- Title IX and Gender-Based Misconduct
- Accommodation Policy for Students with Disabilities
- Family Educational Rights and Privacy Act Annual Notice and Directory Information
- New York Institute of Technology Statement on Non-Discrimination
- Personal Information Protection Policy (applies to students attending NYIT in British Columbia)
- Verification of Student Identity for Online/Distance Learning

For student handbooks and more policies, refer to the policies section of New York Institute of Technology's website

Academic Policies

Please click on a topic to find out more:

Academic Integrity
Academic Load
Adding and Dropping Courses
Assignment of Credit Hours
Attendance
Auditing Courses
Change of Matriculation
Challenge Examinations (Undergraduate Students)
Changing a major or campus
Classification of Students by Credits Earned
Courses at Another College
Credit

Dean's List and Presidential Honor List (Undergraduate Students)
Declaring a minor (Undergraduate Students)
Diplomas
GPA
Grading (Graduate Students)
Grading (Undergraduate Students)
Graduation Evaluation Guidelines
Incomplete Grades
Limitation on Repeating Courses (Undergraduate Students)
Maintaining Matriculation
Major Modifications
Military Leave
Probation and Academic Standing (Graduate Students)
Probation and Dismissal (Undergraduate Students)
Quality Points
Rank
Registration Procedures and Policies
Repeat Courses (Graduate Students)
Repeating Courses (Undergraduate Students)
Requirements for a Second Bachelor's Degree
Scholastic Discipline
Time Limit (Graduate Students)
Undergraduate Students in Graduate Courses
Withdrawal from a Course (Registrar procedure)
Withdrawal from a Course (Academic status)
Withdrawing from the College

Registration and Enrollment

Registration Procedures and Policies

Course schedule information is published prior to the beginning of each registration period. Each student is responsible for completing their registration, conforming to all college regulations, and satisfying requirements.

Students may register on the dates indicated on the academic calendar. Students are encouraged to register on time to ensure the most flexible choice of program. A course may be canceled by New York Institute of Technology for any reason, including insufficient enrollment. The method of delivery (instruction mode) of a course may be modified at any time as permitted by governmental and/or accreditor regulations.

Advisors are available for help and guidance, and the advisor's approval is required for each registration.

Official registration in a course section is required to earn a grade for a class. Registration must be completed by the end of the add/drop period (see academic calendar). Students cannot be officially registered until all tuition and fees are satisfied. Attendance is not permitted in any class without official registration for that class. Students who have not officially registered for a course section will not receive a grade retroactively.

Prerequisite and Corequisite Courses

Many courses require prerequisite and/or corequisite courses. A prerequisite course is a course that must be successfully completed prior to taking the desired course, and a corequisite course must be taken at the same time (or in some cases taken before). The chairperson or dean of the program that offers the course may waive these course requirements under extenuating circumstances. Prerequisite and corequisite requirements are listed in the individual course descriptions of this catalog.

Each student is responsible for satisfying the necessary prerequisites and corequisites. If a student enrolls in a course but has not completed the prerequisites or corequisites for it, the department chairperson may administratively withdraw the student from the course. The student may also be referred to the Dean of Students' Office for failure to comply and adhere to the administrative action taken by the academic department in regard to the course.

Online Courses

Domestic students can register for online courses if they have achieved satisfactory academic status. Refer to the Academic Standing: Probation and Dismissal section (below) for the policy pertaining to satisfactory academic status.

For students on an international visa, the number of credits that may be taken online is based on the United States policy for international students and any applicable policies from their home country.

Additional Info: Office of the Registrar

Adding and Dropping Courses

Students are permitted to add and drop classes during the add/drop (change of program) period after consulting with an advisor. Adding and dropping courses is permitted within the first two weeks for fall, spring, and summer III terms (two class sessions for cycle, summer I and II courses; or within the first week for RN–B.S. Completion Program). After the first two weeks, students may withdraw from a class (as opposed to "drop"), which will result in the non-punitive grade of "W" recorded on the student's transcript indicating a course withdrawal. Refer to the academic calendar for specific dates.

A change in courses (not sections) may affect the tuition charged and financial aid eligibility. Undergraduate students may not register for graduate courses without permission because this may jeopardize their financial aid.

Additional Info: Office of the Registrar

Undergraduate Students in Graduate Courses

An undergraduate student wishing to enroll in graduate coursework must obtain approval from both the student's academic department and the Office of the Registrar. Once permission has been granted, the course cannot subsequently be designated as a graduate course if/when the student officially enters a graduate program. In all cases, graduate-level coursework taken by an undergraduate student must lead to a degree in the enrolled program of study. Visit the Office of Financial Aid for more information about the impact on a student's financial aid.

Additional Info: Office of the Registrar

Withdrawal from a Course

Students may "drop" a class without a transcript notation if done within the applicable add/drop period (see *Adding and Dropping Courses* above).

After that period, students wishing to exit a course may do so by requesting to withdraw from the course from the instructor. The decision to withdraw from a course should be made only after consulting with the course instructor and advisor, as withdrawing from a course may affect financial aid eligibility, as well as result in financial obligation to New York Institute of Technology. Consult with the Office of Financial Aid and the Bursar's Office for more information. To withdraw from a course, the student and the instructor must complete a withdrawal form, and the instructor must submit it to the Office of the Registrar within 48 hours. Upon receipt of the withdrawal, a grade will be assigned by the registrar.

Students can withdraw from a course from the end of the add/drop period through the week before finals to receive a grade of W. The W grade is not included in the computation of the cumulative GPA, but it may affect financial aid eligibility.

The withdrawal (W) grade will be assigned to students who officially withdraw from a class according to this schedule. The unofficial withdrawal (UW) grade may be assigned if a student has stopped attending class without officially withdrawing. The W and UW grades are not included in the computation of the GPA, but they may affect eligibility for financial aid.

Students may not withdraw from classes during the final exam period.

The Department of Nursing has additional rules governing course withdrawals. For more information, read about them in the catalog's School of Health Professions, Nursing section.

Additional Info: Office of the Registrar

Attendance

Students are expected to attend their courses in the modality assigned on a regular and punctual basis to obtain the educational benefits that each meeting affords. Students shall be informed by their instructors how latenesses or absences will be handled during the semester. Instructors shall inform students of the consequences of excessive absences and/or latenesses. In the event of a student's absence from a test, the instructor will determine whether the student will be allowed to make up the work. The privilege of taking a makeup examination is generally not extended beyond one semester from the original date of examination unless an incomplete grade has been granted. For confirmed health and emergency circumstances that may influence a student's attendance in classes, they should contact the Dean of Students immediately, so that faculty will receive notification of anticipated absence(s) via email from the Dean of Students. Students will be directed to talk with faculty about the most appropriate way to continue to participate in class and/or catch up on missed work.

The Department of Nursing has additional rules governing course, lab, and clinical attendance. See information in the catalog's School of Health Professions, Nursing section and the *Nursing Student Handbook*.

Additional Info: Office of the Registrar

Maintaining Matriculation

Students who are enrolled for a degree but who are not taking coursework during a regular semester are required to maintain matriculation by registering to "maintain matriculation" in their program. This will keep records active and will entitle students to faculty consultations and use of general facilities of the college including the library. A maintenance of matriculation form is available through each program office.

Additional Info: Office of the Registrar

Change of Major, Minor, or Campus

Changing a major or campus

Undergraduate students wishing to change their major must complete the Application to Change Undergraduate Major form available online. To change your campus, complete the Application to Change Campus form, also available online. Changes of major or campus are made upon the recommendation of the dean (designee) and with approval of the registrar. No change of curriculum is effective without an evaluation of the student's credentials and approval by the new department. Changes are complete once recorded by the registrar. Students may view their major or campus change on my.nyit.edu.

Declaring a minor (Undergraduate Students)

In addition to a major, students have the option of declaring a minor. Just as an academic major gives an employer or professional school an idea of one's ability to specialize and to develop an in-depth understanding of a particular discipline, an academic minor provides an occasion to expand the breadth of a student's interests independently of the student's major. It demonstrates broad competence beyond a narrow specialization.

Typically minor courses shall be outside the student's major. Minors require between 15 and 21 credits. Students wishing to pursue a minor should consult with the advisor for that minor before completing the second course, and submit the Application to Declare an Undergraduate Minor. Upon approval, the Student Advisement Report (STAR) will be updated to include the minor course requirements. After declaration, students should periodically meet with the advisor for the minor to ensure they are on track to complete the minor requirements before graduation. Courses taken to fulfill the minor must be in addition to any courses taken to fulfill either core requirements or major requirements. A minimum of six (6) credits must be taken in residence at New York Institute of Technology and must be in excess of the requirements of all the student's majors and other minors. Departments/programs in which the minor resides may permit the inclusion of some major courses in fulfillment of the minor, where appropriate. Upon graduation, the student's transcript and diploma will reflect both the major and the minor earned. Students may declare up to two minors.

The minor declaration is complete once recorded by the registrar. Students may view their minor via my.nyit.edu.

To cancel a minor: Complete the Application to Declare Undergraduate Minor form and choose the option to cancel the minor, obtain appropriate approvals, and submit the application to the Office of the Registrar. The minor will be removed from the student's record.

Additional Info: Office of the Registrar

Grades and Credits

Academic Load

Full-time study in an undergraduate program is defined as 12 or more credits per term. All students in good standing may take a maximum of 18

credits per semester (including summer) without special permission, with the exception of students on the Dean's List, who may take a maximum of 21 credits per semester. Students may exceed this credit maximum with the permission of a dean. Except for graduating seniors, students taking less than 12 credits during a semester will not be certified as full-time students, which may impact financial aid eligibility. Check with the Office of Financial Aid for more information.

Full-time Equivalent Enrollment Status

The following definition applies to the full-time equivalency (FTE) enrollment status.

Undergraduate Students

Students may enroll in a course/internship/co-op experience that is the equivalent of 36 hours per week for 15 weeks (36 hours per week for 11 weeks in the summer term) to be considered a full-time equivalent for enrollment purposes.

Co-Op Requirements for International Students

International students on an F-1 visa are required to obtain work authorization, known as Curricular Practical Training (CPT), in order to participate in co-op. CPT allows students on an F-1 visa to engage in employment in the United States as long as it is an integral part of their curriculum. CPT must be secured for each co-op experience in the United States. Eligibility to work needs to be established by the Office of International Education prior to being assigned a co-op cycle and advisor. International students on a visa that is not F-1 need to contact their primary to determine whether their status allows for participation in the co-op program.

Additional Info: Office of the Registrar

Assignment of Credit Hours

All courses taken for credit at New York Institute of Technology, which are applied toward degree and certificate completion requirements, conform to applicable state and federal regulations concerning the assignment of credit hours. Calculation of credit hours for these programs follows New York State Education Department (NYSED) guidelines, which are consistent with the U.S. Department of Education's definition of a credit hour.

View information concerning credit hour assignment policies

Credit

Fall and spring semesters are approximately 15 weeks long. The number of semester hours of credit earned for a course corresponds to the number of academic hours of instruction in a standard week. Two, or in some cases three, academic hours of laboratory or studio work in a standard week during a semester constitute one credit for most programs. Summer session and Intersession classes are scheduled for an equivalent number of academic hours.

Semester hours of credit are granted for the grades A, A-, B+, B, B-, C+, C, C-, D+, D, or P.

Grading (Undergraduate Students)

Undergraduate students receive one of the following grades for each course completed and/or registered for during each semester:

Grade	Description	Quality Points	Used in GPA Calculation
A	Excellent quality and full mastery of the course material, extraordinary distinction.	4	Yes
A-	Excellent quality and full mastery of the course material.	3.7	Yes
B+	Good to excellent comprehension of the course material and the skills necessary to work with course material.	3.3	Yes
B	Good comprehension of the course material and the skills necessary to work with course material.	3	Yes
B-	Reasonably good comprehension of the course material and the skills necessary to work with course material.	2.7	Yes
C+	Adequate and slightly above satisfactory comprehension of the course material and met the basic course requirements.	2.3	Yes
C	Adequate and satisfactory comprehension of the course material and met the basic course requirements.	2	Yes

C-	Slightly below adequate and satisfactory comprehension of the course material and met the basic course requirements.	1.7	Yes
D+	Work is marginal but almost satisfactory and minimal command of the course material with slightly more than minimal participation.	1.3	Yes
D	Work is marginal but passing and minimal command of the course material with minimal participation.	1	Yes
F	Failure. An F is an earned grade assigned to a student who has not completed the majority of the coursework at a satisfactory level. Also, an expired Incomplete.	0	Yes
W	Withdrawal. The notation "W" (meaning Withdrew) is recorded when a student withdraws from a course.	0	No
UW	Unofficial Withdrawal. A "UW" may be assigned to students who stop attending class and fail to officially withdraw during the given timelines.	0	No
I	Incomplete. The "I" is restricted to cases in which the student has satisfactorily completed a substantial part of the coursework. No credit will be given until the course is completed within the given deadline and a passing grade received.	0	No
PR	Progress, re-enroll and is used only for developmental courses and intensive English as a Second Language (ESL) courses for students who have made some progress, but who do not demonstrate satisfactory skills to pass those courses. Students are required to re-enroll in the courses to complete them.	0	No
P	Passing grade	0	No
AU	Audit	0	No
3.5 GPA	Satisfactory performance for the undergraduate portion of the B.S./D.O. degree program. This corresponds to a B+/A- average grade.	0	No

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Grading (Graduate Students)

Graduate students receive one of the following grades for each course completed and/or registered for during each semester:

Grade	Description	Quality Points	Used in GPA Calculation
A	Excellent quality and full mastery of the course material, extraordinary distinction.	4	Yes
A-	Excellent quality and full mastery of the course material.	3.7	Yes
B+	Good to excellent comprehension of the course material and the skills necessary to work with course material.	3.3	Yes
B	Good comprehension of the course material and the skills necessary to work with course material.	3	Yes
B-	Reasonably good comprehension of the course material and the skills necessary to work with course material.	2.7	Yes
C+	Adequate and slightly above satisfactory comprehension of the course material and met the basic course requirements.	2.3	Yes
C	Adequate and satisfactory comprehension of the course material and met the basic course requirements.	2	Yes
F	Failure. An F is an earned grade assigned to a student who has not completed the majority of the coursework at a satisfactory level. Also, an expired Incomplete.	0	Yes
W	Withdrawal. The notation "W" (meaning Withdrew) is recorded when a student withdraws from a course.	0	No
UW	Unofficial Withdrawal. A "UW" may be assigned to students who stop attending class and fail to officially withdraw during the given timelines.	0	No
I	Incomplete. The "I" is restricted to cases in which the student has satisfactorily completed a substantial part of the coursework. No credit will be given until the course is completed within the given deadline and a passing grade received.	0	No
P	Pass grade given in oral comprehensives, thesis, and externships.	0	No
S	Satisfactory progress in thesis or project course; grade will be changed when course is completed.	0	No
U	Unsatisfactory progress in thesis or project course.	0	No

GPA

At the conclusion of the fall and spring semesters, two averages are computed for each student to indicate the general level of academic standing.

The first is called the grade point average (GPA), which indicates the scholarship level for the semester. The second is called the cumulative grade point average (CGPA), which indicates the scholarship level for all work taken at the college.

The GPA is computed by adding all the quality points earned for the semester and then dividing by the number of credits for those courses graded with an A, A-, B+, B, B-, C+, C, C-, D+, D, or F.

The CGPA, computed in a similar manner, represents all the quality points earned during all the semesters the student has attended New York Institute of Technology, divided by the number of credits for those courses where the grade given is an A, A-, B+, B, B-, C+, C, C-, D+, D, or F.

Quality Points

Quality points are awarded in accordance with the grade schedule above. For example, students who earn an A in a three-credit course accumulate four quality points per credit for a total of 12 quality points; a grade of B+ in a three-credit course would accumulate 3.3 quality points per credit for a total of 9.9 quality points; a grade of A in a two-credit course would accumulate four quality points per credit for a total of eight quality points. No quality points are awarded for grades of AU, F, I, P, PR, W, or UW.

Incomplete Grades

The temporary grade of Incomplete (I) shall change to a Failing (F) grade if the student does not complete all work by the end of the allotted time. An F grade may not be challenged, and the course must be repeated by the student to receive credit.

The following policies shall guide the awarding and calculation of the I grade, and the change of the I grade to an F grade:

- The student must request additional time to complete a single project, report, or final examination.
- The grade of incomplete is to be assigned only to students who are otherwise passing the course at the end of the semester.
- The instructor has the right to refuse the request and may assign a final grade based solely on the work already completed.
- The grade of incomplete will change to a failing grade if the outstanding coursework is not completed in accordance with the schedule in effect at the time it was assigned, regardless of the average the student otherwise maintained in the class (see academic calendar for dates).
- A single short extension of the time period shall be granted only in exceptional circumstances by the vice president for academic affairs.
- The grade of incomplete will not be assigned to students with excessive absences, especially when those absences include the final sessions of the course, unless extenuating circumstances have been established.
- The incomplete grade is recorded by the registrar as "attempted credits," until the course is complete.
- The incomplete grade that changes to a failing grade will carry zero quality points.
- Students can advance if an incomplete grade is assigned to a prerequisite course for the term immediately following the assignment of an I grade but cannot advance after an I grade changes to an F.
- I grades may have an effect on the student's financial aid and/or student visa status. Students are encouraged to meet with the financial aid and/or international student advisor when requesting the I option.
- The grade of incomplete will also be assigned while pending the outcome of a hearing by the Student Conduct Panel due to an alleged violation of the *Academic Integrity Policy*. In such cases, the outcome of the hearing and completion of the academic integrity process will dictate the student's final grade for the course.

Classification of Students by Credits Earned

Freshman	Less than 31 credits earned
Sophomore	31–62 credits earned
Junior	63–96 credits earned
Senior	More than 96 credits earned
Fifth-year architecture	More than 133 credits earned

Note: For some courses in the Health Professions programs, credit values differ from contact hours. See program descriptions.

Repeating Courses (Undergraduate Students)

Undergraduate students who have earned a C-, D+, D, F, W, UW, or PR in a course may retake the course for credit to earn a higher grade (see "Limitation on Repeating Courses" below). Only the higher grade will be used in computing the GPA and CGPA. The other grade(s) will remain on the student's record as a matter of information. Repeating courses may impact eligibility for financial aid. Students should consult with a financial aid advisor before registering for a repeated course.

Limitation on Repeating Courses (Undergraduate Students)

An undergraduate student may repeat a course in which a GPA-relevant grade is earned (C-, D+, D, F) a maximum of two times. Grades of W, UW, and PR do not count toward the maximum of two repeats. Should a student wish to repeat a course more than two times, the student must receive approval from their department chairperson and be referred to the Office of Undergraduate Academic Advising. Certain majors have rules on repeating courses that are more restrictive than this one. The more restrictive rule takes precedence.

Note: Students who have changed majors should be aware that only quality points from the first degree program that are applicable to the present degree program are included. Students receiving financial aid should consult a financial aid counselor prior to changing majors to identify any impact this change may have on their financial aid.

Repeat Courses (Graduate Students)

Graduate students who have earned a grade of C or F in a course may retake the course to earn a higher grade. Only the higher grade will be used in computing the GPA; however, the original C or F grade will remain on the record as a matter of information. The only courses that may be repeated for credit are those that result in grades of C, W, F, or UW.

Auditing Courses

A student may register to audit a course after obtaining written permission from the appropriate dean. A previously audited course may be taken for credit at a later date but may not be challenged. A student who registers for a course on an audit basis cannot elect to change over to a credit basis after the session has started. Similarly, a credit course cannot be changed over to an audit course. All the usual tuition and fees must be paid for audited courses.

Major Modifications

In cases where students change majors to a significantly different field of study, the student's record may be modified to remove grades for courses unrelated to the new major as determined by the department. Major modified courses are not included in the computation of the grade point average and have no credit value, but remain on the academic transcript. These courses have no credit value and do not satisfy degree requirements. Major modified courses must be approved by the dean/chairperson.

Challenge Examinations (Undergraduate Students)

Credit for degree requirements and elective courses can be earned by obtaining satisfactory scores on proficiency examinations including challenge exams. New York Institute of Technology has developed its own challenge examinations in areas not covered by CLEP, DSST, or Excelsior. A student wishing to take a challenge exam should contact the department of the course they wish to challenge and obtain written permission in the form of an email or letter. The permission should be submitted to the Bursar along with payment of the exam fee.

Upon receipt of the written permission and proof of payment, the Office of the Registrar will complete the Request for Challenge Examination form and return it to the student. The student should submit the form to the department. Once the challenge examination has been taken, the department must submit the completed form and grade to the Office of the Registrar for processing.

Students must be matriculated to challenge a course. Challenge exam credit does not count toward the university's residency requirements. Students cannot challenge a course of a level lower than related course(s) they have completed, or in which they are currently enrolled. A maximum of 60 credits toward a bachelor's degree and 30 credits toward an associate degree may be achieved through proficiency exams. Students may challenge no more than three courses per term. For courses taken at New York Institute of Technology, only those courses in which a student earned a grade of F, W, or UW may be challenged. A course that is challenged and failed cannot be rechallenged. A course may be challenged only once. Challenge exams, if passed, are graded with a P grade. An F grade is not recorded. To earn a grade of P, the exam must be passed with a grade of C or better.

Academic Standing

Scholastic Discipline

The continued registration of any student is dependent upon regular attendance, proper conduct, and achievement of passing grades. Any one of the following is regarded as sufficient cause for dismissal: irregular attendance, neglect of work, conduct deemed by the college not consistent with general good order, or failure to comply with the college's rules and regulations. The college reserves the right to terminate a student's enrollment at any time.

Every student has the right to petition the Admissions and Academic Standards Committee for redress of actions affecting academic standing.

Probation and Dismissal (Undergraduate Students)

A student must achieve a minimum cumulative GPA of 2.0 to graduate. A minimum cumulative GPA of 2.0 must be achieved at the end of each regular semester (fall and spring) to maintain satisfactory academic status at New York Institute of Technology.

Probation I: The first time a student's cumulative GPA falls below the minimum required, the student shall be placed on Probation I for the next regular semester. The student will receive an email from the Office of the Registrar outlining available academic support services and requiring the student to meet with an advisor from the Office of Undergraduate Academic Advising.

Probation II: When a student's cumulative GPA falls below the minimum required for two regular semesters (not necessarily contiguous), the student shall be placed on Probation II for the next regular semester. The student will receive an email from the Office of the Registrar outlining available academic support services and requiring the student to meet with an advisor from the Office of Undergraduate Academic Advising. A student on Probation II status cannot register for more than 16 credits until the student is removed from Probation II status.

Dismissal: When a student's cumulative GPA falls below the minimum required for three regular semesters (not necessarily contiguous), the student will be dismissed from the institution.

Students who have been dismissed may appeal to the Committee on Academic Probation and Dismissal and must do so no later than three weeks after the last day of the semester in which they were dismissed. On the basis of the appeal and other relevant information, the committee may uphold the dismissal decision or may recommend reversal of the dismissal decision and impose additional conditions for continued enrollment. The committee's decision is binding and final. Failure to submit an appeal by the given deadline will result in automatic upholding of the dismissal.

Dismissed students are ineligible to pursue credit-bearing courses at New York Institute of Technology for a period of one year or until a minimum GPA of 2.5 is earned for the most recent 12 credits completed at another accredited U.S. institution of higher education, and until they receive approval from the Committee on Academic Probation and Dismissal. To obtain approval, the student must submit an appeal letter to the committee no later than two weeks prior to the start of the semester for which the student is reapplying. The committee will make the admission decision and if readmitted, the student will be placed on Probation II.

In the case of global campuses with dual-degree partnerships, dismissal decisions will be overseen by the campus dean. Please refer to the Global Faculty and Student Handbooks for further information.

Probation and Academic Standing (Graduate Students)

A student must achieve a minimum cumulative grade point average (GPA) of 3.0 or better to graduate. Students whose cumulative GPA falls below a 3.0 will be placed on academic probation.

The first time a student's cumulative GPA falls below the minimum requirement, the student shall be placed on Probation I for the next regular semester. When a student's cumulative GPA falls below the minimum requirement for two regular semesters (not necessarily sequential), the student shall be placed on Probation II for the next regular semester. When a student's cumulative GPA falls below the minimum requirement for three regular semesters (not necessarily sequential), the student's record will be reviewed by the academic department, and they may be dropped from the program.

Some academic departments have stricter program-related policies. Please refer to the specific academic school within this catalog for more details.

Time Limit (Graduate Students)

In the best interests of the student and the college, a maximum of five years is allowed for completion of degree requirements. Under exceptional conditions, an additional year may be permitted upon formal request to the appropriate graduate chairperson and approval by the dean of graduate studies.

Academic Integrity

Academic integrity is the pursuit of scholarly work in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity, and all members of the university community are expected to act in accordance with this principle. Academic integrity includes a commitment to engage in academic work that adheres to the highest standards of academic honesty. These standards include purposeful avoidance of plagiarism, cheating, misrepresentation, unauthorized collaboration, or any efforts at facilitating any academic deception. Such acts of dishonesty violate the fundamental and ethical principles of the community and compromise the worth of work completed by others.

If a faculty member determines that a student has committed academic dishonesty by plagiarizing, cheating, or in any other manner, the faculty member may report the allegation of misconduct for follow-up by the Dean of Students pursuant to the Student Code of Conduct's Academic Integrity Policy – U.S. Campuses.

Each student enrolled in a course at New York Institute of Technology agrees that by taking such a course, they consent to the submission of all required papers for textual similarity review to any commercial service engaged by the university to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as a source document in the service's database, solely for the purpose of detecting plagiarism of such papers.

Dean's List and Presidential Honor List (Undergraduate Students)

An undergraduate student who earns a place on the Dean's List is a full-time matriculated student who has attained a minimum grade point average of 3.5 or higher in any semester in which they completed 12 or more credits without any incompletes (I), or a part-time matriculated student who has attained a minimum grade point average of 3.6 or higher in any semester in which they completed six or more credits without any incompletes (I). Students who meet the same standards and earn a 3.7 or above are placed on the Presidential Honor List. Notification of these awards is sent to students, and the appropriate honor is recorded on their transcripts.

Student Status

Change of Matriculation

Visiting students (non-degree-seeking students) are limited in the total number of credit-bearing courses they may take. Graduate students may not take more than nine credits, and undergraduates may not take more than 24 credits without matriculating.

Students who have been attending graduate courses under conditional status and who have completed the first four graduate courses with a quality point average of 3.0 or better may apply to the director of the program for a change of status to fully matriculated. Non-degree students and/or students in graduate certificate programs who wish to pursue a degree program must make a formal request for admission and matriculation to the Office of Graduate Admissions. Any required documents not previously submitted must also be received.

Courses at Another College

Matriculated students in good academic standing who are currently enrolled at New York Institute of Technology may take courses at another accredited institution for credit. Since not all courses will be accepted for credit toward a degree, students must complete the Permission to Take Courses at Another College form, which is available at the Office of the Registrar, and abide by the university's residency requirements (see section regarding transfer credits). A course may be taken at another college only when it is unavailable at New York Institute of Technology during the specific semester.

Upon completing the course, students must provide the registrar with official transcripts used to enter credit in their records. An official transcript must be received by New York Institute of Technology no later than one month after the course is completed. A grade of C- or better is required for credit. Transfer credit grades are not calculated into a student's GPA. Students on probation may not take courses at another college. Students with 70 cumulative credits (including transfer credit and credits in progress at New York Institute of Technology) must take courses at a senior-level institution.

Teacher education candidates who are given permission to take an education course at another college may be required to submit additional documentation demonstrating achievement of specific knowledge or skills related to the course not taken at New York Institute of Technology.

This documentation may include keystone assignments, lesson plans, field experience logs, essays, or student work samples.

For matriculated students, transfer credit evaluation guidelines are instituted by each academic department, in consultation with the Office of the Registrar, and are applicable for all course delivery modes including online courses.

Withdrawal from a Course

The decision to withdraw from a course is a serious matter and should be made only after consulting with an instructor and faculty advisor. Withdrawing from a course may affect eligibility for financial aid. For details, visit nyit.edu/finaid.

To withdraw from a course, students must fill out a withdrawal form and have the course instructor sign and submit it to the Office of the Registrar.

Students can withdraw from a course from the end of the add/drop period through the week before finals to receive a grade of W. The W grade is not included in the computation of the cumulative GPA, but it may affect financial aid eligibility.

The withdrawal (W) grade will be assigned to students who officially withdraw from a class according to this schedule. The unofficial withdrawal (UW) grade may be assigned if a student has stopped attending class without officially withdrawing. The W and UW grades are not included in the computation of the GPA, but they may affect eligibility for financial aid.

Withdrawing from the College

Students who wish to withdraw from the college may initiate an official withdrawal by contacting the Office of the Registrar and obtaining a withdrawal form.

Depending on the circumstances, the student's withdrawal date will be recorded as the date they began the withdrawal process or the date they notified the college of intent to withdraw. Tuition and financial aid refunds, if any, will be based on the withdrawal date. For an explanation of what happens to a student's financial aid when they withdraw from the college, visit the Office of the Registrar or read more at nyit.edu/finaid.

In the case of complete withdrawal from the college, students who were awarded federal Title IV financial aid will be subject to proration of the awards in accordance with applicable federal regulations. The application of federal refund provisions may result in an outstanding balance owed to the college and/or the U.S. Department of Education. Details of the adjustment to federal Title IV financial aid awards will be provided to the student following the withdrawal process.

Military Leave

New York Institute of Technology recognizes that students who are also in the Armed Forces Reserve are subject to call-up for active duty. It is our policy to make every effort to support and assist students who are in this situation. Students who have been called for active duty must present a copy of their duty assignment orders to the registrar and may select one or more of the following options:

1. **Withdrawal from all courses:** Students may withdraw from all of their courses and receive a full tuition refund regardless of the number of weeks that have expired in the term. They will receive a W for all their courses regardless of their current class averages. The student must file a Withdrawal from the College form with the Office of the Registrar. Upon return from active duty, the student shall be readmitted without paying the rematriculation fee.
2. **Withdrawal from individual courses:** Students may withdraw from one or more of their courses and receive a W grade regardless of the number of weeks that have expired in the term, or of their current class averages. They may be entitled to a tuition refund depending upon the number of credits they have withdrawn compared to the number of credits they have not withdrawn. To do this, the student must file a *Withdrawal from a Course* form with their instructor, who will submit this form to the registrar. The student is responsible for both the grades and the tuition for the courses in which the student remains enrolled.
3. **Transfer to online courses:** Students may transfer one or more of their lecture courses from on-campus sections to online sections if appropriate instructors and course materials are available. There will not be an additional fee charged.
4. **Incomplete grades:** Students may request an incomplete grade from their instructors in one or more courses. Instructors are not required to grant the grade of incomplete but are encouraged to give due consideration to the student in such circumstances. If an incomplete grade has been assigned, the student must complete the course requirements within two complete semesters following deactivation from duty (an additional semester extension with approval by the dean and the vice president for academic affairs or designee may also be given).

Students who elect to withdraw from one or more courses should first consult with a campus financial aid advisor. Additionally, students can view the reserve/guard financial aid resource page on the National Association of Student Financial Aid Administrators website at nasfaa.org.

All students who wish to be considered candidates for graduation must file an application for graduation with the registrar by the date indicated

on the academic calendar. Applications may be completed online at my.nyit.edu. Students are required to complete all program requirements to be eligible for graduation. See the graduation section of this catalog for guidelines used to evaluate students for graduation. Please note that some programs have specific requirements, which supersede these guidelines.

Graduation

Rank

New York Institute of Technology does not rank students.

Diplomas

Diplomas are held in the Office of the Registrar for a period of two years from the date of graduation. After two years, a replacement diploma must be ordered, and the new diploma will bear the names of current officials in office at the time the replacement diploma is produced. The cost for a replacement diploma may be found online.

Graduation Evaluation Guidelines

Requirements for Graduation

All students who wish to be considered as candidates for graduation must file an application for graduation with the registrar by the date indicated on the academic calendar. Applications can be completed online by accessing my.nyit.edu. To be eligible for graduation, students must complete all program requirements. The following graduation guidelines will be used to evaluate students for graduation. Please note some programs have specific requirements that supersede these guidelines.

Graduation Evaluation Guidelines[1]

Academic programs are registered by the New York State Education Department (NYSED), Office of Higher Education. Academic degrees for undergraduate, graduate, and professional programs, as well as advanced diplomas and certificates/advanced certificates, may be conferred on matriculated students upon the successful completion of all program requirements.

New York Institute of Technology academic program requirements are uniform at all campus locations and can be changed only with the approval of the Academic Senate, and if necessary, with approval of NYSED.

Students are responsible for ensuring that all degree requirements listed in the catalog in effect on the date of their admission/readmission are fulfilled. Errors on degree maps or degree audit advisement reports do not constitute a basis for waiving degree requirements. Discrepancies in documents will be addressed by the academic dean responsible for the program.

New York Institute of Technology faculty will review students' academic records and recommend them for graduation by signing and submitting a degree audit evaluation to the Office of the Registrar. An audit of the academic records of students recommended for graduation will be conducted by the Office of the Registrar, which will notify the deans, department chairpersons, and students of the outcomes.

The criteria used to evaluate students for graduation are uniform at all campus locations and are as follows:

- Students will be matriculated in an academic program, have all transfer credits posted to their academic record, and have all admissions and prerequisite requirements satisfied. Students will be evaluated for graduation using the program requirements in effect at the time of their most recent admission/readmission into the program. Students readmitted after a break of five years or less (undergraduates must be within 30 credits of degree completion) may request approval to follow the program requirements in place at the time of their readmission. The academic dean responsible for the program will decide this matter. Students readmitted after a break of more than five years (undergraduates must be within 30 credits of degree completion) may request approval to follow the program requirements in place at the time of their readmission. The vice president of academic affairs (or designee) will decide this matter. In all cases, NYSED regulations will guide these decisions.
- For most programs, the undergraduate cumulative grade point average (GPA) will be a minimum of 2.0 and the graduate cumulative GPA will be a minimum of 3.0. Some programs require a higher minimum cumulative GPA. These minimum cumulative GPA requirements cannot be waived, and New York Institute of Technology does not round the cumulative GPA.
- All undergraduate courses in which the grades of A–D (inclusive of + and - grades) and F, and graduate courses with grades of A–C (inclusive of + and - grades) and F, will be used in the computation of the cumulative GPA unless a course is major modified[2] or complies

with the university repeat policy.

- All required and elective undergraduate courses (or approved course substitutions) must be completed with a minimum grade of D or P. Graduate courses (or approved substitutions) must be completed with a minimum grade of C or P. Courses that have specific grade requirements will be considered completed only when the required grade is achieved. Effective 2002, prior to graduation, all outstanding coursework must be completed and a grade recorded.
- To be eligible for graduation, undergraduate students must complete a minimum of 30 credits toward their degree. A minimum of 15 credits in the major must be taken in residence at New York Institute of Technology. At least nine credits must be advanced-level courses (300 or higher) in the major field of study. Graduate students will satisfy the residency requirements specific to the academic program.
- Upon satisfactory completion of program requirements, students will be awarded a certificate or degree for the program in which they matriculated. A second certificate or degree will not be awarded for programs whose requirements are a subset of the program in which the student is matriculated. A second certificate or degree can be awarded after all program requirements for the second certificate or degree are satisfied or as specified in the academic catalog.

Modifications to program requirements are managed as follows:

The number of credits required for academic programs is specified in the academic catalog. A maximum of two elective credits can be waived by the dean or designee responsible for the program. However, the total number of credits required to graduate will not be less than required by NYSED.

General education course requirements cannot be waived. Course substitutions within the general education requirements may be approved by the dean or designee for the discipline responsible for the general education requirement.

Major course requirements cannot be waived. Course substitutions for major courses and program electives can be approved by the dean or designee responsible for the academic program.

The number of course substitutions within the major are limited to three to avoid changing the focus of the program. More than three substitutions require approval of the dean responsible for the program.

Retroactive graduation will be considered only if all program requirements have been completed and course substitutions approved as of the requested retroactive graduate date. The dean of the program will consider the request and make a recommendation to the provost and vice president for academic affairs, who will decide the matter.

Degrees with Distinction

A graduating undergraduate student who has achieved a cumulative GPA of at least 3.7 receives the baccalaureate degree summa cum laude; at least 3.5, magna cum laude; and at least 3.2, cum laude. A graduating graduate student who has achieved a minimum 3.5 cumulative GPA will graduate with distinction. Undergraduate and graduate certificate students and associate degrees are not eligible for honors. These distinctions are noted on students' diplomas as well as on their transcripts.

Students must complete 55 percent of all coursework at New York Institute of Technology. If 55 percent of the coursework was not taken at New York Tech, grades for all courses accepted as transfer credit will also be included in the calculation of academic honors. Students must first receive at least a 3.2 GPA at New York Institute of Technology before transfer credits are included in the cumulative average. Fifty-five percent of all college course grades must be in the form of letter grades from either New York Institute of Technology or a former college. Students who do not have at least 55 percent of their credits in courses for which letter grades have been given are not considered for honors.

Notes:

[1] As approved by the Academic Senate and submitted by the Admissions and Academic Standards Committee.

[2] Major modified courses are not included in the computation of the cumulative GPA but remain on the academic transcript. Major modified courses must be approved by a chairperson/dean.

Requirements for a Second Bachelor's Degree

Students who already hold a bachelor's degree may earn a second bachelor's degree by satisfying the following requirements:

1. Upon application to the Office of Admissions, the student should be directed to seek formal advisement from the department. With this advisement on record, the student may proceed and be reviewed for acceptance into the program.
2. A cumulative GPA of at least 2.0 must be earned in the courses taken at New York Institute of Technology for the second degree.
3. Work toward a second degree must be completed in a major or program distinctly different from the major or program of the first degree.
4. A student must complete all core requirements of a bachelor's degree. The work in the major area of concentration must be completed in accordance with the requirements listed in the applicable catalog.
5. A minimum of 36 credits over and above any used to satisfy the requirements of the first bachelor's degree must be completed at New York Institute of Technology. A minimum of 18 of these 36 credits must be in the new major field of concentration. Students must be aware that completing a new major field of concentration may require significantly more than 36 credits. Students may not retake courses previously completed toward the first degree.

Students should have an approved degree map on file showing an academic plan at the start of their studies.

Family Educational Rights and Privacy Act Annual Notice and Directory Info

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An "eligible student" under FERPA is 18 years of age or older or attends a post-secondary institution. Rights include:

1. The right to inspect and review the student's education records within 45 days after the day New York Institute of Technology receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The New York Institute of Technology official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask New York Institute of Technology to amend a record should write the official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If New York Institute of Technology decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information on the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   New York Institute of Technology discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by New York Institute of Technology in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of New York Institute of Technology who performs an institutional service of function for which the university would otherwise use its own employees, and who is under the direct control of New York Institute of Technology with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for New York Institute of Technology.

   Upon request, New York Institute of Technology also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by New York Institute of Technology to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. New York Institute of Technology may disclose PII from education records without obtaining prior written consent of the student.

- To other school officials, including professors, within the university whom New York Institute of Technology has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom New York Institute of Technology has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) – (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and

local educational authorities, such as a state postsecondary authority that is responsible for supervising New York Institute of Technology's state-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, New York Institute of Technology, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information New York Institute of Technology has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a nonforcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if New York Institute of Technology determines the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and the student has committed a violation of New York Institute of Technology's rules or policies with respect to the allegation made against them. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of New York Institute of Technology, governing the use or possession of alcohol or a controlled substance if the university determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

FERPA is designed to protect the privacy of students' educational records, to establish student's right to inspect and review these records, and to provide guidelines for correcting inaccurate data about students. New York Institute of Technology fully complies with this federal act as follows:

- New York Institute of Technology designates the following categories of student information as public or "directory" information pursuant to existing laws, and may disclose or release the information without written consent:
    - name
    - major field of study
    - minor field of study
    - address
    - telephone number
    - email address
    - dates of attendance
    - participation in officially recognized activities and sports
    - photos
    - height/weight (for athletic team members)
    - date/place of birth
    - degrees and awards received and dates awarded
    - most recent previous institution attended
    - school/college
- New York Institute of Technology also complies with the federal Solomon Amendment, which requires colleges and universities to provide the following information from student records if requested by military recruiters:
    - name
    - address
    - telephone number
    - age or date of birth
    - present level of education such as freshman or sophomore
    - date of graduation
    - academic field of study
- Students must inform the college if they do not want this information disclosed by filing a written request with the Office of the Registrar. This can be done using a Request to Prevent Disclosure of Directory Information.

Online FERPA Submission

Students can also now complete the FERPA student release form online through their Student Service **HUB**—Your **H**ome for **U**niversity **B**usiness.

Please follow these steps to submit the FERPA online:

- Log in to the Student Service HUB and click on the My Profile tile. Select "FERPA Forms" from the menu.
- Click the "FERPA Student Release Form." The form will automatically populate your phone and address information. Please confirm that this is correct, or update if it is outdated by following the "Update Home Address" or "Update Mobile Number" links.
- Once you have completed all of the required fields, you may submit the FERPA which will remain in effect until you revoke the authorization.
- You may revoke the FERPA online if need be.

PIPA (Personal Information Protection Act)

New York Institute of Technology also complies with the *Personal Information Protection Act* (PIPA), which applies to students attending the Vancouver campus in British Columbia, Canada.

HEGIS and CIP Code Directory

New York Institute of Technology courses of study are registered by the New York State Education Department (NYSED), Office of Higher Education and the Professions, under the Higher Education General Information Survey (HEGIS), and the U.S. Department of Education's National Center for Education Statistics (NCES), under the Classification of Instructional Programs (CIP). Please view the HEGIS and CIP code directory below.

New York State Education Department
Office of Higher Education and the Professions
Cultural Education Center
Room 5B28
Albany, NY 12230

U.S. Department of Education
National Center for Education Statistics
Institute of Education Sciences
Potomac Center Plaza
550 12th Street, SW
Washington, D.C. 20202

Code Directory

Degree	Program Description	CIP Code	HEGIS Code
ACERT	Bilingual Extension	13.0299	0801.00
ACERT	Bilingual School Counseling	13.1101	0826.01
ACERT	Bilingual Special Education Extension	13.0201	0899.00
ACERT	Business Analytics	30.7102	0503.00
ACERT	Energy Technology	15.9999	0925.00
ACERT	Environmental Management	03.0103	0599.00
ACERT	Facilities Management	04.0902	0599.00
ACERT	Human Resources Management	52.1001	0515.00
ACERT	Infrastructure Security Management	15.0703	2199.00
ACERT	Marketing	52.1801	0509.00
ACERT	Nutrition for Healthcare Providers	30.1901	0424.00
ACERT	Science, Technology, Engineering, and Math Education	13.9999	0899.00
ACERT	Student Behavior Management	13.1101	0826.01
ACERT	Virtual Education	13.9999	0799.00
BA	Interdisciplinary Studies	30.9999	4901.00
BARCH	Architecture	04.0902	0202.00
BFA	Digital Art	11.0803	1009.00
BFA	Graphic Design	11.0803	1009.00
BFA	Interior Design	04.0902	1009.00

BPS	Interdisciplinary Studies	30.9999	4901.00
BS	Applied and Computational Mathematics	27.0304	1703.00
BS	Architectural Technology	04.0902	0299.00
BS	Bioengineering	14.0501	0905.00
BS	Biology	26.0101	0401.00
BS	Biotechnology	26.1201	0499.00
BS	Business Administration	52.0201	0506.00
BS	Chemistry	40.0501	1905.00
BS	Computer Science	11.0101	0701.00
BS	Construction Engineering	14.3301	0908.00
BS	Electrical and Computer Engineering	14.1001	0909.00
BS	Electrical and Computer Engineering Technology	15.0000	0925.00
BS	Engineering Management	15.1501	0913.00
BS	Exercise Science	26.0908	1299.00
BS	Health and Wellness	26.0102	1201.00
BS	Health Sciences	26.0102	1201.00
BS	Information Technology	11.0103	0701.00
BS	Interdisciplinary Studies	30.9999	4901.00
BS	Life Sciences	26.0101	0401.00
BS	Mechanical Engineering	14.1901	0910.00
BS	Nursing	51.3801	1203.00
BS	Nursing	51.3801	1203.10
BS	Physics	40.0801	1902.00
BS	Psychology	42.0101	2001.00
BS	Psychology	42.2799	2001.00
CERT	Esports Management and Entrepreneurship	52.0101	0599.00
CERT	Global Health	51.2201	1214.00
CERT	Technical Writing	09.0101	5008.00
DO	Osteopathic Medicine	51.1901	1210.01
DPT	Physical Therapy	51.2308	1212.00
MA	User Experience/User Interface Design and Development (UX/UI)	11.0801	1009.00
MARCH	Architecture	04.0902	0202.00
MAT	Adolescence Education	13.1205	0803.00
MBA	Executive	52.0201	0506.00
MBA	Management	52.1301	0506.00
MEM	Energy Management *(Vancouver campus only)*	15.1701	0599.00
MFA	Digital Art and Design	11.0803	1009.00
MPH	Public Health	51.2201	1214.00
MS	Academic Medicine	51.1401	1207.01
MS	Architecture, Computational Technologies	04.0902	0202.00
MS	Architecture, Health and Design	04.0902	0202.00
MS	Architecture, Urban Design	04.0902	0205.00
MS	Bioengineering	14.0501	0905.00
MS	Biomedical Sciences	26.0102	1299.00
MS	Childhood Education	13.1202	0802.00
MS	Clinical Nutrition	30.1901	0424.00
MS	Computer Science	11.0101	0701.00
MS	Counseling	13.1101	0826.01
MS	Cybersecurity	11.1003	0799.00
MS	Data Science	11.0199	0799.00
MS	Early Childhood Education	13.1210	0823.00
MS	Electrical and Computer Engineering	14.1001	0909.00
MS	Energy Management	15.1701	0599.00
MS	Mechanical Engineering	14.1901	0910.00
MS	Medical/Healthcare Simulation	51.9999	1299.00
MS	Mental Health Counseling	51.1505	2104.10

MS	Occupational Therapy	51.2306	1208.00
MS	Physician Assistant Studies	51.0912	1299.10
MS	Risk Management	52.1304	0506.00
OTD	Occupational Therapy	51.2306	1208.00
PHD	Biological and Medical Sciences	51.1401	1299.00
PHD	Computer Science	11.0701	0701.00
PHD	Engineering	14.0101	0901.00

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. All of the above programs are registered as indicated.

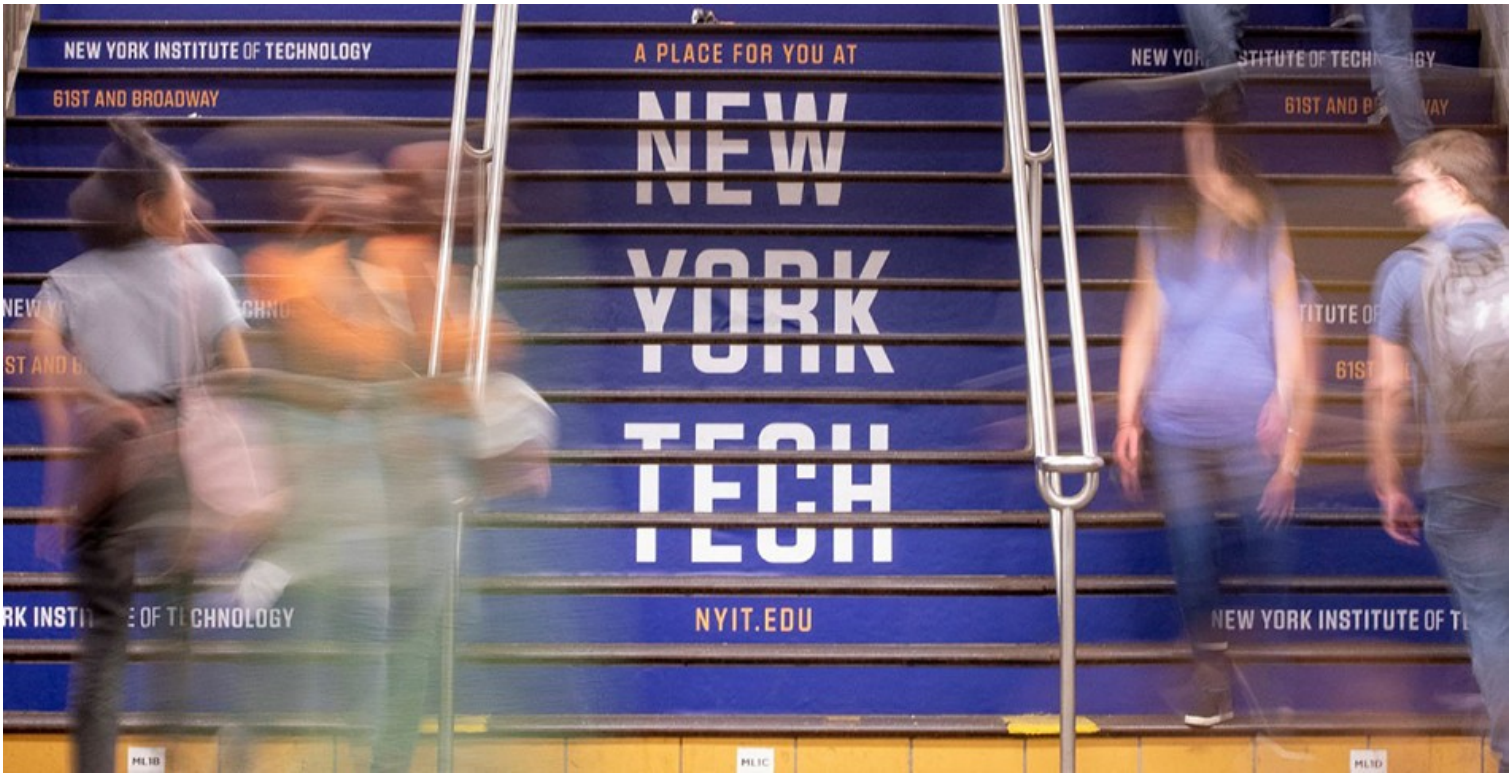
Policies and Rules

Calendar for Completing Incomplete Grades

Incomplete grade earned for:	Must be completed by end of:
Cycle A 2024	Cycle C 2025 (03/13/25)
Cycle B 2024	Cycle D 2025 (05/17/25)
Intersession 2025	Cycle D 2025 (05/17/25)
Fall 2024	Summer Session III 2025 (08/29/25)
Cycle C 2025	Summer Session III 2025 (08/29/25)
Cycle D 2025	Cycle A 2025 (10/23/25)
Spring 2025	Fall 2025 (12/20/25)
Summer Session I 2025	Cycle B 2025 (12/20/25)
Summer Session II 2025	Cycle B 2025 (12/20/25)
Summer Session III 2025	Cycle B 2025 (12/20/25)

Policies and Rules

Other New York Institute of Technology Policies



Students who enroll at New York Institute of Technology are responsible for knowledge of, and compliance with, all policies and rules affecting them, including but not limited to those in the student handbooks, traffic and parking regulations, and residence life, as a condition upon which their status at the college is contingent. Copies of all policies and rules affecting students are available on all campuses in the offices of Student Life, Accessibilities, Counseling and Wellness Services, and Residence Life.

Areas covered by New York Institute of Technology policies include, but are not limited to:

- Academic Integrity
- Accommodation Policy for Students with Disabilities
- Computer Requirements (Minimum)
- Grade Appeals Policy and Procedure
- Identification Cards
- New York Institute of Technology Statement on Non-Discrimination
- Ownership of Student Work
- Parking Stickers
- Personal Information Protection (applies to students attending the Vancouver campus in British Columbia)
- Photo Release

- Recreation and Drug Policy
- Religious Observances and Academic Requirements
- Gender-Based Misconduct and Title IX Policy
- Updating Contact Information
- Use of Copyrighted Material
- Verification of Student Identity for Online/Distance Learning

View all policies affecting students online at nyit.edu/policies

Financial Aid: Graduate Students

New York Institute of Technology is committed to helping students afford the opportunity for a valuable education. In order for the college to determine eligibility for any type of financial aid, all students (except international students) must complete the Free Application for Federal Student Aid (FAFSA) at studentaid.gov. Financial aid is provided through institutional, state, and federal funds for scholarships, grants, loans, and employment. Aid offers are designed to recognize scholastic achievement, service, and/or demonstrated financial need. The variety of financial aid programs available allows many students to greatly reduce their educational costs while attending New York Institute of Technology.

Students who qualify for special discounted tuition rates may not qualify for other institutional scholarships, or may have scholarships and other aid offers reduced accordingly. In the case of a tuition discount (e.g., tuition remission), scholarships received for credits taken in excess of maximum allowable discounted tuition will be prorated accordingly based on standard remaining credit ranges. In addition, students may only qualify for one discounted tuition program at a time. Any combination of scholarships and tuition credit awards cannot exceed tuition charges.

Financial aid offers are not guaranteed, and are subject to any and all revisions in federal, state, and institutional policies; availability of funds; changes in enrollment; minimum grade requirements; housing status; and timely submission of all required documentation, including official transcripts, as well as adjustment of any miscalculation of awards. A student's financial aid eligibility requires registration in appropriate program-level courses. It is the student's responsibility to request, complete, and submit all forms with necessary documentation for all financial aid programs, including scholarships, in a timely manner. Financial aid offers are not granted retroactively and are subject to funds availability. All students must meet Satisfactory Academic Progress (SAP) requirements at all times in order to receive and retain financial aid. The university reserves all rights to review and/or modify its financial aid programs. All programs are subject to change due to revisions in federal or state government or institutional policies.

It is the student's responsibility to be aware of all filing deadlines for financial aid and to notify the Office of Financial Aid of any changes in enrollment, housing status, and dependency. Students should be aware that in the event of an over award, a situation that occurs when the

amount of aid exceeds the student's financial need or cost of attendance, federal regulations require that the aid be reduced to within the student's established educational cost of attendance.

- **Find:** Financial Aid Consumer Information
- **Student Expenses:** Get Help Calculating the Costs of Education
- **Institutional Eligibility:** *2023–2024 FSA Handbook*, Volume 2, Chapter 1
- **File a Complaint:** Consumer Financial Protection Bureau or New York State Education Department

FERPA Regulations

More

The following guidance provides eligible students with general information about the Family Educational Rights and Privacy Act (FERPA) …

Go to entry

Federal Application Requirements and Procedures

More

- Requirements for Federal Student Aid
- Federal Verification Requirements

Go to entry

Requirements for Determination of Independent Student Status for Purposes of Federal Student Aid

More

Graduate or professional students are considered independent for federal student aid purposes …

Go to entry

Financial Aid for Repeated Coursework: Financial Aid Impact

More

Repeating courses may significantly impact Satisfactory Academic Progress (SAP) and eligibility for Title IV federal financial aid and institutional aid.

Go to entry

Satisfactory Academic Progress (SAP) Policy

More

- Financial Aid Rules Regarding Academic Progress and Satisfactory Standards for Financial Aid Eligibility
- Introduction, Guidelines for Academic Progress
- Qualitative Standard, Graduate Standard
- Pace (formerly referred to as the Quantitative Standard), Completion Rate, Maximum Time Frame for Degree Completion
- Effects of Remedial, ESL, and Repeated Courses, Consequences of Failure to Meet Satisfactory Academic Progress
- Financial Aid Warning, Financial Aid Probation, Appeal Process
- Tuition Assistance Program (TAP) Satisfactory Academic Progress, TAP Waivers

Go to entry

Title IV Student Withdrawal Policy

More

- Objective, Background, Policy
- Withdrawal Date, Official Notification Provided, Official Notification Not Provided
- Last Date of Attendance, Date of Institution's Determination of Student Withdrawal
- Date of Official Notification Provided, Date of Official Notification Not Provided, Rescission of Withdrawal
- Calculation of Earned Title IV Assistance, Withdrawal from Cycle Classes, Post-Withdrawal Disbursements
- Refund of Unearned Funds to Title IV, Refunds by the College, Refunds by the Student
- Payment Period or Enrollment Period, Documentation

Go to entry

Veterans Benefits

More

Veterans may qualify for additional benefits, including the Yellow Ribbon Program. For more information, contact the following agencies:

- U.S. Department of Veterans Affairs (VA)
- GI BILL®
- NY State Veterans
- Office of the Registrar, email: registrar@nyit.edu

More Information:

- Yellow Ribbon GI Education Enhancement Program
- Transfer of Post-9/11 GI BILL® Benefits to Dependents

Go to entry

Institutional Aid

Scholarships, Grants, and Assistantships

More

- Scholarships and Grants for Graduate Students: NYIT-Vancouver Graduate Scholar Award, Combined Program Scholarship, Dr. Martin Luther King, Jr. Scholarship, Graduate Scholar Award, Alumni Recognition Award
- Athletics Service to School Award
- Graduate Assistantship
- Eligibility: All Students

Loans

More

- Federal Direct Loans
- Federal Direct Graduate PLUS Loans
- Federal Perkins Loans
- Borrower-Based Academic Years: "Seasonal Loans"
- Private Loans

Additional External Study Options

Study Abroad Programs

More

New York Institute of Technology's study abroad programs offer exciting and effective ways to learn about the rapidly changing world and offer students opportunities to experience different cultures …

Go to entry

Financial Aid for Consortium Agreements

More

New York Tech students who want to attend other institutions in the United States or abroad for a semester may be able to use federal financial aid under a consortium agreement …

Go to entry

Financial Aid for Contractual Agreements

More

New York Tech students who want to attend other non-Title IV eligible institutions in the United States or abroad for a semester may be able to use federal financial aid under a contractual agreement …

Go to entry

Cooperative Tuition Award

More

The Cooperative Tuition Certificate is an award that recognizes cooperating professionals/clinical instructors for mentoring New York Tech students…

Go to entry

Additional Financial Aid Policies for Graduate Students

High School Diploma

More

If you enroll in higher education for the first time on or after July 1, 2012, in order to be eligible for federal student aid, you must have either a high school diploma or a recognized equivalent (such as a General Educational Development (GED) certificate or a homeschool education).

Go to entry

Transfer Students

More

All graduate students transferring from other institutions will have their credits evaluated by the Office of Admissions prior to admittance to the university. The annual and aggregate limits for graduate-level loans are not contingent upon the number of transfer credits accepted by New York Institute of Technology.

Go to entry

Graduate Student Admissions

More

Students must be fully accepted and matriculated into an approved graduate program to be eligible for federal student aid funds.

Go to entry

Combined Degree Programs – Federal Aid Eligibility

More

Students enrolled in a combined undergraduate/graduate program are considered undergraduate for the first 90 credits for the purposes of awarding federal student aid. Upon satisfactory completion of 90 undergraduate credits, they become eligible to receive federal student loans at the graduate level.

Go to entry

Graduate Students Enrolled in Undergraduate Courses

More

A graduate student who is required to complete preparatory undergraduate coursework may be eligible for federal student loans.

Go to entry

Preparatory Coursework

More

- Policy
- English as a Second Language (ESLI Courses): Financial Aid Eligibility

Go to entry

GI BILL® is a registered trademark of the US Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official US government website at http://www.benefits.va.gov/gibill.

Financial Aid Graduate

Athletics Service to School Award: Graduate Students

The New York Tech Athletics Program has been suspended indefinitely due to the pandemic.

For the 2024–2025 academic year, we are honoring the athletic scholarship amounts in the 2020–2021 Athletic Agreement Letters, provided that students attend full time and continue to make satisfactory academic progress towards degree completion.

Financial Aid Graduate

Borrower-Based Academic Years: “Seasonal Loans”

A standard academic year for New York Institute of Technology is two semesters—fall and spring. However, a Borrower-Based Academic Year (BBAY) or Seasonal Loan is specific to the period of study that the student is attending and looking to borrow federal loans. For example, a summer/fall academic year (two semesters) or a spring/summer academic year (two semesters) represents a BBAY or Seasonal Loan period. Seasonal Loans are available upon request for those students who wish to receive federal student loans for borrower-based academic years.

Students who are enrolled at least half-time (six credits per semester) during the summer session may request to be reviewed for Federal Direct Unsubsidized and Graduate PLUS Loan eligibility for summer terms. The Office of Financial Aid will determine the student's eligibility for federal and/or private loans for this period of enrollment based on FAFSA information and financial aid history. A student will be offered federal loans for a borrower-based year consisting of two terms, either summer/fall or spring/summer, unless the student is graduating or changing enrollment status.

In order to offer aid to the student, the Office of Financial Aid must have a valid FAFSA on file for the appropriate academic year. Students borrowing loans for a BBAY (i.e. summer/fall or spring/summer) should also submit a Seasonal Loan Request form, which the Office of Financial Aid will use to determine the cost of attendance and budget for the terms being awarded. Students must complete the form in full with information for both terms, otherwise it will not be processed.

Students should understand that Federal Direct Unsubsidized Loans taken during summer sessions still count towards aggregate loan limits and may result in exhausting eligibility more quickly than with a traditional two-semester year (fall/spring). Students should also be aware that most scholarships and grants are only offered during the fall and spring semesters.

We strongly recommend that students speak with a Financial Aid Advisor when completing and submitting the Seasonal Loan Request form to the Office Financial Aid, as they may have pertinent questions that can be answered in advance to avoid processing delays.

Combined Degree Programs – Federal Aid Eligibility: Graduate Students

Students enrolled in a combined undergraduate/graduate program are considered undergraduate for the first 90 credits for the purposes of awarding federal student aid, excluding students enrolled in the B.S./D.O.* program. Upon satisfactory completion of 90 undergraduate credits, they may become eligible to receive federal student loans at the graduate level. Students must apply for the graduate portion of their combined program by contacting the Office of Graduate Admissions. Students who have been awarded an undergraduate academic scholarship, and continue to meet renewal criteria, will receive the scholarship while enrolled in the undergraduate portion of the program only, up to 90 credits. After transition to the graduate level (91+ credits; excluding B.S./D.O.*), students may be eligible for a variety of special scholarship programs depending on the enrolled program of study, cumulative GPA, and other factors. In order to receive graduate-level financial aid, the student must also update the FAFSA student data fields from undergraduate to graduate level.

** B.S./D.O. students require 115 credits to be completed in the first six semesters of the program. Upon completion of these credits, B.S./D.O. students enter the NYIT College of Osteopathic Medicine and are under the auspices of NYITCOM's Financial Aid Office policies pertaining to institutional aid.*

Combined Programs

Students enroll in a single, seamless program where they will be expected to complete both undergraduate and graduate degrees. The program sometimes offers special sections of required courses specifically for students in the combined program, but otherwise completes the requirements for both degrees.

- Life Sciences, B.S./Occupational Therapy, M.S.
- Life Sciences, B.S./Occupational Therapy, O.T.D.
- Life Sciences, B.S./Osteopathic Medicine, D.O.
- Life Sciences, B.S./Physical Therapy, D.P.T.
- Life Sciences, B.S./Physician Assistant Studies, M.S.
- Psychology, B.S./School Counseling, M.S.

Accelerated Master's Programs

These are two separate degree programs with two separate entry points. Students first enroll in a bachelor's program. In their junior or senior year, if they have a sufficiently high GPA, they may take certain graduate-level courses to complete their undergraduate requirements. Upon graduating with their bachelor's degree, they may then enroll in a related master's program, with the benefit of having already earned credits toward their graduate degree. This allows them to earn their second degree on an accelerated basis, usually in half the time of a normal master's

degree.

Note: Since accelerated master's programs consist of two separate degree programs, **unlike the combined degrees, there are no changes in the normal rules for financial aid.**

- College of Arts and Sciences Bachelor of Science programs, with Accelerated M.S./M.A.T. Options
- College of Engineering and Computing Sciences Bachelor of Science programs, with Accelerated M.S. Options
- Interior Design, B.F.A./Master of Business Administration, M.B.A.
- School of Architecture and Design programs, with Accelerated M.Arch. Options

Financial Aid Graduate

Cooperative Tuition Award: Graduate Students

A Cooperative Tuition Award Certificate entitles the cooperating professional to the non-monetary value of the credits requested. The credit value is equal to the credit charge that was in effect on the last day of the placement semester. As such, the cooperating professional will be responsible for all charges not covered by the credit award amount. The certificate is not transferable. The certificate may not be used for payment of a prior semester charge.

The following terms and conditions govern the use of the tuition award:

1. The Cooperating Professional may not transfer the tuition award.
2. The Cooperating Professional can only redeem this award for Education programs within NYIT College of Arts and Sciences.
3. No more than six credits may be redeemed per Cooperating Professional per semester; No more than twelve credits may be redeemed per Cooperating Professional per academic program.
4. Parts 1A/B and 2A on page two of the certificate MUST BE COMPLETED and submitted to the Office of Financial Aid within the stated eligible time frame for verification and approval.
5. The original Cooperative Tuition Award Certificate expires THREE CONSECUTIVE SEMESTERS immediately following the end of the placement semester. This expiration term is determined by the Office of Financial Aid.
6. This award entitles the Cooperating Professional to the NON-MONETARY value of the credits for tuition charges. As listed above, this credit value is equal to the credit charge that was in effect on the last day of the placement semester.
7. Tuition awards CANNOT exceed tuition charges. Other institutional aid may be prorated when a Tuition Award is redeemed.
8. The Cooperating Professional must meet all requirements for admission to the course or program in which enrollment is sought.
9. NO CREDITS or REFUNDS will be honored if this certificate is unused or used for fewer than the maximum credits requested.
10. All outstanding tuition award credits earned but not redeemed within the stated THREE CONSECUTIVE SEMESTER time frame will expire, hold no value, and not be honored.
11. The university reserves the right to deny certificate redemption, in its sole discretion, where it is unable to confirm that appropriate guidelines have been followed.
12. This award cannot be used for semesters after the date and term of expiration.
13. This award is redeemable only for education and school counseling classes.

THE TUITION CERTIFICATE STATEMENT CANNOT BE REPLACED IF LOST OR STOLEN. NO REPRODUCTIONS OF THE CERTIFICATE WILL BE ACCEPTED.

Financial Aid Graduate

Eligibility: All Students

- Eligibility for New York Institute of Technology institutional scholarships, grants, and assistantships is limited to students whose campus home location is Long Island, New York City, or online, unless otherwise stated.
- The university reserves the right to revise its financial aid programs. All programs are subject to change due to modifications in government or institutional policies. Additional criteria and information may be obtained from the Office of Financial Aid. Students are responsible for reading Financial Aid Disclosures before deciding to accept or decline their financial aid.
- Institutional scholarships and grants are awarded and applicable to fall and spring semesters only. Occasionally, certain graduate awards within a unique graduate program may be available during a summer term.
- All registered credits, for determination of eligibility, must be applicable to the student's degree program of study.
- Students have the responsibility to request, complete, and submit all forms with necessary documentation for all financial aid programs, including scholarships, in a timely manner.

- Awards are not granted retroactively.
- Any designated "tuition-only" award cannot exceed the cost of tuition and will be reduced accordingly.
- For maximum consideration for all types of scholarships and awards, students must file the FAFSA by the March 15 priority date. (Note: The February 14 priority FAFSA filing date was extended for the 2024–2025 award year due to federal processing delays.) International students are not required to complete the FAFSA. Additional information on program-specific awards and availability can be found by visiting the Office of Financial Aid online.
- Students must maintain continuous enrollment and the minimum cumulative GPA required.

Maintaining Eligibility

If you are receiving federal financial aid, VA benefits, or institutional funds, you must make Satisfactory Academic Progress (SAP) toward completing your degree program in a timely manner.

New York Institute of Technology scholarships are offered based on full-time enrollment (nine credits or more for graduate students). To receive an institutional scholarship, you must be enrolled for a minimum of three credits every semester and satisfy cumulative grade point average requirements. Scholarship amounts may be prorated for part-time enrollment.

Financial Aid Graduate

Federal Application Requirements and Procedures

Students (not international students) who wish to apply for scholarships, grants, and/or student loans are required to complete the Free Application for Federal Student Aid (FAFSA). The college code to be used on the FAFSA for New York Institute of Technology is 002782. The FAFSA is available online at studentaid.gov in December each year. For maximum consideration for all types of financial aid, students should file the FAFSA applications as early as possible in their application process.

Graduate or professional students are considered independent for federal student aid purposes.

Requirements for Federal Student Aid

In order to qualify for federal student aid, students:

- Must be accepted into a New York Institute of Technology degree-granting program or eligible certificate program. Students must be fully matriculated in that program.
- Must have a high school diploma or its recognized equivalent, such as a General Educational Development (GED) certificate or Test Assessing Secondary Completion (TASC™), or must have completed homeschooling at the secondary level as defined by state law.
- Must be making satisfactory academic progress toward their degree (see Satisfactory Academic Progress section for policy).
- Must be enrolled at least half-time (six credits) to receive aid from Federal Direct Loan programs (subsidized, unsubsidized, or PLUS).
- Must sign statements on the FAFSA stating:
    1. You are not in default on a federal student loan and do not owe money on a federal student grant, and
    2. You will use federal student aid only for educational purposes.
- Must not be in default on a prior federal student loan.
- Must be a U.S. citizen or permanent resident or other eligible noncitizen.
- Must have a Social Security number.
- With the exception of unsubsidized and PLUS loans, all other federal student aid requires students to demonstrate financial need.

Verification

There is a process for verifying a student's Free Application for Federal Student Aid (FAFSA) and making corrections because students sometimes make errors on their application. Verification is a process by which a school collects information to ensure that the FAFSA has been completed correctly. The FAFSA Processing System (FPS) of the Department of Education selects which applicants must be verified. The university also reserves the right to select applications for verification.

If a student's application is selected for verification, either by the FPS or by the institution, verification is required to be performed by the school. Each year, the Department of Education will determine which items on the FAFSA must be verified.

For the 2024–2025 academic year, students who are selected for verification will be placed in one of the following three verification groups. The verification group determines which FAFSA information must be verified. The student must submit the Verification Worksheet that corresponds with the Verification Group. New York Institute of Technology Verification Worksheets are available for download, or directly from the Office of Financial Aid.

Verification Tracking Groups

- Standard Verification Group (**V1**): Students who are tax filers must verify adjusted gross income, U.S. income tax paid, untaxed portions of IRA distributions, untaxed portions of pensions, IRA deductions and payments, tax-exempt interest income, education credits, foreign income exempt from federal taxation, household size, and number in college. Students who are not tax filers must verify income earned from work, household size, and number in college.
- Custom Verification Group (**V4**): Students must verify identity/statement of educational purpose.
- Aggregate Verification Group (**V5**): Students must verify identity/statement of educational purpose in addition to the items in the Standard Verification Group.

Applicants selected for verification will be notified on the Student Aid Report (SAR). In addition, upon receipt of the Institutional Student Information Record (ISIR), the Office of Financial Aid will send a missing information letter to the student informing the student that their application has been selected for verification and which documents must be submitted. The verification results of identity and high school completion status for students whose 2024–2025 ISIR had a Verification Tracking Group of V4 or V5 must be reported to the Department of Education in a timely manner. As such, students whose 2024–2025 FAFSA has been selected for V4 or V5 verification must submit the required documents to the Office of Financial Aid within 14 days of the request for information. Students unable to submit the required documents in person should contact the Office of Financial Aid for assistance.

In accordance with federal guidelines, verification must be completed no later than 120 days after the last day of the student's enrollment. Students may receive an estimated financial aid package prior to the completion of the verification process. However, New York Institute of Technology does not disburse any federal financial aid funds until the verification process is completed. The university reserves the right to withhold some institutional aid funds until the verification process is completed. Students who fail to submit the required verification documents will not receive federal aid.

Reference: *2023–2024 FSA Handbook* Volume 1, Chapter 4

Financial Aid Graduate

Federal Direct Loans

The William D. Ford Federal Direct Student Loan Program, sponsored by the U.S. Department of Education, offers low interest rates and easy repayment terms, and is geared toward those entering or re-entering the workforce. The Federal Direct Unsubsidized Loan is available to graduate students. The loan is not credit based, and only requires that students meet specific eligibility requirements. All students must file a Free Application for Federal Student Aid (FAFSA) in order for the Office of Financial Aid to determine eligibility for a Federal Direct Unsubsidized Loan. Depending on enrollment status, FAFSA results, cost of attendance, and other factors, an amount will be offered to eligible students. The federal government is the lender for student loans received through the Federal Direct Loan Program.

The Department of Education has developed a process that all Direct Loan borrowers (subsidized, unsubsidized, graduate PLUS, and parent PLUS) are encouraged to complete, called the Annual Student Loan Acknowledgement (ASLA). The ASLA (formerly known as the Informed Borrower Confirmation process) is intended to better assist borrowers in understanding the financial responsibility of funding their education and provide current information on a borrower's cumulative loan balance. As part of the Master Promissory Note (MPN) confirmation process, the ASLA allows student and parent borrowers to view how much they currently owe in federal student loans, and to acknowledge that they have seen these amounts, before borrowing new loans each award year. The ASLA may be completed each year in addition to Direct Loan Entrance or PLUS Credit counseling that may be necessary. The ASLA becomes available for completion online at studentaid.gov/asla each April.

Borrowers are responsible for all interest that accrues on the Federal Direct Unsubsidized Loan, and have the option to pay the interest on their loans while in school or let interest accrue until repayment begins (known as capitalization). Applicants must be enrolled in at least half-time attendance (minimum six graduate-level credits per semester) to be eligible for Federal Direct Unsubsidized Loans and to maintain eligibility for "in-school" deferment status.

Graduate students may borrow up to $20,500 per academic year from the Federal Direct Unsubsidized Loan Program. If graduate students are taking undergraduate prerequisite courses, a Preparatory Coursework form must be completed with their academic advisor and submitted to the Office of Financial Aid. Enrolled graduate students taking undergraduate preparatory coursework (concurrently while in a graduate program) may be eligible to receive undergraduate Direct Subsidized and Unsubsidized Loans. The total combined undergraduate, graduate, and professional aggregate loan limit for the Direct Loan program is $138,500, of which no more than $65,500 can be subsidized.

Graduate students who qualify for Federal Direct Loans through preparatory coursework are only eligible to receive up to a total of $12,500 in Federal Direct Loans for the academic year, of which no more than $5,500 may be subsidized (depending on eligibility determined by FAFSA results). Graduate students receiving undergraduate Federal Direct Loans through preparatory coursework are subject to the undergraduate federal loan lifetime aggregate limits for independent students. Undergraduate independent students are eligible to receive up to a total of $57,500 in Federal Direct Loans for their lifetime, of which no more than $23,000 may be subsidized (depending on eligibility determined by FAFSA results).

Loan repayments will not be required while students maintain at least half-time (minimum six credits) attendance. Repayment starts six months after students leave school or drop below half-time attendance. Interest on Direct Unsubsidized Loans begin to accrue when the loan is fully

disbursed, and students may start repayments at any time.

Effective for Federal Direct Loans first disbursed on or after July 1, 2006, the interest rate is fixed. Prior to this date, Federal Direct Loan interest rates were variable. Federal Direct Loan interest rates change from year to year (in July) and may also change specifically for one type or the other; Subsidized, Unsubsidized, or Graduate PLUS. For loans disbursed after July 1, 2022, the interest rate for Unsubsidized Loans is 6.54 percent. Students who received loans prior to the aforementioned dates and who still have balances outstanding on those loans will continue with the interest rate rules in effect at the time of their original loans. Borrowers will also be charged an origination fee. The origination fee represents the lender's (the federal government) fee for making the loan. For loans disbursed after October 1, 2020 and before October 1, 2023, the origination fee is 1.057 percent.

Annual and Aggregate Graduate Limits: Direct Unsubsidized Eligibility Only

- Annual: $20,500 (Ineligible for Subsidized Loans)
- Aggregate: $138,500 (Including Undergraduate and Graduate Combined)

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) became law and provided emergency COVID-19 relief measures on federal student loans owned by the Department of Education. The relief measures, which began on March 20, 2020, include suspension of loan payments, stopped collections on defaulted loans, and a zero percent interest rate.

On November 22, 2022, the student loan payment pause and zero percent interest rate were extended until 60 days after the federal debt relief program is implemented or litigation is resolved. Payments will resume 60 days after June 30, 2023 if the debt relief program is not implemented and the litigation has not been resolved. The Department of Education will notify borrowers before repayments restart. More information is available at studentaid.gov.

Federal Direct Graduate PLUS Loans

The Federal Direct Graduate PLUS Loan is an unsubsidized loan for graduate/professional students. PLUS Loans help pay for education expenses up to the cost of attendance minus all other financial assistance. The application process includes a credit approval requirement and interest is charged during all periods, including eligible periods of deferment. If a PLUS loan application is credit-denied, applicants may appeal the credit decision with the Department of Education or reapply with a creditworthy endorser, and will be required to complete PLUS Credit Counseling.

The Department of Education has developed a process that all Direct Loan borrowers (subsidized, unsubsidized, graduate PLUS, and parent PLUS) are encouraged to complete, called the Annual Student Loan Acknowledgement (ASLA). The ASLA (formerly known as the Informed Borrower Confirmation process) is intended to better assist borrowers in understanding the financial responsibility of funding their education and provide current information on a borrower's cumulative loan balance. As part of the Master Promissory Note (MPN) confirmation process, the ASLA, allows student and parent borrowers to view how much they currently owe in federal student loans, and to acknowledge that they have seen these amounts, before borrowing new loans each award year. The ASLA may be completed each year in addition to Direct Loan Entrance or PLUS Credit entrance counseling that may be necessary. The ASLA becomes available for completion online at studentaid.gov/asla each April.

Creditworthy borrowers may borrow up to the full cost of attendance minus any other aid received. Repayment begins six months after the last disbursement is made and can be deferred by contacting your loan servicer to request a deferment. Direct PLUS Loans can be deferred while the graduate student is enrolled at least half-time and for an additional six months after the graduate student ceases to be enrolled at least half-time (a minimum of six graduate-level credits).

In-school deferment can be requested at the time the PLUS application is completed online at studentaid.gov. In most cases, the Direct Loan Servicing Center will automatically grant an in-school deferment on your Direct PLUS Loan based on information reported to the U.S. Department of Education by the Office of the Registrar showing that you are enrolled at least half-time. The first payment on a Direct PLUS Loan will be due within 45 days after the deferment end date. The Direct Loan Servicing Center (DLSC) will notify students 60 days before the deferment ends. The Direct Loan Servicing Center will notify you of the deferment and of your option to cancel the deferment and begin making payments on your loan. If you are unable to make payments on your Direct PLUS Loan after you leave school and your in-school deferment ends, you may request a forbearance that will allow you to temporarily postpone payments. You will have to explain why you are unable to make payments. To request a forbearance, contact the Direct Loan Servicing Center at 800-848-0979.

If the Direct PLUS Loan is deferred, interest will accrue on the loan during the deferment. You may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. Your loan servicer will notify you when your first payment is due. Information about the William D. Ford Federal Direct Loan Program can be found at studentaid.gov.

Federal Direct Loan interest rates change from year to year (in July) and may also change specifically for one type or the other; Subsidized or Unsubsidized, Graduate, or PLUS. For loans disbursed after July 1, 2023, the interest rate for Direct PLUS loans is 8.05 percent. Students who received loans prior to the aforementioned date and who still have balances outstanding on those loans will continue with the interest rate rules

in effect at the time of their original loans. There is also an origination fee that will be deducted from the principal amount borrowed. The origination fee represents the lender's (the federal government) fee for making the loan. For Direct PLUS loans disbursed after October 1, 2023, the origination fee is 4.228 percent. The table below describes annual and aggregate maximum eligibility for the Federal Direct Unsubsidized and Graduate PLUS Loan Programs.

Annual and Aggregate Loan Limits for Federal Direct Unsubsidized and Graduate PLUS Loan Programs

	Graduate Annual Limit	Aggregate Limit *Including Undergraduate and Graduate Amounts*
Unsubsidized Direct Loans*	$20,500*	$138,500
Federal Direct Graduate PLUS Loans	Cost of Attendance, Minus Other Aid	Cost of Attendance, Minus Other Aid

** Ineligible for Subsidized Loans*

Financial Aid Graduate

Federal Perkins Loans

The Federal Perkins loan program ended on September 30, 2017, with final disbursements permitted through June 30, 2018 by federal law. Students can no longer receive Federal Perkins loans.

Perkins loans are eligible for federal loan cancellation. This allows 50 percent of your original debt to be cancelled with three-year service as a teacher in certain areas or as a volunteer in the Peace Corps. More information is available at studentaid.gov.

Reference: *2023–2024 Federal Student Handbook* Volume 6, Chapter 4

Financial Aid Graduate

FERPA Regulations

The following guidance provides eligible students with general information about the Family Educational Rights and Privacy Act (FERPA).

This document is a compilation and update of various letters and guidance documents previously issued that respond to a variety of questions about FERPA. While this guidance reflects our best and most current interpretation of applicable FERPA requirements, it does not supersede the statute or regulations.

FERPA is a federal law that is administered by the Family Policy Compliance Office in the U.S. Department of Education. 20 U.S.C. section 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA.

Once a student reaches 18 years of age or attends a postsecondary institution, they become an "eligible student" and all rights formerly given to parents under FERPA, transfer to the student. The eligible student has the right to have access to their education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the department. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist that contain this information, unless the official had an official role in making a determination that generated a protected education record.

Under FERPA, a school is not generally required to maintain particular education records or education records that contain specific information. Rather, a school is required to provide certain privacy protections for those education records that it does maintain. Unless there is an outstanding request by an eligible student to inspect and review education records, FERPA permits the school to destroy such records without notice to the student.

For further information, please see *Student Privacy and FERPA/PIPA* at New York Institute of Technology.

Financial Aid Graduate

Financial Aid for Consortium Agreements: Graduate Students

New York Institute of Technology students who want to attend other institutions in the United States for a semester may be able to use federal financial aid under a *Consortium Agreement*. Students must be approved by their respective academic department prior to attending another institution for the semester(s).

New York State funds are not applicable to study under consortium agreements with schools that are not in New York State. Institutional grants and scholarships may not be applicable for study under consortium agreements.

At least four weeks prior to the start of the semester(s), students must contact the Office of Financial Aid to complete the Consortium Agreement:

1. Ensure they have a valid FAFSA on file at New York Institute of Technology (using federal school code 002782).
2. Ensure the institution they plan to attend is Title IV eligible and is willing to participate in a Consortium Agreement.
3. Submit a completed Consortium Agreement form.
4. Submit an invoice from the Office of the Bursar of the institution to be attended.
5. Submit Verification of Enrollment (Course Registration) from the institution to be attended.
6. Submit contact information from the institution to be attended.
7. Students must submit the completed Permission to Take Courses at Another College form with all the appropriate signatures (this form may be obtained from the Office of the Registrar).
8. Summer consortiums must also include a Seasonal Loan Request form, which can be obtained from the Office of Financial Aid.

Ref: *2023–2024 FSA Handbook*, Vol. 2, Ch. 2, pp. 29–30: School Eligibility and Operations, (34 CFR 668.39 and CFR 668.50).

Financial Aid Graduate

Financial Aid for Contractual Agreements: Graduate Students

New York Institute of Technology students who want to attend foreign schools (both Title IV and non-Title IV eligible) and non-Title IV eligible domestic institutions for a semester may be able to use federal financial aid under a *Contractual Agreement*. Students must be approved by their respective academic department prior to attending the semester(s). New York Tech scholarships are not applicable for study under a contractual agreement.

At least four weeks prior to the start of the semester, students must contact the Office of Financial Aid to:

1. Ensure they have a valid FAFSA on file at New York Institute of Technology (using federal school code 002782).
2. Ensure the institution they plan to attend will participate in a Contractual Agreement.
3. Submit a completed Contractual Agreement form.
4. Submit documentation of the cost of attendance from the institution to be attended.
5. Submit Verification of Enrollment (Course Registration) from the institution to be attended.
6. Submit contact information from the institution to be attended.
7. Submit academic department's approval (Permission to Take Courses at Another College form).
8. If paying tuition at the other school, submit an invoice from the school to be attended.

The regulations of the U.S. Department of Education govern Title IV student eligibility and eligible amounts. Based on federal regulations, there is a limit on the portion of the program that can be offered by the host school under a contractual agreement. The portion allowed ranges between 25 percent and 50 percent of an educational program that can be provided by the ineligible school.

For further information, please refer to the *2023–2024 FSA Handbook*, Vol. 2, Ch. 2, pp. 30–31: School Eligibility and Operations, (34 CFR 668.39 and CFR 668.50).

Financial Aid Graduate

Graduate Assistantship

Each semester, a limited number of graduate assistantships are made available to graduate students through individual programs and offices. These graduate assistantships are available to full-time, fully matriculated graduate students. Each academic school or office selects from students applying to or already matriculated in a graduate program. High scholastic achievement and demonstration of professional competence as determined by course and/or life experience are criteria for the Graduate Assistantship Award. In exchange for hours worked, a student may obtain a tuition credit through the graduate assistantship program.

The Graduate Assistantship Award is available in increments of one credit, up to a maximum of six credits per semester. Students are expected to work a total of 50 hours per semester for each assistantship credit. Students may not work in excess of 20 hours per week, in accordance with regulations. Students who do not complete the requisite number of work hours will have their awards reduced proportionally.

Work as a graduate assistant involves professionally oriented experiences that contribute to a student's education. Graduate assistantships may be awarded in conjunction with other scholarships. Maximum assistantships, in conjunction with scholarships, discounts, and other financial awards, are not to exceed tuition charges. Scholarships and other awards are subject to proration depending on enrollment and are not applied toward credits that are covered with other aid or offered at a discounted rate. Students are not permitted to carry tuition waivers from one semester to another or from one year to another. All students must have a minimum cumulative GPA of 3.25, and first-semester students must have permission from their advisor. Students interested in becoming graduate assistants should contact their program directors. Additional information can be obtained from the Office of Academic Affairs at 516.686.7630.

Please visit the graduate assistantship page for more information.

Financial Aid Graduate

Graduate Student Admissions

Students must be fully accepted and matriculated into an approved program to be eligible for federal student aid funds. All courses taken must be a part of, and applicable to, the enrolled program of study. Graduate students will not be offered financial aid if they have not met the full requirements for acceptance into an approved program of study.

View more about Admissions: International Graduate Students

Financial Aid Graduate

Graduate Students Enrolled in Undergraduate Courses

References: *2023–2024 FSA Handbook*, Volume 2, Chapter 2: Program Eligibility, Written Arrangements, and Distance Education **and** *2023–2024 FSA Handbook*, Volume 8, Chapter 1: Student and Parent Eligibility for Direct Loans **and** *Code of Federal Regulations*, Title 34 CFR 685.200(f)(6), and Title 34 CFR 685.203

A graduate student who is required to complete preparatory undergraduate coursework may be eligible for federal student loans. A graduate student who is taking some undergraduate coursework is eligible for graduate loan limits if the student is enrolled at least half-time in graduate courses (or at least half-time in undergraduate coursework that can be applied to graduate program requirements). The student must already be admitted into a New York Institute of Technology graduate program. Students are not eligible for federal graduate-level loans in any semester in which they are not registered for at least six graduate credits toward their graduate degree.

A non-matriculated student with a bachelor's degree who is taking preparatory coursework for acceptance into a graduate program may be eligible for federal student loans. Students who must complete undergraduate coursework to fulfill degree requirements for a graduate program are not eligible for graduate loan limits unless they are matriculated into the graduate program and enrolled at least half-time for graduate credits in that program.

A graduate student taking undergraduate preparatory coursework at least half-time may be eligible for undergraduate loan limits based on credit load and must submit a completed Preparatory Coursework form to the Office of Financial Aid.

If a student is required to take undergraduate preparatory courses for a graduate program and is not enrolled at least half-time in required credits

for the graduate program, the student will have one 12-month consecutive period in which they may borrow Subsidized (if eligible) and Unsubsidized Direct Loans at an undergraduate loan level. The student must be enrolled at least half-time (six credits) in the prerequisite courses to be eligible for the prerequisite-level loans. The amounts that can be borrowed are capped at no more than the annual maximum for a fifth-year undergraduate. (Please note that fifth-year undergraduate loans are subject to the undergraduate aggregate loan totals. So, if you've previously borrowed up to the maximum aggregate amount allowed in undergraduate loans, you will not be eligible for additional undergraduate-level federal student loans and may have to utilize alternative methods to cover education costs, such as private student loans, during your prerequisite course period.)

A Preparatory Coursework form completed by the student and a faculty advisor in your academic department must be submitted to the Office of Financial Aid in order to receive fifth-year level Federal Direct Subsidized and Unsubsidized Direct Loans.

If students are unable to complete all preparatory courses within the first 12 months of attendance at New York Institute of Technology, they should be advised that they may only be able to borrow private, alternative student loans to cover the cost of their remaining preparatory courses, unless student is concurrently registered for at least six graduate credits per semester to qualify for graduate-level federal loans.

Financial Aid Graduate

High School Diploma: Graduate Students

If you enroll in a higher education institution for the first time on or after July 1, 2012, in order to be eligible for federal student aid, you must have either a high school diploma or a recognized equivalent, such as: a General Educational Development (GED) certificate, state-authorized exam, completion of two-year program, "Excelled Academically in High School," or a homeschool education at the secondary level as defined by state law or grandfathered per Gen 15-09.

New students who do not have a high school diploma, or an equivalent such as a GED, and who did not complete secondary school in a homeschool setting are not eligible for Title IV funds.

Reference: Per 34 CFR 600.2 DCL Gen 15-09 [Title IV Eligibility for Students without a Valid High School Diploma]

Under the Consolidated and Further Continuing Appropriations Act of 2015 (as defined in section 484(d)(2) of the HEA), a student who does not have a high school diploma or an equivalent such as a GED certificate, or who was not homeschooled and who first enrolls in an eligible program of study on or after July 1, 2014, can only become eligible for Title IV assistance using one of the following Ability-to-Benefit (ATB) alternatives, when the student is also enrolled in an *eligible career pathway program:*

- Pass Department of Education-approved ATB test
- Complete six credits or 225 clock hours
- Complete state process approved by Secretary of Education

Reference: *2023–2024 Federal Student Aid Handbook*, Vol. 1, Ch. 1, pp. 6–11

New York Institute of Technology also reserves the right to evaluate a high school diploma presented by a student. The university may, at any time, request a copy of a high school transcript to validate a high school diploma. A high school diploma or recognized equivalent is required to receive federal student aid.

Financial Aid Graduate

New York Tech Graduate Scholarships and Grants

This policy is effective for scholarships and grants earned for the fall 2020 semester, and for all subsequent semesters. This complies with updated federal regulations in the *Federal Student Aid Handbook*, published December 7, 2022.

Through the generosity of trustees, alumni, faculty, staff, and friends, New York Institute of Technology provides academic scholarships, grants, and assistantships based on academic achievement, high scholastic potential, and demonstrated need and/or ability.

Most scholarships, grants, and assistantships are renewable each fall and spring semester and based on eligibility and funding availability. Students must meet Satisfactory Academic Progress to maintain scholarship eligibility. Students must also maintain the minimum cumulative GPA each semester as required by the scholarship, grant, and/or assistantship requirements effective at the time of admission to the university. Scholarships, grants, and assistantships are applied to tuition only, and divided equally between fall and spring semesters. Generally, most grants

and scholarships are not applicable to any summer session attendance, with the only exception being certain graduate awards within a unique graduate program occasionally being available during a summer semester. Institutional aid is credited to a student's account after the end of the add/drop period. Any designated "tuition-only" awards cannot exceed the cost of tuition and will be reduced accordingly. They are not applicable to any summer session attendance. Students cannot receive two institutional merit-based academic scholarships concurrently. In the event that a student qualifies for more than one scholarship, the one with the highest dollar value will be awarded.

Students who qualify for special discounted tuition rates may not qualify for institutional scholarships or may have scholarships or discounted tuition plans reduced accordingly. In the case of a tuition discount (e.g., graduate assistantships), scholarships received for credits taken in excess of maximum allowable discounted tuition will be prorated accordingly based on standard remaining credit ranges. Institutional scholarships are not applied to credits that are covered with other financial aid or offered at a reduced tuition rate. In addition, students may only qualify for one discounted tuition program at a time. Any combination of scholarships and tuition credit awards cannot exceed tuition charges.

Students should contact the Office of Financial Aid for more information on the availability of scholarships, grants, and assistantships.

The university reserves the right to revise its financial aid programs. All programs are subject to change due to modifications in government or institutional policies. Additional criteria and information may be obtained from the Office of Financial Aid. Students are responsible for reading financial aid disclosures before deciding to accept or reject their financial aid.

Eligibility

Eligibility for New York Institute of Technology institutional scholarships, assistantships, and grants is limited to students whose campus home location is Long Island, New York City, or online. To qualify, students:

- Must maintain continuous enrollment
- Must be taking credits applicable to their matriculated degree program of study
- Must maintain a minimum semester and cumulative GPA, as required for specific scholarships
- Must file their FAFSA for the appropriate award year (except international students)

Students will only be eligible for a scholarship for a maximum of six full-time semesters of continuous enrollment.

Following is a list of graduate scholarships, grants, and assistantships offered by New York Institute of Technology:

Graduate Scholar Award (GSA): up to $3,000 per year

This award recognizes the talents of entering graduate students who have demonstrated a high level of academic achievement. It consists of up to $3,000 per-year tuition-only credit for a maximum of three years (six semesters) of continuous full-time enrollment (nine credits). Proration may be available for applicants taking less than nine graduate-level credits per semester, but you must register for at least three graduate-level credits per semester for this proration. In addition, this scholarship applies only to fall and spring semesters and is not applicable to graduate courses that are offered at a discounted tuition rate.

To qualify, students:

- Must complete the FAFSA (excluding international students)
- Must be accepted to a matriculated graduate degree program
- Must have earned a bachelor's degree with a 3.3 CGPA
  Please note: Scholarships are awarded based on your GPA at the time of application. If your final, official GPA is higher than when you applied, the Office of Admissions will reconsider scholarship awards up until the beginning of the semester.
- Must have earned a high enough combined score on the verbal and quantitative sections of the GRE (if required), as determined by your academic department
- M.B.A. applicants must have a minimum GMAT score of 400
- International students must have a minimum TOEFL score of 79, IELTS score of 6, PTE score of 53, or Duolingo score of 105
- Must be fully accepted without academic conditions

Renewal Criteria

This award applies to fall and spring semesters only and is renewable each semester as long as you complete the FAFSA and the financial aid process. Awards will be reviewed after each semester and renewed if you maintain a minimum 3.3 cumulative GPA and satisfactorily complete the courses for which you are registered, with no failing or incomplete grades.

New York Institute of Technology Graduate Alumni Award

This award is offered to students who hold a New York Institute of Technology bachelor's or master's degree only. This Graduate Alumni Award is **NOT APPLICABLE** to students enrolled in any combined undergraduate/graduate programs such as: B.S./D.O., B.S./DPT, B.S./M.B.A., B.S./M.S., B.S./OTD, etc.

To be considered, all students must complete an application each academic year. This award consists of up to $6,000 per-year tuition-only credit for a maximum of three years (six semesters) of continuous full-time enrollment (nine credits). Proration may be available for applicants taking

less than nine graduate-level credits per semester, but you must register for at least three graduate-level credits per semester for this proration. In addition, this scholarship applies only to fall and spring semesters and is not applicable to graduate courses that are offered at a discounted tuition rate.

Complete the application

- Allotted $1,000 tuition-only credit for every three credits, up to $6,000 per year ($3,000 per semester)
- Student must complete their degree on the Long Island or New York City campus
- This award is not applicable to students enrolled in a combined degree program, including, but not limited to, B.S./D.O., B.S./DPT, B.S./M.B.A., B.S./M.S., B.S./OTD, etc.
- This award is not applicable to students with tuition remission or tuition exchange or for students who take classes at an already discounted tuition rate.
- This award is not applicable to students receiving a second bachelor's degree at the university.
- This application does not guarantee an award. This award is subject to fund availability.

To qualify, students:

- Must complete the FAFSA and submit any requested verification documents (excluding international students)
- Must be fully matriculated in one of New York Institute of Technology's graduate degree-granting programs in New York
- Must have a prior baccalaureate or master's degree from New York Institute of Technology
- Must not be enrolled in a combined degree program at New York Institute of Technology
- Must be enrolled in at least three (3) credits
- Must maintain Satisfactory Academic Progress (SAP)
- Must maintain at least a 3.0 cumulative grade point average
- Must complete and submit a Graduate Alumni Award application to the Financial Aid office annually

Application Deadlines

- For Fall Admits: **July 15**
- For Spring Admits: **December 15**

Life Science Achievement Award: up to $3,975 per year

This scholarship is awarded only to students who are matriculated in the B.S. in Life Sciences combined degree programs in occupational therapy, physical therapy, and physician assistant studies. This award is not applicable to students enrolled in the combined Life Sciences/Doctor of Osteopathic Medicine degree program. The award bridges the gap between your undergraduate phase and your graduate or professional phase.

This one-time scholarship provides up to $3,975 for the first year (including summer if applicable) of the professional phase of the combined B.S./M.S., B.S./DPT, and B.S./OTD programs for the completion of the undergraduate degree program. Full-time attendance is required.

To qualify, students:

- Must complete the FAFSA (excluding international students)
- Must maintain a 3.3 cumulative GPA
- Must satisfactorily complete classes registered for in the previous semester
- Must be matriculated in the B.S. in Life Sciences combined degree programs in occupational therapy, physical therapy, or physician assistant studies

Additional information and criteria can be viewed at Financial Aid – *New York Tech Scholarships*.

Financial Aid Graduate

Preparatory Coursework

Federal References:

- *2023–2024 FSA Handbook* Volume 1, Chapter 1 pp. 2–3;
- *2023–2024 FSA Handbook* Volume 8, Chapter 1, pp. 6–7;
- *2023–2024 FSA Handbook* Volume 8, Chapter 4, pp. 5–7;
- *Code of Federal Regulations* Title 34 CFR 685.200(f)(6)

A student may apply for a Federal Direct Unsubsidized and/or Graduate PLUS Loan for coursework the school has documented as necessary for

them to enroll in an eligible graduate-level program. The courses must be part of an eligible program otherwise offered by the school. If enrolled at least half-time (six credits per semester) in these prerequisite courses, the student is eligible for loans for one consecutive 12-month period beginning on the first day of the loan period.

A graduate student may borrow up to $12,500 in Federal Direct Unsubsidized Loans if they are taking preparatory coursework required for full admittance into an approved graduate degree program.

Breakdown of the loan limits for **graduate/professional coursework** is as follows:

- Direct Subsidized or Unsubsidized = $5,500**
- Additional Unsubsidized (for independent students and dependent graduates whose parents are unable to receive a PLUS loan) = $7,000**

*** Loan limit is not prorated if the coursework lasts less than an academic year. See 2023–2024 FSA Handbook, Volume 8, Chapter 1, for more information on FSA eligibility for this coursework.*

To be eligible for loans under this exception, a student must be taking prerequisite classes for at least half-time admission into a graduate program. If the student is only taking these classes to raise their GPA in order to be admitted, the student will not qualify.

The ability to borrow funds requires that the student has not reached undergraduate loan limits for Federal Direct Unsubsidized Loans. Additionally, student financial aid cannot be used twice to pay for the same coursework (except as required by law for failed coursework). For example, student financial aid cannot be used to pay for a course designated as undergraduate coursework, then again for the same coursework designated as graduate level. In all cases, the coursework taken must lead to a degree in the enrolled program of study.

Eligibility for a federal student loan may be granted for up to one calendar year (one consecutive 12-month period) if the student is enrolled in coursework required to meet prerequisites for admission into a degree program. In order to be offered federal student loans for preparatory coursework, students must complete a Preparatory Coursework Form with the academic department chairperson, or other departmental designee, and submit the completed form to the Office of Financial Aid.

Note: Please be aware that financial aid is offered based on a student's enrollment status and degree/course agreement for the declared program of study.

English as a Second Language (ESL Courses): Financial Aid Eligibility

Reference: *2023–2024 FSA Handbook* Vol. 1, Ch. 1, pp. 2–3; **plus** *Code of Federal Regulations* Title 34 CFR 668.20; Title 34 CFR 668.8(j); **and** Title 34 CFR 668.32

ESL courses, if taken as part of an approved academic program and have credit equivalencies, are eligible courses for financial aid purposes and aid will be awarded to cover tuition costs for these courses. ESL courses taken when a student is enrolled in an ESL program are not eligible for financial aid.

Financial Aid Graduate

Private Loans

New York Institute of Technology is not affiliated with any private educational lender and encourages students to use all federal and state funding sources prior to seeking funds from private educational lenders. The Office of Financial Aid will offer helpful advice to all students on resources that best suit financing their educational needs.

Additional information can be found at Financial Aid – *Loans* and Truth in Lending (TILA).

Once you have received and responded to your Financial Assistance Plan, you can apply for private loans. Helpful information on private loans is listed below. Remember that Federal Direct Loans are also available to eligible students.

Private student loans are used to fill the gap between the cost of education and the financial aid received. It is recommended to first borrow the maximum eligible in Federal Direct Loans and consider the Graduate PLUS loan (for graduate students) before applying for an alternative student loan. The Federal PLUS loan is usually less expensive than an alternative loan. In addition, alternative loans are based on credit and debt-to-income ratio whereas the PLUS loan is based on credit only.

As a borrower, you have the right and ability to borrow student and/or parent private loan funds using any lender you choose. The university encourages students to research and select any of the many educational lenders that provide meaningful benefits to your specific needs. Please note that borrower benefits and lender fees may vary by lender.

Many lenders have an online application process and will inform you of the credit decision within 24–48 hours. The lender will notify the

university of your loan approval. You may also contact the Office Financial Aid at finaid@nyit.edu or 516.686.7680 to inform us if you have been approved for a private student loan so that we may process and certify your loan correctly. As always, we are here to assist you in any way possible. Helping our students to achieve their academic goals is our top priority.

Some private loan lenders charge fees on their loans, which can significantly increase the cost of the loan. A loan with a relatively low interest rate but high fees may ultimately cost more than a loan with a higher interest rate and no fees. Also, be aware that the higher the number of payments/years that you have to repay the loan, the more money you will pay in interest over the life of the loan.

Lower rates are generally offered to students with extremely good credit scores. The rates and fees generally increase proportionately as credit scores decline. Many lenders will require school certification and will not lend more than what the school determines to fit into the total cost of education less all other financial aid received.

Private loan lenders often defer the principal payment while the student is in school and up to six months or more after the student's last date of attendance (known as a grace period). During the time of principal deferment, interest is still accruing on these loans. If a student elects not to pay interest while in school, the lender will add the interest to the principal loan amount (capitalization). It is not uncommon for a lender to advertise lower interest rates during in-school and grace periods and then increase the interest rate when full repayment begins.

Students may apply for a private loan with a creditworthy co-borrower if they are unable to borrow a loan on their own. In some cases, it may be advisable to have a co-borrower even if they are able to borrow a loan on their own, as many lenders offer lower interest rates and/or fees for loans with a creditworthy co-borrower.

Financial Aid Graduate

Repeated Coursework: Graduate Students

The Department of Education has implemented regulations governing repeated coursework effective July 1, 2011, per federal regulations (Title 34 CFR Section 668.2). The regulations have been implemented to improve the pace of graduation completion for students, which in turn should reduce loan indebtedness and preserve grant funding levels.

Repeating courses may significantly impact Satisfactory Academic Progress (SAP) and eligibility for Title IV federal financial aid and institutional aid. Grades of D or better in repeated courses will be counted as earned credits. All course repeats will count as attempted credits and be used in the quantitative and maximum time frame components of the SAP policy. Students should consult with a financial aid advisor before registering for a repeated course. Students may be full-time or part-time.

The rules regarding repeated coursework will further impact recipients of Title IV federal financial aid funding. Students are allowed to repeat coursework under these circumstances for federal financial aid, Reference: Title 34 CFR Section 668.2(b):

- May repeat a previously passed course only once (and receive aid for the repeated course). Federal financial aid applicable for students cannot be applied for any previously passed course that has been repeated more than once.
- May repeat a failed course until it is passed with eligible federal financial aid.
- May not repeat a previously passed course due only to a student's failure to pass other coursework.

See the following examples for how the Repeated Coursework Policy affects financial aid:

Example 1: A student has received an F in a class. The student receives an F in the same class next semester, and the semester following that. Financial aid will count those courses toward enrollment for programs that require certain enrollment statuses. After the fourth try, the student receives a D. The student decides to try to get a better grade next semester. The following semester, the student receives another F. Federal financial aid will no longer pay for that course for subsequent semesters.

Example 2: A student has received a C in a class. The student takes the class again in hopes of achieving a better grade, but then receives an F in the same class next semester. Federal financial aid will not pay for the course again. The student would be responsible for payment of the course if they register for it again.

The programs that New York Institute of Technology offers for which minimum grades are required and courses can be repeated include:

- Computer Science
- Electrical and Computer Engineering
- Mechanical Engineering
- Nursing
- Life Sciences/Physical Therapy
- Physician Assistant Studies

Students in these programs may have one time to repeat a course in which they received a grade of C or below. Please refer to the course

descriptions to determine individual courses with minimum grade requirements for these programs.

Financial Aid Graduate

Requirements for Determination of Independent Student Status

For Purposes of Federal Student Aid:

Graduate or professional students are considered independent for federal student aid purposes.

New York Institute of Technology reserves the right to revise its financial aid programs. All programs are subject to change due to modifications in government or institutional policies. Additional criteria and information may be obtained from the Office of Financial Aid. Students are responsible for reading Financial Aid Disclosures before deciding to accept or reject their financial aid.

To be considered an independent student for any federal financial aid program, students must meet one of the following criteria:

1. Age 24 or older as of December 31 of the award year
2. For students under 24, one of the following criteria must be met:
    - Married student (at the time the FAFSA is signed)
    - Graduate or professional student
    - Veteran or currently serving on active duty in the U.S. Armed Forces for purposes other than basic training
    - Have children and/or legal dependents other than a spouse for whom student provides more than 50 percent of the financial support throughout the award year
    - Orphan, foster child, or ward of the court at age 13 or older
    - Have been determined by a court in your state of legal residence that you are an emancipated minor or that you are in a legal guardianship at the time the FAFSA is signed or were in a legal guardianship immediately before reaching the age of being an adult in your state
    - An unaccompanied youth who is determined to be homeless, or were self-supporting and at risk of being homeless, by your high school, a school district homeless liaison, the director of a runaway or homeless youth center/transitional living program, or the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development
    - Classified by the Office of Financial Aid as independent because of other unusual circumstances that have been fully documented and are consistent with federal regulations

The determination of dependency status is derived from the answers to the dependency status questions on the Free Application for Federal Student Aid (FAFSA). Further information regarding dependency status questions can be found at the Federal Student Aid website.

Students who do not meet the federal definition of an independent student, and who have extenuating circumstances, may request consideration for a Dependency Override. In such cases, the Office of Financial Aid will require additional certification and documentation to determine that a student is independent for purposes of federal financial aid programs. A determination of independent student status for federal financial aid purposes does not automatically translate to the same determination for state aid programs and vice versa, nor does this determination guarantee that an applicant will receive additional financial aid that is sufficient to meet the cost of attendance.

Financial Aid Graduate

Satisfactory Academic Progress (SAP) Policy: Graduate Students

Financial Aid Rules for Academic Progress and Satisfactory Standards for Financial Aid Eligibility

This policy is effective for grades earned in the fall 2020 semester and for all subsequent semesters. The policy complies with updated federal regulations (CFR 668.34) effective as of July 1, 2011.

Introduction

To receive Title IV Federal Financial Aid, institutional funds administered by the New York Institute of Technology Office of Financial Aid, or certain veterans benefits, students must maintain measurable academic progress toward degree program completion. Federal regulations require evaluation of qualitative and quantitative measures as well as completion of the degree objective within 150 percent of the normal published

time frame.

NOTE: This Satisfactory Academic Progress (SAP) policy is separate and distinct from the Academic Probation and Suspension policy administered by the Office of the Registrar.

All enrollment periods, including those for which a student did not receive financial aid, are included in the measurement of Satisfactory Academic Progress. A student's entire academic history will be considered when determining SAP status, including all transfer credits on a New York Institute of Technology transcript. Incompletes (I), Withdrawals (W), and Unofficial Withdrawals (UW) count as attempted credits, but not earned credits. Withdrawn Failing (WF) and Failing (F) count as attempted credits and earned grades.

Students who do not meet the SAP standards will not be eligible for federal or institutional financial aid until they have successfully appealed their Unsatisfactory Academic Progress (UAP) status and can regain eligibility by meeting the standards of this SAP policy, or by following a prescribed academic plan as determined by an academic school designee.

Reference: *2022–2023 Federal Student Handbook*, Vol. 1, Ch. 1, pp. 11–18

Guidelines for Academic Progress

For financial aid purposes, an aid year at New York Institute of Technology consists of summer, fall, and spring enrollment periods. Summer begins the year, and spring concludes it. A student attending an intersession (short-term courses between fall and spring semesters) will have those courses evaluated with spring semester progress.

The measurement of SAP is calculated at the end of each enrollment period (semester) during the aid year, and status is effective with the next enrollment period (semester). If a student changes majors or academic programs, all attempted and earned credits will be included in the qualitative, quantitative, and normal time frame measurements (no more than 150 percent), with the exception of those stated elsewhere in this policy.

Qualitative Standard

The qualitative component measures the quality of a student's academic progress by their cumulative GPA.

Graduate Standard

Graduate students must maintain a cumulative GPA of 3.0 at all times.*

* Athletic award eligibility will continue to be governed by a signed *Athletic Agreement*. All other Title IV and institutional aid for athletes will be governed by this Financial Aid Satisfactory Academic Progress policy.

The required cumulative GPA is based upon the total number of attempted and earned credits, including the grades of F (Failure) and WF (Withdrawn Failure). Grades of I (Incomplete), W (Withdrawn), and Unofficial Withdrawal (UW) are not factored into a student's cumulative GPA.

Pace (Formerly Known as Quantitative Standard)

Students must meet a quantitative standard of academic progress measured as a completion rate percentage.

- Students must successfully complete 67 percent of all attempted credits to graduate within 150 percent of the normal time frame.
- The calculation is made as follows: Successfully Completed Credits/Attempted Credits = Completion Rate. The result is rounded to the nearest whole number, e.g., 18/27 = 66.67 percent (or rounded to 67 percent).

For the purposes of measuring pace, the grades of Incomplete (I), Withdrawn (W), Unofficial Withdrawal (UW), Withdrawn Failure (WF), and Failure (F) count as attempted credits but not as successfully completed credits. Accepted transfer credits are also included in this calculation, both as attempted and earned credits.

Maximum Time Frame for Degree Completion

Students must obtain their degree objective within 150 percent of the normal time frame for degree completion. For example:

- For a baccalaureate program requiring 130 credits, students must obtain degrees within 195 attempted credits (130 x 1.50 = 195).
- For associate degree programs of 60 credits, students must obtain degrees within 90 attempted credits (60 x 1.50 = 90).
- For graduate programs requiring 36 credits, students must obtain degrees within 54 attempted credits (36 x 1.50 = 54).
- The maximum time frame is based upon the student degree classification in New York Institute of Technology's academic records.

Effects of Remedial, ESLI, and Repeated Courses

- Remedial and/or ESLI coursework does not count toward degree requirements. Remedial courses are counted as both attempted and earned credits. English as a Second Language (ESLI) courses are not counted in hours attempted or earned, but they are counted toward enrollment (full-time, three-fourths time, etc.).
- Grades of D or better in repeated courses will be counted as credits earned only once. All course repeats will count as attempted credits and be used in the quantitative and maximum time frame components of the SAP policy.

Consequences of Failure to Meet SAP "Financial Aid Warning"

Financial Aid Warning is a status assigned to a student who fails to make satisfactory academic progress at the end of an enrollment period. A student who fails to meet SAP (excluding maximum time frame) at the end of an enrollment period is no longer eligible for financial aid; however, the student is automatically placed in a Financial Aid Warning status—not to exceed one enrollment period—if the student was successfully meeting SAP in the previous semester. This does not apply to students who are meeting SAP as a result of a successful appeal. If a student fails to meet SAP in the enrollment period immediately following the approved semester, the student will not be placed in a Financial Aid Warning Status.

The following conditions apply to the Financial Aid Warning Status:

- During the warning period, a student may receive financial aid despite the determination that the student is not meeting SAP standards.
- A student must meet SAP standards by the end of the warning period. If SAP standards are not met, financial aid eligibility will be suspended until the student regains SAP or files an appeal that is approved.
- For denied appeals, a student must pay for all enrollment periods after the warning period through personal or private funds. A student will regain eligibility for Federal Student Aid funds when SAP standards are met.

Financial Aid Probation

Financial Aid Probation is a status assigned to a student who fails to make satisfactory academic progress, has successfully appealed, and can meet minimum SAP standards by the end of the enrollment period. This student has had eligibility for aid reinstated and can receive financial aid for one enrollment period.

For students who have successfully appealed but cannot meet minimum SAP standards by the end of one enrollment period, an individual academic plan may be developed in conjunction with an academic school designee. These students will be evaluated and must demonstrate progress each period, as required, in a maximum of two enrollment periods (beyond the "warning" term).

Appeal Process

Extenuating circumstances may occur during an enrollment period and impact a student's ability to meet SAP standards including, but not limited to:

- Personal injury or illness
- Death of an immediate family member
- Active-duty military deployment
- Other unexpected extenuating circumstances beyond a student's control

In all cases, circumstances must be sufficiently documented.

If unexpected circumstances occur and the student wishes to appeal their status, a Satisfactory Academic Progress Appeal form must be submitted to the Office of Financial Aid. A student must meet with the appropriate academic school designee to discuss and document the appeal, and the academic school designee will recommend whether a student's eligibility should be reinstated. Appeal guidelines include:

- The appeal must include appropriate documentation of the circumstances that led to the appeal and how a student will demonstrate successful academic progress at the next evaluation.
- If a student is able to meet SAP policy standards within one enrollment period, the SAP Appeal form and its documentation will be submitted to the Office of Financial Aid. The SAP Appeals Committee will review an appeal and make a final determination.
- If a student requires more than one enrollment period to become compliant with SAP policy standards, an academic plan may be developed by the academic school designee to specify coursework and grades necessary to become compliant each period within a maximum of two enrollment periods.
- The SAP Appeals Committee will review progress at the end of each enrollment period. If a student is not meeting the terms of an academic plan, financial aid eligibility will be suspended until the student regains SAP.
- An academic plan to meet the SAP policy standards must not exceed two additional enrollment periods.
- Students will be granted up to two appeals during their entire academic program.
- As a result of a change of major or academic program change, a student may not complete their degree objective within 150 percent of the normal time frame. If this occurs and a student wishes to appeal the suspension of financial aid eligibility, a SAP Appeal form must be submitted with an academic school designee-approved academic plan that identifies remaining coursework and a projected graduation date. Extensions of the maximum time frame may not exceed two additional enrollment terms. Extensions of time frame will not be granted to students who have less than the required cumulative GPA or less than a 67 percent completion rate at the time of appeal.
- Incomplete appeal forms will not be reviewed.
- Eligibility for institutional scholarships and grants is not guaranteed with the approval of a SAP appeal or during warning and probation periods. A separate appeal may be required for certain types of institutional aid.

Final decisions will be made by the SAP Appeals Committee. A decision is based on the documented information provided, the circumstances leading to the appeal, and the academic plan, if required. Students will be notified of the committee's decision in writing by postal mail or email. The decision of the SAP Appeals Committee is final.

If the appeal is denied, a student is no longer eligible for further financial aid from New York Institute of Technology until the student becomes compliant with SAP policy standards.

Satisfactory Academic Progress for New York State Programs

Although graduate students are no longer eligible for the New York State Tuition Assistance Program (TAP), some students may qualify for other programs administered by New York State.

New York Institute of Technology is responsible for implementing standards of satisfactory academic progress to maintain eligibility for all financial assistance programs, including federal, institutional, and New York State programs.

The standards that apply to New York State awards require recipients of such awards to maintain a steady rate of progress toward a degree and to earn a prescribed academic average. These standards affect all students who receive New York State awards. Additional information on SAP for New York State aid may be obtained from the Office of the Registrar at registrar@nyit.edu.

Waivers

A one-time waiver may be granted to the recipient of state financial assistance who has failed to maintain pursuit of program or make satisfactory academic progress. A student must initiate the request for a waiver through the Office of Student Life and document one of three reasons for the request: a death in the family, serious illness, or other mitigating circumstances beyond the student's control. Approval of the waiver is not automatic. After careful review of the documentation by the Office of Student Life, a student will be notified by email as to whether a one-time waiver will be granted.

For more detailed and complete information on the waiver and other eligibility requirements, review Appendix C: Commissioner's Guidelines on Good Academic Standing C-Average Requirement: Questions and Answers on the New York State Higher Education Services Corporation (NYSHESC) website.

Financial Aid Graduate

Student Expenses: Graduate Students

Student expenses vary with the individual's academic program, schedule of classes, and whether the student commutes or lives in a residence hall. For the full-time student, the only fixed costs are tuition and the college fee based on the academic program.

Variable costs include food, housing, transportation, books, course materials, supplies, and equipment, and other personal expenses. The cost of meals on campus varies. The cost of books and personal expenses depends on the student's major and budget choices for leisure activities. Transportation costs vary by distance from the college and mode of transportation, including whether the student carpools.

Students with unusual expenses or special budgetary concerns should consult the Office of Financial Aid.

For more information, please see the Office of Financial Aid: *Costs and Allowances*.

Federal Reference: *2023–2024 Federal Student Handbook*, Vol. 3 Ch. 2: Cost of Attendance (Budget)

Financial Aid Graduate

Study Abroad Programs: Graduate Students

New York Institute of Technology study abroad programs offer exciting and effective ways to learn about the rapidly changing world and offer students opportunities to experience different cultures. The university has several study abroad programs administered by various academic departments that enable students to earn credits toward an academic degree. Many students choose the summer programs, which have been developed over the years by the individual schools and colleges.

Students who plan to study abroad must contact their respective academic department for details about program enrollment. Students from other colleges and universities may be eligible to participate in study abroad programs. If non-New York Institute of Technology students want to use federal aid, a completed Contractual Agreement must be completed by the student's home school and be on file at New York Institute of Technology. For more information on financing for any contractual agreement or study abroad programs, contact the Office of Financial Aid. Students can determine eligibility for study abroad programs by contacting the appropriate program director or coordinator.

Reference: *2023–2024 FSA Handbook*, Vol. 2, Ch. 2: Program Eligibility, Written Arrangements, and Distance Education, (34 CFR 668.39 and CFR 668.50)

Financial Aid for Study Abroad Programs

The cost of attendance for the program will be provided by the New York Institute of Technology study abroad program coordinator. Actual costs will depend on current airfares, exchange rates, and other factors. New York Institute of Technology students participating in study abroad programs for credits toward their approved degree program may be eligible for financial aid, including grants (during a fall or spring semester) and loans. Students must:

1. Ensure they have a valid FAFSA on file at New York Institute of Technology (using Title IV code 002782).
2. Complete Study Abroad form
3. Complete Seasonal Loan Request form (if interested in federal or private loans that include a summer semester)
4. Submit documentation of the cost of attendance from the department

Eligible veterans should visit VA.gov, and state aid recipients should visit their state aid departments to determine if VA benefits or state aid can be used for study abroad programs. All forms must be completed within established deadlines as set by the Office of Financial Aid. For summer sessions I and III, all documents must be received no later than May 1. For summer session II, all documents must be received no later than June 1.

For more details, contact:

New York Institute of Technology
Office of Financial Aid
Northern Boulevard
Old Westbury, NY 11568-8000
Phone: 516.686.7680
Fax: 516.686.7997

Title IV Student Withdrawal Policy: Graduate Students

Objective
The Title IV Student Withdrawal Policy is designed to ensure the accurate and timely determination of:

1. The date of the institution's determination that a student withdrew
2. The student's withdrawal date
3. The student's last date of attendance

The policy maintains the proper disposition of Title IV funds, in accordance with 34 CFR 668.22 of the Code of Federal Regulations.

Reference: *2023–2024 Student Financial Aid Handbook*, Volume 5, Chapter 1

Background
When a recipient of Title IV grant(s) and/or loan(s) withdraws from New York Institute of Technology during a payment period in which they began attendance, the university must determine the amount of the grant and/or loan assistance earned by the student as of their withdrawal date. This policy establishes steps that the university must take to ensure compliance with federal regulations.

Policy
New York Institute of Technology must always return any unearned Title IV funds that it is responsible for within 45 days of the date the university determined the student withdrew. New York Institute of Technology must offer any post-withdrawal disbursement of loan funds within 30 days of that date.

Note: On March 13, 2020, the President of the United States declared a national emergency due to COVID-19. The Coronavirus Aid, Relief, and Economic Security (CARES) Act was signed into law on March 27, 2020. As a result of the national emergency due to COVID-19, New York Tech moved students from ground-based instruction to distance learning for the remainder of the spring 2020 semester, and for the fall 2020 semester. After that, classes resumed in a hybrid format.

For the summer 2020 semester and later (while the national emergency was still in place), a student must submit a written attestation explaining why the withdrawal was the result of the COVID-19 emergency in order to be eligible to retain all federal Title IV funds. Title IV funds will be returned as determined by the required R2T4 calculation for students who withdraw during these semesters; unless the student indicates, in writing, that the withdrawal is a result of COVID-19-related circumstances.

As of the date of this update, the National Emergency is set to expire on May 11, 2023.

Withdrawal Date

A student's withdrawal date varies depending on the type of withdrawal.

Reference: Determining a student's withdrawal date at a school that is not required to take attendance in the *2023–2024 Student Financial Aid Handbook*, Vol. 5, Ch. 1, pp. 23–24.

Official Notification Provided
In a case when the student provides official notification of their intent to withdraw, New York Institute of Technology will use the date of notification as follows:

- In the event that a student begins New York Institute of Technology's withdrawal process*, the date the student begins the process is the date of withdrawal.
- In the event that a student sends written notification of intent to withdraw, the date New York Institute of Technology receives the written notice is the date of withdrawal.
- In the event that a student makes an oral notification to the Office of the Registrar, which is the university's designated office for beginning the withdrawal process, the date will be documented by this office. The date of withdrawal will be recorded as of the date of oral notification, unless there is subsequent written notification, in which case the date that New York Institute of Technology receives the written notification may be the withdrawal date.

*To begin the withdrawal process, the student contacts the Office of the Registrar to obtain the appropriate withdrawal form. If the student both begins the withdrawal process and provides a notification to New York Institute of Technology, the earlier of the two dates will be used as the withdrawal date.

Official Notification Not Provided
In a case when the student does not provide official notification of their intent to withdraw, New York Institute of Technology may use the midpoint of the payment period as the date of withdrawal, with the following exception:

- When an official notification was not provided by the student because of circumstances beyond their control (i.e., illness, accident, grievous personal loss, or other circumstances), the date of the onset of such circumstances will serve as the withdrawal date as determined by the Office of the Registrar.

Last Date of Attendance
New York Institute of Technology may always use the withdrawal date as the student's last date of attendance at an academic activity reported by a faculty member on a course enrollment roster or final grade sheet. Examples of academic activities are exams, tutorials, computer-assisted instruction, academic counseling, turning in class assignments, or attending a study group assigned by the university. The faculty member will maintain documentation of the last date of attendance.

Date of Official Notification Not Provided
This is the date that New York Institute of Technology learns the student has ceased attendance. The university will perform the return to Title IV funds calculation and return any unearned funds no later than 45 days after the end of the payment period. For a student who withdraws without providing notification to New York Institute of Technology, the university must determine the withdrawal date no later than 30 days after the end of the earliest:

1. Payment period or period of enrollment (as appropriate)
2. Academic year
3. Educational program

Reference: *2023–2024 Student Financial Aid Handbook*, Vol. 5, Ch. 2, pp. 9–12

Rescission of Withdrawal
New York Institute of Technology may allow a student to rescind an official notification to withdraw by having them file a written statement that the student is continuing to participate in academic activities and intends to complete the enrollment period. If the student subsequently ceases to attend the institution prior to the end of the payment period, the rescission is negated, and the withdrawal date will be the last date of attendance at an academic activity. If the student subsequently withdraws (without ever returning to the university) after rescinding an intent to withdraw, the rescission is negated, and the withdrawal date will revert back to the date of the first official notification.

Calculation of Earned Title IV Assistance
U.S. Department of Education software will be used to perform all refund calculations. A copy of the completed calculation worksheet will be kept in the student's file in the Office of Financial Aid. The amount of Title IV assistance earned by the student is calculated by determining the percentage of grant and/or loan assistance earned by the student, and applying that percentage to the total amount of grant and/or loan assistance disbursed to the student or on the student's behalf for the payment period, as of their withdrawal date. The percentage of Title IV assistance earned will be equal to the percentage of the payment period completed by the student, when said percentage is 60 percent or less. If the student's withdrawal date occurs after the completion of 60 percent of the payment period, the percentage earned is 100 percent.

Withdrawal from Cycle Classes
A Cycle Class is defined as a course in a program that does not span the entire length of the payment period or the period of enrollment. A student who registers for a Cycle Class and then ceases to attend or fails to begin attendance is considered withdrawn, if the student is not attending any other classes and is not registered for a Cycle Class to begin at a later date within the enrollment period. A student is not considered to have withdrawn if the university obtains written confirmation at the time of withdrawal that the student will attend a Cycle Class to begin later in the same period of enrollment. This confirmation must be obtained at the time of withdrawal, even if the student has already

registered for subsequent courses. If the student fails to return for the subsequent cycle, the date of withdrawal reverts back to the original withdrawal date in the earlier cycle.

Post-Withdrawal Disbursements
If the total amount of the Title IV grant and/or loan assistance earned by the student is more than the amount that was disbursed to the student as of the withdrawal date, the difference between the two amounts will be treated as a post-withdrawal disbursement. In the event of outstanding charges on the student's account, New York Institute of Technology will credit their account for all or part of the amount of the post-withdrawal disbursement, up to the amount of allowable charges.

If Direct Loan funds are used to credit the student's account, New York Institute of Technology will notify the student (or parent for a PLUS Loan) and provide the student (or parent) with the opportunity to cancel all or a portion of the loan(s).

Any amount of a post-withdrawal disbursement that consists of loan funds and has not been credited to a student's account will be offered to the student (or parent for a PLUS Loan) within 30 days of the date the university determines the student's withdrawal. Any earned grant funds that the student is eligible to receive due to a post-withdrawal disbursement will be provided within 45 days of the date of determination. Students will be notified of such disbursements in writing. The notification will include:

- Identification of the type and amount of the Title IV funds that make up the post-withdrawal disbursement (not to include any amounts that have been applied to the student's account)
- Explanation that the student (or parent for a PLUS loan) may accept or decline some or all of the post-withdrawal disbursement (that which has not been applied to the student's account)
- Advisement that New York Institute of Technology is not required to make a post-withdrawal disbursement if the student (or parent for a PLUS Loan) does not respond within 14 days of the date that the university sent the notification

Upon receipt of a timely response from the student or parent, New York Institute of Technology will disburse funds in the manner specified in the response. Distribution will occur within 180 days of the date of determination of the student's withdrawal date. If no response is received from the student or parent, New York Institute of Technology will not disburse any of the funds. The university maintains the right to decide whether to make a post-withdrawal disbursement in the event that the student (or parent for a PLUS Loan) responds after 14 days of the date that notification was sent to them. If New York Institute of Technology decides not to make this post-withdrawal disbursement, it will inform the student (or parent) in writing. In the case of a post-withdrawal disbursement, grant funds will be disbursed prior to loan funds.

Refund of Unearned Funds to Title IV
If the total amount of Title IV grant and/or loan assistance that was earned by the student is less than the amount that was disbursed to the student as of the withdrawal date, the difference between the two amounts will be returned to Title IV programs and no further disbursements will be made. Funds will be returned as follows:

Refunds by the University
In the event that New York Institute of Technology is responsible for returning funds to Title IV programs, the funds will be returned in the order prescribed by the U.S. Department of Education (listed below) within 45 days of the date of determination of a student's withdrawal.

- Unsubsidized Federal Direct Student Loans
- Federal Direct Graduate PLUS Loans
- Other assistance under Title IV for which a return of funds is required

Refunds by the Student
In the event that the student is responsible for returning grant funds to Title IV programs, New York Institute of Technology will notify the student within 45 days of the date of determination of their withdrawal. The student will be advised of making arrangements for repayment.

Payment Period or Enrollment Period
Withdrawals and the return of Title IV funds will be based on a payment period for all standard term programs. Non-term program payments will be based on an enrollment period.

For a payment period or period of enrollment in which courses in the program are offered in modules:

- A student is not considered to have withdrawn if the institution obtains written confirmation at the time of withdrawal of an anticipated return date to a module to begin later in the same payment period or period of enrollment.
- A student may change the date of return to a module that begins later in the same payment period or period of enrollment, provided that the student does so in writing prior to the previously confirmed return date.
- If an institution obtains written confirmation of future attendance, but the student does not return as scheduled, the student is considered to have withdrawn from the payment period or period of enrollment.
- A student's withdrawal date and the total number of calendar days in the payment period or period of enrollment will be treated as if the student had not provided written confirmation of a future date of attendance (original withdrawal date).
- If a student withdraws from a program offered in modules during a payment period or period of enrollment and re-enters the same program prior to the end of the period, the student is eligible to receive Title IV, HEA program funds for which that student was eligible prior to withdrawal. This includes funds returned by the institution or student, provided the student's enrollment status continues to support the full amount of those funds.

Documentation
New York Institute of Technology must document a student's withdrawal date and the date of determination that the student withdrew. The

documents will be kept in the student's academic file in the Office of the Registrar and the Office of Financial Aid in the case of an Official Withdrawal. Unofficial withdrawal dates are monitored within the Office of the Registrar. The return to Title IV funds calculation and other accompanying documentation will be secured in the Office of Financial Aid.

Financial Aid Graduate

Transfer Graduate Students

All graduate students transferring from other institutions will have their credits evaluated by the Office of Admissions prior to admittance. The annual and aggregate limits for graduate-level loans are not contingent upon the number of transfer credits accepted by New York Institute of Technology. All graduate-level students have the same annual and aggregate limits, despite the number of transfer credits accepted. Graduate students are not eligible for Title IV federal grants or the New York State Tuition Assistance Program (TAP). Please contact the Office of Graduate Admissions regarding other transfer credit requirements.

Financial Aid Graduate

Transfer of Post-9/11 GI BILL® Benefits to Dependents: Graduate Students

The transferability option under the Post-9/11 GI BILL® allows service members to transfer all or some unused benefits to their spouse or dependent children. The request to transfer unused GI BILL® benefits to eligible dependents must be completed while serving as an active member of the U.S. Armed Forces. The Department of Defense (DoD) determines whether or not you can transfer benefits to your family. Once the DoD approves benefits for transfer, the new beneficiaries apply for them at VA. To find out more, visit the DoD's website.

Type of Assistance

Eligible service members may transfer all 36 months or the portion of unused Post-9/11 GI BILL® benefits (unless DoD or the Department of Homeland Security has limited the number of transferable months). If you're eligible, you may transfer benefits to the following individuals:

- Your spouse
- One or more of your children
- Any combination of spouse and child

Available Benefits and Eligibility

Family members must be enrolled in the Defense Eligibility Enrollment Reporting System (DEERS) and be eligible for benefits at the time of transfer to receive transferred benefits.

Please visit the DoD's milConnect site to determine if you are eligible to transfer your benefits.

The option to transfer is open to any member of the armed forces active duty or Selected Reserve, officer or enlisted who is eligible for the Post-9/11 GI BILL®, and meets the following criteria:

- Has at least six years of service in the armed forces (active duty and/or Selected Reserve) on the date of approval and agrees to serve four additional years in the armed forces from the date of election.
- Has at least 10 years of service in the armed forces (active duty and/or Selected Reserve) on the date of approval, is precluded by either standard policy (by service branch or DoD) or statute from committing to four additional years, and agrees to serve for the maximum amount of time allowed by such policy or statute.
- Transfer requests are submitted and approved while the member is on active duty in the armed forces.
- Effective July 20, 2019, eligibility to transfer benefits will be limited to service members with less than 16 years of active duty or Selected Reserve service.

Transfer Process
While in the armed forces, transferors use the Transfer of Education Benefits (TEB) website to designate, modify, and revoke a Transfer of Entitlement (TOE) request. After leaving the armed forces, transferors may provide a future effective date for use of TOE, modify the number of months transferred, or revoke entitlement transferred by submitting a written request to the VA.

Upon approval, family members may apply to use transferred benefits with VA by printing, completing, and mailing the VA Form 22-1990e to your nearest VA regional office or by applying online. VA Form 22-1990e should only be completed and submitted to VA by the family member after DoD has approved the request for TEB. Do not use VA Form 22-1990e to apply for TEB.

Other Factors to Consider

Marriage and Divorce

A child's subsequent marriage will not affect their eligibility to receive the educational benefit; however, after an individual has designated a child as a transferee under this section, the individual retains the right to revoke or modify the transfer at any time.

A subsequent divorce will not affect the transferee's eligibility to receive educational benefits; however, after an individual has designated a spouse as a transferee under this section, the eligible individual retains the right to revoke or modify the transfer at any time.

Duplicative Benefits

The combined tuition benefits available to a student cannot exceed the student's total tuition costs. Tuition payments received by a student under the Post-9/11 GI BILL® (Chapter 33 veteran benefits) and Yellow Ribbon Program are considered duplicative of any VTA and/or TAP award. Students receiving tuition assistance through these programs may, and in most cases will, have their state VTA and/or TAP payment reduced or denied due to these other benefits. However, payments received under the Montgomery GI BILL® do not duplicate the purpose of the VTA and/or TAP.

Reallocation of Benefits

If a service member wants to reallocate transferred benefits, they can do so using the TEB Portlet in MilConnect. If a veteran wants to reallocate benefits, they should contact the VA.

If transferred benefits are totally revoked for a dependent, a service member must resubmit a transfer request for the dependent via MilConnect; a veteran cannot re-transfer benefits to a dependent if the dependent's transfer eligibility was previously totally revoked.

Reallocation of Benefits if a Family Member Dies

The Harry W. Colmery Veterans Assistance Act of 2017 allows for designation and transfer of Post-9/11 GI BILL® benefits to eligible dependents of the veteran/service member upon the death of the veteran/service member or of a dependent who had unused transferred benefits.

Nature of Transfer

Family member use of transferred educational benefits is subject to the following rules:

Spouses

- May start to use the benefit immediately
- May use the benefit while the service member remains in the armed forces or after separation from active duty
- Are not eligible for the monthly housing allowance while the service member is on active duty
- May use the benefit for up to 15 years after the service member's last separation from active duty

Children

- May start to use the benefit only after the individual making the transfer has completed at least 10 years of service in the armed forces
- May use the benefit while the eligible individual remains in the armed forces or after separation from active duty
- May not use the benefit until the child has received a high school diploma (or equivalency certificate), or has reached age 18
- May qualify for the monthly housing allowance even when the service member is still on active duty
- Do not have to use the benefit within 15 years after the service member's separation from active duty, but can't use the benefit after they've turned 26 years old

More Information

Get the fact sheet on transferability of Post-9/11 GI BILL® benefits, or visit va.gov for more information. For specific questions about your eligibility, the status of your transfer request, and service-specific questions about the TEB Portlet, please contact the career counselor or personnel center from the list below:

Branch of Service	Contact
Army Active Duty Officer	Email
Army Active Duty Enlisted	Email
Army National Guard	Email

Army Reserve (Enlisted and Officer)	Email
Navy Active Duty Personnel	866-827-5672 DSN 882-5672
Navy Reserve	Tel. 800-621-8853 Fax. 757-444-7597/7598 Email
Marine Corps Active Duty Officer	Email
Marine Corps Active Duty Enlisted	Email
Marine Corps Reserve	Email
Air Force Active Duty	800-525-0102 210-565-5000 DSN 665-5000
Air National Guard	Contact unit Retention Managers
Air Force Reserve	800-257-1212 Email
Coast Guard Active Duty	Email
Coast Guard Reserve	Email
National Oceanic and Atmospheric Administration (NOAA)	301-713-7728 Email
U.S. Public Health Service (USPHS)	240-453-6130 Email

Veterans Benefits: Graduate Students

Veterans may qualify for additional benefits, including the Yellow Ribbon Program. Students must achieve Satisfactory Academic Progress to be eligible for Veteran Benefits. For more information, contact the following agencies:

- U.S. Department of Veterans Affairs (VA)
- GI BILL®
- NY State Veterans
- Office of the Registrar at the Long Island campus, email: registrar@nyit.edu
- HESC Veterans Tuition Award (VTA) (NYS Code for New York Institute of Technology is 5455 for graduate students)
- Yellow Ribbon GI Education Enhancement Program
- Transfer of Post-9/11 GI BILL® Benefits to Dependents

Duplicative Benefits

The combined tuition benefits available to a student cannot exceed the student's total tuition costs. Tuition payments received by a student under the Post-9/11 GI BILL® (Chapter 33 veteran benefits) and Yellow Ribbon Program are considered duplicative of any VTA and/or TAP award. Students receiving tuition assistance through these programs may, and in most cases will, have their state VTA and/or TAP payment reduced or denied due to these other benefits. However, payments received under the Montgomery GI BILL® do not duplicate the purpose of the VTA and/or TAP.

Veterans Benefits and Transition Act of 2018

Section 103 – VA Pending Payment Compliance

In accordance with Title 38 U.S. Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI BILL® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

This school will not:

- Prevent nor delay the student's enrollment
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class
- Provide written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Yellow Ribbon GI Education Enhancement Program

New York Institute of Technology is proud to be a part of the Yellow Ribbon GI Education Enhancement Program. The program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008 and allows degree-granting institutions of higher learning in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses for the 2024–2025 school year (as of August 1, 2024) that exceed either the $28,937.09 cap for private institutions or the resident tuition and fees for a public institution. The participating educational institution can contribute up to 50 percent of those expenses, and the VA will match the same amount as the institution.

Students must be eligible for the Post-9/11 GI BILL® at the 100 percent level to be considered for the Yellow Ribbon Program. Students must also meet Satisfactory Academic Progress requirements to receive Veteran Benefits, including Yellow Ribbon Program funds.

Specific eligibility requirements for the Yellow Ribbon Program may be found online.

Students must meet at least one of the following criteria:

- You served at least 36 months on active duty (either all at once or with breaks in service) on or after September 11, 2001
- You received a Purple Heart on or after September 11, 2001, and were honorably discharged after any amount of service
- You served for at least 30 continuous days (all at once, without a break) on or after September 11, 2001, and were discharged or released from active duty for a service-connected disability
- You are a spouse or dependent child using benefits transferred by a qualifying veteran or service member

Note: If you're a member of the Reserves who lost education benefits when the Reserve Educational Assistance Program (REAP) ended in November 2015, you may qualify to receive restored benefits under the Post-9/11 GI BILL®.

Students who wish to be considered for the Yellow Ribbon Program should complete and submit an application form available online. The VA will inform students via written notification with an explanation of its decision on program eligibility. If approved, students will receive a Certificate of Eligibility confirming their service meets the requirements of the program. All Certificates of Eligibility should be presented to the Office of the Registrar for the university's records. The Certificate of Eligibility does not guarantee Yellow Ribbon funding as the availability of annual funds for New York Tech's Yellow Ribbon Program is limited. Student eligibility is determined by the university's Veteran Certifying Officer. In accordance with institutional funding parameters for the 2024–2025 year, Yellow Ribbon funds are awarded and applicable for the summer/fall/spring semesters. It is the student's responsibility to request, complete, and submit all forms with necessary documentation for all financial aid programs in a timely manner.

Duplicative Benefits

The combined tuition benefits available to a student cannot exceed the student's total tuition costs. Tuition payments received by a student under the Post-9/11 GI BILL® (Chapter 33 veteran benefits) and Yellow Ribbon Program are considered duplicative of any VTA and/or TAP award. Students receiving tuition assistance through these programs may, and in most cases will, have their state VTA and/or TAP payment reduced or denied due to these other benefits; however, payments received under the Montgomery GI BILL® do not duplicate the purpose of the VTA and/or TAP.

For more information on selection criteria for New York Tech's Yellow Ribbon Program, contact the Office of the Registrar at 516.686.7580 or registrar@nyit.edu.

Tuition and Fees

Tuition and fees are payable as specified below. Checks and money orders should be drawn to the order of New York Institute of Technology for the exact amount of the tuition and fee payment. College privileges are not available to the student until registration is completed and tuition and fees are paid.

The university offers eligible students a multi-payment plan for tuition and fees. Details on payment plans may be obtained at the Office of the Bursar or at nyit.edu/bursar.

The tuition and fee information below applies primarily to full-time undergraduate students in New York. Tuition and fees for special programs, graduate students, and students at New York Institute of Technology's global campuses can be found in the catalogs, brochures, and websites describing those programs.

Vancouver Tuition Information

Full-time Undergraduate Student Tuition Only (12 to 18 credits)

Fall term, 2024	$22,030
Spring term, 2025	$22,030
Total	$44,060

Combined Baccalaureate/Doctor of Osteopathic Medicine Tuition Only

Fall term, 2024	$23,530
Spring term, 2025	$23,530
Total	$47,060

Architecture, B.Arch., First semester enrolled Fall 2024 and after

Fall term, 2024	$23,530
Spring term, 2025	$23,530
Total	$47,060

Mandatory College and Health Insurance Fees for Combined Baccalaureate/Doctor of Osteopathic Medicine

College fees cover the use of academic and recreational facilities and services, including student activities, counseling, career and experiential services, smart classroom technology, access to cutting-edge computers and makerspaces, advising, and library resources.

College fee, per semester	$1,250
Mandatory health insurance premium* for all residence hall students, all full-time B.S./D.O. students, and students enrolled in the School of Health Professions, per semester	$1,035
Mandatory health insurance premium* for all international students holding an F-1/J-1 visa, per semester	$1,100
Newly admitted student fee	$150

** Rate includes an administrative fee retained by New York Tech.*

NYIT College of Osteopathic Medicine (does not include mandatory fees)

Fall term, 2024	$33,025
Spring term, 2025	$33,025
Total	$66,050

Part-time Undergraduate Student Tuition Only (less than 12 credits)

Per credit	$1,490
Auditing an undergraduate course, per credit	$1,490
Senior citizens (65 or older), reduced per-credit tuition for undergraduate courses, plus fees	$1,050
Police (must show proof of active employment), reduced per-credit tuition for undergraduate courses	$1,050
High school undergraduate (per 2 credit course, off-site only)	$265
High school undergraduate (per 3–4 credit course, off-site only)	$315
High school student at New York Tech, per credit (on-site or online only, plus fees)	$1,050

Graduate Student Tuition Only

Per credit	$1,620
Auditing a graduate course, per credit	$1,620
Per 3-credit, Education UFT or off-site graduate course	$2,000
Per 6-credit, Education UFT or off-site graduate course	$4,000
Counseling Programs (School Counseling and Mental Health Counseling), per credit	$1,215
Doctorate in Physical Therapy, per credit	$1,620
M.S. Clinical Nutrition, per credit	$810
M.S. Medical/Healthcare Simulation, per credit	$1,620
M.S. Academic Medicine, per credit	$810
M.S. Biomedical Sciences, per credit	$1,215
M.P.H. Public Health, per credit	$810
M.P.H. Public Health, per credit *Current NYITCOM Students, NYITCOM Alumni, and Arkansas Residents*	$650
Global Health Certificate, per credit	$550
Senior citizens (65 or older), reduced per-credit tuition for graduate courses, plus fees	$1,215
Police (must show proof of active employment and be enrolled in minimum of six credits), reduced per-credit tuition for graduate courses	$1,215

Summer 2024 Rates, Undergraduate New York Campuses Only (Does not include study abroad)

All summer undergraduate courses are charged on a per credit basis.

Per credit	$850
Senior citizens (65 or older), reduced per-credit tuition for undergraduate courses, plus fees	$850
Police (must show proof of active employment), reduced per-credit tuition for undergraduate courses, plus fees	$850
Mandatory undergraduate summer college fee, summer	$525

Mandatory senior citizens summer college fee, summer	$525
Mandatory high school student summer college fee, summer	$100

Summer 2024 Rates, Graduate

Full-time enrollment is 9 or more credits; part-time enrollment is less than 9 credits.

Per credit	$1,540
Auditing a graduate course, per credit	$1,540
Per credit, undergraduate course for undergraduate credit	$850
Per 3-credit, Education UFT or off-site graduate course	$1,800
Per 6-credit, Education UFT or off-site graduate course	$3,600
Counseling Programs (School Counseling and Mental Health Counseling), per credit	$1,155
Doctorate in Physical Therapy, per credit	$1,540
M.S. Biomedical Sciences, per credit	$1,155
M.S. Clinical Nutrition, per credit	$770
M.P.H. Public Health, per credit	$770
M.P.H. Public Health, per credit *Current NYITCOM Students, NYITCOM Alumni, and Arkansas Residents*	$620
Senior citizens (65 or older), reduced per-credit tuition for graduate courses, plus fees	$1,155
Police (must show proof of active employment and be enrolled in minimum of six credits), reduced per-credit tuition for graduate courses	$1,155
Graduate fee, full-time, per semester	$325
Graduate fee, part-time, per semester	$250
College fee, NYIT-Vancouver, full-time, per semester	$275 USD
College fee, NYIT-Vancouver, part-time, per semester	$200 USD
Graduate fee, M.S. Clinical Nutrition, full-time, per semester	$325
Graduate fee, M.S. Clinical Nutrition, part-time, per semester	$250

Online Campus Tuition Only (does not include mandatory fees)

Per credit, undergraduate	$1,490
Per credit, graduate	$1,620
Per 3-credit, Education OLCE or Instructional Technology OLIT course	$2,200
Per 6-credit, Education OLCE or Instructional Technology OLIT course	$4,400

Global Programs

Per credit, NYIT-Vancouver, graduate students	$1,210 USD
College fee, NYIT-Vancouver, full-time per semester	$300 USD
College fee, NYIT-Vancouver, part-time per semester	$220 USD
First Semester Medical Insurance Fee, NYIT-Vancouver	$50

Mandatory college and health insurance fees for undergraduate students

Undergraduate college fees cover the use of academic and recreational facilities and services, including student activities, counseling, career and experiential services, smart classroom technology, access to cutting-edge computers and makerspaces, advising, and library resources.

College fee, full-time, per semester	$1,250
College fee, part-time, per semester	$550
College fee, part-time, summer sessions	$525
College fee for part-time (less than 12 credits) Police undergraduate students, per semester	$550
College fee for part-time (less than 12 credits) Senior Citizens, per semester	$550

College fee for high school students, per term onsite/online only	$100
Mandatory health insurance premium* for all residence hall students, all full-time undergraduate students, and students enrolled in the School of Health Professions, per semester	$1,035
Mandatory health insurance premium* for all international students, per semester	$1,100
Mandatory health insurance premium* for residence hall students, new summer students	$377
Mandatory health insurance premium* all international students, new summer students	$401
Newly admitted student fee	$150

** Rate includes an administrative fee retained by New York Tech.*

Mandatory college and health insurance fees for graduate students

Graduate college fees cover the use of academic and recreational facilities and services, including student activities, counseling, career and experiential services, smart classroom technology, access to cutting-edge computers and makerspaces, advising, and library resources.

Graduate fee, full-time, per semester	$400
Graduate fee, part-time, per semester	$275
Graduate fee, M.S. Clinical Nutrition, full-time, per semester	$400
Graduate fee, M.S. Clinical Nutrition, part-time, per semester	$275
College fee, NYIT-Vancouver, full-time, per semester	$300 USD
College fee, NYIT-Vancouver, part-time, per semester	$220 USD
Mandatory health insurance premium* for all residence hall students, all full-time graduate students, and students enrolled in the School of Health Professions, per semester	$1,035
Mandatory health insurance premium* for all international students holding an F-1/J-1 visa, per semester	$1,100
Mandatory health insurance premium* for residence hall students, new summer students	$377
Mandatory health insurance premium* all international students, new summer students	$401
Newly admitted student fee	$150

** Rate includes an administrative fee retained by New York Tech.*

Special fees (non-refundable)

Late payment fee for tuition due on August 1; payment made after August 1	$400
Late payment fee for tuition due on January 1; payment made after January 1	$400
Late registration fee (all programs)**	$400
Rematriculation fee	$55
Challenge examination fee, per course	$175
Comprehensive examination fee (CLEP, DANTES), per course	$175
Transcript (certified check, credit card, bank check, money order only; no personal checks)	$15
Duplicate diploma	$90
Electronic Diploma fee	$45
Diploma mailing fee	$40
Lost ID replacement fee	$20
Student evaluation (Occupational Education only)	$50
Application fee	$50
Tuition insurance, A.W.G. Dewar, Inc.	Varies
Comprehensive oral exam (M.B.A. course)	$250
Maintaining matriculation, per semester (graduate students)	$100
Prior learning evaluation fee (per credit)	$300
Service charge for unpaid check or credit card returns	$150
Per-credit transfer fee for approved courses taken at other colleges while matriculated at New York Tech, per credit	$250

*** Returning students may register during registration periods up to the first day of the fall or spring term without penalty. Late registration fees will apply to all returning students thereafter.*

Schedule of Payments

For all full-time students, including international students, the following schedule of payments is in effect. The amounts below include tuition and college fee only. Depending on status, students will also pay a health insurance fee and may be required to pay dormitory, meal plan, and other fees. These additional fees are due on the dates in the schedule below. For students who register after the due date listed below, payment in full is expected at the time of registration.

Fall 2024

August 1: Undergraduate, 100% tuition and college fee	$23,280
August 1: Combined Baccalaureate/Doctor of Osteopathic Medicine, 100% tuition and college fee	$24,780
April 15: All NYITCOM students, first half of tuition only (does not include fees)	$33,025

Spring 2025

January 1: Undergraduate, 100% tuition and college fee	$23,280
January 1: Combined Baccalaureate/Doctor of Osteopathic Medicine	$24,780
November 1: All NYITCOM students, second half of tuition only (does not include fees)	$33,025

Summer 2025

All students	
May 1: 100% tuition and college fee	Varies

All part-time undergraduate and graduate students shall pay all tuition and fees in accordance with this schedule.

New York Institute of Technology expressly reserves the right, whenever it deems it advisable in its sole discretion, to (1) change or modify its schedule of tuition and fees, and (2) withdraw, cancel, reschedule, modify, or alter the method of delivery of, any course, program of study or degree, or any requirement in connection with any of the foregoing. For more information, please contact the Office of the Bursar at 516.686.7510.

The university will not be responsible for any costs or damages—including tuition or fee refunds—for any failure or delay of performance resulting from a force majeure/act of god or any other condition beyond its reasonable control. Force majeure events include but are not limited to fire, flood, natural disasters, epidemics, and government action.

Add/Drop Refund Policy

Add/Drop Periods

Students may add and/or drop courses during the add/drop period as defined on the academic calendar.

Add/drops will be charged in accordance with the following schedules as long as the drop does not result in a full withdrawal from courses for the term. Students who drop to zero credits are considered to have withdrawn from New York Institute of Technology and are subject to tuition charges in accordance with the Withdrawal/Dismissal Refund Policy.

For financial liability, please refer to the this Add/Drop Refund Policy as follows:

Fall and Spring Semester Courses

- Dropping at any time from the date of the student's registration to the day before the first scheduled day of the semester: 100 percent refund of the tuition and the college fee.
- Dropping at any time between the first day of the semester through the thirteenth day of the semester: 100 percent refund on the tuition only.
- Dropping at any time after the thirteenth day of the semester: no refund.

Cycle Courses (A, B, C, D)

- Dropping at any time from the date of the student's registration to the day before the first scheduled day of the cycle: 100 percent refund of the tuition and the college fee.
- Dropping at any time between the first day of the cycle through day six of the cycle: 100 percent refund of tuition only.
- Dropping at any time after the sixth day of the cycle: no refund.

Summer Semester Courses

Summer Session III

- Dropping at any time from the date of the student's registration to the day before the first scheduled day of the Summer III session: 100 percent refund of the tuition and the college fee.
- Dropping at any time between day one of the session through day thirteen of the session: 50 percent refund on the tuition only.
- Dropping at any time after the thirteenth day of the session: no refund.

Summer Session I and II

- Dropping at any time from the date of the student's registration to the day before the first scheduled day of Summer Session I and or II: 100 percent refund of the tuition and the college fee.
- Dropping at any time during the first three days of the session: 50 percent refund of tuition only.
- Dropping at any time after the third day of the session: no refund.

Intersession Courses

- Dropping at any time from the date of the student's registration to the day before the first scheduled day of Intersession: 100 percent refund of the tuition and the college fee.
- Dropping at any time from the start of the first day of Intersession: no refund.

Tuition

Collection Agency Fees

If your account is not paid, it may be forwarded to an outside collection agency or attorney. At that time, you will be responsible for paying New York Institute of Technology all fees and costs associated with the collection of your delinquent account. In addition to payment of the principal amount due, the additional fees and costs may include collection agency fees constituting 33 to 50 percent of the principal amount due if the university engages a collection agency to collect payment, legal fees of 33.3 percent of the principal amount due if the university engages legal counsel to collect payment, any and all interest on the outstanding balance at the maximum legal rate allowed by law, and any and all other costs associated with collection of the amount due.

Tuition

Completion of Payments

Students must conform to the payment policies of the controller's office and are not entitled to attend classes or laboratories until all fees are paid or properly deferred by the Office of Financial Aid or the Office of the Bursar. Registrations are valid only when all fees are paid and there is no outstanding indebtedness to New York Institute of Technology. If you have temporary financial difficulties or can demonstrate financial needs, seek counsel from the Office of Financial Aid.

Tuition

Cooperative Work-Study Programs

New York Institute of Technology arranges schedules to accommodate each student's individual needs and allow for participation in cooperative

work-study programs. When appropriate, we make special arrangements.

While on campus in full attendance, the usual full-time fees apply. In periods spent off campus for approved internships, students may receive appropriate credits, as planned in advance, and pay tuition fees on a per-credit basis.

Tuition Refund Insurance Plan for Medical and Mental Health Withdrawals

Tuition is computed on the assumption that a student will remain throughout the academic year. Since a place in class has been reserved, tuition will only be refunded in accordance with the Withdrawal/Dismissal Refund Policy.

A student who suffers a serious illness or accident and needs to withdraw from New York Institute of Technology prior to the completion of the term may encounter certain problems. In many instances, withdrawal from classes not only means the loss of time invested in studies, but also significant financial loss.

New York Tech's Tuition Refund Plan,** offered by A.W.G. Dewar, Inc., is an elective insurance plan that provides coverage for tuition and mandatory fees as well as university housing (room and board) costs if a medical or mental health withdrawal occurs. This plan will help to minimize a student's financial portion of this loss.

While the New York Tech provides partial refunds for withdrawals, these refunds are limited and effective only when the student withdraws early in a term. The Tuition Refund Plan significantly extends and enhances the published withdrawal policy. If a student withdraws because of injury/sickness or mental health reasons, the Tuition Refund Plan returns 100 percent or 75 percent of the insured term tuition/fees and university housing costs and meal plans where applicable less any refund or credit due you from the college, when plan conditions are followed (this coverage does not apply if the student drops classes without completely withdrawing).

Students are automatically enrolled in this insurance when they register for classes for fall, spring, or summer terms. Students who are enrolled at New York Tech and wish to opt out of this plan must log in to the Student Service **HUB** and choose *Resources*, where you will find AWG Dewar's Tuition Waiver link. Complete the required fields on the waiver form and submit. The Office of the Bursar will be sent a notification to process your request.

** The Tuition Refund Plan is a voluntary form of insurance, and includes an administrative fee retained by New York Institute of Technology. Insurance is only available for the New York campuses.

Obtain medical withdrawal claim forms

Coverage Options

The cost of the plan can cover tuition only or tuition, college fee, room (university housing only), and meal plan for the fall, spring, or summer terms. Students may purchase a tuition-only plan even if they live in university housing. Pricing is set forth below:

Long Island and New York City Full-Time Undergraduate students (12 or more credits):

- $201.83 Not-applicable residential, full-time students, includes tuition, college fee, room, and board for the Summer 2024 term
- $133.43 Non-residential, full-time students, includes tuition and college fee only for the Summer 2024 term
- $211.55 Residential, full-time students, includes tuition, college fee, room, and board for the Fall 2024 and Spring 2025 terms
- $140.81 Non-residential, full-time students, includes tuition and college fee only for the Fall 2024, Spring 2025, and Summer 2025 terms

Long Island and New York City Part-Time Undergraduate students (less than 12 credits, non-dorm):

- $58.56 Part-time students, includes tuition and college fee only for the Summer 2024 term
- $58.25 Part-time students, includes tuition and college fee only for the Fall 2024, Spring 2025, and Summer 2025 terms

Long Island and New York City Graduate students:

- $87.81 Full-time graduate students, tuition only, nine credits or more for the Summer 2024 term
- $61.04 Part-time graduate students, tuition only, less than nine credits for the Summer 2024 term
- $87.89 Full-time graduate students, tuition only, nine credits or more for the Fall 2024, Spring 2025, and Summer 2025 terms
- $60.98 Part-time graduate students, tuition only, less than nine credits for the Fall 2024, Spring 2025, and Summer 2025 terms

Students who elect not to enroll in this plan will be charged in accordance with the Withdrawal/Dismissal Refund Policy.

Withdrawal/Dismissal Refund Policy

When a student withdraws from the college or from a course, they must complete a Withdrawal/Clearance form available at nyit.edu/registrar or in person at New York Tech Enrollment Services Center. Tuition liability is based on the date of withdrawal determined and recorded on the withdrawal form. Requests for a refund or reduction of indebtedness received more than 12 months from the first scheduled day of the semester or term in question will be denied. All fees are nonrefundable.

Ceasing attendance to classes, informing the instructor of withdrawal, or stopping payment on a check does not constitute an official withdrawal and does not relieve the student of their financial obligation.

In the case of complete withdrawal or dismissal from the college, students who were awarded federal Title IV financial aid will be subject to proration on the awards in accordance with applicable federal regulations. The application of federal refund provisions may result in an outstanding balance owed to the college and/or the U.S. Department of Education. Details of the adjustment to federal Title IV financial aid awards will be provided to the student following the withdrawal process.

In the event of a full withdrawal or dismissal, the tuition liability is calculated, excluding all fees (except for the college fee if the withdrawal or dismissal occurs before the first scheduled day of the semester, cycle, or course, as appropriate) and room deposits as follows:

Fall, Spring, and Summer III Courses:

1. Withdrawal or dismissal at any time from the date of the student's registration to the day before the first scheduled day of the semester: 100 percent refund on the tuition and the college fee.
2. Withdrawal or dismissal at any time during the first six days of the semester: 75 percent refund of tuition only.
3. Withdrawal or dismissal at any time between the seventh and thirteenth day of the semester: 50 percent refund of tuition only.
4. Withdrawal or dismissal at any time between the fourteenth and twentieth day of the semester: 25 percent refund of tuition only.
5. Withdrawal or dismissal at any time after the twentieth day of the semester: no refund.

Summer I and II Courses, and Cycle Courses (A, B, C, D):

1. Withdrawal or dismissal at any time from the date of the student's registration to the day before the first scheduled day of the course: 100 percent refund of the tuition and the college fee.
2. Withdrawal or dismissal at any time between the first and thirteenth day of the course: 50 percent refund of tuition only.
3. Withdrawal or dismissal at any time after the thirteenth day of the course: no refund.

Intersession Courses:

- Withdrawal or dismissal at any time effective the first day of the term: no refund.

No diplomas will be released to any student who owes tuition, fees, or fines, including parking and library fines, to the university at the time of the request. Upon payment of any outstanding indebtedness to New York Institute of Technology, diplomas will be released.

How to Avoid Additional Fees

If you have any questions regarding the above information, please contact the Office of the Bursar at 516.686.7510 or bursar@nyit.edu.

Schools and Colleges

NEW YORK TECH

[College of Arts and Sciences]

[College of Engineering and Computing Sciences]

[College of Osteopathic Medicine]

[School of Architecture and Design]

[School of Health Professions]

[School of Management]

College of Arts and Sciences

College of Arts and Sciences

In the digital world—where everyone and everything is connected as never before—the most valuable players are those who can think critically, solve problems creatively, communicate effectively, and adapt easily across many disciplines, cultures, and situations.

In the College of Arts and Sciences, whatever your major—from applied mathematics to physics to biology—we'll fortify your education through an emphasis on innovation and entrepreneurism, and the integration of new technologies into every course of study. You'll be part of a community pursuing fields as diverse as biology and chemistry, psychology, and biomedical engineering. And you'll emerge with the broad skills and perspectives to lead and succeed in the global marketplace.

We believe that success in the 21st century requires mastery of the tools of the digital age and the power of human compassion, as well as a broad understanding of how we interact and communicate within society. These broad principles infuse the means, methods, and outcomes of everything that we do to prepare you for your careers as educational and industry leaders, problem solvers, and innovators.

View our programs in arts, sciences, education, and humanities:

- Graduate Degrees and Advanced Certificates
- Undergraduate Degrees and Minors

College of Arts and Sciences

Graduate Departments and Programs

- Education
  - Adolescence Education, M.A.T.
  - Childhood Education, M.S.
  - Early Childhood Education, M.S.
- Psychology and Counseling
  - Bilingual School Counseling, A.C.
  - Mental Health Counseling, A.C.
  - Mental Health Counseling, M.S.
  - School Counseling, M.S.
  - Student Behavior Management, A.C.

View Our Undergraduate Degrees and Minors

College of Arts and Sciences

Master of Arts in Teaching (M.A.T.), Adolescence Education (Grades 7–12, Initial/Professional)

The Master of Arts in Teaching degree prepares candidates without a formal academic background in education for initial/professional certification in New York State in adolescence education, grades 7–12 (biology, chemistry, English, math, physics, social studies).

For those who would also like to be able to teach English Language Learners (ELLs) and culturally and linguistically diverse students, New York Institute of Technology offers an optional nine-credit bilingual extension. (To receive NYSED certification, you will need to independently pass the Bilingual Education Assessment (BEA) in addition to successfully completing the course requirements for this extension.)

Our program focuses on instructional planning and assessment, as well as the skillful integration of technology. The program will give you the skills and experience to teach diverse student populations in a variety of classroom settings. Each course includes assignments that connect to the 15 hours of field experience conducted in collaboration with middle and high schools in the candidate's local area. Our technology-infused program is offered in multiple formats (online, face-to-face, and blended) on a full-time or part-time basis. Program requirements for Initial/Professional Certification are 30 credits, but depending on the subject area in which you choose to teach, some prerequisites may be required.

Financial aid is available for qualified students enrolled in six credits or more.

Prerequisite Foundations for Master of Arts in Teaching Program (Initial/Professional Certification)

The Master of Arts in Teaching program is available face-to-face, hybrid, and completely online. Candidates must have a bachelor's degree from an accredited college or university with a major or its equivalent (minimum of 30-credit concentration) in one of the following areas:

- English
- Biology
- Chemistry
- Physics
- Math
- Social Studies

Candidates with less than 30 credits in these areas should speak with the program chairperson to review their academic record for potential qualifying options.

Candidates are also required to have a satisfactory command of spoken and written English. Applicants who are judged to have inadequate English language skills may be required to take undergraduate coursework to strengthen their language skills before continuing in the program. A structured interview may be part of the admission process.

Field Experience and Student Teaching
Field experience and student teaching provide candidates with substantial clinical practice prior to graduation and independent professional practice. Field experience is linked with course assignments and progresses from observation to participation to clinical practice. Teacher candidates observe in a school setting under the supervision of a cooperating teacher and complete an assignment linked to each required course. The field experience component of the program is a critical part of a candidate's professional development and provides opportunities for

candidates and the faculty to assess the development of their professional skills and the application of their classroom learning.

Candidates who have completed 24 semester hours in the program may apply for student teaching. Applications must be submitted by March 1 for fall semester student teaching, and by October 1 for spring semester student teaching.

Student teaching placements are based on the semester schedule of the cooperating school and provide the teacher candidate the professional environment to observe, prepare instructional plans, and teach students under the guidance of a master teacher during student teaching. The teacher candidate is required to remain at the cooperating school five days per week commencing the first day of the school's semester through the final day of classes in the New York Institute of Technology semester.

During student teaching and within the college calendar, teacher candidates attend professional education seminars on campus or virtually as required by the College of Arts and Sciences. The demands of the student teaching placement require a five-day-a-week commitment for the professional semester. A student teaching orientation program and handbook provide additional information to the candidates at the beginning of the professional semester and student teaching experience.

The checklist for the admission requirements to student teaching can be obtained from the College of Arts and Sciences, Office of Field Experience and Student Teaching.

Course Requirements

The program is organized to build knowledge and skills through carefully developed course content and related field experience. It culminates with student teaching and the planning and implementation of a field project. The program of studies should be followed as designed; exceptions may only be made with approval of the program chairperson.

In addition to the courses and experiences above, candidates in the program must complete the following non-credit-required workshops:

- Child Abuse Identification and Reporting
- School Violence Prevention and Intervention
- First Aid
- Safety, Fire Prevention, and Safe Environment
- Dignity for All Students Act

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for internship certification after completing 50 percent of the courses. Internship certification permits students to begin teaching while they complete their degrees.

Candidates seeking to add a certificate for bilingual education may take an additional nine credits (three courses). As part of the required clinical experience, candidates must complete college supervised field experiences of 50 hours within a bilingual setting. To receive NYSED certification, candidates will also need to pass the Bilingual Education Assessment (BEA) in addition to successfully completing the course requirements for this extension.

Program Director

Minaz Fazal
516.686.7936
mfazal@nyit.edu

Office Contact

Roseann Rizzo
516.686.1323
rrizzo01@nyit.edu

Admission Requirements

- B.S. degree from an accredited college or university with a major or its equivalent (a minimum of 30 credits in a concentration) in one of the following areas: biology, chemistry, English, math, physics, or social studies.
- Minimum cumulative undergraduate GPA of 3.0
  - Students who have a GPA lower than 3.0 may be considered for conditional admission by the program chairperson.
- Satisfactory command of spoken and written English. Applicants who are judged to have inadequate English language skills may be required to take undergraduate coursework to strengthen language skills before continuing in the Master of Arts in Teaching Program.
- Candidates meeting the above requirements will participate in an interview with the program chairperson prior to a final admission decision.

Application Process

The completed online application form requires general contact information as well as information about undergraduate coursework and GPA. It

is possible for you to begin an online application, save the initial information entered, and return at a later time to complete and submit the full materials.

- Online application
- Personal statement: Why do you want to become a secondary teacher?
- Two letters of recommendation (recent professional or academic)
- Immunization form
- $50 application fee
- Official copies of all undergraduate and graduate transcripts
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Deadlines

Applications are reviewed on a rolling admission basis, as long as space is available.

Special Note
New York education law now permits nonresident aliens to qualify for an initial license. Individuals with U.S. citizenship or permanent resident status may qualify for a permanent or professional New York State Teaching Certificate.

Read more at NYSED

Transfer Credit
Transfer credit from other accredited colleges and universities is accepted up to a maximum of six graduate semester hours. The courses to be transferred must be relevant to the program of study being pursued and have been received within five years of the date of the transfer request. Grades earned for the course must be 3.0 or higher, and the credit must not have been applied toward another degree. Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology. The official transcript must be submitted to the Office of Admissions with a written request and a copy of the course description taken from that college's catalog. This form can be obtained in the College of Arts and Sciences or in the Office of Admissions.

Matriculation
All candidates must have been accepted into and matriculated in a master's degree or certificate program within the first nine credits of study. Non-matriculated candidates may take no more than nine credits. Interim assessment of all candidates takes place at 12 credits. The university reserves the right to withdraw matriculation status from any candidates who do not maintain a GPA of 3.0 and satisfy all other College of Arts and Sciences requirements at the point of interim assessment.

Graduation Requirements
At least 30 hours of this study must be completed at the university in the prescribed program of study.

College of Arts and Sciences Curriculum

Curriculum Requirements for M.A.T., Adolescence Education 7–12 (Initial/Professional Certification)

Major Requirements

Required Courses		Credits:
EDPC 603	Foundations I	3
EDPC 605	Curriculum Design and Development	3
EDPC 610	Foundations II: Diversity, Learning, and Technology	3
EDPC 616	Human Growth, Development, and Learning for Middle Childhood and Adolescence Education	3
EDPC 630	Culturally Responsive Teaching	3
EDPC 635	Methods and Materials for Middle and Secondary Education	3
EDLI 635	Theory and Practice of Literacy Instruction	3

EDLI 637	Reading in the Content Area	3
		Total: 24 Credits

Student Teaching		Credits:
EDPC 683	Supervised Student Teaching and Seminar (Adolescence 7–12)	6
		Total: 6 Credits

Total Program Credits = 30

College of Arts and Sciences Curriculum

Curriculum Requirements for M.A.T., Adolescence Education 7–12 with Bilingual Extension

Major Requirements

Required Courses		Credits:
EDPC 603	Foundations I	3
EDPC 605	Curriculum Design and Development	3
EDPC 610	Foundations II: Diversity, Learning, and Technology	3
EDPC 616	Human Growth, Development, and Learning for Middle Childhood and Adolescence Education	3
EDPC 630	Culturally Responsive Teaching	3
EDPC 635	Methods and Materials for Middle and Secondary Education	3
EDLI 635	Theory and Practice of Literacy Instruction	3
EDLI 637	Reading in the Content Area	3
		Total: 24 Credits

Student Teaching		Credits:
EDPC 683	Supervised Student Teaching and Seminar (Adolescence 7–12)	6
		Total: 6 Credits

Bilingual Extension		Credits:
EDBL 603	Foundations I: Principles and Practices in Bilingual/ESL	3
EDLI 634	Teaching Literacy in Bilingual/ESL Education	3
EDBL 605	Teaching Content in Bilingual/Multilingual Classroom	3

Total: 9 Credits

Total Program Credits for Initial/Professional Certification, with Bilingual Extension = 39

College of Arts and Sciences

Advanced Certificate in Bilingual School Counseling

About the Certificate

The post-master's Advanced Certificate in Bilingual School Counseling is for school counselors who wish to enhance their ability to work with diverse student populations.

Our program will help you:

- Learn methods of providing comprehensive bilingual school counseling services to children, adolescents, and their families
- Translate and understand the cultural background of the bilingual and ENL populations in your school
- Bridge the gap between home life and the world of school
- Advocate for students whose primary language is not English
- Work towards the prevention and eradication of racism, sexism, classism, etc.

This program is conveniently designed for busy professionals:

- Earn your Advanced Certificate part-time in one year or less
- Save time with our blended format that combines classroom (some evenings and Saturdays) with online coursework
- Take advantage of discounted tuition that is competitive with public colleges and universities

What the Certificate Offers

- A 15-credit experience focused on theory and practice
- Convenient Long Island or New York City campus locations
- Integrated field work that links theory with practice
- Opportunities to develop important technological skills
- Cutting-edge content in student behavior, school violence prevention, cultural contexts, and working with special needs student populations

How to Apply

Candidates can begin the certificate in the fall, spring, or summer semester. The first step in the application process is to apply online. Next, you must send official transcripts from all of your previous undergraduate and graduate studies to the Office of Admissions.

Office of Admissions
New York Institute of Technology
P.O. Box 8000
Old Westbury, NY 11568-8000
nyitgrad@nyit.edu

Please note that your application will not be reviewed until we have all of the necessary documents.

There is no application deadline; however, ordering transcripts can take several weeks, and it is important to make sure you apply with enough time for all of your documents to be received, your application to be reviewed, and if admitted, for you to register before the semester begins, so please plan accordingly.

Admission Requirements

- Applicants must have earned a master's degree in counseling or school counseling from a New York State registered program or CACREP accredited program AND hold provisional/initial NYS school counselor certification or its equivalent from another state.
- The applicant's graduate transcript in counseling must reflect coursework in professional issues and ethics, social and cultural diversity, human growth and development, career development, counseling and helping relationships, and group work.
- Interview: All applicants will meet with a School Counseling department representative to assess both motivation and minimum language proficiency as passing the NYSED Bilingual Education Assessment (BEA) is a requirement for the conferring of the Bilingual Education Extension by NYSED. Candidates may also submit, as part of the interview process, coursework that confirms formal language acquisition study. Admission to the Bilingual Extension does not require passing the BEA prior to enrollment; candidates will be encouraged to take the BEA as soon as possible.
- Two Reference Forms (waived for New York Tech School Counseling Program Alum): From an employer (including a school supervisor), recent professor, or other professional who can attest to the candidate's ability to succeed in a profession which requires leadership, social justice advocacy skills, sensitivity to working with diverse student populations and their families, and a strong ability to collaborate.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Copies of teaching certificates you currently hold if you are seeking New York State certification
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency, I-20, and transcript evaluation

Special Note
New York education law now permits nonresident aliens to qualify for an initial license. Individuals with U.S. citizenship or permanent resident status may qualify for a permanent or professional New York State Teaching Certificate.

Read more at NYSED

College of Arts and Sciences Curriculum

Curriculum Requirements for Bilingual School Counseling, Advanced Certificate

Major Requirements

Foundation Course		Credits:
EDCO 603	Foundations of Bilingual Education and Counseling	3

Field Experience		Credits:
EDCO 880	Bilingual Field Practicum and Seminar	3

Core Knowledge and Skills (select three)		Credits:
EDCO 650	Social Justice, Diversity, and Cultural Issues	3
EDCO 680	Counseling and Cultural Competence in a Global Society	3
EDCO 683	Multiculturalism and Counseling in a Global Context	3
EDCO 685	Cultural Mediation	3
EDCO 710	Multicultural Issues in Counseling	3
		Total: 9 Credits

Total Program Credits = 15

College of Arts and Sciences

Childhood Education, M.S. (Grades 1–6, Initial/Professional Certification)

The Master of Science in Childhood Education is designed for individuals who have earned a bachelor's degree and want to become teachers in grades 1–6.

Our program focuses on instructional planning and assessment, as well as the skillful integration of technology. The program will give you the skills and experience to teach diverse student populations in a variety of classroom settings. Each course includes assignments that connect to the ten hours of field experience offered in collaboration with elementary schools in the candidate's local area. Our technology-infused program

is offered in multiple formats (online, face-to-face, and blended) on a full-time or part-time basis. Program requirements for Initial/Professional Certification are 39 credits.

For those who would also like to be able to teach English Language Learners (ELLs) and culturally and linguistically diverse students, New York Institute of Technology offers an optional nine-credit bilingual extension. (To receive NYSED certification, you will need to independently pass the Bilingual Education Assessment (BEA) in addition to successfully completing the course requirements for this extension.)

Prerequisite Foundations for the Master of Science in Childhood Education Program (Initial/Professional Certification)

Preparation for a career as a childhood educator begins with a solid foundation in general studies and a major in one of the arts and science areas represented in the childhood education curriculum. Candidates must have a bachelor's degree from an accredited college or university.

Candidates are also required to have a satisfactory command of spoken and written English. Applicants who are judged to have inadequate English language skills may be required to take undergraduate coursework to strengthen their language skills before continuing in the childhood education program. A structured interview may be part of the admission process.

Field Experience and Student Teaching
Field experience and student teaching provide candidates with substantial clinical practice prior to graduation and independent professional practice. Field experience is linked with course assignments and progresses from observation to participation to clinical practice. Teacher candidates observe in a school setting under the supervision of a cooperating teacher and complete an assignment linked to each required course. The field experience component of the program is a critical part of a candidate's professional development and provides opportunities for candidates and the faculty to assess the development of professional skills and applications of classroom learning.

Candidates who have completed 30 semester hours in the program may apply for student teaching. Applications must be submitted by March 1 for fall semester student teaching, and by October 1 for spring semester student teaching.

Student teaching placements are based on the semester schedule of the cooperating school and provide the teacher candidate with the professional environment to observe, prepare instructional plans, and teach students under the guidance of a master teacher during student teaching. The teacher candidate is required to remain at the cooperating school five days per week commencing the first day of the school's semester through the final day of classes in the New York Tech semester.

During student teaching and within the college calendar, teacher candidates attend professional education seminars in person or virtually, as required by the College of Arts and Sciences. The demands of the student teaching placement require a five-day-a-week commitment for the professional semester. A student teaching orientation program and handbook provide additional information to the candidates at the beginning of the professional semester and student teaching experience.

The checklist for the admission requirements to student teaching can be obtained from the College of Arts and Sciences, Department of Education Office of Field Experience and Student Teaching.

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for an Internship Certificate after completing 50 percent of the courses. Internship certification permits students to begin a regular teaching assignment while they complete their degrees.

Course Requirements
The program is organized to build knowledge and skills through carefully developed course content and related field experience, culminating with student teaching. The program of studies should be followed as designed; exceptions may only be made with approval of the program chairperson.

In addition to the courses and experiences above, candidates in the Childhood Education Program must complete the following non-credit-required workshops:

- Child Abuse Identification and Reporting
- School Violence Prevention and Intervention
- First Aid
- Safety, Fire Prevention, and Safe Environment
- Dignity for All Students Act

The Master of Science in Childhood Education Program will prepare candidates for New York State initial/professional certification. All students receive personal one-on-one advisement by expert program faculty. Financial aid is available for qualified students enrolled in six credits or more.

Program Director

Minaz Fazal
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Office Contact

Roseann Rizzo
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Admission Requirements

- B.S. degree or its equivalent from an accredited college or university with a major or its equivalent (minimum of 30-credit concentration) in one of the following areas: biology, chemistry, economics, English, history, life science, math, physics, or psychology
  - If you have less than 30 credits in these areas, you should speak with the program chairperson to review your academic record for other options.
- Minimum cumulative undergraduate GPA of 3.0
  - Students who have a GPA lower than 3.0 may be considered for conditional admission by the program chairperson. If students are admitted conditionally, they must achieve a 3.0 GPA in the first six graduate credits to continue in the M.S. program.
- Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for internship certification after completing the first 18 credits. Internship certification permits students to begin teaching while they complete their degrees.

Candidates seeking to add a certificate for bilingual education may take an additional nine credits (three courses). As part of the required clinical experience, candidates must complete college supervised field experiences of 50 hours within a bilingual setting. To receive NYSED certification, candidates will also need to pass the Bilingual Education Assessment in addition to successfully completing the course requirements for this extension.

Application Process

For initial/professional certification in M.S. in Childhood Education program:

- Online application
- Personal statement: Why do you want to become an elementary teacher?
- Two letters of recommendation
- $50 application fee
- Official copies of all undergraduate and graduate transcripts
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Deadlines

Applications are reviewed on a rolling admission basis, as long as space is available.

Special Note
New York education law now permits nonresident aliens to qualify for an initial license. Individuals with U.S. citizenship or permanent resident status may qualify for a permanent or professional New York State Teaching Certificate.

Read more at NYSED

College of Arts and Sciences Curriculum

Curriculum Requirements for M.S. in Childhood Education (Initial/Professional Certification)

Major Requirements

Pedagogical Core		Credits:
EDPC 603	Foundations I: Philosophy and Technology of Education	3
EDPC 605	Curriculum Design and Development	3
EDPC 610	Foundations II: Diversity, Learning, and Technology in Education	3
	Human Growth, Development, and Learning	

EDPC 615	for Early Childhood, Childhood, and Adolescence Education	3

Technology Core		Credits:
EDPC 644	Institutes in Education	3

Literacy Core		Credits:
EDLI 635	Theory and Practice of Literacy Instruction	3
EDLI 636	Diagnosis and Remediation of Literacy Disorders	3

Content Core		Credits:
EDLA 615	English Language Arts and Technology	3
EDSS 620	Social Studies and Technology	3
EDMA 625	Math, Science, and Technology I	3
EDMA 626	Math, Science, and Technology II	3

Student Teaching		Credits:
EDPC 681	Student Teaching and Seminar	6

Total Program Credits for Initial/Professional Certification = 39

Upon completion of all NYS certification requirements, this program leads to a master's degree and eligibility for NYS Initial/Professional Certification in Childhood Education.

College of Arts and Sciences Curriculum

Curriculum Requirements for M.S. in Childhood Education with Bilingual Extension

Major Requirements

Pedagogical Core		Credits:
EDPC 603	Foundations I: Philosophy and Technology of Education	3
EDPC 605	Curriculum Design and Development	3
EDPC 610	Foundations II: Diversity, Learning, and Technology in Education	3
EDPC 615	Human Growth, Development, and Learning for Early Childhood, Childhood, and Adolescence Education	3

Technology Core		Credits:
EDPC 644	Institutes in Education	3

Literacy Core		Credits:
EDLI 635	Theory and Practice of Literacy Instruction	3
EDLI 636	Diagnosis and Remediation of Literacy Disorders	3

Content Core		Credits:
EDLA 615	English Language Arts and Technology	3
EDSS 620	Social Studies and Technology	3
EDMA 625	Math, Science, and Technology I	3
EDMA 626	Math, Science, and Technology II	3

Student Teaching		Credits:
EDPC 681	Student Teaching and Seminar	6

Bilingual Extension to Childhood Education		Credits:
EDBL 603	Foundations I: Principles and Practices in Bilingual/ESL	3
EDLI 634	Teaching Literacy in Bilingual/ESL Education	3
EDPC 630	Culturally Responsive Teaching: Involving Families and Communities	3

Total Program Credits for Initial/Professional Certification with Bilingual Extension = 48

College of Arts and Sciences

Early Childhood Education, M.S. (Birth to Grade 2, Initial/Professional Certification)

The Master of Science in Early Childhood Education is designed for individuals who have earned a bachelor's degree and want to become teachers from birth–grade 2.

Our program focuses on instructional planning and assessment, as well as the skillful integration of technology. The program will give you the skills and experience to teach diverse student populations in a variety of classroom settings. Each course includes assignments that connect to the ten hours of field experience offered in collaboration with early childhood education programs and elementary schools in the candidate's local area. Our technology-infused program is offered in multiple formats (online, face-to-face, and blended) on a full-time or part-time basis. Program requirements for Initial/Professional Certification are 39 credits.

For those who would also like to be able to teach English Language Learners (ELLs) and culturally and linguistically diverse students, New York Institute of Technology offers an optional nine-credit bilingual extension. (To receive NYSED certification, you will need to independently pass the Bilingual Education Assessment (BEA) in addition to successfully completing the course requirements for this extension.)

Prerequisite Foundations for the Master of Science in Early Childhood Education Program (Initial/Professional Certification)

Preparation for a career as an early childhood educator begins with a solid foundation in general studies and a major in one of the arts and science areas represented in the childhood curriculum. Candidates must have a bachelor's degree from an accredited college or university.

Candidates are also required to have a satisfactory command of spoken and written English. Applicants who are judged to have inadequate English language skills may be required to take undergraduate coursework to strengthen their language skills before continuing in the early childhood education program. A structured interview may be part of the admission process.

Field Experience and Student Teaching
Field experience and student teaching provide candidates with substantial clinical practice prior to graduation and independent professional practice. Field experience is linked with course assignments and progresses from observation to participation in clinical practice. Teacher candidates observe in a school setting under the supervision of a cooperating teacher and complete an assignment linked to each required course. The field experience component of the program is a critical part of a candidate's professional development and provides opportunities for candidates and the faculty to assess the development of professional skills and applications of classroom learning.

Candidates who have completed 30 semester hours in the program may be eligible to apply for student teaching. Applications must be submitted by March 1 for fall semester student teaching, and by October 1 for spring semester student teaching.

Student teaching placements are based on the semester schedule of the cooperating school and provide the teacher candidate the professional environment to observe, prepare instructional plans, and teach students under the guidance of a master teacher during student teaching. The teacher candidate is required to remain at the cooperating school five days per week commencing the first day of the school's semester through the final day of classes in the New York Tech semester.

During student teaching and within the college calendar, teacher candidates attend professional education seminars on campus or virtually as required by the College of Arts and Sciences. The demands of the student teaching placement require a five-day-a-week commitment for the

professional semester. A student teaching orientation program and handbook provide additional information for the candidates at the beginning of the professional semester and student teaching experience.

The checklist for the admission requirements for student teaching can be obtained from the College of Arts and Sciences, Department of Education Office of Field Experience and Student Teaching.

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for internship certification after completing 50 percent of the courses. Internship certification permits students to begin teaching while they complete their degrees.

Financial aid is available for qualified students enrolled in six credits or more.

Course Requirements
The program is organized to build knowledge and skills through carefully developed course content and related field experience, culminating with student teaching. The program of studies should be followed as designed; exceptions may be made only with the approval of the program chairperson.

In addition to the courses and experiences above, candidates in the program must complete the following non-credit-required workshops:

- Child Abuse Identification and Reporting
- School Violence Prevention and Intervention
- First Aid
- Safety, Fire Prevention, and Safe Environment
- Dignity for All Students Act (DASA)

Program Director

Minaz Fazal
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Office Contact

Roseann Rizzo
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Admission Requirements

- B.S. degree or its equivalent from an accredited college or university with a major or its equivalent (minimum of 30-credit concentration) in one of the following areas: biology, chemistry, economics, English, history, life science, math, physics, psychology
- Minimum cumulative undergraduate GPA of 3.0
    - Students who have a GPA lower than 3.0 may be considered for conditional admission by the program chairperson. If students are admitted conditionally, they must achieve a 3.0 GPA in the first six graduate credits to continue in the M.S. program.

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for internship certification after completing the first 18 credits. Internship certification permits students to begin teaching while they complete their degrees.

Candidates seeking to add a certificate for bilingual education may take an additional nine credits (three courses). As part of the required clinical experience, candidates must complete college supervised field experiences of 50 hours within a bilingual setting. To receive NYSED certification, candidates will also need to pass the Bilingual Education Assessment in addition to successfully completing the course requirements for this extension.

Application Process

For initial/professional certification in M.S. in Early Childhood Education program:

- Online application
- Personal statement: Why do you want to become an early childhood educator?
- Two letters of recommendation
- $50 application fee
- Official copies of all undergraduate and graduate transcripts
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Special Note
New York education law now permits nonresident aliens to qualify for an initial license. Individuals with U.S. citizenship or permanent resident

status may qualify for a permanent or professional New York State Teaching Certificate.

Read more at NYSED

Curriculum Requirements for M.S. Early Childhood Education, Birth to Grade 2 (Initial/Professional)

Major Requirements

Pedagogical Core		Credits:
EDPC 603	Foundations I: Philosophy and Technology of Education	3
EDPC 605	Curriculum Design and Development	3
EDPC 610	Foundations II: Diversity, Learning, and Technology in Education	3
EDPC 615	Human Growth, Development, and Learning	3

Technology Core		Credits:
EDPC 664	Institutes in Education	3

Literacy Core		Credits:
EDLI 635	Theory and Practice of Literacy Instruction	3
EDLI 636	Diagnosis and Remediation of Literacy Disorders	3

Content Core		Credits:
EDLA 615	English Language Arts and Technology	3
EDSS 620	Social Studies and Technology	3
EDMA 625	Math, Science, and Technology I	3
EDSC 626	Math, Science, and Technology II	3

Student Teaching		Credits:
EDPC 681	Supervised Student Teaching and Seminar	6

Total Program Credits for Initial/Professional Certification = 39

Upon completion of all NYS certification requirements, this program leads to a master's degree and eligibility for NYS Initial/Professional Certification in Early Childhood Education, Birth to Grade 2.

College of Arts and Sciences Curriculum

Curriculum Requirements for M.S. Early Childhood Education,

Birth to Grade 2 with Bilingual Ext.

Major Requirements

Pedagogical Core		Credits:
EDPC 603	Foundations I: Philosophy and Technology of Education	3
EDPC 605	Curriculum Design and Development	3
EDPC 610	Foundations II: Diversity, Learning, and Technology in Education	3
EDPC 615	Human Growth, Development, and Learning	3

Technology Core		Credits:
EDPC 664	Institutes in Education	3

Literacy Core		Credits:
EDLI 635	Theory and Practice of Literacy Instruction	3
EDLI 636	Diagnosis and Remediation of Literacy Disorders	3

Content Core		Credits:
EDLA 615	English Language Arts and Technology	3
EDSS 620	Social Studies and Technology	3
EDMA 625	Math, Science, and Technology I	3
EDSC 626	Math, Science, and Technology II	3

Student Teaching		Credits:
EDPC 681	Supervised Student Teaching and Seminar	6

Bilingual Extension		Credits:
EDBL 603	Foundations I: Principles and Practices in Bilingual Education	3
EDLI 634	Teaching Literacy in Bilingual Education	3
EDPC 630	Culturally Responsive Teaching	3

Total Program Credits with Bilingual Extension = 48

The Bilingual Extension program is offered to candidates who are already certified to teach in New York State and wish to teach English Language Learners (ELLs) in a bilingual setting. Upon successful completion of the Bilingual Education Assessment (BEA) and course requirements for this extension, teacher candidates will be certified to teach English Language Learners in a bilingual setting. As part of the required clinical experience, candidates must complete college supervised field experiences of 50 hours within a bilingual setting.

Advanced Certificate in Mental Health Counseling

The Advanced Certificate in Mental Health Counseling program is designed to prepare certified School Counselors to become Licensed Mental Health Counselors (LMHC's). This 15-credit program serves as a bridge between certification as a School Counselor and licensure. LMHC's provide individual, group, and family therapy as well as health counseling, occupational and vocational counseling, career planning, crisis intervention, and outreach services. The program may also serve as a bridge for mental health professionals with a 48-credit degree to gain the 60 hours needed for licensure (as a Mental Health Counselor) in the State of New York.

Clinically competent and skilled candidates will be prepared to provide counseling services in a variety of settings, such as social services agencies, employment centers, mental health agencies, community counseling agencies, substance abuse programs, employee assistance programs, and health-related facilities. Our curriculum reflects a deep commitment to social justice, cultural sensitivity, and technological awareness in the ever-changing human services landscape.

Graduates of the Advanced Certificate in Mental Health Counseling program will be prepared to sit for the National Clinical Mental Health Counselor Examination (NCMHCE) and practice with a limited permit under the supervision of a licensed mental health counselor or a licensed clinician in the fields of medicine, nursing, psychology, or social work.

Upon completion of the Advanced Certificate in Mental Health Counseling program, students will be able to:

- Advocate for issues and concerns related to a culturally diverse society while functioning as a mental health counselor
- Perform all functions identified for the appropriate mental health counseling setting
- Provide individual and group counseling to a diverse client population
- Initiate, conduct, and evaluate clinical assessments, research, and outreach interventions
- Understand the role and functions of the licensed mental health counseling professional, including ethical and legal standards, credentialing and licensure, and the role of professional associations and organizations
- Identify and employ assessment instruments to effectively evaluate specific client problems or concerns
- Assign a diagnosis to a client based on the appropriate classification system being used in the field
- Develop a treatment plan for a client based on the client's diagnosis and theoretical models
- Use appropriate counseling techniques to engage the client in the interviewing process, to build and maintain rapport, and to establish a therapeutic alliance
- Apply for a limited permit and pass the NCMHCE required for licensure as an LMHC in the State of New York

This program provides a pathway to licensure for those already certified and working as School Counselors in New York and other states. The program will not only lead to eligibility for a limited permit and opportunity to apply for licensure as a Mental Health Counselor, it will also enhance knowledge and skills as practicing School Counselors.

Credits earned in the Advanced Certificate in Mental Health Counseling program may be applied to the M.S. in School Counseling or M.S. in Mental Health Counseling.

Admissions Requirements

- B.S. degree or its equivalent from an accredited college or university
- Certification (or licensure) as a school counselor in any state or licensure as a professional counselor (including rehabilitation, drug/alcohol, and higher education/student affairs), mental health counselor, clinical mental health counselor or other mental health professional in any state.

As with our other counseling programs, the program admits for summer and fall semesters only with admissions taking place between February and August.

Students enrolling in this program should be current professionals who are already certified and/or licensed counselors. Students must have a previous certification or license in order to enter the program.

For additional information, contact:

Dr. Daniel Cinotti
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Erin Fabian
Student Advisement Specialist
212.261.1529
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College of Arts and Sciences Curriculum

Curriculum Requirements for Advanced Certificate in Mental Health Counseling

Major Requirements

Certificate Requirements		Credits:
MHCO 610	Theories of Psychopathology	3
MHCO 630	Clinical Assessment	3
MHCO 801	Advanced Counseling and Psychotherapy Techniques	3
MHCO 890	Internship I	3
MHCO 891	Internship II	3
		Total: 15 Credits

Total Required Credits = 15

College of Arts and Sciences

Master of Science in Mental Health Counseling

Program Mission

The mission of this fully online Mental Health Counseling program is to prepare graduate students to become Licensed Mental Health Counselors (LMHC) who will be prepared to provide individual, group, and family therapy as well as health counseling, occupational and vocational counseling, career planning, crisis intervention, and outreach services. Clinically competent and skilled candidates will be prepared to provide these services both in human service and educational settings, such as social services agencies, employment centers, mental health agencies, community counseling agencies, substance abuse programs, employee assistance programs, and health-related facilities. Faculty members seek to mold skilled student clinicians whose practice ethic reflects a deep commitment to social justice, cultural sensitivity, and technological awareness to the ever-changing human services landscape. Graduates of the 60-credit master's program will be prepared to sit for the New York State Mental Health Licensing Examination and practice with a limited permit under the supervision of a licensed mental health counselor or a licensed clinician in the fields of medicine, nursing, psychology, or social work.

Degree Requirements

- Foundation Courses: 21 credits
- Core Knowledge and Skills: 18 credits
- Advanced Courses: 15 credits
- Elective Courses: 6 credits

Total Program Requirement = 60 credits

Program Objectives

Upon completion of the Master of Science in Mental Health Counseling program, students will be able to:

- Advocate for issues and concerns related to a culturally diverse society while functioning as a mental health counselor
- Perform all functions identified for the appropriate mental health counseling setting
- Consult effectively with personnel and clients
- Provide individual and group counseling to a diverse client population
- Apply data-driven or problem-solving methods and action-oriented programs that use career development and evaluation concepts
- Understand the relationship among human growth, development, and the helping relationship over the life span
- Initiate, conduct, and evaluate clinical assessments, research, and outreach interventions
- Understand the relationship between counselor self-understanding, wellness, and effectiveness
- Understand the role and functions of the licensed mental health counseling professional, including ethical and legal standards, credentialing and licensure, and the role of professional associations and organizations
- Identify and employ assessment instruments to effectively evaluate specific client problems or concerns
- Assign a diagnosis to a client based on the appropriate classification system being used in the field
- Develop a treatment plan for a client based on the client's diagnosis and theoretical models
- Use appropriate counseling techniques to engage the client in the interviewing process, to build and maintain rapport, and to establish a therapeutic alliance

Unique Features

- Preparation for the New York State Mental Health Counselor Licensure Examination
- Extensive practicum and internship experience (700 hours total)
- Innovative practices and models for effective mental health counseling
- Opportunity to develop skills in counseling, leadership, social justice, teamwork, advocacy, collaboration, consultation, and use of data to inform practice
- Expertise using technology as a support, research, and management tool
- Unique cross-disciplinary approach that fosters understanding and collaboration

Student Outcomes

The M.S. in Mental Health Counseling program is organized around competencies that mental health counselors need to successfully meet the challenges and priorities of the 21st-century. The program and course work utilizes the standards and practices of CACREP (2016).

1. Mental Health candidates will demonstrate the knowledge and skills to serve in and address a wide range of clinical issues within the context of clinical mental health counseling:
    - Develop the understanding of cultural factors relevant to mental health counseling and learn how to serve complex and diverse populations
    - Understand the impact of crisis and trauma on individuals with mental health diagnoses
    - Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
    - Understand legal and ethical considerations specific to clinical mental health counseling
    - Become familiar with record keeping, third-party reimbursement, and other practice and management issues in clinical mental health counseling
2. Mental Health candidates will acquire the knowledge and skills to consult and work collaboratively with other stakeholders (administrators, parents/caretakers, other community health practitioners, medical practitioners) to ensure client mental health wellness:
    - Become familiar with the community-based resources (e.g., mental health centers, community-based organizations, business, service groups) to secure assistance for clients and/or their families
    - Demonstrate through verbal, written, and presentation skills the ability to communicate and collaborate with clients' family, administrators, other mental health/caseworkers, and stakeholders for the interest of the clients
    - Apply knowledge of systems theories to community and family relationships
    - Share knowledge of clients' development, clinical progress,, and behavior management
    - Develop strategies to advocate for clients who need specialized mental health assistance and support
    - Apply a social justice agenda to eliminate inequities in policies and practices
3. Mental Health candidates will apply counseling theories and practices under supervision as appropriate in a mental health setting:
    - Demonstrate the appropriate use of counseling theories and techniques with clients
    - Use counseling skills and counseling processes that respect all aspects of diversity including race, ethnicity, culture, religion, socio-economic differences, learning abilities, physical, mental, or emotional disabilities, and/or sexual orientation.
    - Demonstrate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
    - Demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues
    - Provide effective individual and group counseling to clients that are developmentally appropriate
4. Mental Health candidates will demonstrate responsibility for their own learning and professional development:
    - Join a local, state, and/or national professional association
    - Attend professional conferences and workshops annually
    - Understand the relationship between counselor self-understanding and effectiveness
    - Demonstrate knowledge of the role and responsibilities of the professional counselor, including scope of practice, ethical guidelines, state and federal laws and regulations, credentialing and licensure, and the role of professional organizations
    - Develop a portfolio to illustrate their personal and professional growth and development

Candidates will complete a competencies analysis to ensure that all program competencies are met. This analysis will be a component of the graduation portfolio, which will be submitted in the final semester.

Admissions Requirements

College graduates with GPAs of 3.0 or higher may enter from a variety of backgrounds, including, but not limited to, education, the helping professions, business, and industry.

Apply Here

Applicants for the Master of Science in Mental Health Counseling must:

1. Submit a graduate application and a personal essay outlining the rationale and reasons for choosing New York Institute of Technology and the mental health counseling profession, as well as career objectives upon graduation
2. Have a minimum cumulative undergraduate GPA of 3.0
    - Minimum cumulative undergraduate GPA of 3.0. Applicants whose GPA is 2.85 to 2.99 may be accepted and will have to achieve a 3.0 GPA in their first 12 credits to continue in the program. Applicants may be accepted "with conditions" and will be required to

achieve a 3.0 GPA in their first 12 credits to fully matriculate.
3. Provide three letters of references from employers and professors
4. Participate in a face-to-face interview with the program coordinator

Academic Standards and Criteria

- A 3.0 GPA must be maintained throughout the program

Academic Probation

Student will be placed on academic probation if any of the following circumstances occur:

1. GPA for any one semester falls below a 3.0
2. Cumulative GPA falls below 3.0

Grade Appeal

Students may appeal an assigned grade by following the procedures outlined in this *Academic Catalog* and the Department of School Counseling *Student Handbook*.

Academic Dismissal/Failure

A student may be dismissed from the Mental Health Counseling Program if any of the following occur:

1. Cumulative GPA falls below 2.5 at the end of the first semester
2. Cumulative GPA falls below a 3.0 at the end of the spring semester of the first year
3. After the first year, a cumulative GPA that falls below a 3.0 for two consecutive semesters
4. Grade of F is earned in a course. Students may be given the option to repeat the course the following year, provided they were not already on probation (student may not repeat the course more than once and must earn a B or above in the course)
5. Second F is earned at any time throughout the curriculum
6. Failure and dismissal from practicum or Internship I or II courses or placement

Non-Academic Dismissal/Failure

Students may be dismissed from the program for the following non-academic reasons:

- Academic dishonesty/plagiarism
- Behavior endangering others' safety or well-being
- Disrespectful behavior toward faculty, staff, students, and others
- Unprofessional conduct as defined by the professional behaviors delineated in the Department of School Counseling *Student Handbook*
- Unexcused absences/lateness

Please refer to the Department of School Counseling *Student Handbook* for other pertinent departmental policies.

Graduation Requirements

As per the academic catalog, students must:

1. Achieve a minimum 3.0 GPA.
2. File a completed application for graduation with the Student Enrollment Center.
3. Obtain account clearance from the Office of the Bursar.

Transfer Credit

Transfer credit from other accredited colleges and universities is accepted up to a maximum of six graduate semester hours if the courses to be transferred are relevant to the Master of Science in Mental Health Counseling, the grades earned for the courses are B or better, an official transcript has been submitted, and the courses have not been previously applied toward a degree.

Fellowships and Assistantships

Various types of research assistantships are available to qualified students. Admission to the graduate program does not guarantee financial assistance.

For additional information, contact:

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Erin Fabian
Student Advisement Specialist
212.261.1529
efabian@nyit.edu

Curriculum Requirements for Master of Science in Mental Health Counseling

Major Requirements

Foundations		Credits:
MHCO 601	Human Development	3
MHCO 610	Theories of Psychopathology	3
MHCO 615	Foundations of Counseling	3
MHCO 630	Clinical Assessment	3
MHCO 631	Addictions Counseling: Assessment, Treatment, and Prevention	3
MHCO 703	Trauma and Crisis Counseling: Intervention, Practice, and Theory	3
MHCO 775	Counseling and Psychopharmacology	3
		Total: 21 Credits

Core Knowledge and Skills		Credits:
MHCO 701	Theories of Counseling and Psychotherapy	3
MHCO 704	Group Counseling and Psychotherapy	3
MHCO 705	Career Counseling and Lifestyles Development	3
MHCO 710	Multicultural Issues in Counseling and Human Relations	3
MHCO 715	Marital and Family Counseling	3
MHCO 760	Legal, Ethical, and Professional Issues in Counseling	3
		Total: 18 Credits

Advanced Courses		Credits:
MHCO 801	Advanced Counseling and Psychotherapy Techniques	3
MHCO 810	Research, Assessment, and Technology	3
MHCO 870	Field Practicum	3
MHCO 890	Internship I	3
MHCO 891	Internship II	3

		Total: 15 Credits

Electives (choose two)		Credits:
MHCO 605	Theories of Personality	3
MHCO 620	Interpersonal Communication	3
MHCO 625	Community Psychology	3
MHCO 647	Group Dynamics	3
MHCO 720	Behavior Modification	3
MHCO 749	Conflict Resolution	3
MHCO 750	Seminar	3
MHCO 758	Motivation Theory/Applications	3
MHCO 770	Etiology and Treatment of Alcohol and Substance Abuse I	3
MHCO 771	Etiology and Treatment of Alcohol and Substance Abuse II	3
MHCO 780	Counseling and Human Sexuality	3
		Total: 6 Credits

Total Required Credits = 60

College of Arts and Sciences

Master of Science in School Counseling

Change Your Life ... Change Theirs

School counselors play a vital role in shaping and supporting the academic progress, social and emotional development, and college and career readiness success of PreK–12 students, and in raising the bar for overall achievement in the schools they serve. Uniquely attuned to holistic students' aptitudes, challenges, and circumstances, school counselors help clear barriers and open doors to the realization of students' highest aspirations and potential.

Our graduate program in school counseling develops culturally competent professionals with the collaborative and data-driven decision-making skills needed to meet the priorities of 21st-century schools and to advocate for diverse student populations. Candidates are taught to become leaders, social justice advocates, team players and collaborators, and coordinators of resources, while utilizing the most contemporary models of counseling technique and theory. Technology applications are integrated in every course.

In addition to our program's cohort model based on small class sizes, degree candidates receive mentoring and ongoing advising, can participate in faculty research projects, and complete extensive in-school fieldwork under the supervision of a certified school counselor. The program is personalized, technology infused, and innovative to help you gain real-world experience.

New York Institute of Technology's Master of Science in School Counseling has achieved national recognition as a program accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

All programs are offered in a combination of face-to-face and online learning. Classes meet weekday evenings and/or on Saturdays. Full-time students complete the program in two years; part-time students in three.

Program Mission

The mission of the School Counseling program is to prepare culturally competent, ethical, and skilled school counseling professionals to meet the growing needs of students. The competency-based program prepares professional school counselors to deliver comprehensive programs that promote success for all students in the areas of academic, career and college readiness, and social-emotional development.

Through advocacy, collaboration and teamwork, individual and group counseling, use of data and technology, school counselor candidates will be prepared to support, promote, and enhance student achievement as agents of change and leaders in the profession.

Features Unique to This Program

- Classes offered in a blended format; a combination of face to face and online learning
- Flexible three-year (part time) or two-year (full time) cohort models for the 60-credit Master of Science
- School-based fieldwork integrated throughout coursework to prepare for practicum and internship
- Innovative practices and counseling program models to meet the needs of today's PreK–12 students
- Opportunities to develop skills in counseling, leadership, collaboration, advocacy, teamwork, cultural competence, evidence-based practice, accountability, program development, and implementation
- Focus on expertise using technology applications specific to school counseling
- Cross-cultural studies at home and/or abroad
- National school counseling honor society, Chi Sigma Iota
- Action research, data-informed practice, and comprehensive program development are integral themes
- Student learner outcomes are grounded in the Transforming School Counseling Initiative, CACREP 2016 standards, and the American School Counselor Association National Standards and National Model

M.S. in School Counseling with Bilingual Extension

The Master of Science in School Counseling with Bilingual Extension is intended for those candidates who wish to complete the 60-credit school counseling degree and simultaneously the additional required coursework for the New York State provisional certificate with the bilingual extension.

The Master of Science in School Counseling with Bilingual Extension includes the development of knowledge and skills in a cultural context necessary to work in today's schools, with ethno-linguistically diverse students and families, in addition to the CACREP accredited program of study in professional issues and ethics, social and cultural diversity, human growth and development, career development, counseling and helping relationships, and group work. Candidates will participate in a bilingual practicum experience, which will prepare school counselors to specifically work with bilingual/ELL students and their families.

Depending upon elective selections, candidates for the bilingual extension will need to enroll in a minimum of six additional credits and will meet with her/his advisor to plan accordingly.

Additionally, NYSED certification will require documented proficiency in the target language by independently passing the New York State Bilingual Assessment (BEA) that is administered by the New York State Education Department.

The Master of Science in School Counseling follows a cohort model, and all candidates are required to enroll in two courses each semester (part-time) or three courses each semester (full-time), including the summer session. Applicants are accepted and begin study in the summer or fall term. Applicants with academic backgrounds in psychology, education, sociology, law, or a related behavioral science are especially encouraged to apply, as are those with work experience in schools, social agencies, hospitals, criminal justice, or community action programs.

Admission Requirements

- B.S. degree or its equivalent from an accredited college or university
- Academic background in psychology, education, sociology, law or related behavioral science, or work experience in a school, social agency, hospital, criminal justice, or community action program ideal but not required
- Minimum cumulative undergraduate GPA of 3.0
  - Applicants whose GPA is 2.85 to 2.99 may be accepted and will have to achieve a 3.0 GPA in their first 12 credits to continue in the program. Applicants may be accepted "with conditions" and will be required to achieve a 3.0 GPA in their first 12 credits to fully matriculate.
- Participate in a structured individual or group interview with program faculty, if selected.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Submit a department portfolio, which includes:
  - Goal Statement: In 250 words or less, address the following:
    - Describe how your career path has led you to the school counseling profession
    - What excites you about working as a school counselor
  - Three department reference forms (from an employer, a professor, and someone who can give a personal character reference) attesting to your leadership, advocacy skills, and potential to succeed in graduate studies. References can directly submit their completed forms. If you would like to submit your materials in one packet, please have your references sign and seal the completed form in an envelope prior to returning it to you.
  - Signed Candidate Statement of Understanding.

- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.

- Copy of college diploma or proof of degree
- Official exam score (GRE Code: 2561, MAT Score: 1487)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Special Note
New York education law now permits nonresident aliens to qualify for an initial license. Individuals with U.S. citizenship or permanent resident status may qualify for a permanent or professional New York State Teaching Certificate.

Read more at NYSED

College of Arts and Sciences Curriculum

Curriculum Requirements for Master of Science in School Counseling

Major Requirements

Foundations		Credits:
EDCO 600	Introduction to School Counseling	3
EDCO 601	Human Development	3
EDCO 615	Foundations of Counseling	3
EDCO 705	Career Counseling and Lifestyles Development	3
		Total: 12 Credits

Core Knowledge and Skills Courses		Credits:
	Group Counseling, Leadership, and	

EDCO 620	Facilitation Skills	3
EDCO 635	Consultation: School and Community	3
EDCO 640	School Counseling Programs Development and Implementation	3
EDCO 650	Social Justice, Diversity, and Cultural Issues	3
EDCO 665	The Special Needs Student	3
EDCO 671	Post-Secondary Transitions and College Counseling	3
EDCO 703	Trauma and Crisis Counseling: Intervention, Practice, and Theory	3
EDCO 725	School Violence Prevention and Student Behavior Management	3
EDCO 810	Research, Assessment, and Technology	3
EDCO 835	Educational Law, Policy, and Ethics	3
EDCO 870	Field Practicum and Seminar[1]	3
		Total: 33 Credits

[1] Practicum: 100 hours of supervised counseling experiences

Electives (select three, with approval of advisor)		Credits:
EDCO 605	Theories of Personality	3
EDCO 625	Community Psychology	3
EDCO 630	Clinical Assessment	3
EDCO 631	Prevention, Assessment, and Treatment of Alcohol and Substance Abuse with Families, Communities, and Schools	3
EDCO 645	Technology Literacy for School Counselors	3
EDCO 647	Group Dynamics	3
EDCO 655	Contemporary Issues and Practices in Education and School Counseling	3
EDCO 680	Counseling and Cultural Competence in a Global Society	3
EDCO 683	Multiculturalism and Counseling in a Global Context	3
EDCO 685	Cultural Mediation for Counselors and Educators	3
EDCO 707	Advanced Career Counseling	3
EDCO 709	Advanced Studies in Workforce Development	3
EDCO 710	Multicultural Issues in Counseling	3
EDCO 758	Motivation Theory	3
EDCO 770	Etiology and Treatment of Alcohol and Substance Abuse I	3
EDCO 771	Etiology and Treatment of Alcohol and Substance Abuse II	3
EDCO 775	Pharmacology, Epidemiology, and Research in Alcohol and Substance Abuse	3

EDCO 780	Human Sexuality	3
EDCO 820	Play Therapy I	3
EDCO 821	Play Therapy II	3
MHCO 620	Interpersonal Communication	3
		Total: 9 Credits

Internship		Credits:
EDCO 730	Internship: Academic/Career/Personal Social Development – Part I	3
EDCO 740	Internship: Academic/Career/Personal Social Development – Part II	3
		Total: 6 Credits

With department approval, candidates may accrue up to 100 hours of internship experience in the summer semester prior to registration in EDCO 730.

Total Required Credits = 60 credits

College of Arts and Sciences Curriculum

Curriculum Requirements for Master of Science in School Counseling with Bilingual Extension

Major Requirements

Foundations		Credits:
EDCO 600	Introduction to School Counseling	3
EDCO 601	Human Development	3
EDCO 615	Foundations of Counseling	3
EDCO 705	Career Counseling and Lifestyles Development	3
		Total: 12 Credits

Core Knowledge and Skills Courses		Credits:
EDCO 620	Group Counseling, Leadership, and Facilitation Skills	3
EDCO 635	Consultation: School and Community	3
EDCO 640	School Counseling Programs Development and Implementation	3
EDCO 650	Social Justice, Diversity, and Cultural Issues	3
EDCO 665	The Special Needs Student	3
EDCO 671	Post-Secondary Transitions and College Counseling	3
EDCO 703	Trauma and Crisis Counseling: Intervention, Practice, and Theory	3

EDCO 725	School Violence Prevention and Student Behavior Management	3
EDCO 810	Research, Assessment, and Technology	3
EDCO 835	Educational Law, Policy, and Ethics	3
		Total: 30 Credits

Department Electives (select two, with approval of advisor)		Credits:
EDCO 680	Counseling and Cultural Competence in a Global Society	3
EDCO 683	Multiculturalism and Counseling in a Global Context	3
EDCO 685	Cultural Mediation for Counselors and Educators	3
EDCO 710	Multicultural Issues in Counseling	3
		Total: 6 Credits

Internship		Credits:
EDCO 730	Internship: Academic/Career/Personal Social Development – Part I	3
EDCO 740	Internship: Academic/Career/Personal Social Development – Part II	3
		Total: 6 Credits

With department approval, candidates may accrue up to 100 hours of internship experience in the summer semester prior to registration in EDCO 730.

Bilingual Extension to School Counseling, M.S.		Credits:
EDCO 603	Foundations of Bilingual Education and Counseling	3
EDCO 880	Bilingual Field Practicum and Seminar[1]	3
		Total: 6 Credits

[1] Bilingual Practicum: 100 hours of supervised counseling experiences.

Total Required Credits = 60 credits

College of Arts and Sciences

Advanced Certificate in Student Behavior Management

About the Certificate

Students' educational and social environments play critical roles in encouraging and sustaining optimal learning. The certificate in Student Behavior Management provides critical knowledge and skills teachers need to effectively guide student behavior in the classroom. Program courses and experiences build on an understanding of child and adolescent stages of growth, cultural contexts, and social justice to enable the creation of safe and respectful school environments. The select courses enable understanding of the dynamics of student academic, career, and personal-social development, and provide practical strategies for educators to use to positively impact student success in school. Teachers' professional skills in advocacy, collaboration, teamwork, leadership, data-based decision-making, and problem solving are honed in the action-oriented assignments. In addition, course work integrates technology use in creative and meaningful ways.

Courses in the Student Behavior Management certificate may be applied to the Master of Science in School Counseling, if you subsequently apply to and are admitted to that degree program.

What the Certificate Offers

- A 15-credit experience focused on students' behavior and learning
- Convenient Long Island or New York City campus locations
- Integrated field work that links theory with practice
- Opportunities to develop important technological skills
- Cutting-edge content in student behavior management, school violence prevention, cultural contexts, and working with special needs student populations

How to Apply

Applications for admission and scholarships are reviewed on a rolling basis, as long as space is available. The first step is to apply online.

Admission Requirements

- B.S. degree or its equivalent from an accredited college or university
- Minimum cumulative undergraduate GPA of 3.0
    - Students who have a GPA between 2.85 and 2.99 may be accepted and will have to achieve a 3.0 GPA in the first 12 graduate credits to continue in the program.
    - Students who have a GPA below 2.85 must take the GRE and earn a minimum combined score of 300 on the verbal and quantitative reasoning tests. They will need to achieve a score of 4.0 out of 6.0 on the analytical writing section. If they meet the GRE requirement, they may be accepted and will be required to achieve a 3.0 GPA in the first 12 credits to continue in the program.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Read more at NYSED

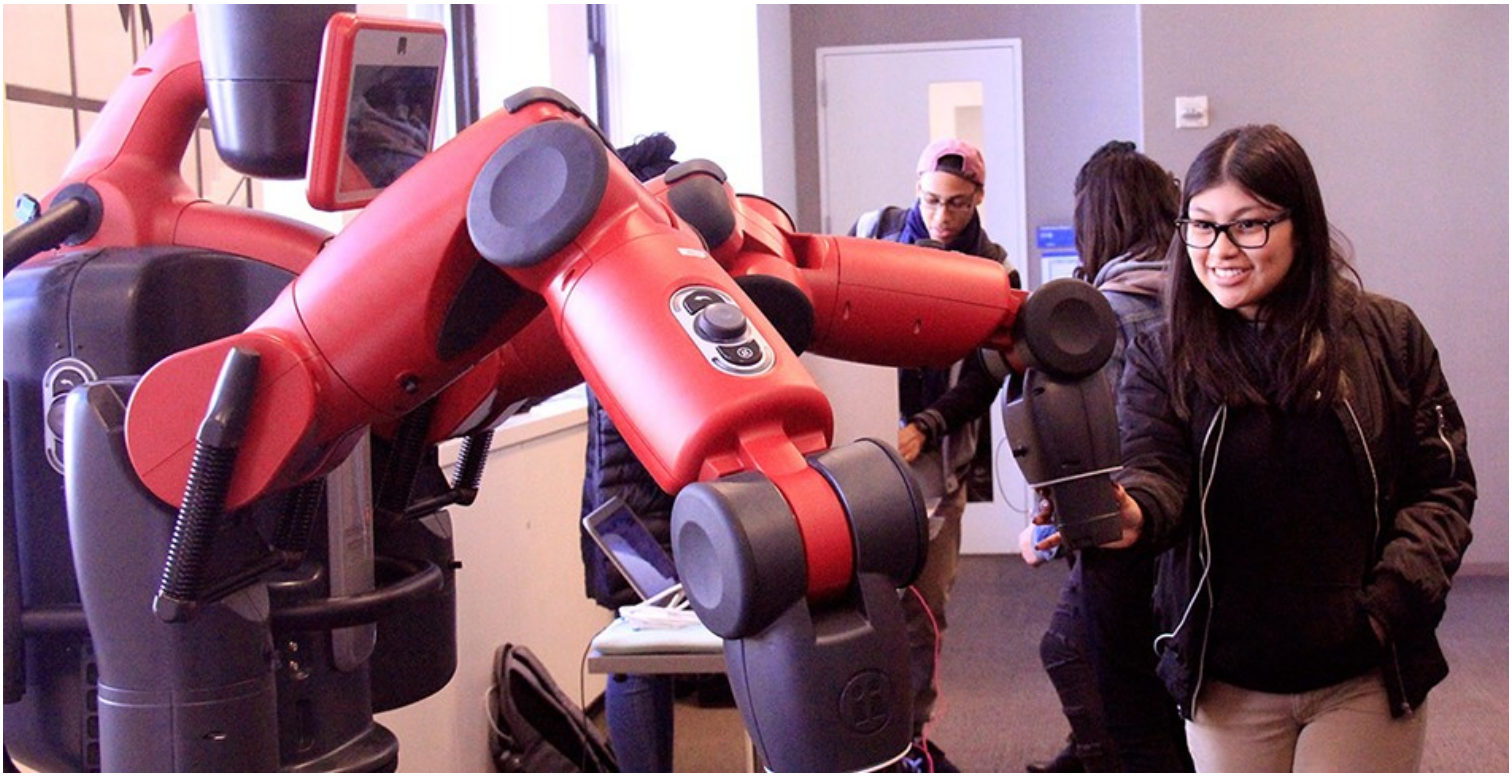
Curriculum Requirements for Advanced Certificate in Student Behavior Management

Major Requirements

Advanced Certificate in Student Behavior Management		Credits:
EDCO 600	Introduction to School Counseling	3
EDCO 601	Human Development	3
EDCO 650	Social Justice, Diversity, and Cultural Issues	3
EDCO 665	The Special Needs Student	3
EDCO 725	School Violence and Student Behavior Management	3
		Total: 15 Credits

Total Required Credits = 15

College of Engineering and Computing Sciences



Babak D. Beheshti, Ph.D., Dean

Undergraduate Programs

- Bioengineering, B.S.
- Computer Science, B.S.
- Construction Engineering, B.S.
- Electrical and Computer Engineering, B.S.
- Electrical and Computer Engineering Technology, B.S.
- Engineering Management, B.S.
- Information Technology, B.S.
- Mechanical Engineering, B.S.

Undergraduate Minors

- Construction Engineering
- Energy Science, Technology, and Policy
- Technology Entrepreneurship

Graduate Programs

- Bioengineering, M.S.
- Computer Science, M.S.
- Cybersecurity, M.S.
- Data Science, M.S.
- Electrical and Computer Engineering, M.S.
- Energy Management, M.S.
- Mechanical Engineering, M.S.

Advanced Certificates

- Advanced Certificate in Energy Technology
- Advanced Certificate in Environmental Management
- Advanced Certificate in Facilities Management
- Advanced Certificate in Infrastructure Security Management

Doctoral Programs

- Computer Science, Ph.D.
- Engineering, Ph.D.

Mission

The College of Engineering and Computing Sciences prides itself on providing high-quality undergraduate, graduate, and doctoral programs that prepare students for advanced studies and challenging positions in business, government, and industry. The college is guided in this mission by the tenets embraced by New York Institute of Technology: the professional preparation of students, applications-oriented research, and access to opportunity for all qualified students.

Integral to success are our faculty's dedication to teaching, scholarship, and service; the support of alumni, industrial advisory boards, friends, and employers; and the college's state-of-the-art facilities that provide students with a solid foundation for achievement.

To accomplish its mission, the College of Engineering and Computing Sciences:

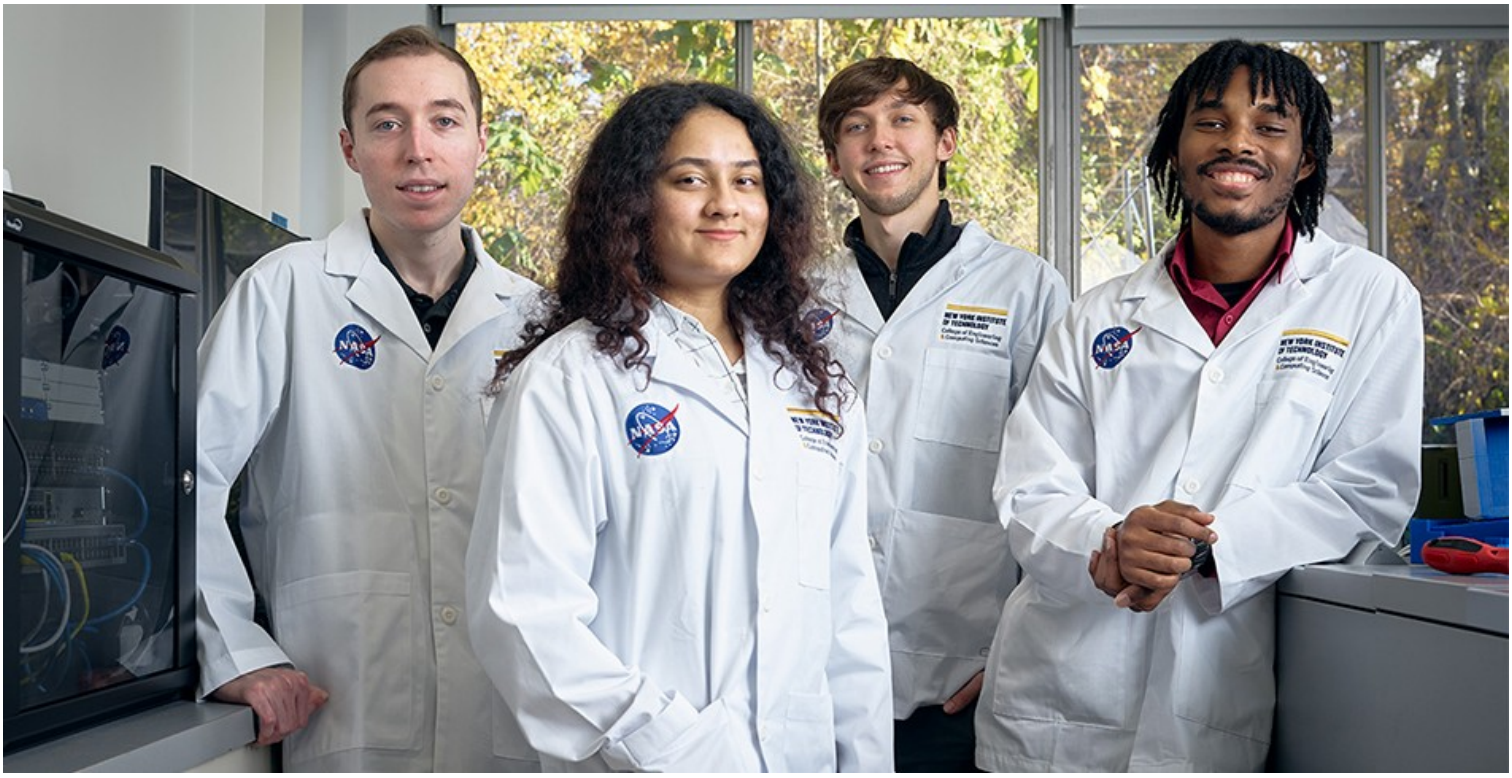
- Offers a broad range of outstanding, accredited academic programs
- Supports faculty members who are effective teacher-scholars committed to a student-centered, stimulating learning and research environment
- Engages students in applied projects, innovative design, and computing solutions to real industry questions
- Fosters connections and partnerships with employers, alumni, and the community at large
- Provides the physical space and modern facilities that befit a premier university

Vision: Engineering for Society, Innovating for a Better World

At NYIT College of Engineering and Computing Sciences, students have the opportunity to work on 21st-century technological challenges that directly affect the world in which they live. The college is known as "the place" where innovators, engineering firms, public utilities, and federal and state agencies seek talented faculty and students to advance their projects, inventions, and technologies in the classroom, the lab, the field, or on site. By the time they graduate, our "industry ready" students are equipped with the fundamentals needed to pursue graduate studies and are prepared to join the workforce with minimal on-the-job training.

College of Engineering and Computing Sciences

Doctoral Programs: College of Engineering and Computing Sciences



Babak Beheshti, Ph.D., Dean

Helen Gu, Ph.D., Associate Dean and Program Director

- Computer Science, Ph.D.

Xun Yu, Ph.D., Associate Dean and Program Director

- Engineering, Ph.D.

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Scholarships and Assistantships

There are several scholarship programs, specifically designed for the College of Engineering and Computing Sciences, that benefit incoming students:

- **Scholarships:** Students in excellent academic standing have priority access to university scholarships, such as the Alumni Recognition Award and the Graduate Scholarship Award.
- **Graduate Assistantships:** Provided to select students to help them excel in the College of Engineering and Computing Sciences' programs. Admitted students may take part in a teaching or research assistantship for the department in which they are studying.

Apply online to New York Tech

Computer Science, Ph.D.

New York Institute of Technology College of Engineering and Computing Sciences has created a Ph.D. program to address the regional, as well as national, demand for experts, researchers, and scientists in Computer Science.

The program's educational objective is to educate talented students in multiple emerging areas of computer science, including cybersecurity, data science, and cloud computing.. The program is designed to be rigorous and innovation-focused, including core fundamental theoretical courses, transformative research, and special topics that are intended to bridge the gap between high-technology research and its commercialization.

According to the U.S. Bureau of Labor Statistics, from 2016 to 2026 there will be a 13 percent increase in computer and information technology occupations. Innovative and competitive research funding in new research thrust areas will require a highly educated workforce. The Ph.D. program is structured to address, sustain, and increase this innovative capacity. Its education and research aspects will prepare students to join the innovative and competitive workforce, and graduates will become the technical leaders in the region, the State of New York, and the nation.

The curriculum is designed to prepare students for research careers in industry as well as academia. It provides students with both the fundamental concepts of the field as well as the ability to perform independent research in a specialized area. The program's goal is to contribute to the development of well-trained engineers and scientists who will advance the state of the art in computer science through training in cutting-edge research.

The academic requirements for the Ph.D. consist of coursework, exams, a written dissertation, and an oral dissertation defense. The minimum 66 credits beyond a B.S. degree in Computer Science or relevant field will be required to obtain the doctoral degree. Thirty-six (36) credits are for the coursework (12 courses). Students will earn the minimum thirty (30) Ph.D. credits based on an individual plan of study established with the student's advisor and approved by the graduate program director for dissertation research performed in years two–four of the program.

Candidacy for the Ph.D. degree will be awarded after the student successfully passes both the qualifying examination and the preliminary dissertation proposal—typically in the summer after the third year. Completion of at least 66 graduate core, elective, and research credits will be required to qualify for the degree. The Ph.D. degree will be awarded after the submission and approval of a written dissertation, supporting the results of an original scholarly investigation, and the passing of an oral defense of the submitted dissertation.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

Admission Requirements

Applicants must submit an application, Graduate Record Examination (GRE) scores, three letters of recommendation, transcripts leading to the applicant's previous degree(s), a statement of purpose, and for applicants whose native language is not English and who have been educated outside the U.S., an acceptable score of Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required.

The Graduate Admission Committee of the College of Engineering and Computing Sciences will review all applications and decide whether to

grant admission. The general requirement for admission into this Ph.D. program is as follows:

- For students with B.S., a minimum GPA of 3.2/4.0 from a regionally accredited university
- For students with M.S., a minimum GPA of 3.5/4.0 from a regionally accredited university
- A minimum GRE score of 300 is required
- For international students, the requirement on acceptable TOEFL IBT score is 79, or 6.5 on IELTS.

These requisites are for advisory purposes only. We will review the applications for positive indications of potential success in the program.

Transfer Credits

- Students who have an M.S. degree in a relevant field can transfer a maximum of 18 credits (with at least B+) with the approval of their advisor and the program director.
- Pass grades earned during the spring and fall 2020 semesters meet this GPA threshold and are transferable to New York Institute of Technology.

Application Materials

- Completed application
- $50 nonrefundable application fee
- A resume or curriculum vitae
- A statement of purpose
- Three letters of recommendation
- Copies of transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Progression in the Program

Students will be required to maintain an overall GPA of 3.0 in Ph.D. courses and a Ph.D. course grade below a B- will result in the student repeating the course.

Qualifying Exam

Each student must pass a qualifying exam no later than at the end of year two, in order to remain in the Ph.D. program. The exam will cover fundamental knowledge of the subject areas written by faculty committees. The passing grade is 70 percent. Each student may take the qualifying exam no more than two times. Students must choose two courses from the following list for their qualifying exam:

- CSCI 610 Theoretical Concepts in Computers and Computation
- CSCI 621 Programming Languages
- CSCI 651 Algorithm Concepts

Preliminary Dissertation Proposal

Within 8–12 months of a satisfactory completion of the qualifying examination, each student, working with their dissertation advisor, will develop a preliminary dissertation proposal in a chosen area, together with the selection of an acceptable topic for the dissertation. This document will describe in detail the proposed research project with a timeline and possible research strategies, and alternatives should problems be encountered.

A dissertation committee will be formed by the student in concert with their advisor and be submitted to the program director for approval. The dissertation committee will be comprised of a minimum of four (4) members, with at least three core faculty members. The fourth member will be from outside the department, preferably outside the university, but in an area associated with the proposed dissertation field of study.

Preferably by the end of year two, but not later than the end of year three, the student will present a written proposal in the required format and oral presentation to the dissertation committee for approval. Once approved by the dissertation committee, the dissertation proposal will be forwarded to the program director for final approval.

Advancement to Candidacy

After a student has passed the dissertation proposal defense, they must submit the Ph.D. candidate approval form to the program director to advance to candidacy.

Dissertation Defense

In order to reach the dissertation defense, students must have satisfied the following requirements:

1. Completed all required coursework, with a minimum overall GPA of 3.0
2. Passed the qualifying examination
3. Selected a dissertation committee and convened a committee meeting; written reports from each meeting were submitted to the program director
4. Submitted the dissertation proposal and received approval for the proposal from the dissertation committee
5. Advanced to candidacy
6. Completed a written dissertation in required format

Before final approval of the written document, the dissertation committee will schedule an oral examination at which the student must successfully defend the dissertation. The oral examination by the dissertation committee members will follow immediately after a public seminar by the student describing the complete body of work contained in the submitted thesis. Based on the outcome of the oral examination, the dissertation committee may require changes to the written dissertation document and schedule another meeting with the student. The student must submit the written document to the committee members at least two weeks before the oral defense. Following successful oral defense and approval of the written document, all committee members must sign the dissertation defense approval form, which is forwarded to the program director for final approval.

Curriculum Requirements for Ph.D. in Computer Science

Major Requirements

Core Required Courses		Credits:
CSCI 610	Theoretic Concepts in Computers and Computation	3
CSCI 621	Programming Languages	3
CSCI 651	Algorithm Concepts	3
		Total: 9 Credits

Electives can be selected from the following list in the areas of: Computer Science; Cybersecurity; and Data Science.

Core Required Electives (choose nine)		Credits:
CSCI 606	Distributed Systems	3
CSCI 620	Operating System Security	3
CSCI 626	Information Retrieval	3
CSCI 636	Big Data Analytics	3
CSCI 641	Computer Architecture I	3
CSCI 645	Numerical Analysis	3
CSCI 646	Database Interface and Programming	3
CSCI 654	Principles of Information Security	3
CSCI 655	Automata Theory	3
CSCI 656	Distributed Database Systems	3
CSCI 657	Introduction to Data Mining	3
CSCI 665	Software Engineering	3
CSCI 690	Computer Networks	3
CSCI 755	Artificial Intelligence I	3
CSCI 760	Database Systems	3

CSCI 790	Advanced Software Engineering	3
INCS 615	Advanced Network and Internet Security	3
INCS 618	Computer Security Risk Management and Legal Issues	3
INCS 712	Digital Forensics	3
INCS 741	Cryptography	3
INCS 745	Intrusion Detection and Hacker Exploits	3
INCS 775	Data Center Security	3
DTSC 610	Programming for Data Science	3
DTSC 615	Optimization Methods for Data Science	3
DTSC 620	Statistics for Data Science	3
DTSC 630	Data Visualization	3
DTSC 635	Probability and Stochastic Processes	3
DTSC 701	Introduction to Big Data	3
DTSC 710	Machine Learning	3
DTSC 740	Deep Learning	3
DTSC 760	Biometrics	3
		Total: 27 Credits

** Students can register for the courses below multiple times with credits ranging from 1 to 9 to fulfill the total 30-credit requirement for research and dissertation.

Independent Research		Credits:
CSGR 860	Independent Research**	1–9
		Total: 18 Credits

Ph.D. Dissertation		Credits:
CSGR 861	Ph.D. Dissertation**	1–9
		Total: 12 Credits

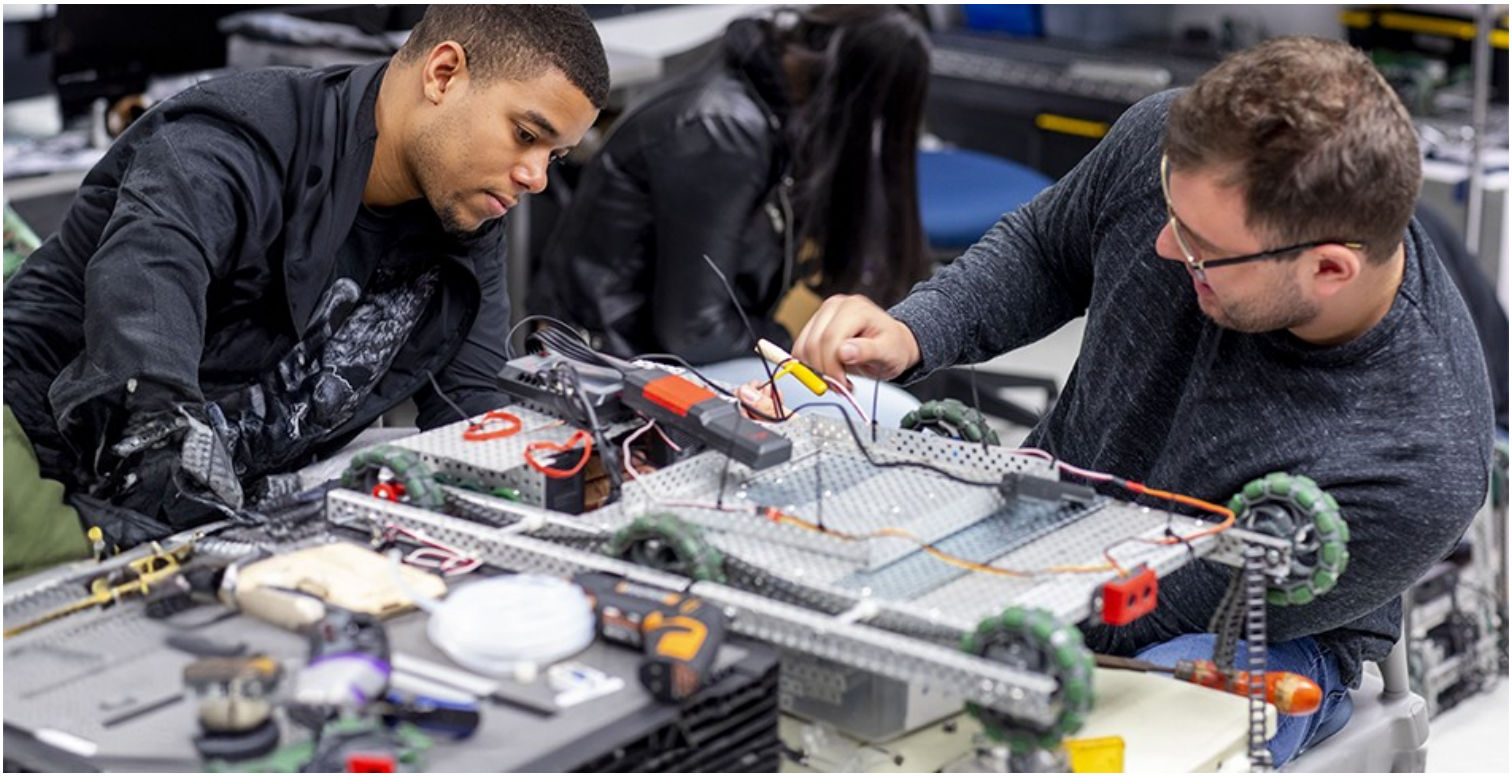
Students will be required to maintain an overall GPA of 3.0 in Ph.D. courses. A grade below a B- will result in the student repeating the course.

Total Program Credits = 66

A maximum of 18 credits can be transferred if the student has an M.S. degree in computer science or a related area, with approval of the program director.

College of Engineering and Computing Sciences

Engineering, Ph.D.



According to the U.S. Bureau of Labor Statistics, from 2016 to 2026 there will be a seven percent increase in jobs for biomedical engineers and electrical engineers, and a nine percent increase for mechanical engineering positions. Our Ph.D. program is structured to address, sustain, and increase this dynamic workforce. The education and research aspects of the program will prepare students to join the innovative and competitive environment. Graduates of this degree program will be the technical leaders in the region, the state, and the nation.

The educational objective of the Ph.D. in Engineering is to educate highly talented students in multiple emerging engineering fields with concentrations in: Bioengineering, Electrical and Computer Engineering, and Mechanical Engineering. The program is designed to be rigorous and innovation-focused, and will include several core fundamental theoretical courses, transformative research, and advanced topics that bridge the gap between high-technology research and its commercialization. The curriculum is designed to prepare students for research careers in industry as well as academia, and provides students with both the concepts as well as the ability to perform independent research in a specialized area.

The Engineering, Ph.D. programs goal is to contribute to the development of well-trained engineer-scientists who will advance the state-of-the-art in engineering through training in cutting-edge research. This is aligned with New York Tech's mission:

- to provide career-oriented, professional education
- to offer access to opportunity for all qualified students
- to support fundamental and applications-oriented research that benefits the larger world

The program will focus on training students in applied research in one of three concentrations:

- **Bioengineering:** Providing a better quality of life for people through enhanced techniques and technologies can only be achieved through multi-disciplined education. Advances in micro- and nano-technologies, wireless communication and power transfer, sensor miniaturization, on-chip real time signal processing, and mathematical modeling of biological systems, allow bioengineers to develop smart, high-performance systems that are dependable, efficient, and secure.
- **Electrical and Computer Engineering:** Our Ph.D. program will integrate cutting-edge research with coursework to prepare students to work in areas that include robotics, microelectronics, micro and nano systems, control systems, image and signal processing, computer networks, and radar and communications systems.
- **Mechanical Engineering:** As one of the broadest engineering disciplines, our Mechanical Engineering program integrates cutting-edge research with up-to-date coursework to train students in the following areas: solid mechanics, heat transfer and thermo-fluid systems, energy systems, biomechanics and biomedical devices, micro/nano sensors, controls and dynamical systems.

Candidacy for the Ph.D. will be awarded after the student successfully passes both the qualifying examination and the preliminary dissertation proposal—typically in the summer after the third year. Completion of at least 66 graduate core, elective, and research credits will be required to qualify for the degree. The doctoral degree will be awarded only after the submission and approval of a written dissertation supporting the results of an original scholarly investigation, and the passing of an oral defense of the submitted dissertation.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

Admission Requirements

Applicants must submit an application, Graduate Record Examination (GRE) scores, three letters of recommendation, transcripts leading to the applicant's previous degree(s), a statement of purpose, and for applicants whose native language is not English and who have been educated outside the U.S., an acceptable score of Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required.

The Graduate Admission Committee of the College of Engineering and Computing Sciences will review all applications and decide whether to grant admission. The general requirement for admission into this Ph.D. program is as follows:

- For students with B.S., a minimum GPA of 3.2/4.0 from a regionally accredited university
- For students with M.S., a minimum GPA of 3.5/4.0 from a regionally accredited university
- A minimum GRE score of 300 is required
- For international students, the requirement on acceptable TOEFL IBT score is 79, or 6.5 on IELTS.

These requisites are for advisory purposes only. We will review the applications for positive indications of potential success in the program.

Transfer Credits

- Students who have an M.S. degree in a relevant field can transfer a maximum of 18 credits (with at least B+) with the approval of their advisor and the program director.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology.

Application Materials

- Completed application
- $50 nonrefundable application fee
- A resume or curriculum vitae
- A statement of purpose
- Three letters of recommendation
- Copies of transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Progression in the Program

Students will be required to maintain an overall GPA of 3.0 in Ph.D. courses and a Ph.D. course grade below a B- will result in the student repeating the course.

Qualifying Exam

All students must satisfactorily complete a qualifying exam no later than the end of year two for students starting with a bachelor's degree or at the end of year one for students starting with a master's degree, in order to remain in the Ph.D. program. This examination will cover all relevant coursework taken by the student. Elements of engineering, physical and biological sciences, mathematics, computer science, and statistics may be included in this examination. The examination will be both written and oral. A committee of five faculty members (excluding student's research advisor) will give the student a major open-ended problem in the student's general area of research interest. The student will have limited time (72 hours) to address the solution in writing, in the form of a research proposal, and submit to the chair of the committee. Then student would orally defend and critique this solution in front of the committee. During this oral session, the committee members will ask questions of the student to evaluate their depth of knowledge in the field. The committee will then make a decision to either pass or fail the student. In the case that a student fails the exam, they can retake the exam within six months. A second failure will result in disqualifying the student from continuing in the Ph.D. program.

Preliminary Dissertation Proposal

Within 8–12 months of a satisfactory completion of the qualifying examination, each student, working with their dissertation advisor, will develop a preliminary dissertation proposal in a chosen area, together with the selection of an acceptable topic for the dissertation. This document will describe in detail the proposed research project with a timeline and possible research strategies, and alternatives should problems be encountered.

A dissertation committee will be formed by the student in concert with their advisor and be submitted to the program director for approval. The dissertation committee will be comprised of a minimum of four (4) members, with at least three core faculty members. The fourth member will be from outside the department, preferably outside the university, but in an area associated with the proposed dissertation field of study.

Preferably by the end of year two, but not later than the end of year three, the student will present a written proposal and oral presentation to the dissertation committee for approval. Once approved by the dissertation committee, the dissertation proposal will be forwarded to the program

director for final approval.

Advancement to Candidacy

After a student has passed the dissertation proposal defense, they must submit the Ph.D. candidate approval form to the program director to advance to candidacy.

Dissertation Defense

In order to reach the dissertation defense, students must have satisfied the following requirements:

1. Completed all required coursework, with a minimum overall GPA of 3.0
2. Passed the qualifying examination
3. Selected a dissertation committee and convene a committee meeting; written reports from each meeting were submitted to the program director
4. Submitted the dissertation proposal and received approval for the proposal from the dissertation committee
5. Advanced to candidacy
6. Completed a written dissertation

Committee members may be consulted in preparing the dissertation. The committee may request that the written portion be revised and schedule an additional meeting to review and approve the changes. Before final approval of the written document, the dissertation committee will schedule an oral examination at which the student must successfully defend the dissertation. The oral examination by the dissertation committee members will follow immediately after a public seminar by the student describing the complete body of work contained in the submitted thesis. Based on the outcome of the oral examination, the dissertation committee may require changes to the written dissertation document and schedule another meeting with the student. The student must submit the written document to the committee members at least two weeks before the oral defense. Following successful oral defense and approval of the written document, all committee members must sign the Ph.D. dissertation approval form, which is forwarded to the program director for final approval.

Curriculum Requirements for Ph.D. in Engineering, Bioengineering Concentration

Major Requirements

Seminars		Credits:
ENGR 610	Introduction to Ph.D. Study in Engineering	2
ENGR 800	Doctoral Seminar	1
		Total: 3 Credits

Independent Research		Credits:
ENGR 860	Independent Research**	1–9
		Total: 18 Credits

** Students can register for these courses multiple times with credits ranging from 1 to 9 to fulfill the total 30-credit requirement for research and dissertation.

Ph.D. Dissertation		Credits:
ENGR 861	Ph.D. Dissertation**	1–9
		Total: 12 Credits

BIOENGINEERING (BIOE) CONCENTRATION

For Ph.D. students with a concentration in Bioengineering, 11 courses (33 credits) can be selected from the following areas: Biostatistics; Biological Signal Processing/Data Mining and Control; Biomechanics/Biomaterials; and Instrumentation/Systems and Sensors/Bio-nanotechnology.

Biostatistics		Credits:
BIOE 610	Engineering Principles in Cell Biology	3
BIOE 620	Statistics for Biomedical Engineers	3
BIOE 635	Probability & Stochastic Processes	3
BIOE 665	Linear Systems	3

Biological Signal Processing/Data Mining and Control		Credits:
BIOE 640	Process Control in Biotechnology	3
BIOE 660	Digital Processing of Biological Signals	3
BIOE 666	Biomedical Signals and Systems	3
BIOE 751	Signal Processing I	3
BIOE 851	Signal Processing II	3
CSCI 636	Big Data Analytics	3
CSCI 755	Artificial Intelligence I	3

Biomechanics/Biomaterials		Credits:
MENG 622	Biomechanics	3
MENG 634	Finite Element Analysis	3
MENG 635	Advanced Mechanics of Materials and Composites	3

Instrumentation/Systems and Sensors/Bio-nanotechnology		Credits:
BIOE 650	Medical Devices: An Embedded Systems Approach	3
BIOE 730	Nanotechnology	3
CSCI 765	VLSI Systems	3
CSCI 840	Software Design for Real-Time Systems	3
EENG 780	Silicon Integrated Circuit Theory and Fabrication	3
EENG 830	RF Electronic Circuits	3
EENG 860	Nano-Biotechnology	3
MENG 642	Sensors and Actuators	3

Students will be required to maintain an overall GPA of 3.0 in Ph.D. courses. A grade below a B- will result in the student repeating the course.

Total Program Credits = 66

A maximum of 18 credits may be transferred if the student has an M.S. degree in a related area, with approval of the program director.

Curriculum Requirements for Ph.D. in Engineering, Electrical and Computer Engineering Concentration

Major Requirements

Seminars		Credits:
ENGR 610	Introduction to Ph.D. Study in Engineering	2
ENGR 800	Doctoral Seminar	1
		Total: 3 Credits

Independent Research		Credits:
ENGR 860	Independent Research**	1–9
		Total: 18 Credits

** Students can register for these courses multiple times with credits ranging from 1 to 9 to fulfill the total 30-credit requirement for research and dissertation.

Ph.D. Dissertation		Credits:
ENGR 861	Ph.D. Dissertation**	1–9
		Total: 12 Credits

ELECTRICAL AND COMPUTER ENGINEERING (ECE) CONCENTRATION

For Ph.D. students with a concentration in Electrical and Computer Engineering, 11 courses (33 credits) can be selected from the following areas: Signal Processing, Control and Intelligent Systems; Communications and Networking; Embedded Systems and Digital Design; Electromagnetics; and Electronic Circuits and Devices.

Signal Processing, Control and Intelligent Systems		Credits:
EENG 665	Linear Systems	3
EENG 715	Multivariable Control	3
EENG 720	Modern Control Theory	3
EENG 751	Signal Processing I	3
EENG 851	Signal Processing II	3
CSCI 636	Big Data Analytics	3
CSCI 755	Artificial Intelligence I	3
MENG 640	Feedback Control of Dynamical Systems	3

Communications and Networking		Credits:
EENG 635	Probability and Stochastic Processes	3

EENG 725	Queuing Theory	3
EENG 726	Fundamentals of Markov Processes	3
EENG 755	Computer Networks	3
EENG 770	Digital Communications	3
EENG 845	Wireless Communications and Networks	3

Embedded Systems and Digital Design		Credits:
EENG 641	Computer Architecture I	3
EENG 650	Medical Devices: An Embedded Systems Approach	3
EENG 741	Computer Architecture II	3
CSCI 620	Operating System Security	3
CSCI 651	Algorithm Concepts	3
CSCI 711	Operating Systems I	3
CSCI 765	VLSI Systems	3
CSCI 840	Software Design for Real-Time Systems	3

Electromagnetics		Credits:
CSCI 645	Numerical Analysis I	3
MENG 601	Advanced Engineering Mathematics	3
MENG 602	Computational Methods	3
EENG 670	Electromagnetic Theory	3
EENG 760	Antenna Theory and Wave Propagation	3
EENG 765	Microwave Circuits	3
MENG 634	Finite Element Analysis	3

Electronic Circuits and Devices		Credits:
EENG 661	Introduction to VLSI Design	3
EENG 830	RF Electronic Circuits	3
EENG 730	Nanotechnology	3
EENG 780	Silicon Integrated Circuit Theory and Fabrication	3
MENG 642	Sensors and Actuators	3

Students will be required to maintain an overall GPA of 3.0 in all Ph.D. courses. A grade below a B- will result in the student repeating the course.

Total Program Credits = 66

A maximum of 18 credits may be transferred if the student has an M.S. degree in a related area, with approval of the program director.

Curriculum Requirements for Ph.D. in Engineering, Mechanical Engineering Concentration

Major Requirements

Seminars		Credits:
ENGR 610	Introduction to Ph.D. Study in Engineering	2
ENGR 800	Doctoral Seminar	1
		Total: 3 Credits

Independent Research		Credits:
ENGR 860	Independent Research**	1–9
		Total: 18 Credits

** Students can register for these courses multiple times with credits ranging from 1 to 9 to fulfill the total 30-credit requirement for research and dissertation.

Ph.D. Dissertation		Credits:
ENGR 861	Ph.D. Dissertation**	1–9
		Total: 12 Credits

MECHANICAL ENGINEERING (MENG) CONCENTRATION

For Ph.D. students with a concentration in Mechanical Engineering, 11 courses (33 credits) can be selected from the following areas: Engineering Mathematics, Solid Mechanics/Biomechanics/Materials;Thermal/Fluids/Energy; Mechatronics/Nanotechnology; and Controls/Dynamic Systems.

Engineering Mathematics		Credits:
MENG 601	Advanced Engineering Mathematics	3
MENG 602	Computational Methods	3

Solid Mechanics/Biomechanics/Materials		Credits:
BIOE 610	Engineering Principles in Cell Biology	3
MENG 605	Advanced Materials Science	3
MENG 622	Biomechanics	3
MENG 631	Applied Elasticity	3
MENG 634	Finite Element Analysis	3
MENG 635	Advanced Mechanics of Materials and Composites	3
MENG 638	Thermal Stresses	3

Thermal/Fluids/Energy		Credits:

MENG 603	Advanced Thermodynamics	3
MENG 604	Fluid Dynamics	3
MENG 610	Heat Transfer I	3
MENG 613	Total Energy Systems and Design	3
MENG 615	Turbo Machinery	3
MENG 616	Environmental Control	3
MENG 618	Computational Fluid Mechanics	3
MENG 624	Advanced Propulsion	3
MENG 628	Advanced Aerodynamics	3

Mechatronics/Nanotechnology		Credits:
BIOE 666	Biomedical Signals and Systems	3
EENG 730	Nanotechnology	3
EENG 780	Silicon Integrated Circuit Theory and Fabrication	3
MENG 642	Sensors and Actuators	3
MENG 648	Mechatronic Systems	3
MENG 650	Medical Devices: An Embedded Systems Approach	3

Controls/Dynamic Systems		Credits:
EENG 665	Linear Systems	3
EENG 710	Robotics of Flexible Automation	3
EENG 720	Modern Control Theory	3
MENG 606	Advanced Dynamics	3
MENG 633	Methods of Vibration Analysis	3
MENG 640	Feedback Control of Dynamical Systems	3

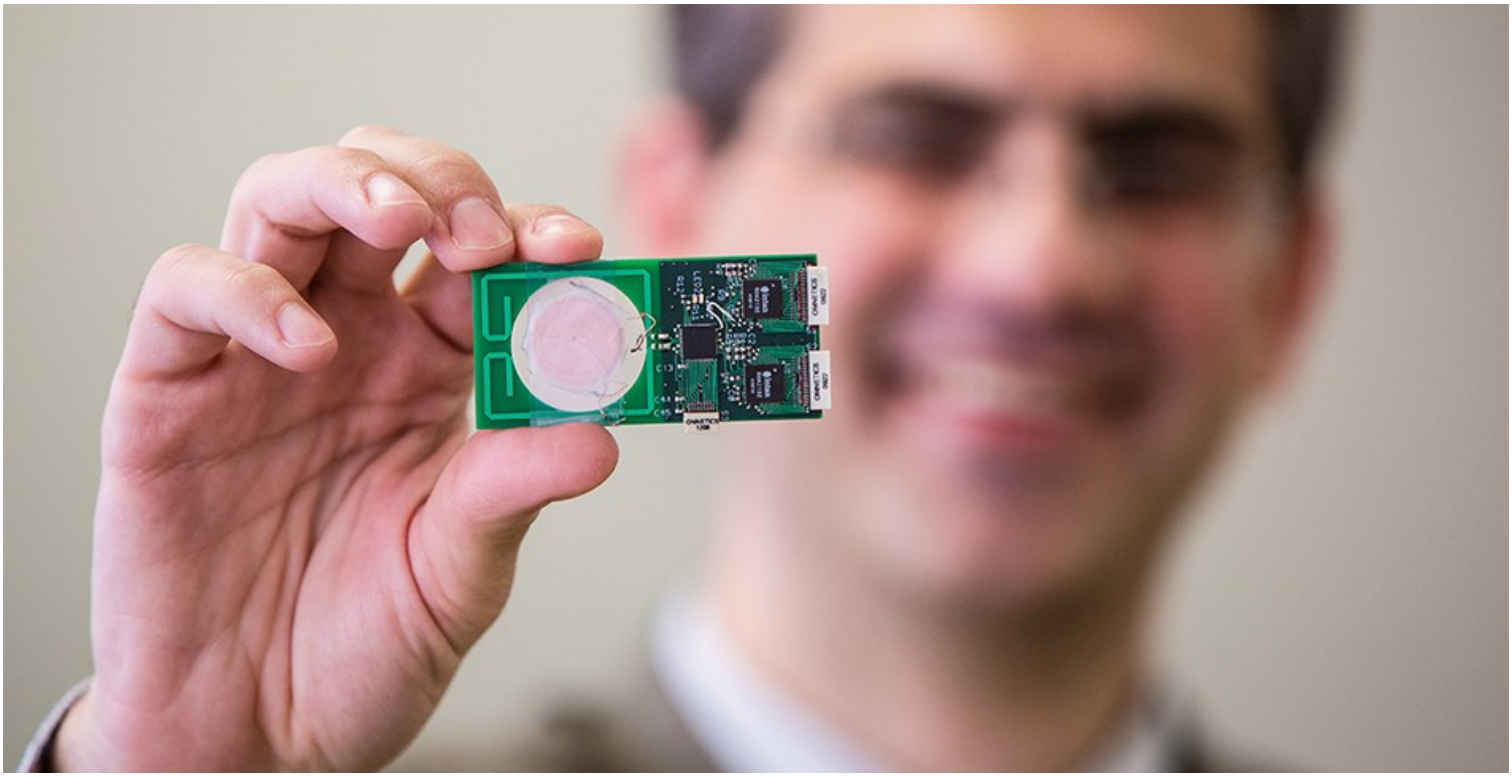
Students will be required to maintain an overall GPA of 3.0 in all Ph.D. courses. A grade below a B- will result in the student repeating the course.

Total Program Credits = 66

A maximum of 18 credits may be transferred if the student has an M.S. degree in a related area, with approval of the program director.

College of Engineering and Computing Sciences

Graduate Programs: College of Engineering and Computing Sciences



Babak Beheshti, Ph.D., Dean

Frank Lee, Ph.D., Chair–Long Island

- Computer Science, M.S.
- Cybersecurity, M.S.
- Data Science, M.S.

Aydin Farajidavar, Ph.D., Chair–Long Island

- Bioengineering, M.S.
- Electrical and Computer Engineering, M.S.

Yoshikazu Saito, Ph.D., Chair–New York City

- Bioengineering, M.S.
- Computer Science, M.S.
- Cybersecurity, M.S.
- Data Science, M.S.
- Electrical and Computer Engineering, M.S.

Xun Yu, Ph.D., Chair

- Mechanical Engineering, M.S.

Robert N. Amundsen, Ph.D., Director

- Energy Management, M.S.
- Advanced Certificates
  - Advanced Certificate in Energy Technology
  - Advanced Certificate in Environmental Management
  - Advanced Certificate in Facilities Management
  - Advanced Certificate in Infrastructure Security Management

Mission

The College of Engineering and Computing Sciences offers high-quality undergraduate, graduate, and doctoral programs to prepare students for advanced studies and challenging positions in business, government, and industry. We are guided in this mission by tenets embraced by New York Institute of Technology: the professional preparation of students, applications-oriented research, and access to opportunity for all qualified students.

Integral to success are our faculty's dedication to teaching, scholarship, and service; the support of alumni, industrial advisory boards, friends, and employers; and the college's state-of-the-art facilities that provide students with a solid foundation for achievement.

To accomplish our mission, the College of Engineering and Computing Sciences:

- Offers a broad range of outstanding, accredited academic programs
- Supports faculty members who are effective teacher-scholars committed to a student-centered, stimulating learning and research environment
- Engages students in applied projects, innovative design, and computing solutions to real industry questions
- Fosters connections and partnerships with employers, alumni, and the community at large
- Provides the physical space and modern facilities that befit a premier university

Vision: Engineering for Society: Innovating for a Better World!

At NYIT College of Engineering and Computing Sciences, students have the opportunity to work on 21st-century technological challenges that directly affect the world in which they live. The college is known as "the place" where innovators, engineering firms, public utilities, and federal and state agencies seek talented faculty and students to advance their projects, inventions, and technologies in the classroom, the lab, the field, or on site. By the time they graduate, our "industry ready" students are equipped with the fundamentals needed to pursue graduate studies and are prepared to join the workforce with minimal on-the-job training.

Scholarships, Accelerated Master's Option, and Assistantships

There are several scholarship programs, specifically designed for the College of Engineering and Computing Sciences, that benefit incoming students:

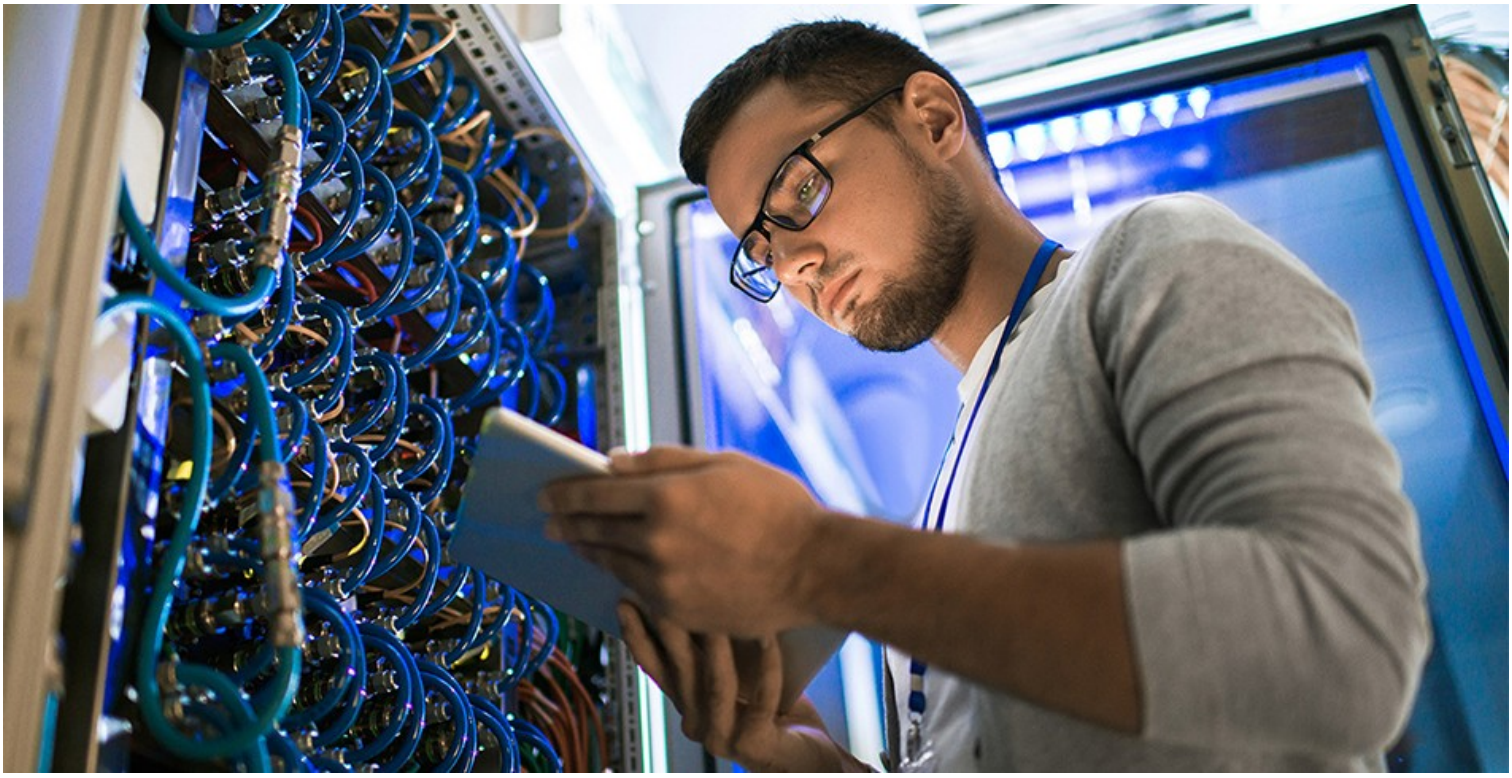
- **Scholarships:** Graduate students in excellent academic standing and/or enrolled in the Accelerated Master's Degree Program have priority access to university scholarships, such as the Alumni Recognition Award and the Graduate Scholarship Award.
- **B.S. with Accelerated M.S. Option:** designed exclusively for current undergraduate students in the College of Engineering and Computing Sciences who have continuously demonstrated academic excellence. The five-year B.S.-M.S. combined option provides juniors with a cumulative GPA of at least 3.2 an opportunity to complete both their bachelor's and master's degrees in five years. Students are encouraged to take three approved graduate courses during the undergraduate degree as part of the curriculum. These courses will later be counted again in the graduate degree when students formally apply for the graduate program.
- **Graduate Assistantships:** Provided to select students to help them excel in the College of Engineering and Computing Sciences' graduate programs. Admitted graduate students may take part in a teaching or research assistantship for the department in which they are studying.

For more information about the APMD Five-Year B.S.-M.S. Combined option, visit the College of Engineering and Computing Sciences' webpage.

Apply online to New York Tech

College of Engineering and Computing Sciences

Advanced Certificates



New York Tech's 18-credit Advanced Certificate programs have the same admission requirements as the M.S. in Energy Management. Courses may not be applied to more than one certificate and must be completed with a minimum 3.0 cumulative average. A separate application for graduate admission must be filed at least one semester before completing a certificate. The certificate must be completed before the M.S. in Energy Management. Descriptions of each Advanced Certificate program are below.

Advanced Certificate in Energy Technology

Alternate sources of energy, experimental vehicles, automated energy control systems, and advanced resource recovery facilities have been developed in order to maximize the efficiency of energy utilization. The Advanced Certificate in Energy Technology requires graduate coursework in energy technology and related areas. All course selections must be approved by the Energy Management Program Director. For more information, email ramundse@nyit.edu.

Advanced Certificate in Environmental Management

The environmental debate has attracted widespread attention among policymakers and the general public. Strict new environmental regulations have created a need for managers with an understanding of environmental issues. Environmental quality is inextricably linked with energy consumption. Automobiles, power plants, and furnaces release pollutants as products of combustion. Coal, oil, and gas resources cannot be developed without careful consideration of the environmental impacts. Therefore, the focus of the energy field has broadened to include more environmental issues. Environmental management courses are offered within the M.S. in Energy Management degree program for managers, planners, engineers, and policy makers who must consider environmental issues when making decisions. Students who obtain the certificate may continue their studies by completing the M.S. in Energy Management degree. Students who have completed the M.S. in Energy Management core course may choose to specialize in environmental management by taking the environmental courses as electives. These courses explore technical, economic, and regulatory frameworks of environmental protection and conservation.

Advanced Certificate in Facilities Management

The complexity of modern buildings has increased with the advent of sophisticated lighting systems, building controls, and air-conditioning equipment. There are numerous career opportunities for facilities managers, who operate and maintain buildings and related infrastructure. Facilities managers need to be able to control costs, while maintaining high standards of safety, comfort, and performance.

Advanced Certificate in Infrastructure Security Management

Today, we depend on trained professionals to identify security concerns and to develop effective response strategies to protect facilities and infrastructures. These individuals use advanced technology for fire protection, crime prevention, and environmental monitoring. They ensure that critical systems, such as backup power, life safety equipment, and water infrastructure are fully operational and in compliance with all regulatory requirements. Certificate includes coursework in facilities management, contingency planning, security systems technology, and environmental risk assessment.

Admission Requirements

- B.S. degree or its equivalent from an accredited college or university. A background in engineering or management is desirable but not required.
  - If students have a degree in engineering, an accredited program is one that is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
  - If students have completed degrees in computer science or a closely related field, an accredited program is one taken at a college that is regionally accredited, such as the Middle States Association of Colleges and Schools.
  - If students have an international baccalaureate degree or diploma, which is equivalent to three years of undergraduate study in the U.S. in computer science, engineering, or a related area, they may be eligible to be admitted into a bridge option in the intended graduate program.

- Minimum undergraduate GPA of 2.85 for full matriculation

  - Applicants who do not qualify for full matriculation and have an undergraduate GPA between 2.5 and 2.84 may, at the discretion of the director, be given the opportunity to demonstrate qualifications for full matriculation by achieving a GPA of 3.0 or higher in the first four graduate courses. In addition, such students may be required to take one or more parts of the GRE and meet individual departmental requirements. In general, students in this category will not be permitted to continue in the program for more than two semesters unless they have qualified for fully matriculated status, or there are special extenuating circumstances.

- Submit GRE scores

  - Graduates of foreign universities are encouraged to take the GRE and submit their scores.
  - Students with a GPA below 2.85 may, at the discretion of the dean, be asked to take the GRE or other diagnostic tests. Admission will be based upon consideration of test results, previous academic performance, and related employment, if applicable.

- Students with an insufficient background for admission into the Energy Management M.S. program may be required to take up to nine credits from the list of prerequisite courses below:

  - PHYS 115 Humanity and the Physical Universe (3 credits)
  - ECON 101 Basic Economics (3 credits)
  - IENG 245 Statistical Design I (3 credits)

  Note: Credits earned for these courses will not be counted toward the 30 credits required for the M.S. degree.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Transfer Credits

- Students may transfer up to nine credits from an accredited graduate program for appropriate courses in which a minimum grade of B was earned.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology.

College of Engineering and Computing Sciences Curriculum

Curriculum Requirements for Advanced Certificate in Energy Technology

Major Requirements

Choose six of the following courses		Credits:
ENGY 615	Energy Equipment Assessment	3

ENGY 635	Security Systems and Technology	3
ENGY 640	Independent Guided Project	3
ENGY 670	Energy Technology in Perspective	3
ENGY 688	Wind Energy Technology	3
ENGY 695	Systems Engineering and Management	3
ENGY 710	Power Plant Systems	3
ENGY 715	Energy-Efficient Lighting	3
ENGY 725	Seminar in New Products and Technology	3
ENGY 730	Computer Applications for Energy Management	3
ENGY 740	Solar Energy Technology	3
ENGY 745	Advanced Battery and Fuel Cell Technologies	3
ENGY 760	Transportation Technology Seminar	3
ENGY 775	Alternative Energy Systems	3
ENGY 795	Smart Grid Systems	3
ENGY 820	Automated Building Energy Control Systems	3
ENGY 850	Advanced Topics Seminar	3
ENVT 601	Introduction to Environmental Technology	3
ENVT 655	Fundamentals of Air Pollution	3
ENVT 730	Geographical Information Systems	3
		Total: 18 Credits

College of Engineering and Computing Sciences Curriculum

Curriculum Requirements for Advanced Certificate in Environmental Management

Major Requirements

Choose three Environmental Management courses (ENGY or OHSE)		Credits:
ENGY 640	Independent Guided Project	3
ENGY 660	Environmental Policy Seminar	3
ENGY 681	Environmental Safety in Health Facilities	3
ENGY 740	Solar Energy Technology	3
ENGY 750	Energy and Environmental Law	3
ENGY 760	Transportation Technology Seminar	3
ENGY 775	Alternative Energy Systems	3
ENGY 850	Advanced Topics Seminar	3
OHSE 601	Safety Management Systems	3
		Total: 9 Credits

Choose three Environmental Technology courses (ENVT or OHSE)		Credits:
ENVT 601	Introduction to Environmental Technology	3
ENVT 605	Hydrology and Groundwater Contamination	3
ENVT 620	Introduction to Waste Management	3
ENVT 650	Hazardous Waste Operations	3
ENVT 655	Fundamentals of Air Pollution	3
ENVT 720	Environmental Audits and Monitoring	3
ENVT 730	Geographical Information Systems	3
ENVT 750	Environmental Risk Assessment	3
OHSE 650	Industrial Hygiene and Occupational Health	3
OHSE 701	Emergency Response Management	3
OHSE 750	Training, Education, and Communication for Safety Engineers	3
		Total: 9 Credits

Total Program Credits = 18

College of Engineering and Computing Sciences Curriculum

Curriculum Requirements for Advanced Certificate in Facilities Management

Major Requirements

Choose six of the following courses		Credits:
ENGY 610	Energy Management	3
ENGY 615	Energy Equipment Assessment	3
ENGY 620	Facilities Operation and Maintenance	3
ENGY 625	Facilities Management Seminar	3
ENGY 630	Facility Security and Contingency Planning	3
ENGY 635	Security Systems and Technology	3
ENGY 640	Independent Guided Project	3
ENGY 681	Environmental Safety in Health Facilities	3
ENGY 682	Health Facilities Management Project	3
ENGY 710	Power Plant Systems	3
ENGY 715	Energy-Efficient Lighting	3
ENGY 725	Seminar in New Products and Technology	3
ENGY 730	Computer Applications for Energy Management	3
ENGY 820	Automated Building Energy Control Systems	3

ENGY 840	Energy Conservation Analysis	3
ENGY 850	Advanced Topics Seminar	3
ENVT 715	Pollution Prevention and Waste Minimization	3
ENVT 720	Environmental Audits and Monitoring	3
		Total: 18 Credits

College of Engineering and Computing Sciences Curriculum

Curriculum Requirements for Advanced Certificate in Infrastructure Security Management

Major Requirements

Choose six of the following courses		Credits:
ENGY 620	Facilities Operation and Maintenance	3
ENGY 625	Facilities Management Seminar	3
ENGY 630	Facility Security and Contingency Planning	3
ENGY 635	Security Systems and Technology	3
ENGY 710	Power Plant Systems	3
ENGY 785	Systems Adaptability and Resiliency Planning	3
ENGY 795	Smart Grid Systems	3
ENVT 650	Hazardous Waste Operations	3
ENVT 720	Environmental Audits and Monitoring	3
ENVT 730	Geographical Information Systems	3
ENVT 750	Environmental Risk Assessment	3
		Total: 18 Credits

College of Engineering and Computing Sciences

Bioengineering, M.S.

New York Institute of Technology's graduate program leading to a Master of Science in Bioengineering is designed to serve a wide range of professional and career interests. It combines coursework in engineering concepts, life sciences, and entrepreneurship along with the tools to succeed in the biotechnology and bioengineering industries. It is applied in nature and ensures that research-based engineering and medical knowledge is translated to practice.

The M.S. in Bioengineering currently focuses on Medical Devices. Future tracks are planned in Health Informatics and Biomechanics.

Program Overview

The Bioengineering program is designed specifically for college graduates holding an appropriate engineering (e.g., biomedical, mechanical, electrical, computer, chemical) or science (e.g., biology, physics, computer) degree who wish to pursue a career within specific subspecialties of Bioengineering (in particular, medical device design).

The program provides the students with a comprehensive knowledge and proficiency in:

1. Medical device design and practical applications
2. Understanding of advanced topics in nanotechnology
3. Molecular and cell bioengineering
4. Bioinformatics and biomedical imaging
5. Solving complex biomedical engineering and science problems
6. Technical knowledge and skills in micro electro-mechanical systems (MEMS)

Objectives
Program objectives are aligned with the national standards established by the Accreditation Board for Engineering and Technology (ABET) below:

- Applying principles of engineering, biology, human physiology, chemistry, calculus-based physics, mathematics (through differential equations), and statistics
- Solving bio/biomedical engineering problems, including those associated with the interaction between living and nonliving systems
- Analyzing, modeling, designing, and realizing bio/biomedical engineering devices, systems, components, or processes
- Making measurements on and interpreting data from living systems

The program prepares students to engage in a successful professional bioengineering career or pursue an advanced research degree.

Curriculum
Our curriculum consists of 30 credits, 18 of which are allocated to required courses in Bioengineering. Six credits permit students to specialize in areas appropriate to their individual needs, and the remaining six credits allow students to pursue either a project or thesis. In order to accommodate working professionals, courses are offered during day and evening hours, as well as weekends on the Long Island campus.

Thesis Option Master's Degree
Students selecting this option will be required to complete 30 credits, including six credits of M.S. thesis courses and six credits of general

electives. Full-time students typically take two semesters to complete the thesis course sequence, which entails planning and conducting research, and writing a thesis. Depending on the thesis topic, students will gain specialized skills and knowledge to make them better qualified for research and development jobs at companies. The thesis may also lead to advanced degrees beyond the Master of Science. With the approval of a supervising thesis advisor, qualified students pursuing the master's thesis must:

- Enroll in two semesters of BIOE 890 MS Thesis I and BIOE 891 MS Thesis II for a maximum of six credits.
- Prepare reports and verbally defend a formal thesis in accordance with criteria established by the College of Engineering and Computing Sciences. A formal written thesis will be archived in the NYIT library.

Note: All master's thesis students must strictly adhere to the Master's Thesis Policies and Guidelines published by NYIT College of Engineering and Computing Sciences.

Non-Thesis Option Master's Degree
Students selecting this option will still be required to complete 30 credits. Instead of M.S. thesis courses, students will take 6 credits of Capstone project under the supervision of the department chair or a faculty advisor.

Fellowships and Assistantships
Research fellowships and teaching assistantships are available to qualified candidates. These opportunities are usually for a 10-month period and may include partial remission of tuition and fees.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

To apply for the M.S. in Bioengineering, visit nyit.edu/apply.

Admission Requirements

- B.S. degree or its equivalent from an accredited college or university in computer science, life sciences, electrical engineering, physics, or related areas
  - If students have a degree in engineering, an accredited program is one that is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
  - If students have completed degrees in computer science or a closely related field, an accredited program is one taken at a college that is regionally accredited, such as the Middle States Association of Colleges and Schools.
- Minimum undergraduate GPA of 2.85 for full matriculation
  - Applicants who do not qualify for full matriculation and have an undergraduate GPA between 2.5 and 2.84 may, at the discretion of the director, be given the opportunity to demonstrate qualifications for full matriculation by achieving a GPA of 3.0 or higher in the first four graduate courses. In addition, such students may be required to take one or more parts of the GRE and meet individual departmental requirements. In general, students in this category will not be permitted to continue in the program for more than two semesters unless they have qualified for fully matriculated status, or there are special extenuating circumstances.
- Submit GRE scores
  - Graduates of foreign universities are required to take the GRE and submit their scores.
  - Students with a GPA below 2.85 may, at the discretion of the dean, be asked to take the GRE or other diagnostic tests. Admission will be based upon consideration of test results, previous academic performance, and related employment, if applicable.
- Students interested in the Bioengineering M.S. program should meet the following **prerequisites (or equivalents)**:
  - **Math**
    - Univariate Calculus (MATH 170, MATH 180)
    - Multivariate Calculus (MATH 260)
    - Linear Algebra (MATH 310)
    - Differential Equations (MATH 320)
  - **Science**
    - Two semesters of calculus-based physics (PHYS 170, PHYS 180)
    - Two semesters of college-level chemistry (CHEM 110/110L, CHEM 150/150L)
  - **Life Sciences**
    - One semester of Anatomy (BIOL 210)
    - One semester of Physiology (BIOL 310/310L)
  - **Programming**
    - Two semesters of introduction to computer science (CSCI 125, CSCI 185)
  - **Engineering**
    - One semester of electrical circuits (EENG 212)
- Additional entrance requirements for students in the Medical Devices track include:
  - One semester of control systems (EENG 320)
  - One semester of signals and systems (EENG 341)
  - One semester of microprocessors and embedded systems (EENG 370)
  - Two additional semesters of electrical circuits (with labs) (EENG 270, EENG 275, EENG 281)
- Applicants missing prerequisite coursework may be required to enroll in additional courses during or prior to Term I (first summer) in order to satisfy prerequisite knowledge for core curriculum. Students accepted with conditions will be required to achieve a 3.0 GPA in

their first 12 credits to continue in the program and must meet with an advisor to review progress until fully admitted.

Note: Credits earned for prerequisite courses will not be counted toward the 30 credits required for the degree. Additionally, all 500-level bridge courses earn a pass/fail grade.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Transfer Credits

- Students may transfer up to nine credits from an accredited graduate program for appropriate courses in which a minimum grade of B was earned.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology.

College of Engineering and Computing Sciences Curriculum

Curriculum Requirements for Master of Science in Bioengineering

Major Requirements

Core Requirements		Credits:
BIOE 610	Engineering Principles in Cell Biology	3
BIOE 620	Statistics for Biomedical Engineers	3
BIOE 650	Medical Devices	3
BIOE 651	Biomedical Signals and Systems	3
SBES 710	Technology Entrepreneurship	3
BIOE 751	Signal Processing I	3
		Total: 18 Credits

Select two (2) courses from the following:		Credits:
BIOE 622	Biomechanics*	3
BIOE 640	Process Control in Biotechnology	3
BIOE 642	Sensors and Actuators*	3
BIOE 660	Digital Processing of Biological Signals	3
BIOE 730	Nanotechnology	3
BIOE 860	Special Topics	3
EENG 780	Silicon Integrated Circuit Theory and Fabrication*	3
		Total: 6 Credits

* These courses are cross-listed with other departments:

EENG 780/BIOE 780 Silicon Integrated Circuit Theory and Fabrication

BIOE 622/MENG 622 Biomechanics
BIOE 642/MENG 642 Sensors and actuators

Capstone Project**		Credits:
BIOE 870	Design Project I	3
BIOE 880	Design Project II	3
		Total: 6 Credits

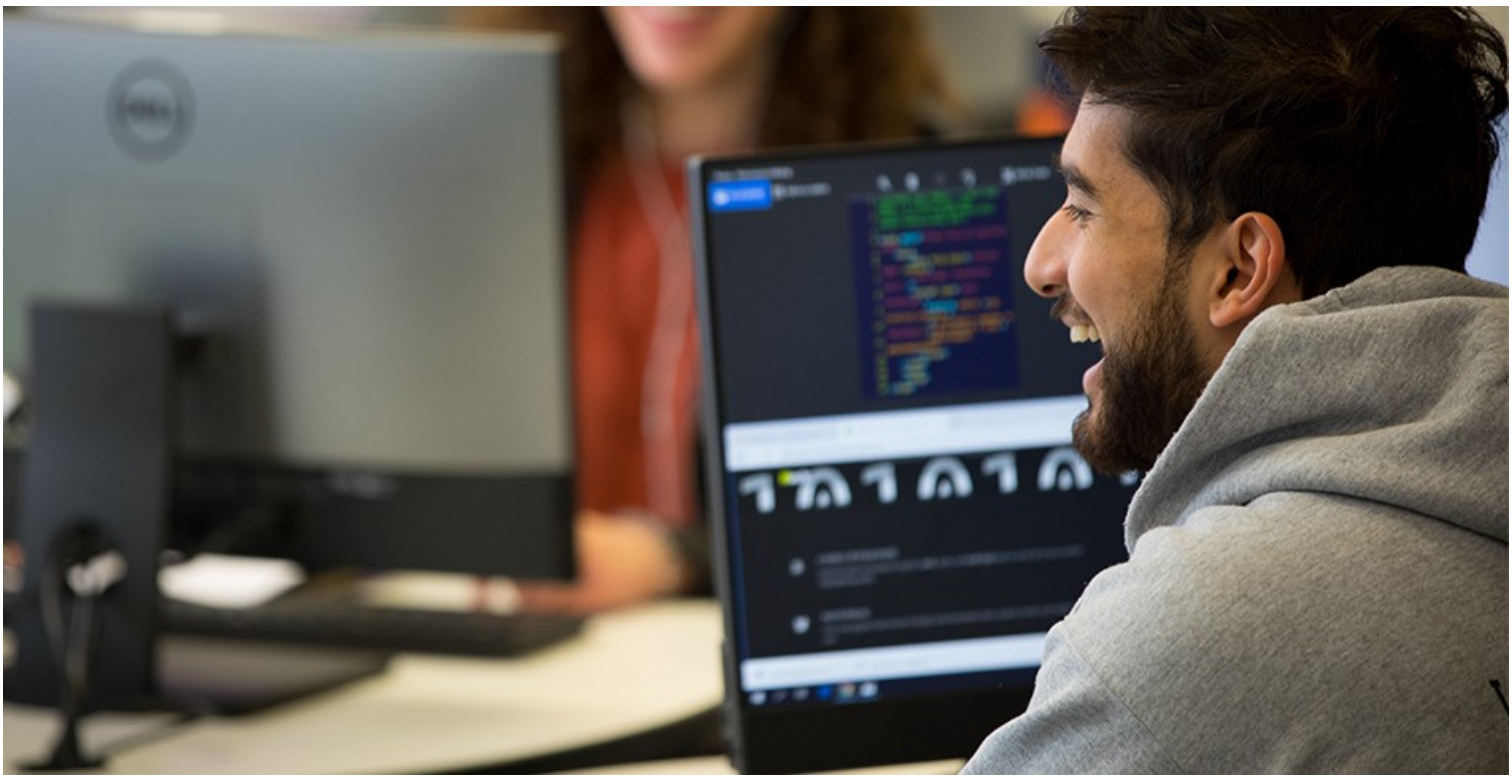
Thesis Track**		Credits:
BIOE 890	M.S. Thesis I	3
BIOE 891	M.S. Thesis II	3
		Total: 6 Credits

***** Students must choose either Thesis Track or Capstone Project.***

Total Program Credits = 30

College of Engineering and Computing Sciences

Computer Science, M.S.



The graduate program leading to a Master of Science in Computer Science is designed to serve a wide range of professional interests and within this framework takes a practical approach to computer applications.

Program Overview

New York Institute of Technology's program is suited for individuals with a baccalaureate degree in computer science, engineering,

management, information technology, mathematics, or related fields of interest. Our curriculum is consistent with the recommendations of the Association for Computing Machinery.

Objectives
Specific objectives of this program are to provide students with a comprehensive background in:

1. Fundamental areas of computer science such as algorithms, computational theory, computer architecture, operating systems, compiler design, and software-based systems
2. Theory and design of modern high-level programming languages and applications in development of systems software
3. Design and analysis of efficient algorithms
4. Advanced topics in computer architecture, illustrated by case studies from classic and modern processors including large-scale computer systems
5. Topics specific to a student's particular area of specialization, including software engineering, computer security, networks, computer graphics, databases, information security, and artificial intelligence

Curriculum
The curriculum consists of 30 credits, 21 of which are allocated to required courses in computer science. The remaining nine credits permit students either to specialize in areas appropriate to their individual needs, or to complete the thesis option. In order to accommodate working professionals, courses are offered during day and evening hours, as well as weekends at the Long Island and New York City campuses.

Emphasis is on computer systems and real-world applications, and is ideal for individuals interested in systems engineering, networks, software engineering, computer security, systems architecture, data organization and communications, microprocessors, computer graphics, or artificial intelligence.

Thesis Option Master's Degree
Students selecting this option will be required to complete 30 credits, including six credits of M.S. thesis courses and three credits of general electives. Full-time students typically take two semesters to complete the thesis course sequence, which entails planning and conducting research and writing a thesis. Depending on the thesis topic, students will gain specialized skills and knowledge to make them better qualified for research and development jobs at companies. The thesis may also lead to advanced degrees beyond the Master of Science. With the approval of a supervising thesis advisor, qualified students pursuing the master's thesis must:

- Enroll in two semesters of CSCI 890 MS Thesis I and CSCI 891 MS Thesis II for a maximum of six credits
- Prepare reports and verbally defend a formal thesis in accordance with criteria established by the College of Engineering and Computing Sciences. A formal written thesis will be archived in the university library.

Note: All master's thesis students must strictly adhere to the Master's Thesis Policies and Guidelines published by NYIT College of Engineering and Computing Sciences.

Non-Thesis Option Master's Degree
Students selecting this option will still be required to complete 30 credits. Instead of M.S. thesis courses, students will either take nine C.S. elective credits, or six C.S. elective credits and three project course credits with the department chair's or advisor's permission.

Fellowships and Assistantships
Research fellowships and teaching assistantships are available to qualified candidates. These opportunities are usually for a 10-month period and may include partial remission of tuition and fees.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

To apply for the M.S. in Computer Science, visit nyit.edu/apply.

Admission Requirements

- B.S. degree or its equivalent from an accredited college or university in computer science, engineering, management, mathematics, information technology, liberal arts, and related areas
  - If students have a degree in engineering, an accredited program is one that is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
  - If students have completed degrees in computer science or a closely related field, an accredited program is one taken at a college that is regionally accredited, such as the Middle States Association of Colleges and Schools.
  - If students have an international baccalaureate degree or diploma, which is equivalent to three years of undergraduate study in the U.S. in computer science, engineering, or a related area, they may be eligible to be admitted into a bridge option in the intended graduate program.
- Minimum undergraduate GPA of 2.85 for full matriculation
  - Applicants who do not qualify for full matriculation and have an undergraduate GPA between 2.5 and 2.84 may, at the discretion of the director, be given the opportunity to demonstrate qualifications for full matriculation by achieving a GPA of 3.0 or higher in the first four graduate courses. In addition, such students may be required to take one or more parts of the GRE and meet individual

departmental requirements. In general, students in this category will not be permitted to continue in the program for more than two semesters unless they have qualified for fully matriculated status, or there are special extenuating circumstances.

- Submit GRE scores
  - Graduates of foreign universities are required to take the GRE and submit their scores.
  - Students with a GPA below 2.85 may, at the discretion of the dean, be asked to take the GRE or other diagnostic tests. Admission will be based upon consideration of test results, previous academic performance, and related employment, if applicable.

- Students with an insufficient background for admission into the Computer Science M.S. program may be required to take up to 32 credits from the list of waivable and prerequisite courses listed below:

  Waivable Courses

  - CSCI 502 Computer Programming I (3 credits)
  - CSCI 503 Computer Organization and Architecture (3 credits)
  - CSCI 504 Computer Programming II (3 credits)
  - CSCI 505 Elements of Discrete Structures (3 credits)
  - CSCI 507 Data Structures (3 credits)
  - CSCI 508 Compiler Design (3 credits)
  - CSCI 509 Operating Systems (3 credits)

  Additional Prerequisite Courses

  - MATH 170 Calculus I (4 credits)
  - MATH 180 Calculus II (4 credits)
  - MATH 310 Linear Algebra (3 credits)

  Note: Credits earned for the courses above will not be counted toward the 30 credits required for the degree. Additionally, all 500-level bridge courses earn a pass/fail grade.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Transfer Credits

- Students may transfer up to nine credits from an accredited graduate program for appropriate courses in which a minimum grade of B was earned.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology.

College of Engineering and Computing Sciences Curriculum

Curriculum Requirements for Master of Science in Computer Science

Major Requirements

Fundamental Courses		Credits:
CSCI 610	Theoretical Concepts in Computers and Computation	3
CSCI 641	Computer Architecture I	3
CSCI 651	Algorithm Concepts	3
		Total: 9 Credits

System Programming (select two courses from the following)		Credits:
CSCI 620	Operating System Security	3
CSCI 621	Programming Languages	3
CSCI 731	Compiler Theory I	3
		Total: 6 Credits

Application (select two courses from the following)		Credits:
CSCI 665	Software Engineering	3
CSCI 670	Computer Graphics	3
CSCI 690	Computer Networks	3
CSCI 755	Artificial Intelligence I	3
CSCI 760	Database Systems	3
CSCI XXX	Any other graduate-level course approved by program chair/program advisor	3
		Total: 6 Credits

Project/Thesis Course**		Credits:
CSCI XXX	Elective (Department Chair's permission and prior approval by a project advisor needed)	3
	—OR—	
CSCI 890	MS Thesis I	3
CSCI 891	MS Thesis II	3
		Total: 3–6 Credits

** Thesis Option: must choose six credits
Non-Thesis Option: must choose three credits

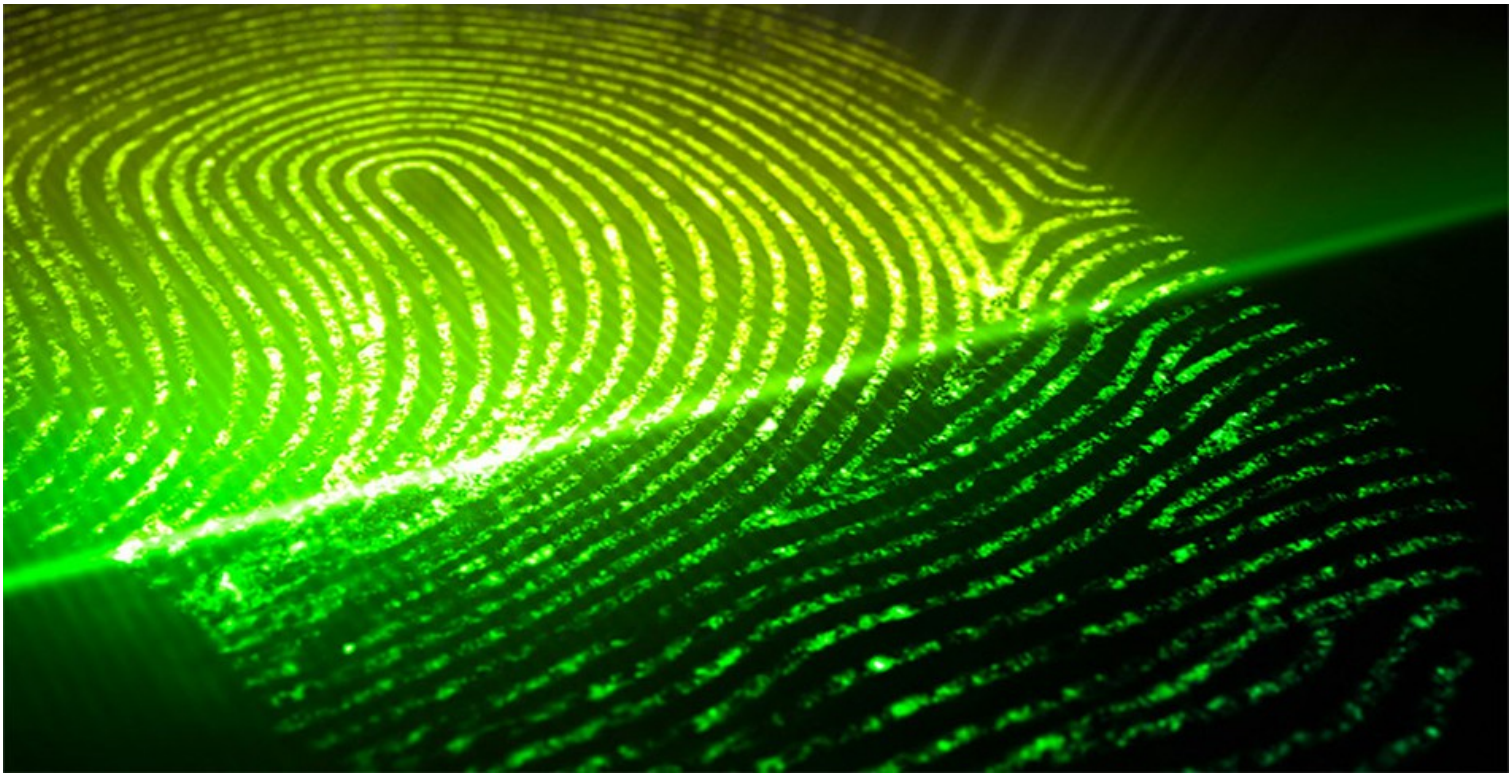
Electives (select from the CS curriculum)		Credits:
CSCI XXX	Consult with program chair/program advisor on any electives	
		Total: 3–6 Credits

Thesis Option: must choose three credits of electives
Non-Thesis Option: must choose six credits of electives

Total Required Credits = 30

College of Engineering and Computing Sciences

Cybersecurity, M.S.



The cybersecurity field is a fast-growing field with expectations of substantial jobs growth over the next decade. As the business world, governments, and individuals become more acutely aware of the threats to their private data, IT assets, and resources (and the need to secure and defend them), the demand for cybersecurity-skilled professionals will continue to increase. The Master of Science in Cybersecurity at New York Institute of Technology is an innovative degree program that will provide professionals with the advanced skills needed to protect and defend information systems from attack.

The curriculum in the program features emerging topics in the field that build upon a solid theoretical foundation combined with practice through classroom coursework, projects, and research. An Industrial Advisory Board composed of industry leaders advises our program, ensuring that the program is relevant to industry needs and requirements. Topics covered in the program include network security, operating systems security, data center security, forensics, cryptography, and cybersecurity laws and policies, to name a few.

This program is offered at the Long Island, New York City, and Vancouver campuses, providing a global view of cybersecurity to professionals in the United States and worldwide.

Program Overview

The Master of Science in Cybersecurity is ideally suited for students with engineering and computer science backgrounds who intend to play a leading role in implementation and management of computer and network security systems.

Objectives
Our curriculum articulates several student outcomes. Upon graduation, students are expected to have the ability to:

- Identify, formulate, and analyze the patterns and trends of threats as they apply to information systems, including methods, modes of preparation for attack, tactics, logistics, hazards, and vulnerabilities
- Critically evaluate various technical/architectural solutions available to limit risk, mitigate the effects of hostile action, and recover from attack
- Design, implement, and maintain software tools designed to support network security and systematically integrate these tools within multiple operating systems and platforms
- Oversee the information assurance life cycle of an organization, including planning, acquisition, and implementation of secure infrastructures
- Ensure compliance with security policy, legislation, and market trends
- Utilize mathematical and algorithmic solutions to complex information security problems
- Communicate effectively with various audiences
- Function effectively as a member of a team

Curriculum
The curriculum is comprised of 30 credits and divided into fundamental and elective courses. Requirements include four fundamental core groups. In addition, students consult with an advisor to choose elective credits, which will be geared to their interests and professional goals.

Thesis Option Master's Degree[1]

Students selecting this option will be required to complete 30 credits, which include six credits of M.S. thesis courses. Full-time students typically take two semesters to complete the thesis course sequence, which entails planning and conducting research and writing a thesis. Depending on the thesis topic, students will gain specialized skills and knowledge to make them better qualified for research and development jobs at companies. The thesis may also lead to advanced degrees beyond the Master of Science. With the approval of a supervising thesis advisor, qualified students pursuing the master's thesis must:

- Enroll in two semesters of INCS 890 M.S. Thesis I and INCS 891 M.S. Thesis II for a maximum of six credits.
- Prepare reports and verbally defend a formal thesis in accordance with criteria established by the College of Engineering and Computing Sciences. A formal written thesis will be archived in the university library.[2]

[1] Not offered at the Vancouver campus.
[2] All master's theses must strictly adhere to the Master's Thesis Policies and Guidelines published by NYIT College of Engineering and Computing Sciences.

Non-Thesis Option Master's Degree
Students selecting this option will still be required to complete 30 credits. Instead of M.S. thesis courses, students will either take twelve C.S. elective credits or nine C.S. elective credits and three project course credits with the department chair's or advisor's permission.

Fellowships and Assistantships
Research fellowships and teaching assistantships are available to qualified candidates. These opportunities are usually for a 10-month period and may include partial remission of tuition and fees.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

Admission Requirements

- B.S. degree or its equivalent from an accredited college or university in computer science, engineering, management, information technology, mathematics, criminal justice and other related areas
  - If students have a degree in engineering, an accredited program is one that is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
  - If students have completed degrees in computer science or a closely related field, an accredited program is one taken at a college that is regionally accredited, such as the Middle States Association of Colleges and Schools.
  - If students have an international baccalaureate degree or diploma, which is equivalent to three years of undergraduate study in the U.S. in computer science, engineering, or a related area, they may be eligible to be admitted into a bridge option in the intended graduate program.
- Minimum undergraduate GPA of 2.85 for full matriculation
  - Applicants who do not qualify for full matriculation and have an undergraduate GPA between 2.5 and 2.84 may, at the discretion of the director, be given the opportunity to demonstrate qualifications for full matriculation by achieving a GPA of 3.0 or higher in the first four graduate courses. In addition, such students may be required to take one or more parts of the GRE and meet individual departmental requirements. In general, students in this category will not be permitted to continue in the program for more than two semesters unless they have qualified for fully matriculated status, or there are special extenuating circumstances.
- Submit GRE scores
  - Graduates of foreign universities are required to take the GRE and submit their scores.
  - Students with a GPA below 2.85 may, at the discretion of the dean, be asked to take the GRE or other diagnostic tests. Admission will be based upon consideration of test results, previous academic performance, and related employment, if applicable.
- Students with an insufficient background for admission into the Cybersecurity program may be required to take up to 32 credits from the list of waivable and prerequisite courses listed below.

  Waivable Courses
  - CSCI 502 Computer Programming I (3 credits)
  - CSCI 503 Computer Organization and Architecture (3 credits)
  - CSCI 504 Computer Programming II (3 credits)
  - CSCI 505 Elements of Discrete Structures (3 credits)
  - CSCI 507 Data Structures (3 credits)
  - CSCI 508 Compiler Design (3 credits)
  - CSCI 509 Operating Systems (3 credits)

  Additional Prerequisite Courses

  - MATH 170 Calculus I (4 credits)
  - MATH 180 Calculus II (4 credits)
  - MATH 310 Linear Algebra (3 credits)

  Note: Credits earned for the courses above will not be counted toward the 30 credits required for the degree. Additionally, all 500-level

bridge courses earn a pass/fail grade.

Specific Information for Vancouver Applicants

Vancouver applicants must have obtained a score of 570 or higher in TOEFL (88 or higher TOEFL IBT), a score of 6.5 or higher in IELTS (Academic), or a score 58 or higher in PTE (Academic). In addition, applicants must possess a four (4) year bachelor's degree in computer science or related field(or equivalent) from an accredited college or university.

1. A minimum undergraduate GPA of 3.0 is required for admission
    - Applicants with an undergraduate GPA between 2.85 and 2.99 may, at the discretion of the Vancouver Program Dean, be admitted into the program. Reasons for discretionary admission include but are not limited to 1) Submission of official GRE test scores of a minimum of 295, with a minimum percentile rank of 75% in quantitative reasoning 2) Prior work experience 3) Applicants potential to contribute to the diversity of the student body.
2. Based on the review of the students' background by the Vancouver program dean, students must register in all or some of the non-degree courses listed below. Failure to successfully complete these courses with a P grade will result in a forfeiture of admission to the M.S. program.

Prerequisite Courses:

- CSCI 502 Programming I (3 credits)
- CSCI 503 Computer Architecture (3 credits)
- CSCI 504 Programming II (3 credits)
- CSCI 507 Data Structures (3 credits)
- CSCI 509 Operating Systems (3 credits)

No Challenge Exam in the above non-degree courses is permitted.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Transfer Credits

- Students may transfer up to nine credits from an accredited graduate program for appropriate courses in which a minimum grade of B was earned.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology.

College of Engineering and Computing Sciences Curriculum

Curriculum Requirements for Master of Science in Cybersecurity

Major Requirements

Information, Network, and Cybersecurity		Credits:
CSCI 620	Operating System Security	3
CSCI 651	Algorithm Concepts	3
INCS 618	Computer Security Risk Management and Legal Issues	3
		Total: 9 Credits

Computer Security	Credits:
INCS 615	3

	Advanced Network and Internet Security	
INCS 741	Cryptography	3
INCS 745	Intrusion Detection and Hacker Exploits	3
		Total: 9 Credits

Thesis Track[1]		Credits:
INCS 890	MS Thesis I[2]	3
INCS 891	MS Thesis II[2]	3
		Total: 6 Credits

[1] Thesis track is not offered at the Vancouver campus.

[2] Non-Thesis Track students do not take these courses.

Electives		Credits:
CSCI/INCS XXX	Any graduate course within the College of Engineering and Computing Sciences approved by the chair/advisor[3]	6–12
INCS 712	Digital Forensics[4]	3
INCS 775	Data Center Security[4]	3
		Total: 6–12 Credits

[3] Thesis Track must choose six credits. Non-Thesis Track must choose 12 credits.

[4] All Vancouver campus students are required to take these courses in place of six credits of electives.

Total Required Credits = 30

College of Engineering and Computing Sciences

Data Science, M.S.

The graduate program leading to a Master of Science in Data Science is designed specifically for all students or working professionals who wish to pursue a career in Data Science (data analytics, machine learning, big data management, data visualization, etc.). The program is capable of serving a wide range of professional interests, and within this framework takes a practical approach to computer applications. Students can complete the degree program either with traditional in-person classes or with flexible online courses.

Program Overview

New York Institute of Technology's program is open to students from diverse professional backgrounds who have a baccalaureate degree in computer science, engineering, management, information technology, mathematics, or a related field of interest.

Objectives
Specific objectives of this program are to provide students with a comprehensive background in:

1. Fundamental areas of data science such as algorithms, computational theory, analytics, operating systems, compiler design, and machine learning.
2. Theory and design of modern high-level programming languages and applications in development of data systems.
3. Design and analysis of efficient algorithms.
4. Advanced topics in computer architecture, illustrated by case studies from classic and modern processors including large-scale computer systems.

Curriculum
The curriculum consists of 30 credits, 15 of which are allocated to required courses in data science. The remaining 15 credits permit students to specialize either in areas appropriate to their individual needs, or to complete the thesis option. In order to accommodate working professionals, courses are offered during day and evening hours, as well as weekends at the Long Island and New York City campuses.

Our emphasis on real-world, applications-oriented training is ideal for individuals interested in Data Science (data analytics, machine learning, big data, data visualization, etc.). Graduates of the program will also have the opportunity to receive specialized training in commercialization and entrepreneurship via the Entrepreneurship and Technology Innovation Center (ETIC).

Thesis Option Master's Degree
Students selecting this option will be required to complete 30 credits, including six credits of M.S. thesis courses and nine credits of general electives. Full-time students typically take two semesters to complete the thesis course sequence, which entails planning and conducting research and writing a thesis. Depending on the thesis topic, students will gain specialized skills and knowledge to make them better qualified for research and development jobs at companies. The thesis may also lead to advanced degrees beyond the Master of Science. With the approval of a supervising thesis advisor, qualified students pursuing the master's thesis must:

- Enroll in two semesters of DTSC 890 MS Thesis I and DTSC 891 MS Thesis II for a maximum of six credits.
- Prepare reports and verbally defend a formal thesis in accordance with criteria established by the College of Engineering and Computing Sciences. A formal written thesis will be archived in the university library.

Note: All master's thesis students must strictly adhere to the Master's Thesis Policies and Guidelines published by NYIT College of Engineering and Computing Sciences.

Non-Thesis Option Master's Degree
Students selecting this option will still be required to complete 30 credits total, but instead of M.S. thesis courses, students will take twelve elective credits and a three-credit project course (DTSC 870).

Fellowships and Assistantships
Research fellowships and teaching assistantships are available to qualified candidates. These opportunities are usually for a 10-month period and may include partial remission of tuition and fees.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

To apply for the M.S. in Data Science, visit nyit.edu/apply.

Admission Requirements

- Applicants must possess a bachelor's degree from an accredited institution, with a GPA of 2.85 or higher on a 4.0 scale.
  - Applicants who do not qualify for full matriculation and have an undergraduate GPA between 2.5 and 2.84 may be conditionally admitted at the discretion of the program director.

- As data science is an interdisciplinary field, we welcome applicants from diverse professional backgrounds. However, applicants should have the following prerequisites:

  1. One computer programming course
  2. One college-level statistics course
  3. Basic linear algebra
  4. Basic database systems
- Students with an insufficient background for direct admission into the Data Science M.S. program may be admitted if they take the required prerequisite course(s), with the approval of the program director.

- Submit GRE scores

  - Graduates of foreign universities are required to take the GRE and submit their scores.
  - U.S. students with a GPA below 2.85 may, at the discretion of the dean, be asked to take the GRE or other diagnostic tests. Admission will be based upon consideration of test results, previous academic performance, and related employment, if applicable.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Transfer Credits

- Students may transfer up to nine credits from an accredited graduate program for appropriate courses in which a minimum grade of B was earned.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology.

College of Engineering and Computing Sciences Curriculum

Curriculum Requirements for Master of Science in Data Science

Major Requirements

Fundamental Courses		Credits:
DTSC 610	Programming for Data Science	3
DTSC 615	Optimization Methods for Data Science	3
DTSC 620	Statistics for Data Science	3
DTSC 701	Introduction to Big Data	3
DTSC 710	Machine Learning	3
		Total: 15 Credits

Students must choose either *Thesis Track* or *Non-Thesis/Project Track* (below)

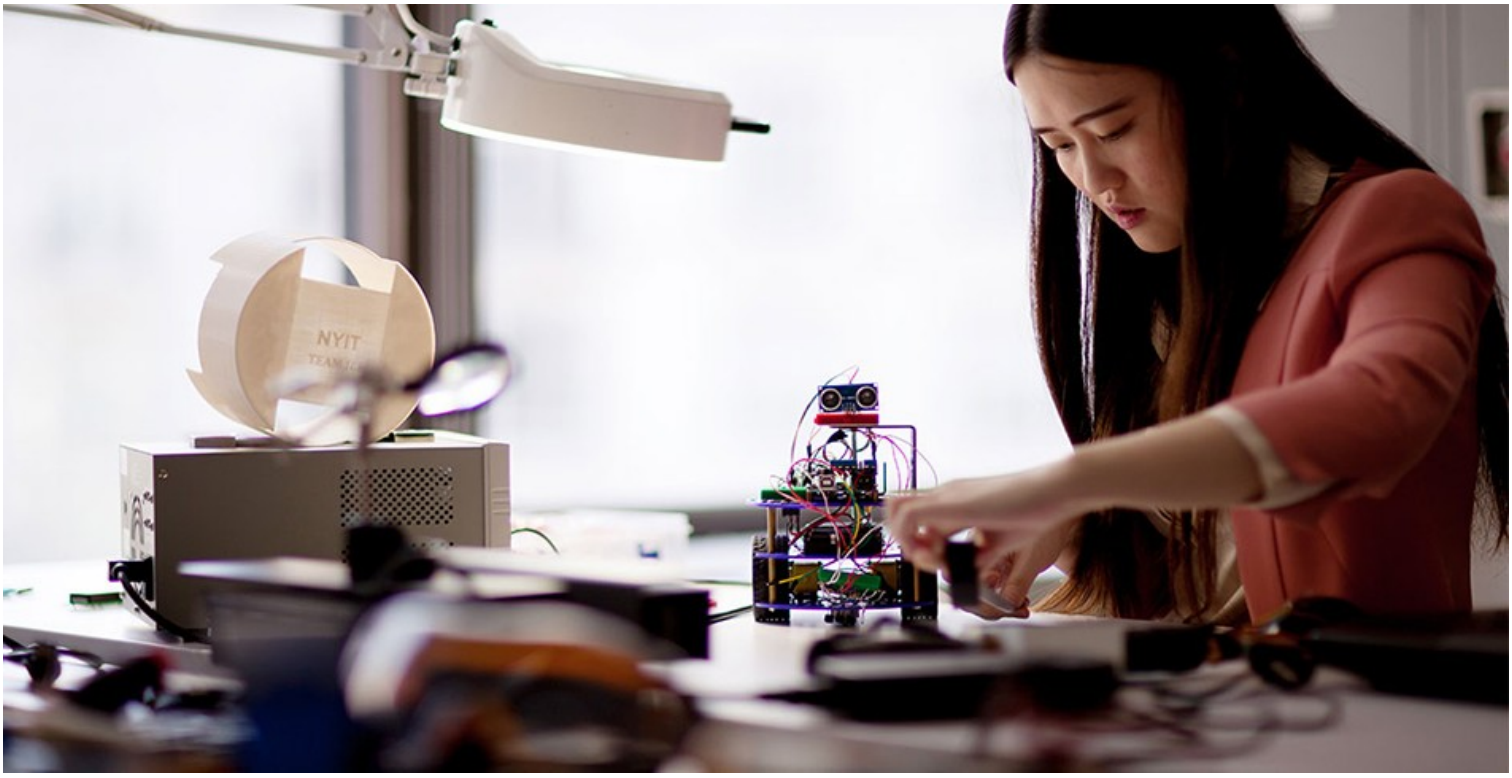
Thesis Track		Credits:
DTSC 890	MS Thesis I	3
DTSC 891	MS Thesis II	3
ELECTIVES	Consult with program chair/program advisor on any electives.	9
		Total: 15 Credits

Non-Thesis/Project Track		Credits:
DTSC 870	MS Project I	3
ELECTIVES	Consult with program chair/program advisor on any electives.	12
		Total: 15 Credits

Total Required Credits = 30

College of Engineering and Computing Sciences

Electrical and Computer Engineering, M.S.



The graduate program leading to a Master of Science in Electrical and Computer Engineering provides advanced knowledge and skills for the professional electrical and computer engineer or student who wishes to pursue advanced studies. Our curriculum emphasizes practical design-oriented engineering and its underlying theoretical concepts.

Program Overview

Objectives
Our program provides seasoned engineers and recent graduates with advanced engineering education and state-of-the-art specialization. Specific program objectives prepare students to have comprehensive knowledge and proficiency in:

- Advanced topics in mathematics and stochastic processes
- Linear systems and digital communications
- Computer architecture and system design
- Advances in areas such as parallel computing, networks, and integrated circuit designs
- Areas of specialization such as computer security, embedded engineering, nanotechnology, signal processing, radar and antenna, and image processing

Curriculum
Our curriculum is comprised of 30 credits, twelve of which are allocated to required courses and six of which are allocated to specialized courses in Electrical and Computer Engineering. Requirements include core and specialized courses. Remaining courses establish elective choices and project/thesis options; students consult with an advisor to develop competency in a given area of expertise. In order to accommodate working professionals, courses are offered during day and evening hours, as well as during weekends at the Long Island and New York City campuses.

Thesis Option Master's Degree
Students selecting this option will be required to complete 30 credits, including six credits of M.S. thesis courses. Full-time students typically take two semesters to complete a thesis, which entails planning and conducting research and writing a thesis. Depending on a thesis topic, students' specialized skills and knowledge can make them more qualified candidates for research and development positions at companies. The thesis may also lead to advanced degrees beyond the Master of Science. With the approval of a supervising thesis advisor, qualified students pursuing the master's thesis must:

- Enroll in two semesters of EENG 890 M.S. Thesis I and EENG 891 M.S. Thesis II for a maximum of six credits.
- Prepare reports and verbally defend a formal thesis in accordance with criteria established by the College of Engineering and Computing Sciences. A formal written thesis will be archived in the university library.

Note: All master's theses must strictly adhere to the Master's Thesis Policies and Guidelines published by NYIT College of Engineering and Computing Sciences.

Non-Thesis Option Master's Degree
Students selecting this option will still be required to complete 30 credits. Instead of MS thesis courses, students will either take eighteen CS or

ECE elective credits, or fifteen CS or ECE elective credits and three project course credits, or twelve CS or ECE elective credits and six project course credits with the department chair's or advisor's permission.

Fellowships and Assistantships
Research fellowships and teaching assistantships are available to qualified candidates. These opportunities are usually for a 10-month period and may include partial remission of tuition and fees.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

To apply for the M.S. in Electrical and Computer Engineering, visit nyit.edu/apply.

Admission Requirements

- B.S. degree or its equivalent from an accredited college or university in electrical or computer engineering or a closely related field with appropriate undergraduate courses, such as calculus through differential equations and linear algebra, physics, and electrical engineering core courses
  - If students have a degree in engineering, an accredited program is one that is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
  - If students have completed degrees in computer science or a closely related field, an accredited program is one taken at a college that is regionally accredited, such as the Middle States Association of Colleges and Schools.
  - If students have an international baccalaureate degree or diploma, which is equivalent to three years of undergraduate study in the U.S. in computer science, engineering, or a related area, they may be eligible to be admitted into a bridge option in the intended graduate program.
- Minimum undergraduate GPA of 2.85 for full matriculation
  - Applicants who do not qualify for full matriculation and have an undergraduate GPA between 2.5 and 2.84 may, at the discretion of the director, be given the opportunity to demonstrate qualifications for full matriculation by achieving a GPA of 3.0 or higher in the first four graduate courses. In addition, such students may be required to take one or more parts of the GRE and meet individual departmental requirements. In general, students in this category will not be permitted to continue in the program for more than two semesters unless they have qualified for fully matriculated status, or there are special extenuating circumstances.
- Submit GRE scores
  - Graduates of foreign universities are required to take the GRE and submit their scores.
  - Students with a GPA below 2.85 may, at the discretion of the dean, be asked to take the GRE or other diagnostic tests. Admission will be based upon consideration of test results, previous academic performance, and related employment, if applicable.

- Students with an insufficient background for admission into the Electrical and Computer Engineering M.S. program may be required to take up to 40 credits from the list of waivable and prerequisite courses listed below:

  Waivable Courses

  - EENG 502 Electrical Circuits I and Engineering Tools (4 credits)
  - EENG 504 Introduction to Electronic Circuits (3 credits)
  - EENG 505 Fundamentals of Digital Logic (3 credits)
  - EENG 508 Electrical Circuits II (3 credits)
  - EENG 512 Control Systems (3 credits)
  - EENG 514 Signals and Systems (3 credits)
  - EENG 515 Random Signals and Statistics (3 credits)
  - EENG 518 Communication Theory (3 credits)

  Additional Prerequisite Courses

  - MATH 170 Calculus I (4 credits)
  - MATH 180 Calculus II (4 credits)
  - MATH 260 Calculus III (4 credits)
  - MATH 320 Differential Equations (3 credits)

  Note: Credits earned for the courses above will not be counted toward the 30 credits required for the degree. Additionally, all 500-level bridge courses earn a pass/fail grade.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester
- Copy of college diploma or proof of degree

- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Transfer Credits

- Students may transfer up to nine credits from an accredited graduate program for appropriate courses in which a minimum grade of B was earned.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology.

College of Engineering and Computing Sciences Curriculum

Curriculum Requirements for Master of Science in Electrical and Computer Engineering

Major Requirements

Required Courses		Credits:
EENG 635	Probability and Stochastic Processes	3
EENG 641	Computer Architecture I	3
EENG 665	Linear Systems	3
EENG 770	Digital Communications	3
		Total: 12 Credits

Thesis Track		Credits:
EENG 889	MS Thesis I[1]	3
EENG 891	MS Thesis II[1]	3
		Total: 6 Credits

[1] Non-Thesis Track students do not take these courses.

Electrical/Computer Electives[2]		Credits:
EENG/CSCI/INCS XXX	Any graduate course within the College of Engineering and Computing Sciences approved by the chair/advisor[3]	12–18
		Total: 12–18 Credits

[2] Thesis Track take 12 credits. Non-Thesis Track take 18 credits.

[3] No more than six credits can be taken from CSCI and INCS courses.

Total Required Credits = 30

College of Engineering and Computing Sciences

Energy Management, M.S.

Energy managers skilled in business management and energy technology fill executive positions in corporate and government organizations. There is growing demand for professionals in these areas as expenditures of billions of dollars per year are expected in the coming decades for investment in energy-efficiency equipment, energy management systems, resource recovery plants, and cost-effective alternative energy systems. Energy managers develop and implement organization policy for analyzing and improving energy efficiency in commercial and industrial processes, building operations, new design and construction. They also direct the operation of new plants designed for cogeneration, resource recovery, biomass conversion, wind energy, geothermal power, and small-scale hydroelectric power.

Our Master of Science in Energy Management provides professionals in business management or engineering and college graduates in compatible fields with the most up-to-date knowledge in energy management. Our program equips students with the interdisciplinary skills required of the new class of energy managers, in particular, modern energy technology, business practice, policy development, program analysis, cost-benefit evaluation, and computer-assisted management techniques.

For organizations involved in energy generation and transmission, building operation and design, and industrial energy utilization, the college offers specialized professional certificate programs to increase the knowledge and skills of personnel who attend classes in their workplace or at a New York Tech campus.

Program Overview

Online Option

For energy professionals with busy schedules and home bases outside the New York metropolitan region, New York Tech conducts intensive professional seminars on technical subjects of importance to the energy field and offers the entire degree online.

Combined B.S. in Mechanical Engineering and M.S. in Energy Management Option

NYIT College of Engineering and Computing Sciences offers an option for a five-year Bachelor of Science in Mechanical Engineering and Master of Science in Energy Management. Students in the B.S./M.S. option who have taken six graduate credits in mechanical engineering are required to complete 24 additional graduate credits for the M.S. in Energy Management. This option provides students with a strong technical background and specialized preparation for a variety of career options.

Facilities Management Online Graduate Certificate Program

The college offers a fully online graduate certificate program for healthcare facilities managers. Students who complete ENGY 681 Environmental Safety in Health Facilities and ENGY 682 Health Facilities Management Project, plus 12 additional credits of graduate-level facilities management courses, can earn an Advanced Certificate in Facilities Management. Students who complete the 18-credit online certificate program can take 12 additional credits of online courses to earn an M.S. in Energy Management.

Faculty

Faculty members are academicians known nationally for their energy expertise; practicing energy management professionals who both teach and work as ranking administrators, engineers, and operating officials of corporate and governmental organizations; and a select group of scholars associated with other appropriate graduate programs at New York Institute of Technology.

Curriculum

In all cases, the curriculum consists of a core of seven courses including a practicum course and three elective courses to be chosen on the basis of specialization objectives. In order to earn the Master of Science in Energy Management, students must complete the prescribed curriculum of 30 graduate credits.

Program Format

Courses are offered in a convenient, flexible evening format. Courses meet for two hours and 40 minutes once a week for 15 sessions. Courses are available online, or at the Long Island and New York City campuses. Fall, spring, and summer semesters are scheduled.

Fellowships and Assistantships

Research fellowships and teaching assistantships are available to qualified candidates. These opportunities are usually for a 10-month period and may include partial remission of tuition and fees.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

To apply for the M.S. in Energy Management, visit nyit.edu/apply.

Admission Requirements

- B.S. degree or its equivalent from an accredited college or university. A background in engineering or management is desirable but not required
  - If students have a degree in engineering, an accredited program is one that is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
  - If students have completed degrees in computer science or a closely related field, an accredited program is one taken at a college that is regionally accredited, such as the Middle States Association of Colleges and Schools.
  - If students have an international baccalaureate degree or diploma, which is equivalent to three years of undergraduate study in the U.S. in computer science, engineering, or a related area, they may be eligible to be admitted into a bridge option in the intended graduate program.
- Minimum undergraduate GPA of 2.85 for full matriculation
  - Applicants who do not qualify for full matriculation and have an undergraduate GPA between 2.5 and 2.84 may, at the discretion of the director, be given the opportunity to demonstrate qualifications for full matriculation by achieving a GPA of 3.0 or higher in the first four graduate courses. In addition, such students may be required to take one or more parts of the GRE and meet individual departmental requirements. In general, students in this category will not be permitted to continue in the program for more than two semesters unless they have qualified for fully matriculated status, or there are special extenuating circumstances.
- Submit GRE scores
  - Graduates of foreign universities are encouraged to take the GRE and submit their scores.
  - Students with a GPA below 2.85 may, at the discretion of the dean, be asked to take the GRE or other diagnostic tests. Admission will be based upon consideration of test results, previous academic performance, and related employment, if applicable.
- Students with an insufficient background for admission into the Energy Management M.S. program may be required to take up to nine credits from the list of prerequisite courses below:
  - PHYS 115 Humanity and the Physical Universe (3 credits)
  - ECON 101 Basic Economics (3 credits)
  - IENG 245 Statistical Design I (3 credits)

  Note: Credits earned for these courses will not be counted toward the 30 credits required for the M.S. degree.

Specific Information for Vancouver Applicants

You must possess the following credentials in order to be considered for the Master of Energy Management program at New York Institute of Technology in Vancouver:

- A four (4)-year Bachelor's degree (or equivalent degree) in science, applied science or engineering from an accredited college or university
- Minimum cumulative GPA of 3.0 (on a 4.0 scale)
  - Applicants with a GPA between 2.85 and 2.99 may, at the discretion of the Vancouver Program Dean, be admitted into the program. Reasons for discretionary admission include but are not limited to 1) Submission of official GRE test scores of a minimum of 295, with a minimum percentile rank of 75% in quantitative reasoning; 2) Completion of a relevant graduate degree with a minimum

GPA of 3.0; 3) Prior work experience; 4) Applicants potential to contribute to the diversity of the student body.

- Proof of English proficiency if you have not completed your bachelor's degree from an accredited North American institution. Minimum overall score of IELTS (Academic) 6.5, 570 in TOEFL, 88 TOEFL (IBT) and 58 in PTE (Academic). Duolingo scores may be accepted on a case-by-case basis only.
  - Home edition tests are not accepted for admission.
  - IELTS indicator tests are not accepted for admission.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Transfer Credits

- Students may transfer up to nine credits from an accredited graduate program for appropriate courses in which a minimum grade of B was earned.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology.

College of Engineering and Computing Sciences Curriculum

Curriculum Requirements for Master of Science in Energy Management

Major Requirements

Required Core Courses (for all Energy Management options)		Credits:
ENGY 610	Energy Management	3
ENGY 670	Energy Technology in Perspective	3
ENGY 695	Systems Engineering and Management	3
ENGY 710	Power Plant Systems	3
ENGY 775	Alternative Energy Systems	3
ENGY 890	Practicum or Other Research	3
ENVT 601	Introduction to Environmental Technology	3
		Total: 21 Credits

Elective Courses
Nine graduate credits chosen from ENGY, ENVT, and MBA courses. Recommended electives are below.

Course selections must be approved by the Director of the Energy Management program.

Facilities Management Electives		Credits:
ENGY 615	Energy Equipment Assessment	3
ENGY 620	Facilities Operation and Maintenance	3
ENGY 625	Facilities Management Seminar	3
ENGY 730	Computer Applications for Energy Management	3

Power Systems Electives		Credits:
ENGY 630	Facility Security and Contingency Planning	3
ENGY 688	Wind Energy Technology	3
ENGY 740	Solar Energy Technology	3
ENGY 795	Smart Grid Systems	3

General Electives		Credits:
ENGY 718	High-Performance Building Envelopes	3
ENVT 725	Sustainability and the Environment	3
ENVT 730	Geographical Information Systems	3
ENGY 830	Internship Program	3
Total Required Elective Credits: 9		

Please Note: Not all courses are offered each term.

Total Program Required Credits = 30

College of Engineering and Computing Sciences

Mechanical Engineering, M.S.

The Master of Science in Mechanical Engineering combines fundamental concepts with modern applications. The program's innovative approach combines cutting-edge research and up-to-date coursework in:

- Solid mechanics
- Heat transfer and thermofluid systems
- Energy systems

- Biomechanics and biomedical devices
- Micro/nano sensors
- Mechatronics
- Controls and dynamical systems
- Sustainable engineering

You will complete your program by selecting a six-credit thesis option or a project-based non-thesis option. Both options prepare you for research and development opportunities and provide you with the opportunity to present work at major conferences and publish your findings alongside our faculty experts in peer-reviewed journals.

Our Entrepreneurship and Technology Innovation Center and Rapid Prototyping Maker Space at the Long Island campus offer state-of-the-art space for research in bioengineering, assistive technologies, energy, and more.

Fellowships and Assistantships
Research fellowships and teaching assistantships are available to qualified candidates. These opportunities are usually for a 10-month period and may include partial remission of tuition and fees.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

Admission Requirements

- B.S. degree in Mechanical Engineering from an ABET-accredited program **or** B.S. degree or its equivalent in a closely related field with appropriate prerequisite courses approved by the chairperson of the Mechanical Engineering department
  - If students have a degree in engineering, an accredited program is one that is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
  - If students have completed degrees in computer science or a closely related field, an accredited program is one taken at a college that is regionally accredited, such as the Middle States Association of Colleges and Schools.
  - If students have an international baccalaureate degree or diploma, which is equivalent to three years of undergraduate study in the U.S. in computer science, engineering, or a related area, they may be eligible to be admitted into a bridge option in the intended graduate program.
- Minimum undergraduate GPA of 2.85 for full matriculation
  - Applicants who do not qualify for full matriculation and have an undergraduate GPA between 2.5 and 2.84 may, at the discretion of the director, be given the opportunity to demonstrate qualifications for full matriculation by achieving a GPA of 3.0 or higher in the first four graduate courses. In addition, such students may be required to take one or more parts of the GRE and meet individual departmental requirements. In general, students in this category will not be permitted to continue in the program for more than two semesters unless they have qualified for fully matriculated status, or there are special extenuating circumstances.
- Submit GRE scores
  - Graduates of foreign universities are required to take the GRE and submit their scores.
  - Students with a GPA below 2.85 may, at the discretion of the dean, be asked to take the GRE or other diagnostic tests. Admission will be based upon consideration of test results, previous academic performance, and related employment, if applicable.

- Students with an insufficient background for admission into the Mechanical Engineering M.S. program may be required to take the waivable and prerequisite courses listed below.

  - MENG 221 Strength of Materials (3 credits)
  - MENG 212 Engineering Mechanics II (Dynamics) (3 credits)
  - MENG 240 Thermodynamics (3 credits)
  - MENG 310 Introduction to Material Science (3 credits)
  - At least two courses from the group: MENG 340 Fluid Mechanics, MENG 370 Machine Design, MENG 324 Vibrations and System, MENG 349 Heat Transfer

- Note: Credits earned for the courses above will not be counted toward the 30 credits required for the degree. Additionally, all 500-level bridge courses earn a pass/fail grade.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

Transfer Credits

- Students may transfer up to nine credits from an accredited graduate program for appropriate courses in which a minimum grade of B was earned.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology.

Curriculum Requirements for Master of Science in Mechanical Engineering

Major Requirements

Required Courses		Credits:
MENG 601	Advanced Engineering Mathematics	3
MENG 603	Advanced Thermodynamics	3
MENG 604	Fluid Dynamics	3
MENG 634	Finite Element Analysis	3
MENG 640	Feedback Control of Dynamical Systems	3
		Total: 15 Credits

Students must choose one of two tracks: Thesis Option or Non-Thesis Option

Option 1: Thesis		Credits:
Engineering Electives	Graduate-level (above 600) electives[1]	9
MENG 660	Mechanical Engineering Research[2]	3
MENG 661	Mechanical Engineering Thesis[3]	3
		Total: 15 Credits

[1] A minimum of three graduate-level (above 600) elective credits in Mechanical Engineering must be taken, and up to six credits of electives may be taken from other engineering departments, with the approval of the Mechanical Engineering department chair.
[2] Complete a research project under the supervision of a faculty member. The student must submit a project report to their project advisor.
[3] The student must present and defend a written thesis that must be approved by the thesis advisor and the thesis committee. A formal written thesis will be archived in the university library. All master's theses must strictly adhere to the *Master's Thesis Policies and Guidelines* published by NYIT College of Engineering and Computing Sciences.

Within the thesis option, the student must choose an advisor to concentrate on one of the following four specific areas: **Design and Solid Mechanics, Energy and Thermal Science, Mechatronics,** or **Biomedical Devices**.

Option 2: Non-Thesis		Credits:
Engineering Electives	Graduate-level (above 600) electives[4]	12
MENG 660	Mechanical Engineering Research[5]	3
		Total: 15 Credits

[4] A minimum of six graduate-level (above 600) elective credits in Mechanical Engineering must be taken, and up to six credits of electives may be taken from other engineering departments, with the approval of the Mechanical Engineering department chair.
[5] Working on a research project with a faculty member, the student must submit a project report to their project advisor. A passing grade on the course will depend on a satisfactory performance as determined by the student's project advisor.

Total Required Credits = 30

School of Architecture and Design

Degrees Offered

The School of Architecture and Design offers degrees through three departments: Architecture, Digital Art and Design, and Interior Design.

Several architecture degrees are offered: a Bachelor of Science in Architectural Technology (B.S.A.T.) and a Bachelor of Science in Architectural Technology with a Concentration in Construction Management (B.S.A.T.+CM), a Bachelor of Architecture (B.Arch.), a Master of Architecture (M.Arch.), a Master of Science in Health and Design (M.S.HD), and Master of Science in Architecture programs in Computational Technologies (M.S.ACT) or Urban Design (M.S.AUD).

In Digital Art and Design, five degrees are offered, as well as one minor: Bachelor of Fine Arts (B.F.A.) degrees in Digital Arts, in Digital Arts with a concentration in Game Design, and in Graphic Design; a Master of Fine Arts (M.F.A.) degree in Graphic Design and Media Innovation; a Master of Arts (M.A.) degree in UX/UI Design and Development; and a minor in Graphic Design.

The Interior Design department offers a Bachelor of Fine Arts in Interior Design (B.F.A.). Additionally, it offers a track within the B.F.A. leading to acceptance into the School of Management's Master of Business Administration (M.B.A.) program with a specialization of Design Management.

The B.Arch. is recognized as a first professional degree and is accredited by the National Architectural Accrediting Board (NAAB). The Bachelor of Fine Arts in Interior Design (B.F.A.) is a professional degree accredited by the Council for Interior Design Accreditation (CIDA). The M.Arch. is recognized as a first professional degree and is also accredited with NAAB.

About the School of Architecture and Design

Architecture has the functional task of creating built environments for human activities. As an expression of human values, it must address the interrelated physical, social, political, economic, and cultural issues of our time. The curriculum reflects this range of inquiry. Design is an intellectual and social enterprise, as well as an art form. It requires the integration of liberal ambition and technical expertise. Pedagogically, the design studio sequence provides a project-based, experiential learning environment that allows students to apply knowledge from other areas of the curriculum.

The school maintains the emphasis on design experimentation and applied-based learning within the curriculum, prepares students for effective participation in the profession, and for rendering service to the public while contributing to the continuous and sustainable development of the field. Students define their own goals and career paths based on the knowledge acquired in the classroom, tested through the varied projects and dimensional scales in the design studios, technology-construction and history-theory sequences, and other project and visualization-based courses in the program, and approached with an attention to the local conditions with the understanding of a diverse and inclusive global perspective.

The School of Architecture and Design supports professionalism and excellence in its programs, based on its focus on research and design pedagogy. New York Institute of Technology is an ideal place to foster innovation and to advance discovery. This is consistent with the vision for New York Tech to be a place where students learn to become critical and creative thinkers, combining the mindset of critical humanists with the design thinking of engineers and artists.

Rapidly advancing technology is transforming the world around us in ways that are seen and unseen, many that are beyond the limits of our imagination. By encouraging confrontations between ethical judgement, critical thinking and ever more powerful tools of design and production, we seek to empower our students to take ownership over driving their careers and the profession. By enhancing student and faculty research opportunities, we hope to generate new pedagogical models.

The development of interdisciplinary fields of study, supported by collaborations with other units, departments, and programs at the university, will prepare students for leadership roles, and to participate in the rapid transformations occurring in academia and the profession, particularly with respect to the increasingly global issues of natural and built environments. Technology-based curricula with interdisciplinary courses offer strong quality and unique educational experiences fostering environmental awareness, sustainable solutions, and social responsibility. The B.Arch. and B.S.A.T. curricula are committed to interdisciplinary fields of study. The curriculum is organized so that the third year of study offers a variety of topical specializations with access to a broad range of available electives, including ones outside of the School of Architecture and Design, and in collaboration with a variety of academies, institutions, and communities around the world.

Interior design as an art and a profession has greatly changed. In the past, a career in interior design was understood primarily as the act of decorating an existing space. It has evolved into a profession that is far broader and encompassing. Today's interior designers are trained to enhance the quality of working and living environments. This includes aesthetics in addition to functionality, efficiency, and safety. Many interior designers today are part of larger design teams including architects, engineers, consultants, contractors, and others working in tandem to create exciting environments. Their work professionally allies and interrelates with architecture and architectural technology.

In digital art and design, we enable creativity and discovery and help students become visual artists and communication designers, storytellers, and entrepreneurs. Through curricular innovation, the use of cutting edge technologies and under the guidance of accomplished faculty, students can explore new territories, experiment with new methodologies and tools, rise above disciplinary boundaries, and become the thinkers and makers of the next generations.

The integration of coursework between the interior design program and the architecture program at the School of Architecture and Design facilitates a collaboration between interior design and architecture students that will serve graduates well when they enter the workplace. All undergraduate students in the School of Architecture and Design are required to complete two semesters of design fundamentals (AAID 101 and AAID 102 or DSGN 102), horizontally coordinated with two semesters of visualization (AAID 140 and 240) and two semesters of history and theory (AAID 160, ARCH 161, or DSGN 160) prior to advancing in their respective, discipline-related design studio sequences.

School of Architecture and Design

Master of Architecture, M.Arch.

The **Master of Architecture Program** prepares students for professional leadership with advanced study in architectural design, technology, theory, and research. As the boundaries of architectural practice shift and technology evolves, our graduates gain critical perspectives to offer design leadership that will contribute to an increasingly sustainable built environment. This path of study culminates in the granting of the professional M.Arch. degree.

M.Arch. candidates study with a distinguished faculty of scholars, professors of practice, and visiting professors who bring unique focus, expertise, and interdisciplinary approaches to our program. Our students may also conduct advanced study in collaboration with the School of Architecture and Design's master of science programs in Architecture, Urban Design; Architecture, Computational Technologies; or Architecture, Health and Design.

We prepare our graduates to enter today's design and construction fields with uniquely experimental and innovative approaches to the challenges of architectural practice—from those at the scale of individual structures and their components, to complex institutions, multi-use projects, and whole communities—with deep understanding of the extended contexts within which we operate.

As the building professions increasingly rely on specialized platforms and fabrication processes, the critical role of architects in society will be to provide the skills and techniques to contribute to, and the perspective to lead, the interdisciplinary teams that realize built projects.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

Degree Paths

The M.Arch. program offers a first professional Master of Architecture Degree in two tracks:

- Track I is a 3-year, 90 credit-hour track for applicants who have an undergraduate bachelor's degree in a discipline other than architecture.
- Track II is a 2-year, 60 credit-hour track for applicants holding a pre-professional, 4-year Bachelor of Science in Architecture, Architectural Technology, or equivalent degree.

Accepted students are admitted to begin this degree in fall semesters only. The admission requirements depend on the track for which you are eligible.

Deadlines

Applications for admission to the M.Arch. program are due January 15. Applications received later will be considered pending available space in the program.

Track I, 3-Years (90 credit-hours)

This track is for applicants who have an undergraduate bachelor's degree in a discipline other than architecture. Candidates to the 3-year track must earn 90 credit-hours and satisfactorily complete all required courses before a degree is granted.

If you have earned graduate credits at another college and would like to request transfer credits (a maximum of nine credits, taken no more than five years prior) please complete the Graduate Credit Transfer Form.

Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology.

ALL APPLICANTS TO TRACK I MUST PROVIDE THE FOLLOWING PRIOR TO SUBMITTING PORTFOLIO OF CREATIVE WORK

- Completed online application
- Nonrefundable application fee
- CV: Highlighting your professional work, experiences, and accomplishments
- Personal Statement: Elaborate on your experiences to date and your interests in architecture and in studying at New York Tech (500 words maximum)
- References: Provide name, institution or employer, position, email addresses and phone number of three people who have direct knowledge of your professional and academic ability and potential. When you register, your recommenders will receive an email notification to submit their letters through the university's online process.
- Transcripts: Unofficial transcripts in progress are sufficient to make an admission decision. Final, official transcripts are reviewed prior to registration and are required. Final, official undergraduate transcripts are required for all university-level schools attended.
- Proof of degree: Official copy of college diploma or other proof of degree (Please note: proof of degree is required before commencement of coursework, but not before submission of portfolio)
- International student requirements: English proficiency, I-20, and transcript evaluation

DOCUMENT SUBMISSION FORM

ADDITIONAL ADMISSION REQUIREMENTS/PORTFOLIO OF CREATIVE WORK

1. The following courses are strongly recommended prior to applying to Track I:
    - One (1) college level advanced mathematics course (calculus is preferred)
    - One (1) physics course or equivalent subject
    - Art history-theory and/or architecture-related courses
2. A portfolio of creative work is required with your application to the M.Arch. Track I, 3-Years (90 credit-hours) program:
    - The creative portfolio should consist of 10–15 pages of your own visual work (format PDF/MP4, size limit 35 MB).
    - The creative portfolio can include assignment-based projects, self-directed work, or pieces of a collaborative nature, and could contain multimedia work, photography, drawings, sketches, collages, models, paintings, sculpture, poetry, furniture design, etc. Scan or photograph the resulting work and organize it into a single, multipage PDF. Please identify each piece with a date, title, medium, and a brief explanation of the artwork and its context—academic project, work-related project, independent work, or research. For any team or collaborative projects, please identify all participants and highlight your own contributions.
    - Name your PDF files in the following format: MArch_Portfolio-Track I_LastName_FirstName.pdf
    - Maximum file size is 35 MB. Please be aware of this limitation when formatting files and resolution for your work. Files larger than 35 megabytes may be rejected by the university server. Links to materials available through web links (e.g. Youtube, Dropbox, or other site) should be included in a table of contents on the first page of the portfolio.

SUBMIT PORTFOLIO

Track II, 2-Years (60 credit-hours)

This track is for applicants holding a pre-professional, 4-year Bachelor of Science in Architecture, Architectural Technology, or equivalent degree. Candidates to the 2-year track must earn 60 credit-hours and satisfactorily complete all required courses before a degree is granted. International applicants must have a degree from an international institution of acceptable standards.

If you have received graduate credits at another college, and would like to request transfer credits (a maximum of nine credits, taken no more than five years prior) please complete the Graduate Credit Transfer Form.

ALL APPLICANTS TO TRACK II MUST PROVIDE THE FOLLOWING PRIOR TO SUBMITTING PORTFOLIO OF CREATIVE WORK

- Completed online application
- Nonrefundable application fee
- CV: Highlighting your professional work, experiences, and accomplishments
- Personal Statement: Elaborate on your experiences to date and your interests in architecture and in studying at New York Tech (500 words maximum)
- References: Provide name, institution or employer, position, email addresses and phone number of three people who have direct knowledge of your professional and academic ability and potential. When you register, your recommenders will receive an email

notification to submit their letters through the university's online process.
- Transcripts: Unofficial transcripts in progress are sufficient to make an admission decision. Final, official transcripts are reviewed prior to registration and are required. Final, official undergraduate transcripts are required for all university-level schools attended.
- Proof of degree: Official copy of college diploma or other proof of degree (Please note: proof of degree is required before commencement of coursework, but not before submission of portfolio)
- International student requirements: English proficiency, I-20, and transcript evaluation

DOCUMENT SUBMISSION FORM

ADDITIONAL ADMISSION REQUIREMENTS/PORTFOLIO OF DESIGN WORK

1. Track II applicants must fulfill the following prerequisite courses:
    - Four (4) design studio courses at a variety of scales and programs
    - Previous coursework that fulfills the majority of required courses included in the first two years of New York Institute of Technology's B.S.A.T. or B.Arch. programs and in the areas of:
        - Architectural design
        - Architectural structure
        - Building construction
        - Visualization and technical drawings
        - Architectural history
2. A portfolio of architecture design work is required with your application to the M.Arch. Track II, 2-Years (60 credit-hours) program:
    - The portfolio of architecture design work should not exceed 15–20 pages (format PDF/MP4, size limit 35 MB).
    - The portfolio of architecture design work should include work from a minimum of four design studio courses. Selected studio work should demonstrate the candidate's ability to integrate appropriate levels of design and technical content, with clear and appropriate presentation skills.
    - Applicants are also encouraged to include examples of creative work outside of studio coursework. These may include drawings, paintings, sculpture, performance, video, animation, and/or audio recordings, etc. Please identify each piece with a date, title, medium, and brief explanation of the creative work and its context—academic project, work-related project, independent work, or research. For any team or collaborative projects please identify all participants and highlight your own contributions.
    - Name your PDF files in the following format:
      MArch_Portfolio-Track II_LastName_FirstName.pdf
    - Maximum file size is 35 MB. Please be aware of this limitation when formatting files and resolution for your work. Files larger than 35 megabytes may be rejected by the university server. Links to materials available through web links (e.g. Youtube, Dropbox, or other site) should be included in a table of contents on the first page of the portfolio.

SUBMIT PORTFOLIO

School of Architecture and Design Curriculum

Curriculum Requirements for M.Arch., 60-Credit Track

Major Requirements

Master of Architecture, 60-Credit Track		Credits:
ARCH 704	M.Arch Studio 4	6
ARCH 705	M.Arch Studio 5	6
ARCH 722	Building Systems II	3
ARCH 723	Material Tectonics I	3
ARCH 724	Material Tectonics II	3
ARCH 727	Construction Documents	3
ARCH 772	Site Planning	3
ARCH 741	Architectural Visual Communication III	3
ARCH 801	M.Arch Studio 6	6
ARCH 802	M.Arch Studio 7	6

ARCH 821	Building Systems III	3
ARCH 880	Practice Models and Strategies	3
ARCH XXX	Architectural History or Theory Option	3

Architecture Electives	Credits:
	Total: 6 Credits

General Electives	Credits:
	Total: 3 Credits

Total Required Credits = 60

Curriculum Requirements for M.Arch., 90-Credit Track

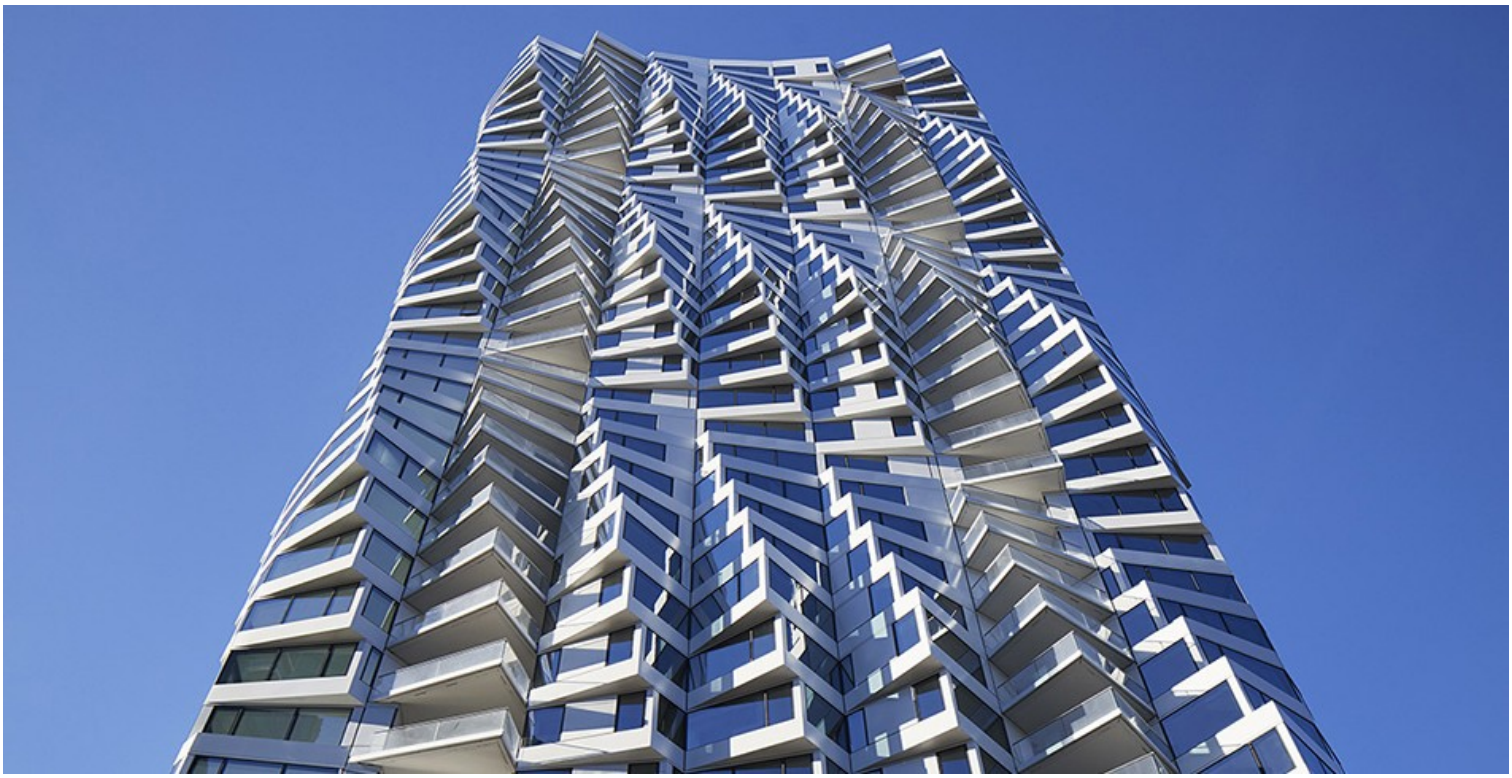
Major Requirements

Master of Architecture, 90-Credit Track		Credits:
ARCH 601	M.Arch Studio 1	6
ARCH 602	M.Arch Studio 2	6
ARCH 611	Introduction to Architectural Structures and Technology	3
ARCH 621	Building Systems I	3
ARCH 641	Architectural Visual Communication I	3
ARCH 644	Architectural Visual Communication II	3
ARCH 661	Global History of Architecture I	3
ARCH 662	Global History of Architecture II	3
ARCH 704	M.Arch Studio 4	6
ARCH 705	M.Arch Studio 5	6
ARCH 722	Building Systems II	3
ARCH 723	Material Tectonics I	3
ARCH 724	Material Tectonics II	3
ARCH 727	Construction Documents	3
ARCH 772	Site Planning	3
ARCH 741	Architectural Visual Communication III	3
ARCH 801	M.Arch Studio 6	6
ARCH 802	M.Arch Studio 7	6
ARCH 821	Building Systems III	3
ARCH 880	Practice Models and Strategies	3
ARCH XXX	Architectural History or Theory Option	3

Architecture Electives	Credits: Total: 6 Credits
General Electives	Credits: Total: 3 Credits
Total Required Credits = 90	

School of Architecture and Design

Master of Science in Architecture, Computational Technologies



The Master of Science in Architecture, Computational Technologies focuses its teaching and research towards propositions of new spatial built architecture which is designed through innovation in computer-based representation and fabrication systems. The program's objectives for output are to develop new emerging technologies, such as computational systems of spatial representation, and robotic systems for interactivity, and robotic systems for construction including new materials in order to activate through built architectural prototypes at full scale, new spatial conceptions, ecological environmental issues, and virtual and physical augmented human interactivity.

This program aims to focus its research interests, curriculum, and pedagogy upon spatial, material, and environmental qualities of the designed spaces, expanding notions of inhabitation, ecology, interactivity, computation, and robotics:

- Computational Design
- Robotic Interactivity
- Robotic Fabrication
- Materials

Through full-scale applied research, which expands conventional aesthetic design agendas, the program intends to critically integrate the history and theory of representation, computation, and technologies. The program critically revises architectural history from contemporary lenses, and theorizes new possibilities for architecture through advancements in both computation and fabrication.

In the context of new technologies rapidly challenging cultural models, an important question is how to reformulate the typical relationships between technology and culture. Our program focuses on research and investigations of materials and construction systems defining architectural building components, including digital robotic fabrication, and physical computation systems (robotics). Expanding design

authorship to the parameters informing design may lead to paradigmatic transitions towards new forms of architecture.

Ultimately, the output of the program will be a range of full-scale applied research projects, including: augmented interactive virtual reality spaces, interfaces, plug-ins, and software research and development that determine architecture spatial representations—from full-scale built architectural prototypes and spaces, to new ecological materials, and the research and development of robotic machines that determine construction systems. The program will expand the transdisciplinary experimental field through applied research integration and expand various forms of specialized knowledge within various domains including architects, engineers, material scientists, bioengineering, ecologists, media artists, interactive designers, computer scientists, data scientists, and other fields of knowledge. Students in the Master of Science in Architecture program will study these issues in design studios, labs/workshop, and core and elective courses cumulatively activating evidence-based applied research to measuring and testing its output design.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

Download Our Program Brochure

Students in the program will:

1. Learn history and theory of systems of representation and technology
2. Integrate science, technology, ecology and architecture
3. Learn and advance skills in computational design by integrating data science (API) and computer science (AI, machine learning, artificial neural networks through TensorFlow, Python programming + Rhinoceros Grasshopper plug in, simulation, optimization); robotics through physical computation (Raspberry Pi, sensors, interactivity, VR, AR, MR) and robotic fabrication (Python + Kuka KRL (GH PRC)); and materials design (simulation, optimization, robotic materials, 4d printing)
4. Innovate through Big Data (survey, simulation), including research and development on systems of representation and interfaces (virtual reality, augmented reality, mixed reality, simulations, algorithms, plug-ins, software development, interactive applications, machine learning, and AI)
5. Integrate of a range of multiple disciplines, expanding their domains of expertise into transdisciplinary fields through robotic fabrication for interactive spaces-environments (ecology and health), prototypes and full scale projects, including research and development on computer aided machinery, sensors, 3D printing, computer numeric control (CNC) machines, and robotics integrating an artistic approach to architecture applying scientific research through evidence based design.
6. Conduct research and development in architecture technology through experimentation with materiality, including programmable materials, composite materials, ecological materials, bio-materials, and 4d printing
7. Be leaders and visionaries for the expansion of possible futures of architecture and design by identifying how to inform reality real time and open up new forms of practice

In alignment with the university's mission statement, the M.S. in Architecture, Computational Technologies will help leverage the strengths of the vision, goals, and objectives of exploring the interdisciplinarity of technology, and how architecture can integrate computational design systems and fabrication with engaging collaborative exchanges between various professional and disciplinary domains of expertise. The proposed program will address emerging new technologies across architecture, engineering, art, computation, robotics, and the sciences through applied experimental research in built architectures.

The master's degree is a full-time program, offered at the Long Island and New York City campuses. It begins in September, concluding with a public review and exhibition. The program does not lead to professional licensure. This is a post-professional Master of Science degree.

Students should submit all materials including portfolio and references as early as possible in order to ensure enough time for review and to obtain an I-20 (international students), ideally by June 15. Applicants may be accepted after the deadline only if there is availability.

If an applicant does not meet the admissions criteria, it may be possible, at the discretion of the program director, to be admitted for a probationary period with an opportunity to demonstrate qualifications by achieving a graduate GPA of 3.0 or higher in the first three graduate degree courses.

Admission Requirements

- A professional architecture or design degree from an accredited institution or the equivalent if applying with a degree from outside of the U.S.
- Minimum GPA of 3.0
- No standardized tests (including GRE) are required, except TOEFL/IELTS/PTE for international students

If you have any questions about admissions or eligibility, please contact the Office of Graduate Admissions at nyitgrad@nyit.edu or 516.686.7520. If you have questions about the program, please email Alessandro Melis, Director, M.S. in Architecture, Computational Technologies, at amelis@nyit.edu or 212.261.1562.

Application Materials

All applicants must provide the following information prior to submitting the required supplemental materials (Curriculum Vitae, Personal

Essay, and Digital Portfolio).

- Completed application
- $50 nonrefundable application fee
- Two letters of recommendation from references who have direct knowledge of the applicant's professional potential and academic ability. References should send their letters of recommendation directly to the Office of Graduate Admissions at nyitgrad@nyit.edu.
- Interview: You are encouraged to meet with the program director. Please contact the School of Architecture and Design graduate office at grad.arch@nyit.edu to schedule an appointment.
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- International student requirements: English proficiency (TOEFL/IELTS), I-20, and transcript evaluation.

DOCUMENT SUBMISSION FORM

Supplemental Application Materials

- Curriculum Vitae: a one-page resume with your portrait photo, name and last name, contact information, degrees, accomplishments, exhibitions, publications, projects, research, associations, skills, etc.
- Personal Essay/Statement of Interest: (500–1000 words)
- Digital Portfolio of Creative Work:
  - The creative Portfolio should consist of 10–15 pages of your own visual work (format PDF/MP4; size limit 35 MB).
  - The creative portfolio may include selected studio work, examples of creative coursework, assignment-based projects, self-directed work or pieces of a collaborative nature, and could contain multimedia work, drawings, models, computation and fabrication work, paintings, sculpture, video, animation, etc.
  - Areas of interest may include: architectural design, environmental design, design technologies (simulation, visualization, fabrication, robotics, etc.), architectural engineering, architectural interior, industrial design, computational design, product or furniture design, material design, etc.
  - Please identify each piece with a date, title, medium, and a brief explanation of the work and its context—academic project, work-related project, independent work, or research and organize it into a single, multipage PDF. For any team or collaborative projects, please identify all participants and highlight your own contributions.
  - Name your PDF files in the following format: 020_MS.ACT_Portfolio_LastName_FirstName.pdf
  - Maximum file size is 35 MB. Please be aware of this limitation when formatting files and resolution for your work. Files larger than 35 megabytes may be rejected by the New York Tech server. Links to materials available through web links, YouTube, Dropbox, or other should be included in a table of contents on the first page of the portfolio.

SUBMIT SUPPLEMENTAL MATERIALS

School of Architecture and Design Curriculum

Curriculum Requirements for Master of Science in Architecture, Computational Technologies

Major Requirements

Term One		Credits:
ARCH 701B	Computational Design Studio I: Computational Design	6
ARCH 775	Seminar I: History and Theory of Representation and Technologies	3
ARCH 781	Computational Design I	3
ARCH 783	Fabrication and Robotics I	3
		Total: 15 Credits

Term Two		Credits:

ARCH 702B	Computational Design Studio II: Fabrication and Robotics	6
ARCH 776	Seminar II: Fabrication Optimization and Material Simulation	3
ARCH 782	Computational Design II	3
ARCH 784	Fabrication and Robotics II	3
		Total: 15 Credits

Total Program Credits = 30

School of Architecture and Design

Digital Art and Design: Graduate Programs

In this M.F.A. program, we integrate a historical perspective within the context of emerging technologies blended with a critical relationship to art via theory, technology, and practice. Our mission is woven into the mission of New York Institute of Technology, providing career-oriented professional education and access to opportunity for all qualified students. We support applications-oriented research that benefits the larger world.

Our M.F.A. fosters creativity and curiosity in convergent technologies in the arts. Our focus is to support students in the creation of their work and to help students create comprehensive documentation of their work at New York Tech. We will encourage students in this studio research environment to create original works of art and design.

It is not enough to be technically proficient in the creation of art and design; nor is it enough to be theoretically engaged without studio practice. It is a critical perspective that mediates these two sensibilities in an advanced degree. This criticality manages our rich technological environment but allows it to be governed by the arts and aesthetics. To use technology in the arts is to work within a physical philosophy that is at once concrete and abstract, theoretical and embodied. To use computers, with the intent to make art, is to combine physical philosophy into an intuitive system, a unique, non-repeatable content—a work of art or design.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

See below for information on how to transition from a New York Tech Master of Arts (M.A.) program to the M.F.A. Department of Digital Art and Design.

The Department of Digital Art and Design offers the following degrees:

- M.F.A. in Graphic Design and Media Innovation

Graphic Design and Media Innovation

The Graphic Design and Media Innovation program prepares graduate students to engage complex problems and creative research in design content, print design, web design, interactive design, exhibition design, and interface design. This creative research will result in the actualization of innovative design solutions to real-world design problems.

Our M.F.A reflects a shift in focus towards research and design for interactive applications, particularly in media. Courses cover topics that are current and relevant to this evolving discipline and aligns the curriculum with industry needs. This will include extensive preparation of professional workflow from concept logistical development, logistical planning, technical development, and final production of the design thesis project.

Thesis design production-based projects will be presented in a final exhibition that will include: a visual exhibition of an ambitious design solution, a written critical evaluation of the thesis project, and a comprehensive book that includes the process and documentation of the realization of the thesis project. Graduates will also be expected to make a successful oral presentation of their final thesis to their thesis advisor.

Transition Requirements to M.F.A.

Any student with an earned M.A. from New York Tech may transition into the M.F.A. in Digital Art and Design program with the following conditions:

1. 18 required M.F.A. thesis credits must be completed as listed below:

- ARTC 801/802/803: Graduate Critique/Thesis Orientation, 3 credits
- ARTC 851/852/853: Thesis Proposal, 3 credits*
- ARTU 862: Thesis Production I, 4 credits
- ARTU 872: Thesis Production II, 4 credits
- ARTC 871/872/873: Thesis Paper and Exhibition, 2 credits
- ARTB 751: Professional Critiques, 2 credits

** ARTC 852 Thesis Proposal is waived for transitioning UX/UI Design and Development program students.*

2. 8–10 credits* of electives recommended by the M.F.A. faculty advisor from ARTA, ARTB, ARTC, ARTH, and/or ARTG series, above 600 level.

** UX/UI Design and Development program students must complete 15 credits of electives.*

Admission Requirements

- B.F.A. degree or its equivalent from an accredited college or university
- Minimum undergraduate GPA of 3.0

Application Materials

- Completed application
- $50 nonrefundable application fee
- M.F.A. Supplementary Application: digital portfolio, description sheet describing the contents of the portfolio, résumé/CV, and three letters of recommendation. Applicants must submit their portfolio after applying to New York Institute of Technology. They will then receive a New York Tech ID number through their application portal, or they can contact the Office of Admissions for their ID number to upload their portfolio online.
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

For additional information, please contact the Department of Digital Art and Design at 212.261.1796 or 516.686.7542 or visit the department website.

The M.F.A. program does not accept transfer credit. See the M.F.A. description for information on transition from a New York Tech Communication Arts, M.A. or UX/UI Design and Development, M.A. degree to the M.F.A. program.

Curriculum Requirements for Master of Fine Arts in Graphic Design and Media Innovation

Major Requirements

Required Courses		Credits:
ARTH 601	History of Art and Technology	3
ARTI 602	Human Computer Interaction Design	3
ARTI 606	Research and Data Analytics	3
ARTG 605	Design Thinking and Innovation Process	3
ARTG 610	Type and Layout	3
ARTG 654	Participatory Design	3
ARTA 803	Visual Communication and Emerging Technology	3
ARTG 655	Branding Design and Strategy	3
ARTE 801	Digital Compositing and Visual Effects	3
ARTI 603	User Interface and Prototyping	3
ARTE 851	Motion Graphics Design	3
ARTF 601	Virtual Spaces and Design	3
ARTI 609	Web and Mobile App Development	3
ARTG 656	Environmental Graphic Design	3
ARTG 751	Information Design and Data Visualization	3
ARTG 801	Advertising Design	3
		Total: 48 Credits

Elective Options	Credits:
	6

Any graduate-level course beginning with ART_ may serve as an elective option. Please consult with an advisor in choosing electives.

Production-Based Project		Credits:
ARTC 851	Thesis Proposal	3
ARTU 862	Thesis Production	3
		Total: 6 Credits

Total Required Credits = 60

Master of Science in Health and Design

The **Master of Science in Health and Design** program approaches design and health from an ecosystem and an embodied perspective, investigating our built environment and the impact on humans in order to derive a holistic understanding down to key factors determining an individual's health. It informs a learner's future agency that is built upon a transdisciplinary platform which empowers one to create adaptive environments, dynamic tools, regenerative materials or circular products that have social and ecological benefits and enhance health and wellbeing for all.

We want to empower people to improve their lived experiences through design.

The program facilitates students and experts to collaborate in research on inclusive design and purpose driven projects that investigate the impact of design on health, environment and healthcare. Health is essential to a population's economic, cultural and social future. Our purpose is to facilitate broader access to care, wellbeing and provide better health to everyone.

The curriculum invites students to imagine how we can go beyond a traditionally symptom driven definition of health and care to a broader understanding of the originating factors that determine an individual's health over a life span. Approaching health as an ecosystem, we explore new research territories for health and design by questioning disciplinary practices and boundaries, un-learning processes and overcoming stuck mindsets. We discover modes that build a student's competency in creating healthy environments and products, which are becoming preventive and therapeutic.

Our faculty are exploring with students new ground in three systemic contexts of building community resilience towards future pandemics or natural disasters: *health systems, urban systems and material systems*. Projects are oriented towards propositions of new spatial, material and medical prototypes, and their social, cultural and emotional effect on the health of people and communities. By experimenting at the overlaps of the disciplinary connections between the health sciences and design, the goal is to develop and apply new approaches to designing the qualities of space in general from a health framework point of view, and subsequently to influence care spaces for treatment, convalescence, and recovery.

This program aims to focus its research interests, curriculum, and pedagogy on the deep influence of the interactional, experiential, material, and environmental qualities of our designed spaces upon the health, wellness, and fitness of our bodies and minds. In it's approach to these objectives, this program centers on people and explores potential applications of emerging materials and technologies, rather than focusing on solving problems through tried and tested formulations. Ultimately, a new form of speculative interdisciplinary design practice may arise, targeting innovation through the cross pollination of various disciplines and arenas of practice.

This master of science program brings together educators from architectural and interior design, UX-UI interface designers, medical technology experts, human factors engineers, data and visualization consultants, industrial and product designers, lighting designers, programmers, physical computing and technology entrepreneurs, and a range of contributors from health sciences, including doctors, nurses, and other experts such as occupational therapists, mobility specialists, etc.

We believe that only as a diverse and inclusive team we can address health from both a systemic and an embodied perspective, targeting aspects of the global environmental crisis or mental and physical disabilities through advanced design, technological, and material solutions.

Students in the program will:

1. Understand, critically reflect upon, and overcome stuck tendencies and prejudices in how health and disease are framed, stated, researched, funded, and how it can be differently addressed through design
2. Build connections and apply knowledge from a range of disciplinary sources towards an advanced design method in which health in its broadest sense acts as the organizing frame for design research and practice
3. Understand how to evaluate materials based on health and environmental concerns, and design products with intrinsically preferable attributes throughout their life cycles
4. Understand the socio-technical models for healthcare redesign, and how best to evaluate their impact with regards to patient experience and products by understanding the system point of view
5. Understand and leverage from an embodied perspective the advantages of digital technology from software and data to wearables technology in the health and design fields

The M.S. in Health and Design program will contribute to the intellectual and professional strengths of New York Tech in its commitment to transdisciplinarity, social purpose, and a culture of technology as it relates to models of healthy living and the design of regenerative environments.

In this light, the School of Architecture and Design strives to engage innovation via technology through the collaborative exchange between various professional and disciplinary domains of expertise across the medical and design fields. This program aims to provide career-oriented professional education to our students, creating opportunities for graduates in their professional destinations, and contribute to the benefit of the larger world in a renovated approach to health and design.

Graduating students are applying for leadership positions in areas such as:

- Design consulting firms as health design strategists
- AEC and architecture firms as health and care specialists
- Healthcare device manufacturers as product and project consultants
- Large health care insurances and health data startups as health service design experts
- Health institutions and municipal planning offices as health and design planners

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

The master's degree is a 30-credit program, offered at the Long Island and New York City campuses. The program does not lead to professional licensure. This is a post-professional Master of Science degree.

Students should submit all materials including portfolio and references as early as possible in order to ensure enough time for review and to obtain an I-20 (international students).

If an applicant does not meet the admissions criteria, it may be possible, at the discretion of the program director, to be admitted for a probationary period with an opportunity to demonstrate qualifications by achieving a graduate GPA of 3.0 or higher in the first three graduate degree courses. If the applicant's graduate academic record includes any failures in coursework, they may be dismissed from the program following a review by faculty committee including the director and two faculty members of the School of Architecture and Design appointed by the dean.

Admission Requirements

- A degree from an accredited institution in the disciplinary arenas of design (architecture, interiors, furnishing, industrial, product, fashion, etc.) and engineering, healthcare and wellness, biology and chemical fields (with expertise in innovative technologies and bio-materials), or equivalent if applying with a foreign degree from another country
- Minimum GPA of 3.0
- No standardized tests (including GRE) are required, except TOEFL/IELTS/PTE for international students

If you have any questions about admissions or eligibility, please contact the Office of Graduate Admissions at nyitgrad@nyit.edu or 516.686.7520.

Application Materials

All applicants must provide the following information prior to submitting the required supplemental materials (curriculum vitae, personal essay, and digital portfolio).

- Completed application
- $50 nonrefundable application fee

- Two letters of recommendation from references who have direct knowledge of the applicant's professional potential and academic ability. References should send their letters of recommendation directly to the Office of Graduate Admissions at nyitgrad@nyit.edu.
- Optional Interview: You are encouraged to meet with the program director, Christian Pongratz, professor of architecture, or their designee. Please email christian.pongratz@nyit.edu to schedule an appointment.
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- International student requirements: English proficiency (TOEFL/IELTS), I-20, and transcript evaluation.

DOCUMENT SUBMISSION FORM

Supplemental Application Materials

1. Curriculum Vitae: a minimum one-page resume with your portrait photo, name and last name, contact information, degrees, accomplishments, and depending on background also professional work, research, projects, publications, exhibitions, associations, skills, etc.
2. Personal Essay/Statement of Interest (500–1000 words): A written narrative providing evidence of personal interests in research, projects, or activities for social purpose, community engagement, and creating resiliency, individual health, aspects of healthcare, wellness and healthy lifestyle, medtech, biotech, behavioral data or biomaterials is considered a plus.
3. Report or Portfolio: with evidence of disciplinary research or creative work. Evidence of research could include a project report, peer reviewed or graded paper, or thesis; applicants wishing to submit a portfolio with creative work should follow these guidelines below.
    - The portfolio should consist of your own work (format PDF/MP4; size limit 35 MB).
    - The portfolio may include selected creative and/or textual work, assignment-based projects, self-directed work, or pieces of a collaborative nature, and could contain drawings, schemes, plans, video, photographs, diagrams, graphs, model images etc.
    - Areas of interest may include design, healthcare, health technology, environmental sciences and technologies (including simulation, visualization, fabrication, robotics, etc.), engineering and bio-engineering, biotechnology, urban planning, interiors, industrial design, product, furniture design, or material design, etc.
    - Please identify each piece of work with a date, title, medium, or methodology and a brief explanation of the work and its context, and organize these into a single, multipage PDF. For any team or collaborative projects, please identify all participants and highlight your own contributions.
    - Name your PDF files in the following format: APPLY_MSHD_Portfolio_LastName_FirstName.pdf
    - Maximum file size is 35 MB. Please be aware of this limitation when formatting files and resolution for your work. Files larger than 35 megabytes may be rejected by the New York Tech server. Links to applicant's materials available through the web, YouTube, Dropbox, or other sites can serve as support to the application.

SUBMIT SUPPLEMENTAL MATERIALS

School of Architecture and Design Curriculum

Curriculum Requirements for Master of Science in Health and Design

Major Requirements

Term One		Credits:
ARCH 701C	Health and Design Studio I: Healthcare Facilities Design	6
ARCH 753	Seminar I: History and Theory of Design for Health	3
ARCH 754	Seminar II: Body, Mind, and Built Environments	3
ARCH 757	Materials	3
		Total: 15 Credits

Term Two		Credits:

ARCH 702C	Health and Design Studio II: Health Prototypes	6
ARCH 752	Studio Workshop: Multidisciplinary Design	3
ARCH 755	Seminar III: Environmental Behavior and Design Intelligence	3
ARCH 756	Medical and Mobility Prototypes	3
		Total: 15 Credits

Total Program Credits = 30

School of Architecture and Design

Master of Science in Architecture, Urban Design

The M.S. in Architecture, Urban Design (M.S.AUD) two-semester post-professional program focuses on the intersection of urban forms, applied technology, climate resilience, ecosystems, and socio-cultural aspects of cities. The M.S.AUD is a program at the forefront of urban design research focused on issues of urbanization through the exploration of social, cultural, technological, and environmental domains. Our graduate program confronts the challenges of urban design in the context of 21st-century cities and regions. The program focuses on the following areas to investigate scenarios for future cities and urban innovation:

- Interscalar forms of urbanization (urban, metropolitan, regional, global)
- Climate resiliency, sustainability, and climate change
- Socio-cultural aspects of cities
- Urban technology

The graduate program is located in the heart of New York City, drawing from world-class faculty, public and private organizations, and active professionals leading global practices based in the metropolitan area. The urban setting encourages students to combine theory with experience by living and working in a variety of areas and conducting field study in and around New York City. A study abroad program investigates urban design scenarios in global contexts and it has been integrated into the design studio sequence.

The program prepares graduates to succeed in this interdisciplinary field by providing opportunities for case studies to test and apply new insights, theory, and designs to contemporary and future challenges. Students learn to apply a range of design tools, including digital modeling for urban design, data-driven urban processes, resilient and sustainable strategies, and environmental performance indicators, along with social

and cultural aspects of cities. There is an emphasis on the consideration and critique of the historical, physical, social, political, and philosophical context shaping settlements and regions.

The intersection of urban forms, sustainability, technology, and socio-cultural aspects is at the forefront of urban design research, which defines the focus of the advanced urban design studios. The design studios are organized to integrate the following theme:

- **New York City:** The contemporary metropolis after relentless urbanization. Leveraging New York City as a research platform in the design studio, graduate students explore formal urban design precedents while engaging with leading NYC and global stakeholders.
- **Urban Climate Lab:** Students research the intersection of urban form, low-carbon cities, and climate to prepare future practitioners confronting a rapidly urbanizing world threatened by climate change.
- **Global Megacities:** Students integrate urban and regional design applied approaches to metropolitan region and global contexts.

The full-time program requires students to enroll in 15 credits per semester, with limited exceptions on a case-by-case basis. Courses may be taught in a team format, depending on project type, intended product, and the relationship established with public agencies, civic organizations, and research funding; individual design trajectories are leveraged within the curriculum as well.

The graduate program in urban design is a post-professional master's degree for those holding a first professional degree in architecture, landscape architecture, or planning, with an emphasis on physical design of the built environment.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

The master's degree program is a full-time fall-spring program, and offered at the New York City campus. It begins in September for a total of two consecutive semesters (one full academic year). Applicants should submit all materials as early as possible in order to ensure enough time for review and to obtain an I-20 (international students). Ideally, applicants (particularly international applicants) should submit all materials including portfolio and references by the January 15 priority deadline. Applicants will be accepted after January 15 only if there is availability.

The application to the graduate program in urban design is primarily an online process. While completing the application form, students will be asked to supply information regarding themselves, their education, and their references. They will need to upload their transcripts, portfolio, personal essay, curriculum vitae (résumé), and pay an application fee.

Admission Requirements

- Professional architecture, landscape architecture, or planning degree from an accredited college or university approved by the National Architecture Accrediting Board (NAAB), or the equivalent if applying with a foreign degree from another country.
- Minimum GPA of 3.0
- No standardized tests (including GRE) are required, except TOEFL/IELTS/PTE for international students

If you do not meet the above criteria, you may, at the discretion of the director, be admitted under a probationary period with an opportunity to demonstrate qualifications by achieving a graduate GPA of 3.0 or higher in your first three graduate degree courses. If your graduate academic record includes any failures in coursework, you may be dismissed from the program following a review by a faculty committee, including the director and two faculty members of the School of Architecture and Design appointed by the dean.

If you have any questions about admissions or eligibility, please contact the Office of Graduate Admissions at nyitgrad@nyit.edu or 516.686.7520. If you have questions about the program that will help you in your decision to attend, please email the graduate program director, Marcella Del Signore, associate professor in the School of Architecture and Design, at mdelsign@nyit.edu or 212.261.1547.

Application Materials

- Completed online application
- $50 nonrefundable application fee
- Supplemental Application: Digital Portfolio and Curriculum Vitae
  - Complete this step after submitting your online application, where you will receive a New York Tech ID number to upload your digital portfolio and curriculum vitae (résumé).
  - View format instructions and upload your digital portfolio and curriculum vitae (résumé). You must also mail a hard copy portfolio to the School of Architecture and Design.
- Personal essay
- Two letters of recommendation from references who have direct knowledge of your professional potential and academic ability. References should send their letters of recommendation directly to the Office of Graduate Admissions at nyitgrad@nyit.edu. For more information, contact the Office of Graduate Admissions directly.
- Interview: Applicants are encouraged to meet with the director of the M.S. Architecture, Urban Design program, Associate Professor Marcella Del Signore. Contact the director at mdelsign@nyit.edu to schedule an appointment.
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- International student requirements: English proficiency, I-20, and transcript evaluation

Curriculum Requirements for Master of Science in Architecture, Urban Design

Major Requirements

Program Requirements		Credits:
ARCH 701	Urban Design Studio I	6
ARCH 702	Urban Design Studio II	6
ARCH 721	History and Theory of Cities	3
ARCH 725	Theories and Case Studies of Urbanism	3
ARCH 841	Digital Techniques and Media for Urban Design I	3
ARCH 842	Digital Techniques and Media for Urban Design II	3
		Total: 24 Credits

Program Electives (select two courses from the following)		Credits:
ARCH 824	Cities, Ecologies, and Infrastructures	3
ARCH 861	Social, Economic, Political, and Technological Issues of Urban Design	3
ARCH 871	Housing and Urbanization Systems	3
ARCH 881	Issues of Practice and Community Engagement	3
ARCH 882	Externship	3
		Total: 6 Credits

Total Required Credits = 30

UX/UI Design and Development, M.A.

UX/UI (User Experience/User Interface) Design and Development is emerging as a crucial qualification in various industry sectors, including emerging technology (AR/VR/MR), voice , AI/ML entertainment (gaming, motion pictures, etc.), technology, finance, insurance, automobile, military, digital arts, communications, media production, architecture, business, science, medicine, computer science, engineering, and web and mobile app design.

Technological advancements including augmented reality (AR) present further opportunity for innovating user experiences. The success of the digital experience depends on sophisticated interactive design, which is implemented using state-of-the-art hardware and software techniques. The work of UX/UI designers and developers will continue to expand as the technology develops and companies increase their digital presence.

In conjunction with our diverse, committed faculty, the Department of Digital Art and Design possesses a facility that is unique and makes New York Tech stand out. Through the HIVE (Home of Innovation, Visualization, and Exploration), students have an opportunity to work with an impressive array of cutting-edge technologies that rivals other institutions. The HIVE provides access to advanced visualization tools to push the possibilities of any UX/UI design goal.

The Master of Art in UX/UI Design and Development is designed to offer students visual design strategies; digital development skills; and fundamental knowledge of industry standards, technologies, and terminologies, along with creative thinking and problem solving. The degree is in line with New York Institute of Technology's mission of offering career-oriented, professional education.

The M.A. is oriented toward artists and non-artists who are aiming to be designers of interactive experiences. This program will provide students with a master's-level understanding of how to design and develop a range of user interfaces within a variety of contexts. These competencies are increasingly important in an expanding variety of fields emerging from interdisciplinary studies and industries.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

The M.A. in UX/UI Design and Development program accepts students for fall semester admission only.

Admission Requirements

- B.F.A. degree or its equivalent from an accredited college or university
- Minimum undergraduate GPA of 3.0

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copy of college diploma or proof of degree
- M.A. supplementary application (see instructions below)

- International student requirements: English proficiency (TOEFL/IELTS/PTE), I-20, and transcript evaluation

M.A. Supplementary Application

Once you complete the online application, you are required to submit a supplementary application. To upload, you will need to include the application ID number which you will receive after submitting your online application. Each student is limited to one portfolio submission. Additional submissions will not be considered until the following fall semester.

The supplementary application includes:

- Digital portfolio *(recommended but not required)* that showcases your best work through a wide range of media. Portfolio should contain 15–20 high-quality digital images and/or a sample reel of animation/video (max. three minutes).
- Description sheet of the contents of the portfolio *(required only if submitting portfolio)* detailing each work with a title, brief description, measurements or duration, and date of completion. Collaborative work must be individually identified and credited as such.
- Curriculum vitae/résumé which should include a summary of academic and professional history and achievements, including research, awards, and exhibitions.
- Personal statement: A statement of purpose of 300 to 500 words, which should include academic/career objectives and creative intent. The statement of purpose should also indicate your anticipated area of study (UX/UI).
- Letters of recommendation (optional)

Formats

- All artwork must be submitted in PDF file format.
- Description sheet, cv/résumé, and artist statement must be in PDF file format.
- Animation/video work (max. three minutes) must be included as a link to an uploaded file on YouTube, Vimeo, or a personal website. Please include the URL in your description sheet.
- All submitted materials must be in English, including all file names, credits, and letter of recommendations.

Transition from the M.A. to M.F.A. Degree Policy

- The Master of Arts in UX/UI Design and Development is transitional to the Master of Fine Arts in Digital Art and Design program.
- All 30 credits of the M.A. degree will transition to the M.F.A.
- Graduate Critique/Thesis Orientation ARTC 802 will be waived; however, the credits will still need to be taken in the form of an elective.
- Master's Project (ARTP 802) is co-listed with Thesis Proposal (ARTC 851). Thus, students who have taken Master's Project do not need to take Thesis Proposal.

Transition from other New York Tech Graduate Programs to the M.A. Degree

- Graduates of other graduate programs may only transition six credits to satisfy the six elective credits required.

School of Architecture and Design Curriculum

Curriculum Requirements for Master of Arts in UX/UI Design and Development

Major Requirements

Required Courses		Credits:
ARTI 601	UX Design Foundations	3
ARTI 602	Human Computer Interaction Design	3
ARTI 603	User Interface and Prototyping Design	3
ARTI 604	UX/UI Design for VR/AR/MR	3
ARTI 605	Unity Design	3
ARTI 606	UX Research and Data Analytics	3

ARTI 607	Information Architecture and Content Strategy	3
ARTI 608	Usability and Testing	3
ARTP 802	Master's Project**	3
ELECTIVE	Any graduate-level Department of Digital Art & Design or New York Tech courses that have not already been applied to a degree. Consult with advisor on all choices.	3

** ARTP 802 Master's Project is co-listed with ARTC 852 Thesis Proposal for those students transitioning into the Graphic Design and Media Innovation, M.F.A. program. Thus, those students who have taken the Master's Project will not need to take Thesis Proposal.

Total Required Credits = 30

School of Health Professions

Nicole Wadsworth, D.O., FACEOP, FACEP
Interim Dean

Mindy Haar, Ph.D., R.D., C.D.N.
Assistant Dean of Undergraduate Affairs

Corri Wolf, PA-C, Ph.D.
Assistant Dean of Accreditation and Curriculum

The School of Health Professions offers bachelor's degrees in Exercise Science, Health Sciences, Health and Wellness, and Nursing, as well as minors in Health Sciences and Health Services Administration. The school also offers master's degrees in Clinical Nutrition, Occupational Therapy, and Physician Assistant Studies; an Occupational Therapy Doctorate; and a Doctor of Physical Therapy. The school collaborates with all university divisions in its academic endeavors, especially the College of Osteopathic Medicine.

Doctor of Physical Therapy (PHTH)

Cheryl Hall, PT, D.H.Sc., PCS, Chair

Advanced Certificate in Nutrition for Healthcare Providers
Master of Science in Clinical Nutrition (CLNU)
Mindy Haar, Ph.D., R.D., C.D.N., Chair

Master of Science in Occupational Therapy (MSOT)
Doctorate in Occupational Therapy (OTD)
Pamela Karp, Ed.D., OTR/L, CHT, Chair

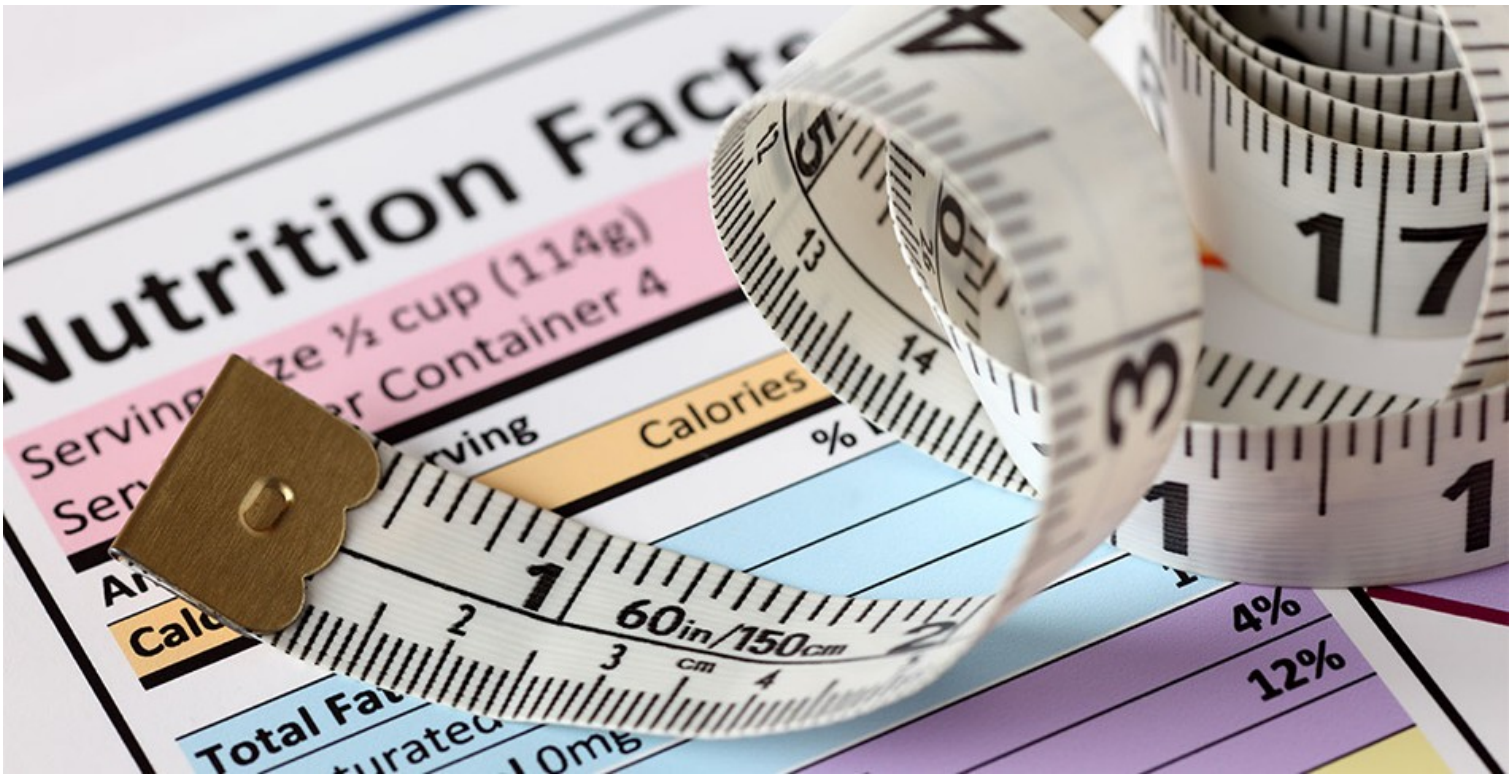
Master of Science in Physician Assistant Studies (PHAS)
Kristine Prazak-Davoli, Ph.D., PA-C, Interim Chair

Advanced Certificate in Coaching Administration
Advanced Certificate in Kinesiology
Bachelor of Science in Exercise Science, Exercise Physiology Concentration (EXSC)
Bachelor of Science in Health and Wellness (HLTWL)
Bachelor of Science in Health Sciences (HSCI)
Master of Science in Exercise and Sport Science
Minor in Health Sciences
Minor in Health Services Administration
Mindy Haar, Ph.D., R.D., C.D.N., Chair

Bachelor of Science in Nursing (NURS)
Lisa Sparacino, Ph.D., C.C.R.N., C.N.E., Chair

School of Health Professions

Clinical Nutrition, M.S.



The Master of Science in Clinical Nutrition program is offered **completely** online and meets a variety of professional needs. It is a clinically focused program that integrates biomedical and nutrition sciences to develop an understanding of medical nutrition therapy. Required courses ensure expert mastery of nutrition theory, assessment, and therapy. Electives offer the opportunity to explore nutrition epidemiology, exercise physiology, nutrition pharmacology and oncology, and other emerging topics and issues. Journal readings supplement textbooks to enhance instructional materials.

This asynchronous online program is available in a flexible format easily accessed by students of diverse backgrounds. Students with a baccalaureate degree in nutrition, as well as students at all levels of allied health and medical education, can use this program to integrate nutrition into their professional study. This program is also open to students with degrees in other areas who have completed the prerequisites and wish to be involved in nutrition and health careers. The interprofessional relationships facilitated by our courses give students exposure to the best of teamwork situations. More information is available from Program Director Mindy Haar, Ph.D., RDN, CDN, FAND at mhaar@nyit.edu.

Program Overview

Students in the clinical nutrition program learn through web-based coursework that includes frequent interaction among instructors and classmates. While there are no set meeting times, discussion board platforms utilizing audio, video, and text-based posts help maximize a sense of community within each course. The New York Tech library system and the medical library at NYIT College of Osteopathic Medicine have extensive book and journal collections, online facilities, and interlibrary loan capabilities to accommodate nutrition research.

Coursework is completed online and students are expected to log in to courses at least three times per week at their convenience. As a result, the expense and time of commuting to campus are saved as students benefit from experienced, knowledgeable faculty who are available by phone and email.

Degree Requirements

- Nutrition Science Core: 6 credits
- Clinical Science Core: 18 credits
- Elective Courses: 12 credits
- Comprehensive Exam
- **Total Required: 36 credits**

Faculty
Students are taught by full-time clinical nutrition faculty as well as adjunct faculty with specialized skills in bionutrition research, clinical dietetics, community nutrition, nutrition oncology, and pharmacology.

Academic Standards

Academic Criteria
The following criteria must be met by students in the clinical nutrition program.

- Maintain a 3.0 GPA or higher each semester
- Have no grade below C in any course; students may repeat the course one time only to raise their grade

Grade Appeal
The School of Health Profession's grade appeal policy can be found on Facilities and Resources.

Academic Probation
Academic probation is automatically imposed when:

- GPA falls below 3.0 in any semester
- Cumulative GPA falls below 3.0

Dismissal/Failure
Grounds for departmental review and possible dismissal from the program include:

- Academic probation in two consecutive semesters
- Failure in any course
- Unprofessional behavior, including cheating and plagiarism, that have not been corrected after intervention by the instructional staff

Maintaining Matriculation and Requirements for Graduation

Students must maintain a B average (3.0) in graduate courses to maintain matriculation. If their average drops below a B, they may continue for one semester on probation to achieve the desired average. If circumstances require that a student not take courses for one semester, that student must maintain matriculation by registering for CLNU 699 Maintain Matriculation.

Graduation with the Master of Science in Clinical Nutrition requires the following:

- Successful completion of required and elective courses with a B average
- Registration for the comprehensive examination (CLNU 799) and passing (75 percent) grades in each of its three sections:
    - Nutrient and Nutrition Pathophysiology
    - Nutrition Assessment, Wellness and Disease Prevention
    - Nutrition Therapy

Comprehensive examinations are given at the end of fall, spring, and summer semesters. Students receive a pass/fail grade for the examination on their transcripts. Students may retake the comprehensive examination one time. If students do not pass the second time, they must demonstrate additional study and/or coursework in the areas of weakness and apply for permission to retake the comprehensive examination.

Detailed information about the program is included in the *Clinical Nutrition Student Handbook*.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

Admission Requirements

- Bachelor's degree or its equivalent from an accredited college or university
- Minimum cumulative undergraduate GPA of 2.85 with satisfactory preparation in science courses
  - Students with a GPA between 2.50 and 2.84 may be accepted with conditions and upgraded to full matriculated status if they obtain a 3.0 (B) or higher in the first four graduate courses.
  - Students with a GPA of less than 2.5 will be required to complete six undergraduate credits with a B or better (courses to be selected by the student's advisor) to obtain provisional admission.
  - Students who fall into the above categories will not be permitted to continue in the M.S. program for more than two semesters unless they have qualified for fully matriculated status, or there are special extenuating circumstances.
- GRE scores may be required for students whose preparation does not meet standard admission requirements.
- An interview may be required. Interviews will be scheduled upon receipt of all supporting documentation. If the student does not live in the New York area, the interview can be done by phone.
- Complete science prerequisites. Students who are missing no more than two of the science prerequisites may be considered for full admission. These students, at the discretion of the program director, may take selected clinical nutrition graduate courses concurrently with the science prerequisites. The missing science courses must include a lab, be approved by the program director, and be completed successfully before the student continues in the program.
  - **Chemistry Prerequisites**
    - One semester of inorganic (general) chemistry with laboratory
    - One semester of organic chemistry with laboratory
    - One semester of biochemistry (one semester of bio-organic chemistry may be substituted for organic chemistry and biochemistry)
  - **Biology/Physiology Prerequisites**
    - One semester of human physiology and one semester of human anatomy or two semesters of combined anatomy and physiology
    - One year of biology is usually a prerequisite for human physiology
    - Clinical or medical microbiology is recommended
  - **Nutrition Prerequisites**
    - Introductory course in nutrition. Students who have not previously taken introductory nutrition can take the undergraduate course, NTSI 201 F01 Introduction to Clinical Nutrition Practice, available online during the fall, spring, and summer semesters. Students who take this course toward the admission requirements may not count it as graduate credit.

Transfer Credits

Credits for relevant graduate courses taken at other accredited institutions may be accepted for transfer based on review and evaluation consistent with New York Institute of Technology standards. Transfer credit is limited to six credits of graduate work and may not have been used for another degree. Courses for transfer credit must have been completed with a B or better. If you have completed the dietetic internship at New York Tech, you will be credited with approximately 11 graduate credits.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GRE scores, if required (GRE Code: 2561)
- International student requirements: English proficiency and transcript evaluation
  - As this is an online program, which may be completed in the home country, matriculation in this program does not qualify an international student for a U.S. F-1 visa.

Curriculum Requirements for Master of Science in Clinical Nutrition (Online Courses Only)

Major Requirements

Nutrition Science Core		Credits:
CLNU 607	Nutritional Biochemistry and Physiology	3
CLNU 608	Nutritional Therapy	3
	OR	
CLNU 610	Molecular Biology of the Nutrients I	3
CLNU 680	Molecular Biology of the Nutrients II	3
		Total: 6 Credits

Complete CLNU 607 and CLNU 608, or CLNU 610 and CLNU 680.

Clinical Core		Credits:
CLNU 635	Community Nutrition	2
CLNU 640	Critical Care/Nutrition Support	2
CLNU 650	Nutritional Pathophysiology I	3
CLNU 670	Clinical Nutrition Assessment	2
CLNU 720	Nutritional Pathophysiology II	3
CLNU 750	Clinical Nutrition: Theory and Practice I	3
CLNU 770	Clinical Nutrition: Theory and Practice II	3
		Total: 18 Credits

Electives (complete 12 credits)		Credits:
CLNU 615	Topics in Applied Nutrition	3
CLNU 622	Nutritional Assessment Laboratory (traditional format only, Old Westbury campus)	2
CLNU 625	Techniques in Epidemiology and Biostatistics	3
CLNU 630	Critical Issues in the Food Supply	2
CLNU 645	Nutritional Contributions of Food	2
CLNU 710	Special Topics in Clinical Nutrition	2
CLNU 772	Nutritional Pharmacology	3
CLNU 774	Exercise Physiology for Nutrition	3
CLNU 779	Nutrition Oncology	4
CLNU 787/788/789	Independent Study	1 credit each
CLNU 795	Thesis	3
		Total: 12 Credits

Required at completion of program	Credits:

CLNU 799	Comprehensive Exam	0

Elective Topics Courses		Credits:
CLNU 710	Special Topics in Clinical Nutrition	2 credits each

Students may elect to take two topics courses (CLNU 710) for a maximum of four credits toward the master's degree requirements. Topics for these courses change each semester according to student needs and interests (i.e., chronic disease; medicinal botanicals; cardiovascular disease; cancer; developmental, maternal, and infant pediatrics; geriatrics; and eating disorders).

Total Required Credits = 36

School of Health Professions

Advanced Certificate Programs in Coaching Administration or Kinesiology

The School of Health Professions—aligned with the School of Health Professions' mission to foster an interprofessional perspective, spirit of scientific inquiry, and lifelong learning—is now offering two specialized advanced certificates in coaching administration or kinesiology.

All courses in each advanced certificates are part of the M.S. in Exercise and Sport Science program which was developed by the faculty and administration in the department of Interdisciplinary Health Sciences. Courses selected for the certificates were deemed to be most beneficial for those students who wish to pursue an advanced certificate with limited credits.

Advanced Certificate in Coaching Administration

The Advanced Certificate in Coaching Administration provides practitioners in exercise-related fields with enhanced theoretical knowledge and applied skills that can be used to improve evidence-based practice. Completion of the advanced certificate indicates significant graduate-level learning in psychology of coaching, athlete development, and athletic leadership.

Educational and career objectives of the program

Upon completion of this certificate program students will be able to:

1. Demonstrate theory-based leadership skills essential for effective coaching, including decision making, conflict resolution, and team management, and articulate how those techniques would need to be modified based on situational needs.
2. Apply techniques for observing and assessing athlete technique, providing constructive feedback for skill improvement.
3. Describe the role of the coach in supporting athlete recovery, rehabilitation, and the creation of a safe training environment.
4. Describe the impact of healthy communication on team dynamics, motivation, and performance, and develop effective strategies for building positive coach-athlete relationships.

Advanced Certificate in Kinesiology

The Advanced Certificate in Kinesiology provides practitioners in exercise-related fields with enhanced theoretical knowledge and applied skills that can be used to improve evidence-based practice. Completion of the advanced certificate indicates significant graduate-level learning in exercise physiology, strength and conditioning, and sports nutrition as applied to athletes, chronic diseases, as well as the general population.

Educational and career objectives of the program

Upon completion of this certificate program students will be able to:

1. Apply principles of exercise physiology to develop targeted training programs to achieve a variety of fitness goals.
2. Describe optimal nutrient intake patterns and ergogenic aids to improve exercise performance and adaptation.
3. Communicate how system-level physiological factors affect the human body's response and adaptation to exercise.
4. Evaluate exercise form and function, and prescribe evidence-based exercises to improve fitness related outcomes.

Admissions Requirements

Students must have completed a bachelor's degree in a health/fitness related field. Students who have a bachelor's degree in an unrelated field may be granted admission if they have at least two years of full-time work experience in a related field, to be reviewed by the program director.

All credits must be completed at New York Tech, and credit cannot be given for experience.

Students may apply the credits earned in the advanced certificate program to the Exercise and Sport Science, M.S. program.

School of Health Professions Curriculum

Curriculum Requirements for Advanced Certificate in Coaching Administration

Major Requirements

Required Courses		Credits:
EXSC 621	Principles of Coaching and Leadership	3
EXSC 622	Athlete Development and Coaching	3
EXSC 623	Psychology of Coaching and Sport	3

Total Required Credits = 9

School of Health Professions Curriculum

Curriculum Requirements for Advanced Certificate in Kinesiology

Major Requirements

Required Courses (choose three)		Credits:
EXSC 611	Physiology of Human Performance	3
EXSC 612	Nutrition for Sport and Exercise	3
EXSC 613	Strength and Conditioning	3
EXSC 614	Biomechanics of Human Performance	3

Total Required Credits = 9

School of Health Professions

Exercise and Sport Science, M.S.

The School of Health Professions, aligned with the university's mission, is now offering a specialized degree in exercise and sport science. Its structure, comprising two distinct concentrations, caters to diverse student interests and career goals, while the hybrid format reflects our thoughtful approach to modern educational needs.

Our program's interdisciplinary nature, which involves collaboration with New York Tech's other colleges and schools, strengthens its foundation. This synergy is leveraged to offer students a comprehensive understanding of the field in order to create more well-rounded graduates (e.g., joint research projects, cross-departmental electives, inter-disciplinary seminars and workshops).

The option of a dual concentration should appeal those who are interested not only in the scientific aspects of human performance (Kinesiology), but also to those aiming for roles in sports management and coaching (Coaching Administration). This ensures our graduates have targeted skills and knowledge (e.g., biomechanics, physiology, fitness testing, sports management leadership, psychology), increasing their employability in various sectors (e.g., clinical exercise physiology, athletic training, sport science research, sports coaching, team management, athletic administration). **Students also have the option to complete one of the nine-credit concentration tracks as a self-contained advanced certificate.**

Labor market analysis indicates a strong demand for professionals in exercise and sport science, with expected job growth of 11–15%. This demand, combined with our program's unique concentration areas, aligns with current industry needs.

Program Purpose

The master of science program in Exercise and Sport Science aims to produce adept professionals with a profound understanding of

fundamental concepts and activities. The program offerings blend advanced theoretical knowledge with practical competence to develop expert practitioners skilled in exercise physiology, coaching administration, and applied research in the field. Graduates—whether specializing in Kinesiology, Coaching Administration, or both—will be well-prepared to enhance athletic performance, promote health, and communicate effectively. This program is dedicated to cultivating leaders poised to make meaningful contributions to the dynamic field of Exercise and Sport Science.

Program Structure

Students have the opportunity to complete the degree with a Kinesiology concentration (hybrid format), Coaching Administration concentration (online), or both. Nine credits (out of 18 credits of electives) must be taken in a track to complete that concentration. The other nine credits may come from another subject area approved by the chair or through independent study. Independent Study (EXSC 699) may be taken by students who would like to complete an independent project outside the scope of the listed courses. This allows for students who have specific interests to earn credit for projects under the supervision of New York Tech faculty. It requires approval from the program director and department chair.

Program Objectives

1. Equip students with theoretical knowledge and practical competence in exercise physiology and coaching administration to foster a deep understanding of key disciplines within Exercise and Sport Science.
2. Emphasize ethical considerations and regulatory compliance, ensuring graduates adhere to the highest standards in fitness and sports, and contribute responsibly to the well-being and safety of athletes and clients.
3. Cultivate the ability to design, interpret, and analyze applied research studies, empowering students to contribute substantively to the ongoing advancement of Exercise and Sport Science through evidence-based practices.

Admission Requirements

- Completed Bachelor's degree in Exercise Science or equivalent from an accredited university.
  - Students from non-Health/Exercise field may be required to take undergraduate Anatomy and Physiology I and II, Exercise Physiology, and/or Biomechanics (up to a total of 12 credits), at the discretion of the department chair.
- Cumulative 3.0 GPA
  - Applicants may be considered for admission if they demonstrate an academic trajectory in science courses during years three and four, or can provide evidence of extenuating circumstances where grades may have been unsatisfactory, at the discretion of the department chair.
- Two letters of recommendation
- Essay: In a 300–500 word essay, please articulate your personal motivations and goals for pursuing a master's degree in Exercise and Sport Science. Highlight how this program aligns with your aspirations in the field. Illuminate how you envision leveraging this degree to achieve your professional objectives and make a meaningful impact in the realm of health, fitness, or sports science.

Transfer Credits

Credits for relevant graduate courses taken at other accredited institutions may be accepted for transfer based on review and evaluation consistent with New York Tech standards. Transfer credit is limited to six credits of graduate work and may not have been used for another degree. Courses for transfer credit must have been completed with a B or better.

International Students

International students must meet all admission requirements and achieve a 79 on the TOEFL or 6 on the IELTS before consideration for admission.

Application Materials

- Completed application.
- $50 nonrefundable application fee.
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree.
- International student requirements: English proficiency and transcript evaluation.

School of Health Professions Curriculum

Curriculum Requirements for Master of Science in Exercise and

Sport Science

Major Requirements

Required Courses		Credits:
EXSC 601	Research Methods in Movement Sciences	3
EXSC 602	Contemporary Issues in Movement Sciences	3
		Total: 6 Credits

Concentration-Level Credits

Students must take 18 concentration-level credits (600 and above), including at least nine from either **Kinesiology** or **Coaching Administration** track to complete the degree. If a student takes nine credits from each track, they will earn two concentrations.

Coaching Administration Concentration Track Option		Credits:
EXSC 621	Principles of Coaching and Leadership	3
EXSC 622	Athlete Development and Coaching	3
EXSC 623	Psychology of Coaching and Sport	3
EXSC 699	Independent study[1]	1–6
		Total: 9 Credits

[1] Independent Study (EXSC 699) requires approval from the program director and department chair.

Kinesiology Concentration Track Option		Credits:
EXSC 611	Physiology of Human Performance	3
EXSC 612	Nutrition for Sport and Exercise	3
EXSC 613	Strength and Conditioning	3
EXSC 614	Biomechanics of Human Performance	3
EXSC 699	Independent study[1]	1–6
		Total: 9 Credits

[1] Independent Study (EXSC 699) requires approval from the program director and department chair.

Department Approved Electives		Credits:
CLNU 625	Techniques in Epidemiology and Biostatistics	3
CLNU 630	Issues in the Food Supply	2
CLNU 635	Community Nutrition	2
CLNU 645	Nutritional Contributions of Food	2
MGMT 605	Organizational and Behavioral Factors	3
MRKT 620	Strategic Marketing and Branding	3
MGMT 650	Strategic Leadership Capstone	3
ARCH 753	Seminar 1: History & Theory of Design for Health	3

ARCH 754	Seminar 2: Body, Mind, and Built Environments	3
ARCH 755	Seminar 3: Environmental Behavior and Design	3
		Total: 9 Credits

Culminating Experience/Project Requirement		Credits:
EXSC 701	Seminar in Exercise and Sport Science	3
EXSC 702	Field Experience[2]	3
EXSC 703	Culminating Project[2]	3
		Total: 6 Credits

[2] Students must complete EXSC 701 concurrently with either EXSC 702 or EXSC 703.

Total Required Credits = 30

School of Health Professions

Nutrition for Healthcare Providers, Advanced Certificate

Nutrition is a foundation of human health and is linked to the prevention and management of multiple diseases and chronic conditions including cardiovascular disease, type 2 diabetes, and others. Thus, healthcare providers are increasingly recognizing the need for expanded education in this discipline.

New York Tech provides an advanced certificate in Nutrition for Healthcare Providers for practicing physicians, physician assistants, and nurses that will enable them, upon completion, to apply evidence-based nutrition information to patient care. It is within the scope of practice for physicians, physician assistants, and nurses to provide medical nutrition therapy though their knowledge and skills in this area may be lacking. As they are already educated in the pathology and clinical treatment of disease, this program will complement and enhance their training.

Our 12-credit, asynchronous online advanced certificate program in clinical nutrition is in alignment with New York Tech's mission to provide

career-oriented professional education, as well as the School of Health Professions' mission to foster an interprofessional perspective, spirit of scientific inquiry, and lifelong learning.

Those completing the advanced certificate can apply the credit to the M.S. in Clinical Nutrition if they wish to pursue that degree.

Students who complete this program will be better equipped to provide quality patient care in their current clinical practice by filling existing nutrition knowledge gaps. Upon completion of the program students will be able to:

1. Describe nutrient characteristics, food sources, bioavailability and utilization of nutrients within the body.
2. Evaluate pathophysiology, risk factors and clinical manifestation of diseases related to nutrition.
3. Formulate responses to common diet-related questions that practitioners are often asked by patients.
4. Apply evidence-based nutrition information to their clinical practice.

Admission Requirements

Students must have completed a professional degree in one of the following health professions: Physician (M.D./D.O.), Physician Assistant, or Nurse. Students who have finished at least one year of medical school will be considered. An introductory nutrition course is preferred. Students who do not have a previous nutrition course must take:

- **CLNU 787 Independent Study (1 credit)**, which includes a review of introductory nutrition. This one credit will count towards the required nine credits of elective courses.

Completion of the advanced certificate may be applied to the 12-credit elective requirement for New York Tech's Master of Science in Clinical Nutrition. All courses are offered in an asynchronous online format. The program can be started in the fall, spring, or summer semester.

Curriculum: 12–13 credits

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- International student requirements: English proficiency and transcript evaluation
    - As this is an online program, which may be completed in the home country, matriculation in this program does not qualify an international student for a U.S. F-1 visa.

School of Health Professions Curriculum

Curriculum Requirements for Advanced Certificate in Nutrition for Healthcare Providers

Major Requirements

Prerequisite Course		Credits:
CLNU 787	Independent Study	1

Students who do not have a previous nutrition course must take the prerequisite course, which includes a review of introductory nutrition. This one credit will count towards the required nine credits of elective courses.

Required Course		Credits:
CLNU 608	Nutritional Therapy	3

Electives (choose 9 credits)	Credits:

CLNU 615	Topics in Applied Nutrition	3
CLNU 630	Critical Issues in the Food Supply	2
CLNU 635	Community Nutrition	2
CLNU 645	Nutritional Contributions of Food	2
CLNU 772	Nutritional Pharmacology	3
CLNU 774	Exercise Physiology for Nutrition	3
CLNU 779	Nutrition Oncology	4
		Total: 9 Credits

Total Required Credits = 12–13

School of Health Professions

Occupational Therapy, M.S.

The Master of Science in Occupational Therapy prepares students for a career in occupational therapy, a health profession in great demand. Occupational therapy is the use of purposeful activities (occupations) with clients (individuals, communities, organizations, and populations) to promote health and wellness, maximize independence, prevent further disability, and maintain health. Clients who may benefit from occupational therapy include those with impairments, activity limitations, and participation restrictions due to physical injury, illness, psychosocial dysfunction, developmental or learning disabilities, socioeconomic status, cultural differences, or the aging process. Occupational therapy practice encompasses evaluation, intervention, outcomes, and consultation.

Occupational therapy services are setting dependent and may include:

- Comprehensive client evaluation to determine a client's needs.
- Environmental assessment/adaption/modification recommendations to facilitate and/or improve client independence.
- Driver evaluation, assistive technology training, and wheelchair assessment.
- Orthotic evaluation and fabrication.
- Community program development to address population needs.
- Pediatric assessment and intervention to facilitate developmental milestones, play, and social skills.
- Assessment and interventions to facilitate independent living skills.

The Occupational Therapy master's program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (acoteonline.org). The program is approved by the New York State Education Department. Graduates of the program are eligible to sit for the national certification examination for occupational therapists administered by the National Board for Certification of Occupational Therapy (NBCOT). After successful completion of this exam, the individual will qualify for certification as a registered occupational therapist. Most states also require licensure in order to practice; eligibility for state licenses is usually based on the results of the NBCOT examination, in addition to other requirements.

Accreditation Council for Occupational Therapy (ACOTE)
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
301.652.6611
accred@aota.org

Note: Applicants to the School of Health Professions should be aware that certain legal issues and/or convictions may preclude a student from being accepted by clerkships, internships, and/or fieldwork, and impact the student's ability to complete the required program courses and qualify for graduation, certification, and/or licensure.

Technical Standards for Admission and Matriculation in the Occupational Therapy Program

The Department of Occupational Therapy is committed to the admission and matriculation of all qualified students and does not discriminate on the basis of race, ethnicity, age, gender orientation/identification, national origin, religion, sexual preference, or disability. The college does not discriminate against persons with a disability who are otherwise qualified. The college does expect that minimal technical standards are met by all applicants and students as set forth herein. These standards reflect what has been determined to be reasonable expectations for occupational therapy students in performing common and important functions, considering the safety and welfare of patients. These standards may not reflect what may be required for employment of the graduate occupational therapist.

Technical Standards
An occupational therapist must have the knowledge and skills to function in a broad variety of clinical settings and to render a wide spectrum of therapeutic interventions. In order to perform the activities required of a professional, an occupational therapy student must be able to learn, integrate, analyze, and synthesize data quickly, accurately, and consistently. This is the process of critical thinking. Multiple skills and abilities that are required include observation, communication, sensory/motor, behavioral, and social attributes. Reasonable accommodation can be made for persons with disabilities in some of these areas, but an occupational therapy student must be able to perform in a reasonably independent manner.

Students must have the ability and/or commitment to:

- Work in an intense setting that challenges the individual to meet the needs of people of diverse cultures and age groups who are ill, severely injured, limited by cognitive, emotional, and functional deficits, and whose behavior may create, at times, an adverse reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing a therapeutic relationship.
- Communicate verbally and in writing, using appropriate grammar and vocabulary, in order to build relationships with faculty, advisors, fellow students, coworkers, clients, and their significant others. Proficiency in communication includes transactions with individuals and groups in learner, collegial, consultative, leadership, and task roles. Students must be able to elicit information, gather information, describe findings, and understand nonverbal behavior. This includes the ability to read and communicate, both verbally and in writing, in English, using appropriate grammar and vocabulary.
- Travel independently to and from classes and fieldwork assignments on time, as well as possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. (This travel is at the student's expense.) A driver's license and a car are needed for on- and off-campus travel.
- Adhere to the policies of the school, of the occupational therapy program, and of the fieldwork sites. These rules include matters relating to professional dress, behavior, and confidentiality.
- Demonstrate professional competence and moral character that meet state licensure guidelines.
- Show emotional health for full utilization of intellect, the exercise of good judgment, prompt completion of responsibilities, and the development of mature, sensitive, and effective relationships with others. Working with people in need often requires taxing workloads and adaptation to changing and challenging environments, requiring flexibility and a spirit of cooperation.
- Use critical-thinking skills in order to be able to solve problems creatively, to master abstract ideas, and to synthesize information in order to handle the challenges of the academic, laboratory, and fieldwork settings.
- Exhibit physical coordination and strength to handle moving clients and to direct clients in varied practice settings. Visual acuity and independent mobility, fine and gross movements, equilibrium, and the use of touch (touching and being touched) are essential to assure safety of clients, significant others, and staff.
- Abide by the Code of Ethics of the profession and behavior which reflects a sense of right and wrong.

Program Format
The master's degree program in occupational therapy is 78 credits, covered in five semesters of academic coursework followed by two semesters of fieldwork experience.

Students may opt to participate in an additional specialty fieldwork placement. The curriculum follows a specific sequence where courses build upon each other as the program progresses, and as such, the sequence must be followed. The program is taught in a full-time day format, with possible evening and weekend coursework requirements. Attendance at all class sessions is mandatory. Occupational therapy academic coursework is taught at the Long Island campus.

Clinical/Fieldwork Education
Students must have successfully completed all prior academic coursework in order to be placed in fieldwork education. Students are required to complete 24 weeks of full-time fieldwork at selected sites and may opt into a third, specialty fieldwork placement. The specialty fieldwork can range in duration from 8 to 12 weeks depending on the requirement of the fieldwork site. While doing fieldwork, students are required to assimilate to the host site work schedule. Students are discouraged from outside employment. Students may have to travel or relocate during the fieldwork phase of the program. Transportation and housing are the responsibility of the student.

Prior to entering fieldwork courses, students must show evidence of:*

- Required immunizations and health clearance (including medical history and physical examination)
- Test for tuberculosis infection: Current PPD (2-step) QuantiFERON or chest x-ray with negative signs and symptoms (within one year)
- Health insurance
- CPR certification for the Healthcare Professional with AED
- HIPAA training certification
- Infection Control certification
- Fingerprinting and/or background checks are site specific

*** Students are required to maintain current student membership in the American Occupational Therapy Association (AOTA)**. It is also highly recommended that students join the following professional associations as student members:

- New York State Occupational Therapy Association
- World Federation of Occupational Therapists

Expenses incurred in fulfilling these and other requirements are the student's responsibility.

Academic Standards

Students are discouraged from full-time employment due to the rigorous nature of the program.

Academic Criteria
The following criteria must be met throughout the professional phase of the occupational therapy program.

1. Maintain a 3.0 GPA each semester.
2. A minimum of a C or greater is required in all courses.
3. Students may repeat a failed course only once.
4. Students receiving more than one F in a semester may be dismissed from the program.

Professional behaviors are considered in all decisions regarding academic and professional performance.

Academic Probation
Automatic academic probation is imposed under the following circumstances:

1. Semester GPA falls below 3.0
2. Cumulative GPA falls below 3.0
3. Incomplete or failure in fieldwork

Dismissal/Failure
A student on academic probation during the previous semester may be dismissed from the occupational therapy program after review by the Department Academic Review Committee for the following reasons:

1. Semester GPA falls below 3.0 in two consecutive semesters
2. Overall GPA falls below 3.0 in two consecutive semesters
3. Student receives a grade of F in any course, including fieldwork
4. Unprofessional behaviors have not been corrected after intervention by the instructional staff. Aspects of professional conduct are defined in the *Occupational Therapy Student Handbook*.

Graduation Requirements
Students are recommended for graduation upon satisfactory completion of all academic and clinical/fieldwork education requirements. The following are required:

1. Satisfactory completion of all required courses
2. Overall GPA of 3.0
3. Filing of a completed application for graduation
4. Bursar account clearance
5. Recommendation of the occupational therapy faculty and the Academic Review Committee

Grade Appeal Policy
The School of Health Professions' grade appeal policy can be found on Facilities and Resources.

Admission Requirements

- Bachelor's degree or its equivalent from an accredited college or university
- Minimum cumulative undergraduate GPA of 3.0
- Academic record that includes a balance of coursework in the humanities, social sciences, mathematics, and life sciences, as well as competence in written and spoken English. Basic computer skills (preparation of documents, spreadsheets, graphs, databases, research, and presentations) are required.
- Satisfactorily complete the following prerequisite courses* at an accredited college with a grade of B- or higher in all math or science courses, and a minimum grade of a C+ in all other non-science prerequisite courses. Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology. **All science courses must be for science majors.** Only one math or science course can be retaken one time to achieve the required grade. Course descriptions are required for each of the prerequisites.
    - One course in General Biology with Lab (four credits)
    - One course in General Chemistry with Lab (four credits)
    - One course in Human Physiology with Lab or Anatomy and Physiology I with Lab (four credits)
    - One course in Human Anatomy with Lab or Anatomy and Physiology II with Lab (four credits)
    - One course in General/Introductory Psychology (three credits)
    - One course in Developmental or Child Psychology (three credits)
    - One course in Abnormal Psychology (three credits)
    - One course in Statistics (three credits)
    - One course in either Anthropology or Sociology (three credits)
    - One recommended course in Academic or Scientific Writing (three credits)
- Meet the Technical Standards for the occupational therapy program

*** If you have a bachelor's degree and have not completed all prerequisite courses for admission, you may be provisionally accepted to the program. After completion of these prerequisite courses and satisfaction of all other academic and professional standards, you may be admitted into the professional phase of the program.**

Note: The Occupational Therapy program does not award or grant advanced standing under any circumstances. All courses in the curriculum must be completed within the program.

Application Materials

- Submit your application through the Occupational Therapist Centralized Application Service (OTCAS). A completed application must be received by the program from OTCAS between August 1 and February 21. The priority application due date is October 1. Specific instructions related to the application process can be found on the OTCAS website.
- Proof of 100 hours of volunteer work under the supervision of a licensed occupational therapist
- An essay detailing the desire to pursue occupational therapy as a career
- Three professional letters of recommendation on letterhead, including one from a licensed occupational therapist. Recommendations must be dated within the past six months. References should be sent in sealed envelopes with the referee's signature over the seal. Signed recommendation letters can also be submitted through OTCAS.
- Course descriptions for all prerequisite courses
- A personal interview (for those applicants who qualify)
- An on-site essay on an assigned topic
- Copies of undergraduate transcripts for all postsecondary schools attended. Only two prerequisites can be pending (e.g., in progress) at the time of application. Acceptance (if granted) will be conditional on receiving the required grade in the admission criteria. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree

Curriculum Requirements for Master of Science in Occupational Therapy

Major Requirements

Year One		Credits:
OCTH 602	Gross Anatomy	4
OCTH 604		3

	Introduction to Occupational Therapy	
OCTH 607	Childhood Development	2
OCTH 608	Adult Development and Geriatrics	2
OCTH 609	Fieldwork I: Psychosocial Conditions	3
OCTH 611	Models of Practice in OT	2
OCTH 612	Conditions in Pediatrics	3
OCTH 613	Neuroscience	3
OCTH 614	Physical Conditions in Adults	3
OCTH 615	Kinesiology	4
OCTH 617	Occupation and Task Analysis Laboratory	2
OCTH 640	OT Research Design I: Research Foundations	2
OCTH 641	OT Research Design II: Research Methods	2

Year Two		Credits:
OCTH 707	Fieldwork I: OT Assessment in Pediatrics Laboratory	3
OCTH 709	OT Assessment in Psychosocial Disorders Laboratory	3
OCTH 714	OT Assessment in Physical Dysfunctions Laboratory	3
OCTH 735	Health Promotion	2
OCTH 736	Administration and Leadership	3
OCTH 744	Upper Extremities and Hand Therapy Laboratory	4
OCTH 750	OT Interventions in Physical Conditions Laboratory	3
OCTH 771	OT Research Design III: The Research Process	2
OCTH 772	OT Research Design IV: Dissemination	1
OCTH 777	OT Interventions in Pediatrics Laboratory	3
OCTH 799	OT Interventions in Psychosocial Disorders and GroupProcess Laboratory	3

Year Three		Credits:
OCTH 850	Clinical Reasoning and Professional Development	2
OCTH 854	Contemporary and Emerging Occupational Therapy Practice	3
OCTH 895	Fieldwork II Part A	3
OCTH 896	Fieldwork II Part B	3

OT Elective (choose one)		Credits:
OCTH 851	Specialized Topics in Hand Therapy *(online)*	2
OCTH 852	Specialized Topics in Pediatrics *(online)*	2

OCTH 853	Specialized Topics in Neurorehabilitation *(online)*	2
OCTH 856	Specialized Topics in Early Intervention *(online)*	2

Elective taken in year three of the program.

Optional Fieldwork		Credits:
OCTH 899	Specialty Fieldwork	2

Total Required Credits = 78–80

School of Health Professions

Occupational Therapy, OTD

The entry-level Doctorate in Occupational Therapy (OTD) prepares students for a career in occupational therapy, a health profession in great demand. Occupational therapy is the use of purposeful activities (occupations) with clients (individuals, communities, organizations, and populations) to promote health and wellness, maximize independence, prevent further disability, and maintain health. Clients who may benefit from occupational therapy include those with impairments, activity limitations, and participation restrictions due to physical injury, illness, psychosocial dysfunction, developmental or learning disabilities, socioeconomic status, cultural differences, or the aging process. Occupational therapy practice encompasses evaluation, intervention, outcomes, and consultation. The entry-level OTD has a greater emphasis on research, evidence-based practice, leadership, program and policy development, and advocacy.

Occupational therapy services are setting dependent and may include:

- Comprehensive client evaluation to determine a client's needs.
- Environmental assessment/adaption/modification recommendations to facilitate and/or improve client independence.
- Driver evaluation, assistive technology training, and wheelchair assessment.
- Orthotic evaluation and fabrication.
- Community program development to address population needs.
- Pediatric assessment and intervention to facilitate developmental milestones, play, and social skills.
- Assessment and interventions to facilitate independent living skills.

The Occupational Therapy entry-level doctoral program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (acoteonline.org). The program is approved by the New York State Education Department. Graduates of the program are eligible to sit for the national certification examination for occupational therapists administered by the National Board for Certification of Occupational Therapy (NBCOT). After successful completion of this exam, the individual will qualify for certification as a registered occupational therapist. Most states also require licensure in order to practice; eligibility for state licenses is usually based on the results of the NBCOT examination, in addition to other requirements.

Accreditation Council for Occupational Therapy (ACOTE)
6116 Executive Boulevard, Suite 200
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Note: Applicants to the School of Health Professions should be aware that certain legal issues and/or convictions may preclude a student from being accepted by clerkships, internships, and/or fieldwork, and impact the student's ability to complete the required program courses and qualify for graduation, certification, and/or licensure.

Technical Standards for Admission and Matriculation in the Occupational Therapy Program

The Department of Occupational Therapy is committed to the admission and matriculation of all qualified students and does not discriminate on the basis of race, ethnicity, age, gender orientation/identification, national origin, religion, sexual preference, or disability. The college does not discriminate against persons with a disability who are otherwise qualified. The college does expect that minimal technical standards are met by all applicants and students as set forth herein. These standards reflect what has been determined to be reasonable expectations for occupational therapy students in performing common and important functions, considering the safety and welfare of patients. These standards may not reflect what may be required for employment of the graduate occupational therapist.

Technical Standards

An occupational therapist must have the knowledge and skills to function in a broad variety of clinical settings and to render a wide spectrum of therapeutic interventions. In order to perform the activities required of a professional, an occupational therapy student must be able to learn, integrate, analyze, and synthesize data quickly, accurately, and consistently. This is the process of critical thinking. Multiple skills and abilities that are required include observation, communication, sensory/motor, behavioral, and social attributes. Reasonable accommodation can be made for persons with disabilities in some of these areas, but an occupational therapy student must be able to perform in a reasonably independent manner.

Students must have the ability and/or commitment to:

- Work in an intense setting that challenges the individual to meet the needs of people of diverse cultures and age groups who are ill, severely injured, limited by cognitive, emotional, and functional deficits, and whose behavior may create, at times, an adverse reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing a therapeutic relationship.
- Communicate verbally and in writing, using appropriate grammar and vocabulary, in order to build relationships with faculty, advisors, fellow students, coworkers, clients, and their significant others. Proficiency in communication includes transactions with individuals and groups in learner, collegial, consultative, leadership, and task roles. Students must be able to elicit information, gather information, describe findings, and understand nonverbal behavior. This includes the ability to read and communicate, both verbally and in writing, in English, using appropriate grammar and vocabulary.
- Travel independently to and from classes and fieldwork assignments on time, as well as possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. (This travel is at the student's expense.) A driver's license and a car are needed for on- and off-campus travel.
- Adhere to the policies of the school, of the occupational therapy program, and of the fieldwork sites. These rules include matters relating to professional dress, behavior, and confidentiality.
- Demonstrate professional competence and moral character that meet state licensure guidelines.
- Show emotional health for full utilization of intellect, the exercise of good judgment, prompt completion of responsibilities, and the development of mature, sensitive, and effective relationships with others. Working with people in need often requires taxing workloads and adaptation to changing and challenging environments, requiring flexibility and a spirit of cooperation.
- Use critical-thinking skills in order to be able to solve problems creatively, to master abstract ideas, and to synthesize information in order to handle the challenges of the academic, laboratory, and fieldwork settings.
- Exhibit physical coordination and strength to handle moving clients and to direct clients in varied practice settings. Visual acuity and independent mobility, fine and gross movements, equilibrium, and the use of touch (touching and being touched) are essential to assure the safety of clients, significant others, and staff.
- Abide by the Code of Ethics of the profession and behavior which reflects a sense of right and wrong.

Program Format

The OTD program in occupational therapy is 99 credits covered in six academic semesters, followed by two semesters of full-time fieldwork, and one semester of full-time capstone experience.

The curriculum follows a specific sequence where courses build upon each other as the program progresses, and as such, the sequence must be followed. The program is taught in a full-time day format, with possible evening and weekend coursework requirements. Attendance at all class

sessions is mandatory. Occupational therapy academic coursework is taught at the Long Island campus.

Clinical Education

Students must have successfully completed all prior coursework in order to be placed in clinical education. There is a total of 24 weeks of full-time fieldwork at selected sites. While doing fieldwork, students will work the same hours as staff at the site. Students are discouraged from outside employment. The clinical experience requires additional time in the clinic and for independent learning. Students may have to travel or relocate during the fieldwork phase of the program. Transportation and housing are the responsibility of the student. All students are required to pass an infection control course given by New York Institute of Technology.

Prior to entering fieldwork courses, students must show evidence of*:

- Required immunizations and health clearance (including medical history and physical examination)
- Test for tuberculosis infection: Current PPD (2-step) QuantiFERON or chest x-ray with negative signs and symptoms (within one year)
- Health insurance
- CPR certification for the Healthcare Professional with AED
- HIPAA training certification
- Infection Control certification
- Fingerprinting and/or background checks are site specific

It is highly recommended that students join the following professional associations as student members*:

- New York State Occupational Therapy Association
- American Occupational Therapy Association
- World Federation of Occupational Therapists

Expenses incurred in fulfilling these and other requirements are the student's responsibility.

Doctoral Capstone Project and Experience

OTD students will have acquired scholarly competencies and in-depth exposure that will address and advance socio-political initiatives, inform clinical practice, and generate high-impact teaching and learning via research within the inter-professional, cross-disciplinary practice, and delivery models. The doctoral experience includes didactic classwork and a 14-week doctoral capstone experience (DCE). This experience consists of hours on a site relevant to the capstone project area and starts upon the completion of all academic coursework, clinical fieldwork requirements, and doctoral capstone project planning. The DCE site will expose the student to one of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. By the end of this course students, in collaboration with the Doctoral Capstone Coordinator, faculty, and site mentors, will finalize their individual capstone projects and then share and/or present their findings in appropriate forms or venues (e.g., publications, presentations, posters, etc.). Students will be required to maintain the same credentials and documentation as outlined in the fieldwork requirements.

Academic Standards

Students are discouraged from full-time employment due to the rigorous nature of the program..

Academic Criteria
The following criteria must be met throughout the professional phase of the occupational therapy program:

- Maintain a 3.0 GPA each semester
- Have no grade below C in any course. Students who score below a C are given an F in the course.
- Absent extenuating circumstances, students may repeat a failed course only once
- Students receiving more than one F in a semester may be dismissed from the program

Professional behaviors are considered in all decisions regarding academic and professional performance.

Academic Probation
Automatic academic probation is imposed under the following circumstances:

- GPA falls below 3.0 in any semester
- Cumulative GPA falls below 3.0
- Incomplete or failure in fieldwork

Dismissal/Failure
A student on academic probation during the previous semester may be dismissed from the occupational therapy program after review by the Department Academic Review Committee for the following reasons:

- Semester GPA falls below 3.0 in two consecutive semesters
- Overall GPA falls below 3.0 in two consecutive semesters
- Student receives a grade of F in any course, including fieldwork

- Unprofessional behaviors have not been corrected after intervention by the instructional staff. Aspects of professional conduct are defined in the *Occupational Therapy Student Handbook*.

Graduation Requirements
Students are recommended for graduation upon satisfactory completion of all academic and clinical education requirements. The following are required:

- Satisfactory completion of all required courses
- Overall GPA of 3.0
- Filing of a completed application for graduation
- Bursar account clearance
- Recommendation of the occupational therapy faculty and the Academic Review Committee

Grade Appeal Policy
The School of Health Professions' grade appeal policy can be found on the Facilities and Resources page.

Admission Requirements

- Bachelor's degree or its equivalent from an accredited college or university
- Minimum cumulative undergraduate GPA of 3.0
- Academic record that includes a balance of coursework in the humanities, social sciences, mathematics, and life sciences, as well as competence in written and spoken English. Basic computer skills (preparation of documents, spreadsheets, graphs, databases, research, and presentations) are required.
- Satisfactorily complete the following prerequisite courses* at an accredited college with a grade of B- or higher in all math or science courses, and a minimum grade of a C+ in all other non-science prerequisite courses. Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology. **All science courses must be for science majors.** Only one math or science course can be retaken one time to achieve the required grade. Course descriptions are required for each of the prerequisites.
    - One course in General Biology with Lab (four credits)
    - One course in General Chemistry with Lab (four credits)
    - One course in Human Physiology with Lab or Anatomy and Physiology I with Lab (four credits)
    - One course in Human Anatomy with Lab or Anatomy and Physiology II with Lab (four credits)
    - One course in General/Introductory Psychology (three credits)
    - One course in Developmental or Child Psychology (three credits)
    - One course in Abnormal Psychology (three credits)
    - One course in Statistics (three credits)
    - One course in either Anthropology or Sociology (three credits)
    - One recommended course in Academic or Scientific Writing (three credits)
- Meet the Technical Standards for the occupational therapy program

*** If you have a bachelor's degree and have not completed all prerequisite courses for admission, you may be provisionally accepted to the program. After completion of these prerequisite courses and satisfaction of all other academic and professional standards, you may be admitted into the professional phase of the program.**

Note: The Occupational Therapy program does not award or grant advanced standing under any circumstances. All courses in the curriculum must be completed within the program.

Application Materials

- Submit your application through the Occupational Therapist Centralized Application Service (OTCAS). A completed application must be received by the program from OTCAS between August 1 and February 21. The priority application due date is October 1. Specific instructions related to the application process can be found on the OTCAS website.
- Proof of 100 hours of volunteer work under the supervision of a licensed occupational therapist
- An essay detailing the desire to pursue occupational therapy as a career
- Three professional letters of recommendation on letterhead, including one from a licensed occupational therapist. Recommendations must be dated within the past six months. References should be sent in sealed envelopes with the referee's signature over the seal. Signed recommendation letters can also be submitted through OTCAS.
- Course descriptions for all prerequisite courses
- A personal interview (for those applicants who qualify)
- An on-site essay on an assigned topic
- Copies of undergraduate transcripts for all postsecondary schools attended. Only two prerequisites can be pending (e.g., in progress) at the time of application. Acceptance (if granted) will be conditional on receiving the required grade in the admission criteria. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree

Curriculum Requirements for Doctorate in Occupational Therapy

Major Requirements

Year One		Credits:
OCTH 602	Gross Anatomy	4
OCTH 604	Introduction to Occupational Therapy	3
OCTH 606	Professional Development Seminar 1	1
OCTH 607	Childhood Development	2
OCTH 608	Adult Development and Geriatrics	2
OCTH 609	Fieldwork I: Psychosocial Conditions	3
OCTH 612	Conditions in Pediatrics	3
OCTH 613	Neuroscience	3
OCTH 614	Physical Conditions in Adults	3
OCTH 615	Kinesiology	4
OCTH 616	Theories and Models in Occupational Therapy	3
OCTH 618	Professional Development Seminar 2	1
OCTH 619	Context, Occupation, and Task Analysis	3
OCTH 645	Research I: Research Methods in Occupational Therapy	3
OCTH 650	Professional Development Seminar 3	2

Year Two		Credits:
OCTH 700	Health Promotion: Societal and Community Advocacy	3
OCTH 701	Research II: Applied Research in Occupational Therapy	3
OCTH 705	Doctoral Capstone Preparation 1 (w/lab)	3
OCTH 707	Fieldwork I: OT Assessment in Pediatrics	3
OCTH 709	OT Assessment in Psychosocial Disorders	3
OCTH 714	Assessment in Physical Dysfunctions	3
OCTH 736	Administration, Leadership, and Entrepreneurship	3
OCTH 744	Upper Extremities and Hand Therapy	4
OCTH 750	OT Interventions In Physical Conditions	3
OCTH 777	OT Interventions in Pediatrics	3
OCTH 780	Innovative Assistive Technology and Universal Design	2
OCTH 781	Interprofessional Education and Collaboration	1
OCTH 782	Doctoral Capstone Preparation 2 (w/lab)	2

OCTH 799	OT Interventions in Psychosocial Disorders and Group Process	3

Year Three		Credits:
OCTH 850	Clinical Reasoning and Professional Development	2
OCTH 893	Fieldwork II-A (12 weeks)	6
OCTH 894	Fieldwork II-B (12 weeks)	6
OCTH 897	Doctoral Capstone Experience (14 weeks)	6

Total Program Requirements = 99 credits

School of Health Professions

Physical Therapy, DPT

Physical Therapy is a health profession that promotes optimal human health and function through the application of scientific principles to prevent, identify, assess, correct, or alleviate acute or prolonged movement dysfunctions. Physical therapy encompasses areas of specialized competence and includes the development of new principles and applications to more effectively meet current and emerging health needs. Other professional activities in which physical therapists participate are research, education, consultation, and administration.

The three-year Doctor of Physical Therapy program provides entry-level professional education in physical therapy, beginning with Gross Anatomy and Kinesiology in the first summer. The program was granted full accreditation status from the Commission on Accreditation in Physical Therapy Education in November 2000 and is fully re-accredited through 2027.

For information on the freshman-entry early assurance combined Bachelor of Science in Life Sciences and Doctor of Physical Therapy, view Department of Biological and Chemical Sciences.

Official New York Institute of Technology Policy
Our policy states: "As a condition of admission and continued enrollment, students may be required to authorize the university to obtain a criminal background check(s). Students may be required to obtain a background check themselves or authorize clinical training facilities to conduct this check. Students may also be required to permit the results be released to New York Institute of Technology and/or to clinical

facilities by the reporting agency. Offers of admission will not be considered final and enrollment will not be permitted until completion of the background check(s), with results deemed favorable by the university. If the results of the background check(s) are not deemed favorable by the university, or if information received indicates that the student has provided false or misleading statements, has omitted required information, or in any way is unable to meet the requirements for completion of the program, the admission may be denied or rescinded, or the student may be disciplined or dismissed. Students must also agree to notify the university of any convictions, guilty pleas or no contest pleas to any crime, misdemeanor or other offense and of any arrests, charges or investigations by any law enforcement authorities or professional licensing authority, which occur subsequent to the applicant's/student's submission of the Accepted Applicant/Enrolled Student Disclosure Form. Notification is required the next business day following the reportable event. If next day reporting is not feasible, the student must notify the New York Institute of Technology Doctor of Physical Therapy program chairperson as soon as possible, and in no event later than ten working days following the event."

Expected Outcomes
The Doctor of Physical Therapy program is designed to prepare students in the entry-level proficiencies needed in the practice of physical therapy. Upon completion of the program, graduates will be able to:

- Determine the physical therapy needs of any patient or client through examination and evaluation
- Develop and implement a plan of care to meet the individual's physical therapy needs
- Demonstrate integration of the foundational sciences as they relate to physical therapy practice
- Communicate appropriately and effectively with patients and families, colleagues, and the public
- Adhere to safe, ethical, and legal practice
- Apply sound administrative principles to the management of physical therapy practice
- Apply basic educational strategies of teaching within the scope of physical therapy
- Implement and integrate research methods adherent to the standards of evidence-based practice
- Participate in health and wellness community-based initiatives across the life span
- Accept that being a professional is a continuing process and assume responsibility for professional and personal growth and development

Program Format
The doctoral degree program is 100 credits taken over three years in a full-time, day-format only, except for occasional evening coursework, as scheduled by course instructors. Attendance at all class sessions is mandatory.

Academic Standards

Academic Criteria
A 3.0 GPA must be maintained throughout the professional phase of the Physical Therapy program.

Prerequisites
Successful completion of all prior coursework (including clinical education) is required to continue in the program.

Academic Probation
Students will be placed on academic probation if any of the following circumstances occur:

- GPA for any one semester falls below a 3.0
- Cumulative GPA falls below 3.0

Grade Appeal
Students may appeal an assigned course grade by following the procedures outlined in the School of Health Professions' grade appeal policy on the Facilities and Resources page.

Academic Dismissal/Failure
A student may be dismissed from the Doctor of Physical Therapy Program if any of the following occur:

- Cumulative GPA falls below 2.3 at the end of the first semester (summer session)
- Cumulative GPA falls below a 3.0 at the end of the third (spring) semester of the first year
- After the first year, a cumulative GPA that falls below a 3.0 for two consecutive semesters
- Grade of F is earned in a course – if this occurs at any time during or after the first fall semester, the student may be given the option to repeat the course the following year. If the student was on academic probation at the time the course was failed, they will be dismissed and will not be permitted to return to the program the following year.
- Second F is earned at any time throughout the curriculum – if dismissal is based on receiving two F grades in DPT coursework, the student will not be permitted to reapply to the program.
- If the student fails Gross Anatomy or Kinesiology during the first summer session, the student will need to formally reapply through PTCAS for entry the following year. Acceptance upon reapplication is not guaranteed.
- Academic dishonesty/plagiarism

Non-Academic Dismissal/Failure
Students may be dismissed from the program for the following non-academic reasons:

- Behavior endangering others' safety or well-being
- Disrespectful behavior toward faculty, staff, students, and others
- Unprofessional conduct, as defined by the professional behaviors delineated in the *Department of Physical Therapy Student Handbook*

- Unexcused absences/lateness

Please refer to the *Department of Physical Therapy Student Handbook* for other pertinent departmental policies.

Graduation Requirements
Students must:

- Achieve a minimum 3.0 GPA
- File a completed application for graduation with the Student Enrollment Center
- Obtain account clearance from the Office of the Bursar

Early Assurance Admission for New York Tech Exercise Science Students

The Department of Physical Therapy has an early assurance agreement with the New York Tech Department of Interdisciplinary Health Sciences Program in Exercise Science whereby, annually, up to four Exercise Science, B.S. students, who began New York Tech in their freshman year, may be accepted after completing their sophomore year to begin the professional phase of the Doctor of Physical Therapy program upon completion of their undergraduate Exercise Science degree.

To be eligible for this early assurance program, the applicant must have completed the first two years of undergraduate study as an Exercise Science major at New York Tech and have met the following criteria:

- An overall grade point average of 3.2 at New York Tech
- No science or math grades below a grade of B-
- No grade of D or F in any course
- At least 200 hours of volunteer/paid experience under the direct supervision of a physical therapist by entry into the professional phase of the DPT Program
- A favorable recommendation by the Exercise Science faculty at New York Tech

In addition, to continue enrollment in the program and be accepted to the professional phase of the New York Tech DPT program, the student must meet the following criteria:

- Maintain the overall and science grade point averages of 3.2 at New York Tech
- Maintain all science and math grades at a B- or better
- Only one course may be retaken one time to achieve the required minimum grade
- Perform 100 hours of volunteer/paid experience with PT supervision each academic year, so the students enter the professional phase with 400 hours
- Graduate from the Exercise Science, B.S. program in four years
- Those in the Exercise Science, B.S. program must complete as electives all DPT requirements that are not part of their major
- Formally apply to the program through PTCAS (centralized application service) in the summer before beginning their fourth year
- Successfully pass a criminal background check

Any accepted student will be dual-advised by faculty and staff in the Departments of Interdisciplinary Health Sciences (Exercise Science) and Physical Therapy.

Technical Standards for Admission and Matriculation

The Department of Physical Therapy is committed to the admission and matriculation of all qualified students and does not discriminate on the basis of race, ethnicity, age, gender orientation/identification, national origin, religion, sexual preference, or disability. Regarding disabled individuals, the college will not discriminate against such individuals who are otherwise qualified, but the college will expect that minimal technical standards be met by all applicants and students as set forth herein. These standards reflect what we have determined are reasonable expectations for physical therapy students in performing common and important functions, keeping in mind the safety and welfare of the patients for whom our graduates will care. These standards do not reflect what may be required for employment of the graduate physical therapist.

Technical Standards
A physical therapist must have the knowledge and skills to function in a broad variety of clinical settings and to render a wide spectrum of therapeutic interventions. In order to perform the activities required of a professional, a physical therapy student must be able to learn, integrate, analyze, and synthesize data quickly, accurately, and consistently. This is the process of critical thinking. Multiple skills and abilities required include observation, communication, sensory/motor, behavioral, and social attributes. Reasonable accommodations can be made for persons with disabilities in some of these areas, but a physical therapy student must be able to perform in a reasonably independent manner.

Observation
Physical therapy students must have sufficient vision to be able to observe classroom lab demonstrations and exercises. In the clinical setting, they must be able to observe a patient accurately both at a distance and in close proximity. It is essential to have adequate visual capabilities to assess the change of abnormalities of the musculoskeletal or integumentary systems.

Communication
Physical therapy students should have the ability to clearly speak, hear, and observe in order to elicit and gather information, describe the findings, and understand any nonverbal behavior. They must be able to communicate effectively and sensitively with fellow students, faculty,

patients, and other healthcare providers. This includes the ability to read and communicate, both verbally and in writing, in English, using appropriate grammar and vocabulary.

Sensory/Motor
Physical therapy students need enhanced tactile abilities and must have sufficient motor function and muscular strength to execute those movements required in the evaluation and treatment of patients. These activities may include, but are not limited to, the ability to:

- Safely handle and lift patients, guard patients during ambulation, and perform therapeutic procedures, such as joint mobilization
- Adjust and position equipment and patients, which involves stooping to floor level and reaching overhead
- Assist and/or resist patients, or to provide emergency care, which may involve prolonged sitting, standing, kneeling, or walking
- Manipulate gauges, dials, small nuts/bolts, and/or tools located on equipment or within the Department of Physical Therapy
- Palpate, auscultate, percuss, and perform other evaluatory skills in order to obtain information

Behavioral and Social Attributes
Physical therapy students must possess the emotional health required for full utilization of their intellectual abilities, and the development of mature, sensitive, and effective relationships with others, especially patients. This also includes the ability to apply knowledge of principles, indications, and contraindication for physical therapy treatment interventions. Physical therapy education requires the ability to adapt to change, including treating people of diverse ethnic and social cultures, economic status, age, and those with emotional difficulties. This requires flexibility and a spirit of cooperation, as well as motivation.

Physical therapy students utilize touch during evaluation and treatment procedures and must be able to touch others in a sensitive, professional manner, as well as tolerate being touched as part of the learning process. Professional behavior is expected, as well as attributes such as integrity, honesty, compassion, and strong interpersonal skills. Students are required to adhere to the program dress code as found in the *Department of Physical Therapy Student Handbook*.

Clinical Education
Students must have successfully completed all prior coursework in order to be placed in clinical education. All physical therapy students will participate in a total of 36 weeks of clinical education located in a variety of settings. This requires eight to twelve-hour days, not including commuting time. This is a full-time commitment. The student must make themselves available during the hours determined by the coordinator of clinical education. These hours will not be adjusted for the schedule of the student. Students are discouraged from working elsewhere as the clinical experience demands additional time in the clinical and independent learning setting.

Specific clinical education objectives that must be met with each completed affiliation. Applicants to the School of Health Professions should be aware that certain legal issues and/or convictions may preclude a student from being accepted by clerkships, internships, and/or field work and impact the student's ability to complete the required program courses and qualify for graduation, certification, and/or licensure. Refer to the *Physical Therapy Department Clinical Education Manual* for full policies and procedures.

Admission Requirements

The application deadline is October 15.

- Bachelor's or its equivalent from an accredited college or university
- Minimum undergraduate GPA of 3.0
- Academic record that includes a balance of coursework in the humanities, social sciences, and natural sciences, including competency in English writing
- Science and math grades of C+ or higher from an accredited college in the following areas ("P" or "pass" grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Institute of Technology):
  - Two courses in general chemistry with lab
  - Two courses in general physics with lab
  - Two courses in general biology with lab, not botany
  - One course in general/introductory psychology
  - One additional course in psychology
  - One course in college algebra, trigonometry, or precalculus
  - One course in statistics
  - One course in human physiology with lab OR Anatomy and Physiology I and II with labs

- Meet the Technical Standards for the physical therapy program

Application Materials

- Submit application by October 15 through the Physical Therapy Centralized Application Service (PTCAS). Specific instructions related to the application process can be found on the PTCAS website.
- Proof of a minimum 100 hours of experiential time completed by the time of application. These hours must be completed under the direct supervision of a physical therapist. It is strongly suggested that applicants have more than the minimum number of hours and at a variety of locations.
- Essay detailing applicant's desire to pursue physical therapy as a career, as described on PTCAS
- Two professional letters of recommendation, signed and on letterhead, with at least one from a licensed physical therapist. All

recommendations must be within the last six months.
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester, with the exception of those who complete their coursework in the spring immediately prior to admission. Admission is contingent upon meeting the requirements above.
- Copy of college diploma or proof of degree

The Physical Therapy Admissions Committee will review completed applications. Those who qualify will be invited to the interview process. The Physical Therapy Admissions Committee will then render the final admission decision. All accepted candidates will need to complete a criminal background check.

Curriculum Requirements for Doctor of Physical Therapy

Major Requirements

Physical Therapy		Credits:
PHTH 601	Introduction to the Profession of Physical Therapy	1
PHTH 602	Foundational Approaches to Evidence-Based Practice	1
PHTH 603	Gross Anatomy	5
PHTH 605	Kinesiology	4
PHTH 607	Clinical Neuroanatomy	3
PHTH 610	Biomechanics	2
PHTH 615	Therapeutic Applications of Biophysical Agents	3
PHTH 620	Therapeutic Techniques in Soft Tissue Mobilization	1
PHTH 626	Foundations of Musculoskeletal Physical Therapy Practice	4
PHTH 630	Motor Learning	2
PHTH 635	Principles of Inpatient Care and Mobility	2
PHTH 640	Administrative Management and Leadership in Physical Therapy	2
PHTH 645	Seminar in Physical Therapy I: Introduction to Clinical Education	1
PHTH 650	Foundations of Neurologic Physical Therapy Practice	4
PHTH 655	Prosthetics and Orthotics	2
PHTH 660	Exercise Physiology	3
PHTH 665	Clinical Pathophysiology	3
PHTH 674	Clinical Education I	3
PHTH 675	Foundations in Pediatric Physical Therapy Practice	4
PHTH 680	Clinical Management of Body Systems	3
PHTH 685	Differential Diagnosis in Physical Therapy	2

PHTH 690	Research in Physical Therapy I	2
PHTH 695	Advanced Musculoskeletal Management: Extremities	3
PHTH 701	Special Topics in Physical Therapy	3
PHTH 710	Research in Physical Therapy II	2
PHTH 715	Pharmacology for Physical Therapy	3
PHTH 720	Foundations of Cardiopulmonary Physical Therapy Practice	4
PHTH 730	Advanced Musculoskeletal Management: Spine I	3
PHTH 745	Seminar in Physical Therapy II: Professional Topics in Clinical Education	1
PHTH 750	Clinical Education II	3
PHTH 770	Foundations of Geriatric Physical Therapy Practice	3
PHTH 780	Advanced Musculoskeletal Management: Spine II	3
PHTH 785	Clinical Education III	3
PHTH 790	Research in Physical Therapy III: Capstone Summit	3
PHTH 835	Imaging and Surgical Management in Physical Therapy	2
PHTH 855	Seminar in Physical Therapy III: Professional Career Development	1
PHTH 875	Applied Cases in Physical Therapy Practice	2
PHTH 895	Clinical Education IV	4

Total Required Credits = 100 credits

School of Health Professions

Physician Assistant Studies, M.S.

Physician assistants (PAs) are academically and clinically prepared to provide health care services as members of collaborative health care teams. PAs make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research, and administrative activities.

The role of the PA demands intelligence, sound judgment, honesty, interpersonal skills, compassion, ethical behavior, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality when communicating with patients and their families, and a commitment to the patient's welfare are essential attributes of the graduate PA. PAs are educated at the master's degree level. The professional curriculum for PA education includes basic medical, behavioral, and social sciences; introduction to clinical medicine; patient assessment; health policy and professional practice issues; and supervised clinical practice experience.

The Master of Science in Physician Assistant Studies is a full-time program. The three-year (30 months on-site) program encompasses 98 credits distributed over four traditional semesters of didactic education, followed by 48 weeks of intense supervised clinical practice experience. View curriculum.

In the clinical phase, students complete more than 1,600 hours of clinical rotations in family medicine, internal medicine, surgery, orthopedics, emergency medicine, pediatrics, women's health, and behavioral medicine. They also have a choice of two elective rotations.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) granted Accreditation-Continued status to the New York Institute of Technology Physician Assistant Program in September 2019. The approximate date for the next accreditation review of the program by the ARC-PA will be September 2029. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

For information on the combined Bachelor of Science in Life Sciences/Master of Science in Physician Assistant Studies program, please view the Department of Biological and Chemical Sciences pages.

Technical Standards for Admission and Matriculation

The Physician Assistant Program is committed to the admission and matriculation of highly qualified students and does not discriminate on the basis of race, color, national origin, religion, gender, sexual orientation, or disability. Regarding disabled individuals, the university will not discriminate against such individuals who are otherwise qualified but will expect that all applicants meet minimal technical standards as set forth herein. These standards reflect what has been determined as reasonable expectations for PA students and graduate PAs in performing common and important functions, keeping in mind the safety and welfare of patients. View our program's technical standards used for admission and matriculation of PA students as well as for the granting of a PA degree. These standards do not reflect what may be required for entry-level employment of the graduate PA.

Costs

In addition to tuition costs and fees, PA students will be responsible for costs associated with books, medical equipment, computers, smartphone,

lab coats, and Basic and Advanced Cardiac Life Support certification courses. See our program website for more information on the cost of attendance. It is often impossible to use public transportation to reach clinical clerkship sites. Prospective applicants are advised to budget for transportation costs, including mileage, tolls, and parking.

Academic Rigor

The Master of Science in PA Studies is a full-time and academically rigorous program. Therefore, it is strongly recommended that students do not work while enrolled in the program. During the third year it is unlikely that a student can work as schedules on rotation sites constantly change.

Academic Criteria

The Master of Science in PA Studies program is a competency based graduate-level curriculum. The following criteria must be met throughout the program:

- Satisfactory professional conduct
- Fulfilment of academic progression standards outlined in the *PA Studies Student Handbook*
- Grade of C or higher in every course

Academic policies are further delineated in the *PA Studies Student Handbook*, and also available on the School of Health Professions' website.

Grade Appeal

Students may appeal an assigned final course grade by following the procedures outlined in the School of Health Professions' grade appeal policy.

Academic Dismissal/Failure

Students must receive a cumulative grade point average (GPA) of 3.0 or above by the end of the two didactic years to progress to the clinical year. For more detailed information on policies of dismissal/failure, please refer to the *PA Studies Student Handbook* section on Academic Standing. The college identifies students that fall below a 3.0 GPA and places them on academic probation until the cumulative GPA reaches 3.0 or above. The program maintains the right to periodically update the policies in the handbook and students will be informed of such changes should they occur.

Clinical Education

PA students must have successfully completed all prior didactic coursework, and have a cumulative GPA of 3.0 to be placed in clinical rotations. All PA students will participate in a total of 48 weeks and a minimum of 1600 hours of supervised clinical practice experience located in a variety of clinical settings throughout the tri-state area, and must successfully complete all clerkships to be eligible for graduation.

Applicants to the School of Health Professions should be aware that certain legal issues and/or convictions may preclude a student from being accepted by clerkships, internships, and/or field work and impact the student's ability to complete the required program courses and qualify for graduation, certification, and/or licensure. In addition, students assigned to clinical clerkships may be required to undergo drug screening in accordance with their institutional or federal policies. For full policies and procedures, refer to the *PA Studies Student Handbook* and *Clinical Year Handbook*.

Graduation Requirements

Students are recommended for graduation upon satisfactory completion of all academic and clinical education requirements. A minimum cumulative GPA of 3.0 is required for graduation. The following are also required for graduation:

- Successful completion of all didactic courses
- Successful completion of all requirements of the clinical year including the summative exam
- Satisfactory standard of professional conduct
- Bursar account clearance

Admission Requirements

The program accepts new students every academic year (beginning in September). The admission process is highly competitive. Applications are reviewed relative to undergraduate intensity of studies, cumulative and science GPA, patient care experience, personal narrative, and letters of reference. Personal interviews, required for admission, are offered to the most qualified individuals. Applicants who meet minimum requirements are not guaranteed an interview. For additional information, please visit our website.

- Bachelor's degree or its equivalent from an accredited college or university (preferably in a science or health-related field)
- Minimum overall GPA of 3.0

- Minimum overall science GPA of 3.2
- Academic record that includes a strong emphasis on science and mathematics
- Minimum grade of B in all prerequisite courses, which may be taken up to two times to achieve the required score. Pass grades are only acceptable if earned during the Spring 2020 semester.
    - The minimum prerequisite courses must be completed within the previous ten (10) years at a regionally accredited institution in the U.S. or Canada.
    - You must have no more than four outstanding prerequisites by the application deadline; only two of the four outstanding courses may be completed in the final spring semester.
    - Prerequisite courses include:
        - Two semesters of biology with laboratory; genetics is highly recommended
        - Two semesters of general chemistry with laboratory
        - One semester of organic chemistry
        - One semester of biochemistry
        - One semester of microbiology (in addition to the two biology courses)
        - One semester of psychology
        - One semester of human anatomy AND one semester of human physiology OR a combination of Anatomy and Physiology I and II
        - Two semesters of college math; One of these courses must be statistics
- Minimum of 250 hours of verifiable patient care experience in the U.S. or Canadian healthcare system
- Meet the Technical Standards for the physician assistant program

Application Materials

The following documents must be submitted directly to CASPA:

- Submit application no later than October 1 for the class entering the following fall through the Central Application Service for Physician Assistants (CASPA). Specific instructions related to the application process can be found on the CASPA website. International applications must be complete, and all admissions materials and related documentation received, no later than November 1 of the year prior to the anticipated start date in order to ensure ample time for the visa application process.
- Three professional letters of recommendation, including one from a physician assistant, osteopathic doctor, or medical doctor
- One-page personal narrative (completed as part of the CASPA application)
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Successful completion of a criminal background check* will be required after acceptance and prior to entry
- Please **do not** submit any GRE or MCAT scores as they will not be part of our evaluation process.

* Applicants to the School of Health Professions should be aware that certain legal issues and/or convictions may preclude a student from being accepted by clerkships, internships, and/or fieldwork, and may impact the student's ability to successfully complete the program and achieve certification and/or licensure.

For more information about English proficiency, I-20, and transcript evaluation, please see International student requirements.

School of Health Professions Curriculum

Curriculum Requirements for Master of Science in Physician Assistant Studies

Major Requirements

Physician Assistant Studies		Credits:
PHAS 601	Advanced Anatomy	3
PHAS 602	Advanced Physiology	3
PHAS 606	Advanced Clinical Pathology	2
PHAS 610	Clinical Medicine I	5
PHAS 611	Clinical Medicine II	5
PHAS 613	Clinical Medicine III	4

PHAS 614	Orthopedics and Rheumatology	2
PHAS 615	Surgery	3
PHAS 617	Pediatrics	3
PHAS 620	Pharmacology I	3
PHAS 621	Pharmacology II	3
PHAS 622	Clinical Skills I	1
PHAS 623	Clinical Skills II	1
PHAS 627	Clinical Skills III	2
PHAS 630	Clinical Laboratory Medicine	3
PHAS 635	Behavioral Medicine	1
PHAS 650	Research I	1
PHAS 651	Research II	1
PHAS 655	Epidemiology and Interpretation of the Medical Literature	2
PHAS 660	Physician Assistant Professional Issues	1
PHAS 665	Emergency Medicine	3
PHAS 670	Family Practice	2
PHAS 675	Medical Informatics and Diagnostic Imaging	1
PHAS 680	Clinical Decision Making	1
PHAS 690	Health Promotion and Disease Prevention	2
PHAS 695	Women's Health	2
PHAS 701	Internal Medicine	6
PHAS 702	Surgery	6
PHAS 703	Emergency Medicine	3
PHAS 704	Women's Health	3
PHAS 705	Orthopedics Clerkship	3
PHAS 706	Pediatrics	3
PHAS 707	Psychiatry	3
PHAS 708	Family Practice Clerkship	3
PHAS 710	Elective Clerkship I	3
PHAS 711	Elective Clerkship II	3
PHAS 752	Research III	1
PHAS 754	Comprehensive Assessment for Clinical Practice	1

Total Required Credits = 98 credits

School of Management

Graduate Programs

- Advanced Certificate Programs for Professionals
- Business Administration Essentials, Advanced Certificates
- Executive M.B.A.
- Master of Business Administration M.B.A.
- Risk Management, M.S.

Undergraduate Programs

- Business Administration, B.S.
- Esports Management and Entrepreneurship Certificate
- Undergraduate Minors

School of Management

School of Management: Graduate Programs

Welcome to New York Tech's School of Management, a leading institution accredited by AACSB, where we redefine business education for careers of the future. Situated in the heart of one of the world's most vibrant business hubs—New York City (as well as campuses on Long Island and Vancouver)—our school is dedicated to providing high-quality, career-advancing opportunities in an environment that thrives on global interests, innovation, technology, and entrepreneurship.

The School of Management fulfills the institutional mission by offering career-oriented professional education, ensuring access to opportunity for all qualified students, and fostering research that has an impact on the local and global community.

At New York Tech's School of Management, we believe in offering an education that goes beyond the conventional. Our programs are designed to be unique, innovative, and non-traditional, reflecting the dynamic nature of today's business landscape. We prioritize inclusivity and engagement, ensuring that every student feels valued and empowered to succeed.

Central to our philosophy is the belief in experiential learning. We provide hands-on opportunities that allow students to apply their knowledge in real-world scenarios, preparing them for the challenges of tomorrow. Our approach is highly personalized, with faculty and staff dedicated to supporting each student's individual journey.

Scholarship at our School of Management is grounded in three key elements: technology, career orientation/industry advancement, and globalization. We understand the importance of staying ahead in a rapidly evolving technological world, and we equip our students with the skills and knowledge to thrive in this environment. Our focus on careers in business ensures that graduates are prepared to excel in their chosen fields, while our emphasis on globalization prepares them to succeed in an increasingly interconnected world.

Our Career Building Platform is at the core of our commitment to student success. Intensely focused on helping students launch their professional careers, we provide tailored support across various business disciplines, including marketing, finance, business analytics, risk management, and operations and supply chain management. Through our career building platform, students gain access to a wealth of industry knowledge and networking opportunities essential for success in their chosen careers.

Whether you are still trying to find your career or have well developed career aspirations, our School of Management is here to help you achieve your goals and become a leader in the ever-evolving world of business. Join us and embark on a journey toward a rewarding and fulfilling career.

Administration and Professional Staff

The school's administrative team oversees program delivery and other functions necessary to effectively deliver the school's activities. The professional staff provides services to all stakeholder groups that the school supports, including students, alumni, business leaders, and faculty. Together the administration and professional staff of the school take a student-centric approach to their responsibilities, always with consideration to student needs and stakeholder values.

Administration

- Jaishankar Ganesh, Dean
- Diamando Afxentiou, Director of BSBA program

- Sinan Caykoylu, Associate Dean (Vancouver)
- Joyce Chiu, Director, Center for International Business Studies (CIBS)
- William Ninehan, Director of MBA Program
- Maya Kroumova, Chair, department of Management and Marketing (M&M)
- Scott Liu, Executive Associate Dean and Co-director, Center for International Business Studies
- Rakesh Mittal, Director of Faculty Affairs and Chair, department of Quantitative Analysis and Analytics (Q&A)
- Kevin O'Sullivan, Director, MSRM program
- Wenyao Hu, Director, Riyaz Akhtar Experiential Education Program
- Peter Harris, Chair, department of Law, Economics, Accounting, and Finance (LEAF)
- Radoslaw Nowak, Director of Professional Enrichment
- Bisrat Kinfemichael, Director of Community Impact

Professional Staff

- Constance Canning, Executive Assistant to the Dean
- Patricia Brustman, Coordinator for Professional Development and Staff Associate
- Patthara Chandaragga, Student Advisement Specialist
- Maria Dinanno, Staff Associate, Student Advisement Specialist
- Ellie Schwartz, Senior Specialist for Graduate Programs

Departments and Faculty

The school's organization encourages empowerment across its constituent faculty through the disaggregation of responsibilities into departments. Departments work collaboratively to advance the school's mission while simultaneously working independently toward creating a specific niche and distinctive competencies to ensure student and stakeholder success within the areas that are overseen.

Each department includes faculty members from all campus locations where the School of Management delivers its academic programs. This ensures a broad and diverse set of perspectives that impact positively on (a) curriculum development that includes a strong and uniform core component that forms the common experience for all students, regardless of location, and (b) highly contextualized curriculum elements embedded throughout the courses that are localized to the specific needs of the local business community where the program is delivered.

Vision and Mission Statements

The School of Management mission to "provide high quality, career-advancing business education opportunities within the context of a dynamic, technologically enabled, and global business environment," supports the school's vision to "be a preeminent and distinguishable leader among institutions of higher education in the provision of internationally based academic business programs."

School of Management Assurance of Learning

All students and organizations expect assurance that graduates of the School of Management are achieving the program's stated learning goals. In this spirit, the educational approach taken is one that is outcomes-based. Student learning outcomes are created across every course to validate and support the achievement of programmatic, concentration-specific, and course-level learning goals. These outcomes also strengthen the student's ability to make value-adding contributions to an organization.

Moreover, as previously mentioned, course-level learning goals and related outcomes for each class are designed to include invariant, contextual, and instructor-specific categories. In this way students receive learning experiences that are uniform across sections (invariant), globalized (contextual), and niche specific (instructor-specific), focusing on the specific domain expertise of the instructor.

The School of Management continually updates its curriculum so that it is both contemporary and competitive. Outcomes assessment is continuous, and inputs from students and all stakeholders are utilized to both revise academic programs as well as externally reference the curriculum for relevancy.

Business Administration Essentials, Advanced Certificates

For potential leaders in industry that want to get M.B.A.-level knowledge and capabilities without needing to sit through prerequisites and courses that are not directly relevant to their career goals, this program will impart knowledge, leadership skills, and advanced capabilities while introducing concepts from our full M.B.A. program.

While some universities have created a mini M.B.A. program, the School of Management approach is one that differentiates us by integrating our Business Administration Essentials Advanced Certificate programs into our existing M.B.A. curriculum, allowing students to work their way through all four Advanced Certificates and complete a zero-credit seminar plus two additional elective courses to be awarded a full Master of Business Administration degree. Courses taken in the Marketing or Business Analytics Advanced Certificate programs can also count towards electives.

Students that have an undergraduate degree in business or other management discipline may enter the advanced certificate program having satisfied the prerequisites of the Advanced Certificate in Business Administration Primer.

The Advanced Certificate in Business Administration Essentials will appeal to students that may have taken an M.B.A. in the past and wish to either refresh their skills or gain skills that were not part of their M.B.A. at the time that they completed their degree. Business skills are in huge demand and for graduates that have completed Baccalaureate, Masters, or Doctoral level studies without engaging in M.B.A.-level training, and this program is ideal to gain both credit for the courses taken, leading to an Advanced Certificate, but also providing students to opportunity to continue on to the full M.B.A. if they choose.

The **Business Administration: Primer** advanced certificate program will introduce students from disciplines other than business to a broad range of business fundamentals. Students will take courses in accounting, economics, finance, statistics, and management. Upon successfully completing the program, students can transition to the New York Tech M.B.A. program or enroll in additional essentials advanced certificate programs focused on analytics, finances, or managerial leadership.

Educational and career objectives of the program

1. Demonstrate an understanding of how organizations operate by engaging in appropriate business practices
2. Develop relevant skills to understand, interpret and utilize business information
3. Utilize resources to create value for an organization

View the Curriculum

The **Business Administration: Analytical Essentials** program will introduce students to the analytical tools and decision support tools to equip them with skills necessary for effective managerial decisions. Students in this Advanced Certificate program will take courses in operations and supply chain, multi-criteria decision, enterprise resource planning, and business analytics and decision making.

Educational and career objectives of the program

1. Evaluate, plan, and manage a global supply chain using data driven analytical skills
2. Execute business strategies that are based on quantitative analysis of business data
3. Design and develop corporate strategies to accomplish organizational objectives

View the Curriculum

The **Business Administration: Financial Essentials** program will provide students with knowledge of financial statement analysis and the ability to solve financial problems and evaluate financial outcomes. Students in this Advanced Certificate program will take courses in managerial accounting, financial management, and managerial economics.

Educational and career objectives of the program

1. Execute appropriate strategies based upon the financial situation of an organization
2. Determine the need for projects, programs, and opportunities by examining financial data
3. Plan, control, and budget for organizational projects to ensure effective use of resources in accomplishing organizational goals

View the Curriculum

The **Business Administration: Managerial Essentials** advanced certificate program will introduce students to the best practices for operating in the business world with a focus on strategic planning and leadership. Students will take a strategic leadership capstone and courses in organizational behavior and strategic marketing and branding.

Educational and career objectives of the program

1. Manage and lead agile organizations and establish achievable organizational objectives
2. Empower managers to create and execute strategic market plans in the context of internal and external environments
3. Design and develop senior level strategies to accomplish strategic objectives

View the Curriculum

Admissions

Persons interested in enrolling in an advanced certificate program must apply through the graduate admissions office and must (a) hold a baccalaureate degree or its equivalent from an accredited college or university and (b) show evidence of prerequisite competency in the certificate area either through completion of relevant undergraduate courses or through appropriate life experience. The latter is established through standard university procedures (portfolio, examination).

Applicants will be notified in writing of their acceptance to or rejection from the program.

Enrollment into the M.B.A. program

Students in an advanced certificate program who wish to matriculate in the M.B.A. program must follow the process outlined in this catalog. In most cases, students may apply courses completed in advanced certificate programs toward requirements for the M.B.A. degree.

School of Management Curriculum

Curriculum Requirements for Business Administration Essentials: Primer, Advanced Certificate

Major Requirements

Primer		Credits:
ACCT 501	Accounting I	1.5
ECON 501	Principles of Economics I	1.5
FINC 501	Finance	1.5

MIST 501	Management Information Systems	1.5
QANT 501	Business Statistics	1.5
QANT 510	Production and Operations Management	1.5
		Total: 9 Credits

School of Management Curriculum

Curriculum Requirements for Business Administration: Analytical Essentials, Advanced Certificate

Major Requirements

Analytical Essentials		Credits:
QANT 620	Multiple Criteria Decision Models	1.5
MIST 610	Enterprise Resource Planning Systems	1.5
QANT 630	Operations and Supply Chain Management	3
BUSI 650	Business Analytics and Decision Making	3
		Total: 9 Credits

School of Management Curriculum

Curriculum Requirements for Business Administration: Financial Essentials, Advanced Certificate

Major Requirements

Financial Essentials		Credits:
ACCT 601	Managerial Accounting	3
FINC 601	Financial Management	3
ECON 601	Managerial Economics for Decision Making	3
		Total: 9 Credits

School of Management Curriculum

Curriculum Requirements for Business Administration: Managerial Essentials, Advanced Certificate

Major Requirements

Managerial Essentials		Credits:
MGMT 605	Organizational Development and Behavioral Factors	3
MRKT 620	Strategic Marketing and Branding	3
MGMT 650	Strategic Leadership Capstone	3
		Total: 9 Credits

School of Management

Advanced Certificate Programs for Professionals

Career change, advancement, evolving job requirements, and competition require professionals to increase their capabilities throughout their careers. New York Tech's advanced certificate programs are intended for professionals with either M.B.A. or baccalaureate degrees who seek to gain specialization in new fields.

Certificate students have the same courses available as those available to M.B.A. students choosing that area of concentration. Each advanced certificate has its own unique curriculum and total number of credits. Specific details are given on each curriculum page.

Standards

Students are expected to perform at the same level as matriculated M.B.A. students, and must complete the approved sequence of courses with an average of B (3.0) or better to earn the advanced certificate.

Curriculum

The sequence of courses for each of the certificates will be decided by the student and their advisor to provide proper foundation and learning for the certificate subject matter. Substitution of alternative courses may be permitted, but only where the student has successfully completed an equivalent graduate course or for an equally significant reason and only with the approval of a faculty advisor.

Business Analytics

The business analytics advanced certification provides students the skills needed to implement and oversee data-driven business decisions such as (i) collecting, cleaning, wrangling, describing, and visualizing large datasets, (ii) forming inferences and predictions from data, and (iii) making robust decisions.

This certification is designed to train students on statistical analysis, data visualization, database management, and machine learning applications in different business functional areas. These courses prepare students to solve business problems that require the application of contemporary business analytics techniques. Also, provide training on business analytics tools such as Python programming, SQL, Tableau, spreadsheets, etc., with case studies and real-world examples from different business disciplines.

Marketing

The certificate will provide students with specific knowledge, competencies and skills necessary to launch, change or advance a career in the field of marketing. This is aligned with the New York Tech mission to provide career-oriented professional education to all qualified students.

Admissions

Persons interested in enrolling in an advanced certificate program must apply through the graduate admissions office and must (a) hold a baccalaureate degree or its equivalent from an accredited college or university and (b) show evidence of prerequisite competency in the certificate area either through completion of relevant undergraduate courses or through appropriate life experience. The latter is established through standard university procedures (portfolio, examination).

Applicants will be notified in writing of their acceptance to or rejection from the program.

Enrollment into the M.B.A. program

Students in an advanced certificate program who wish to matriculate in the M.B.A. program must follow the process outlined in this catalog. In most cases, students may apply courses completed in advanced certificate programs toward requirements for the M.B.A. degree.

School of Management Curriculum

Curriculum Requirements for Advanced Certificate in Business Analytics

Major Requirements

Business Analytics		Credits:
BUSA 701	Data Interaction and Visualization	3
BUSA 705	Predictive Analytics	3
MIST 725	Fundamental Tools for Data Science	3
		Total: 9 Credits

School of Management Curriculum

Curriculum Requirements for Advanced Certificate in Marketing

Major Requirements

Marketing Concentration Requirement		Credits:
MRKT 620	Strategic Marketing and Branding	3

Marketing Concentration Electives (choose five courses from the following)		Credits:
MRKT 615	Technical Sales and Marketing	3
MRKT 710	International Marketing	3
MRKT 715	Marketing Communication and Promotion	3
MRKT 745	Digital Marketing Strategy, Tactics, and Tools	3
MRKT 750	Marketing Research for Consumer and Managerial Insights	3
MRKT 765	New Product Marketing and Innovation	3
MRKT 775	Consumer Behavior	3
		Total: 15 Credits

BUSIE 700 Faculty-Led Study Abroad or another relevant course may be substituted for MRKT 710 by approval of the department chair.

Total Program Credits = 18

School of Management

Executive M.B.A.

To meet global needs for contemporary management with cross-national experiences, New York Institute of Technology offers an Executive Master of Business Administration (E.M.B.A.) program to the international business community in partnership with world-renowned educational institutions in China, including Xiamen University, Tsinghua University, Shanghai University, Renmin University of China, and China University of Mining and Technology. Upon meeting all program and degree requirements, students receive an E.M.B.A. degree.

The E.M.B.A. program curriculum consists of 36 credit hours of coursework and emphasizes practice/application. In addition to in-class learning, students have experiential learning opportunities via various extracurricular activities including visits to Wall Street, interactions with

the executives of Fortune 500 companies, cultural and social experiences, and other events. All lectures are delivered in English.

E.M.B.A. Program Features

The E.M.B.A. program features are highly relevant to success in a globalized contemporary business landscape and include:

- **New York City**
  Exposure to a World Business Capital and numerous business opportunities.
- **Distinguished Credentials**
  Upon successful completion of the program, students are awarded degrees from New York Tech as well as certificates from the training programs offered by renowned institutions.
- **Unique Learning Outcomes**
  Our faculty members possess strong academic backgrounds, extensive business experience in the United States, and first-hand knowledge of China. The program's delivery system, integrating in-class lectures, case-study methodology, visits to business firms, special-topic seminars, and industry executive collaboration, together with an emphasis on practical applications and emerging issues in the business environment, enhances students' managerial capability and executive business performance. Most importantly, it helps broaden students' scope and prepares them for success in the 21st-century business world.
- **Networking Opportunities**
  Students develop direct contacts with American executives and other students, forming an invaluable network to strengthen career and business development. Students also have access to a pool of more than 112,000 alumni worldwide.

E.M.B.A. Academic Policies and Standards

The School of Management implements processes for the E.M.B.A. programs that are in addition to those of the University for the purpose of ensuring effective student selection and retention.

Waivers and Transfers
This cohort-style program does not permit waivers or transfer credit hours. The program is completed in its entirety through the joint and collaborative agreement between the school and its partners.

Academic Probation and Dismissal
When a student's cumulative GPA falls below 3.0, the student is placed on academic probation immediately. The student then has exactly one semester to bring the GPA to 3.0. If the student fails to do so, the student will be dismissed from the program. Grounds for departmental review and possible dismissal from the program also include:

- Violation of the university's Academic Integrity policy
- Violation of the Student Code of Conduct

Graduation
Upon meeting all program and degree requirements, each student will receive the E.M.B.A. degree.

Admission Requirements

- A four-year baccalaureate degree, or a minimum of 120 credit hours completed from an accredited college or its equivalent plus an official transcript of the undergraduate studies
- Three years of experience in industry, commerce, government, or the professions; applicants may also submit a work portfolio containing at minimum an account of significant professional accomplishments and responsibilities, a description of their current firm or professional activities, and an essay explaining the value of the E.M.B.A. to their professional portfolio
- TOEFL score or another standardized English exam score
- Two letters of recommendation
- Although not formally required, a GMAT score will be considered for those who include this in their portfolio

General Application Materials

- Completed application
- $50 nonrefundable application fee
- A notarized affidavit and notarized bank statement must be provided to demonstrate sufficient funds to support study in the USA

School of Management Curriculum

Curriculum Requirements for Executive M.B.A.

Major Requirements

Program Core		Credits:
ACCT 601	Managerial Accounting	3
BUSI 610	Professional Development Seminar	3
ECON 601	Managerial Economics for Decision Making	3
FINC 601	Financial Management	3
MGMT 605	Organizational Behavior	3
MIST 660	Current Topics in Management Information Systems	3
MRKT 620	Strategic Marketing and Branding	3
QANT 630	Operations and Supply Chain Management	3
		Total: 21 Credits

The non-waivable program core is an integrated, educational experience where courses are highly interdisciplinary. Credit hours cannot be transferred into the Department of Management as substitutes for these courses. The core must be completed, in its entirety, within the Department of Management at New York Tech.

Required Capstone		Credits:
MGMT 650	Strategic Leadership Capstone	3
BUSI 740	Global Strategy I	3
BUSI 750	Global Strategy II	3
		Total: 9 Credits

Students will take the required capstone courses only after completing all other 600-level courses.

Elective Coursework		Credits:
XXXX 700	Upper-level electives	6

Elective courses are typically selected from the portfolio of M.B.A. electives or concentration courses.

Total Required Credits = 36

School of Management

Master of Business Administration, M.B.A.

In the spirit of New York Institute of Technology's identity as a Polytechnic++, the School of Management's transformational M.B.A. program reflects a best-practices approach to quality management education with an emphasis on technology, critical thinking, and leadership development. Reflective of MiM (Master's in Management) programs prevalent in Europe, Asia, and Australia, as well as those of leading U.S. business schools, the School of Management's M.B.A. program provides a cutting-edge learning experience that rivals those of the world's most innovative business schools. Primarily targeting pre-experience, aspiring young professionals and students from diverse international and academic backgrounds, the program prepares students for leadership roles. The program's unique features include:

- **Comprehensive Assessment and Mission-Driven Admissions Standards:** The M.B.A. program admissions criteria, in keeping with New York Tech's mission to provide all qualified students access to opportunity, does not require the GMAT. However, the school's comprehensive assessment system ensures that all students are progressing through the academic program and demonstrating attainment of the program's learning outcomes.
- **Scope of Coverage:** The M.B.A. program core's unique modular structure, including a blend of 3.0 and 1.5-credit hour courses and a choice of multiple capstone experiences (supplemented by electives or concentration courses) increases the scope of coverage vs. more traditional programs, allowing students to see *the whole picture*.
- **Incremental Knowledge:** The curriculum is designed to advance a student's depth of knowledge by excluding material that overlaps with the undergraduate business experience. This approach is facilitated by a seamless transition for pre-experienced students from an undergraduate to a graduate learning environment and results in graduates whose knowledge and exposure surpass that of students in traditional M.B.A. programs. For students without a business background, the school also offers a portfolio of business foundation courses that can be completed prior to enrolling in the M.B.A. program core.
- **Taxonomy:** The incremental structure of the curriculum also includes a focus on higher-order taxonomies in the cognitive domain associated with analysis, synthesis, and evaluation. Armed with that and the program's emphasis on advanced level conceptual foundations and analytical skill development, graduates are prepared to enter the workforce and advance rapidly toward higher-order decision-making positions.
- **Leadership:** The M.B.A. program's goal is to ensure graduates can "*lead effectively, especially in an uncertain business environment*." This is facilitated by case studies, co-curricular seminars and workshops on personal development and leadership, and team exercises.
- **Diversity:** Attracting students from more than 100 nations and delivering its curriculum worldwide in English, the program ensures the significant consideration of global perspectives. Moreover, the curriculum is contextualized so that localized business priorities form the context of the course content.
- **Program Completion:** Flexible programming options enable the student to complete the program in as little as one year, depending on prior preparation and location.

The M.B.A. program serves students entering our program immediately after completing their bachelor's degree; experienced business professionals seeking to advance their careers; and international students who wish to share their multicultural perspectives, all of whom aspire to contribute to the global marketplace. The School of Management values students who are motivated, involved with their profession and community, excellent communicators with strong interpersonal skills, and aspire to leadership roles in today's technology intensive marketplace.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

New Weekend Format

In response to the diverse needs of modern professionals and the evolving business landscape, we are now offering our existing general M.B.A. program in a weekend format. All requirements for the degree are exactly the same as the traditional format, but classes will only be scheduled for Saturdays and Sundays. The weekend M.B.A. will provide a more accessible and flexible avenue to a degree without necessitating career interruptions.

This new offering is designed to serve working professionals who aspire to advance their career, but struggle to align their obligations with a conventional study schedule. We are confident that our weekend M.B.A. program will not only enrich the academic portfolio of our students, but also contribute to the broader mission of fostering lifelong learning and professional growth in our community.

Our Learning Community

The School of Management's commitment to integrate non-classroom experiences into the educational process is emphasized by its co-curricular experiential learning opportunities. By integrating multiple stakeholder groups into these opportunities, each student's professional career and entrepreneurial development needs are strengthened in ways that are both unique and reflective of emerging competencies in an evolving business environment. Representing significant learning opportunities in the context of advancing the school's mission, these co-curricular programs provide a distinctive competency for M.B.A. students, which speaks to the competitive advantage that they bring to the marketplace upon graduation.

Co-curricular programs include:

Experiential Education complements in-class instruction in diverse ways, including academic service learning, study abroad, faculty-mentored research, internships, solving real world business challenges, and interacting with business leaders and industry partners. Interested students should speak to their faculty advisor to discuss specific opportunities offered each semester.

Professional Enrichment complements traditional pedagogy with supplemental experiences. Students meet and network with area specialists, learn from business leaders, and gain access to contemporary and cutting-edge business issues that may not be otherwise discussed in an academic curriculum. In this way, students are exposed to issues that currently impact local and global business enterprise from the perspective of business leaders and gain insight and perspective that can be applied to both their academic studies and professional endeavors.

Community Impact supports the school's commitment to each student's educational experiences, cooperative learning, community engagement, and personal growth. The co-curricular program sponsors activities that engage students with their peers, faculty and staff, community members, and industry partners. Whether through clubs and honor societies or field trips to the stock exchange, the program seeks out activities that bring together a vibrant community and create synergies that advance the academic and professional knowledge of all participants.

View Admission Requirements

For more information about the School of Management M.B.A. program, please contact:

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M.B.A. Programmatic Learning Goals

General Learning Goals
After successfully completing the M.B.A. program, you will be able to:

- Work collaboratively in groups
- Recognize socio-economic issues
- Establish and defend a position supported by ethical reasoning
- Lead effectively, particularly in an uncertain global environment

Management Learning Goals
After successfully completing the M.B.A. program, you will be able to:

- Utilize technology support systems to strengthen organizational decision-making processes

- Conduct industry, company-specific, or environmental business analysis using appropriate data and informational resources to bridge the gap between abstract theory and practice
- Identify and analyze country/region-specific contemporary business issues
- Establish and effectively communicate and support recommendations

Curriculum Requirements

The M.B.A. curriculum requires a minimum of thirty (30) credit hours of specified graduate coursework. For those students who choose to pursue a concentration, the minimum credit hour requirement is thirty-six (36) credit hours. Students may be required to take an additional nine (9) credit hours if they do not have undergraduate degrees in business or experience in the areas specified below (waivable courses). The M.B.A. program also offers a CFA track for those students interested in a career as a Chartered Financial Analyst.

1. **Waivable Courses:** Nine (9) credit hours may be waived for students who have satisfactorily completed undergraduate courses in the designated discipline, had significant work experience in the field, or taken and passed a challenge examination. Work experience must be evaluated and approved by the academic dean. Requests for challenge examinations may be made to the M.B.A. program director.
2. **Non-Waivable Core Courses:** Twenty-one (21) credit hours must be completed by all students, in their entirety, within the School of Management. These courses represent the core elements of the M.B.A. academic program.
3. **Capstone Course:** All students must take one capstone course for three (3) credits. Students in Business Analytics and in Operations and Supply Chain Management concentrations must select BUSI 650 Business Analytics and Decision Making as their capstone course. All other students have the option of BUSI 650 or MGMT 650 Strategic Leadership Capstone.
4. **Electives or Concentration Courses:** Students may either complete six (6) credit hours of elective coursework or twelve (12) credit hours of specified coursework if pursuing a concentration. Four concentrations are available: Business Analytics, Finance, Marketing, and Operations and Supply Chain Management. Students interested in pursuing a career as a Chartered Financial Analyst must complete the CFA track. Students enrolled in the CFA track are required to complete fifteen (15) credits in the concentration. Students will gain the necessary and in-depth knowledge in their concentration of interest with these twelve (12) credits in their specific area. Additionally, the six (6) credits of elective courses for the general M.B.A. program (without concentration) will provide students with sufficient opportunity to explore topics of further interest without requiring them to specialize via a concentration.

Waivable Core

- ACCT 501 Accounting I 1.5
- ECON 501 Principles of Economics I 1.5
- FINC 501 Finance 1.5
- MIST 501 Management Information Systems 1.5
- QANT 501 Business Statistics 1.5
- QANT 510 Production and Operations Management 1.5

9 credits

Non-Waivable M.B.A. Core (Required for all students)

- ACCT 601 Managerial Accounting 3
- BUSI 610 Professional Development Seminar 0
- ECON 601 Managerial Economics for Decision Making 3
- FINC 601 Financial Management 3
- MGMT 605 Organizational Behavior 3
- MIST 610 Enterprise Resource Planning Systems 1.5
- MRKT 620 Strategic Marketing and Branding 3
- QANT 620 Multi-criteria Decision Models 1.5
- QANT 630 Operations and Supply Chain Management 3

21 credits

Capstone

- BUSI 650 Business Analytics and Decision Making, or MGMT 650 Strategic Leadership Capstone

3 credits

Electives or Concentration Courses

- Choose either **No Concentration** (Two Elective Courses = 6 credits) or **Concentration** (Four Concentration Courses = 12 credits) or **CFA track** (Five Concentration courses = 15 credits)

6–15 credits

M.B.A. Program Total Credits

30–48 credits

Concentrations

Students in the M.B.A. program may choose a concentration or specific discipline of study. The School of Management offers four areas of concentration, each with specific learning goals (in addition to the programmatic learning goals of the M.B.A. program). Students choosing a concentration must complete twelve (12) credit hours of study in specified courses, listed below. These are taken in the place of electives, which are taken by students who do not choose to complete a concentration. Students may be permitted to substitute BUSIE 700 Faculty-Led Study Abroad for a concentration course (varies by concentration). Concentrations vary by campus location; please consult with an advisor to identify concentrations that are available at your campus location.

Business Analytics Concentration

Organizations are increasingly recognizing the importance of business analytics and its use toward digital transformation (e.g., big data, data visualization, predictive analytics, prescriptive analytics, data management, advanced analytics, decision automation, and artificial intelligence). The Business Analytics concentration provides students the skills needed to analyze and implement data-driven business processes such as (i) collecting, cleaning, wrangling, describing, and visualizing large datasets, (ii) forming business inferences and predictions from data, and (iii) making optimal and robust business decisions. This concentration is designed to train students on statistical analysis, data visualization, database management, machine learning, and social network analytics applications in different business functional areas such as marketing, finance, accounting, operations, supply chain, and human resources, etc. Students pursuing this concentration must complete four (4) of the courses listed below. All courses are three (3) credit hours:

- BUSA 701 Data Interaction and Visualization
- BUSA 710 Data Mining and Pattern Recognition for Business Analytics
- BUSA 720 Managerial Decision Modelling
- BUSA 730 Practical AI for Business: Deep Learning and NLP
- MIST 725 Fundamental Tools for Data Science

Finance Concentration

Students selecting this concentration will graduate prepared to pursue a career in corporate finance, investment management, and as a CFA® (Chartered Financial Analyst®). Students interested in careers at financial intermediaries will also find this concentration useful. Aspects of this curriculum emphasize financial technology including various live data sources to train students in the areas of corporate decision-making, portfolio management, and valuation of financial assets including derivatives. Students pursuing the M.B.A. Finance concentration must complete both ACCT 721 Advanced Financial Accounting and FINC 765 Portfolio Management and exactly two (6 credits) courses chosen from the following list. All courses are three (3) credit hours:

- ACCT 713 Financial Statement Analysis
- FINC 705 International Finance
- FINC 734 Analysis and Valuation of Equity Investments
- FINC 736 Management of Valuation of Fixed Income Securities
- FINC 740 Derivatives Analysis
- FINC 760 Corporate Financial Decision Making
- BUSIE 700 Faculty-Led Study Abroad

CFA Track

The CFA® is a professional certificate awarded by the Association of Investment Management and Research (AIMR) to candidates who pass three levels of examination and meet the experience requirement specified by AIMR. Our CFA Track is designed to help the student in preparation for the CFA Exams. The M.B.A. student wishing to complete the track must complete the course requirements in the M.B.A. Finance Concentration plus an additional six (6) credit hours. Hence students pursuing the M.B.A. Finance concentration with the CFA track must complete both ACCT 721 Advanced Financial Accounting and FINC 765 Portfolio Management and exactly five (15 credits) courses from the following list. All courses are three (3) credit hours:

- ACCT 713 Financial Statement Analysis
- FINC 705 International Finance
- FINC 734 Analysis and Valuation of Equity Investments
- FINC 736 Management of Valuation of Fixed Income Securities
- FINC 740 Derivatives Analysis
- FINC 760 Corporate Financial Decision Making
- BUSIE 700 Faculty-Led Study Abroad

Marketing Concentration

The marketing concentration is designed to provide the student with an integrated framework useful for analyzing, evaluating, and synthesizing the role of marketing in the environment of a modern corporation. Students who successfully complete the concentration will be able to participate creatively in the process of development of the major components of marketing strategy. Students learn the intricacies of consumer and buyer behavior in various socioeconomic and cultural settings, domestic as well as international, using appropriate research methodologies. Market segment responses to marketing tools and programs for existing and new products and services are evaluated as input into the

maximization of customer value and the value of the firm to its stakeholders. Students pursuing the M.B.A. Marketing concentration must complete MRKT 750 Marketing Research for Consumer and Managerial Insights, plus three (9 credits) courses chosen from the following list. All courses are three (3) credit hours:

- MRKT 710 International Marketing
- MRKT 715 Marketing Communication and Promotion
- MRKT 745 Digital Marketing Strategy, Tactics, and Tools
- MRKT 765 New Product Marketing and Innovation
- MRKT 775 Consumer Behavior
- MRKT 780 Marketing Analytics for Managerial Decisions

Operations and Supply Chain Management Concentration

Students of this concentration study decision making and the design and integration of complex systems in an organization for the purpose of predicting system behavior and improving/optimizing system performance. Elements include managerial decision-making techniques, mathematical and computer modeling, and the use of computer technology to make informed and effective decisions. Students pursuing the M.B.A. Operations Management concentration must complete four (12 credits) courses chosen from the following list. All courses are three (3) credit hours:

- MGMT 785 Decision Support Systems
- QANT 750 Simulation Modeling
- QANT 755 Management Science Applications
- QANT 760 Operations Management Applications
- QANT 780 Supply Chain Management

Note: BUSIE 700 Faculty-Led Study Abroad or another relevant course may be substituted for QANT 780 with approval of the department chair.

M.B.A. Academic Policies and Standards

The School of Management implements processes for the M.B.A. programs that are in addition to those of the University for the purpose of ensuring effective student selection and retention.

Academic Probation and Dismissal
When a student's cumulative GPA falls below 3.0, the student is placed on academic probation immediately. The student then has exactly one semester to bring the GPA to 3.0. If the student fails to do so, the student will be dismissed from the program. Grounds for departmental review and possible dismissal from the program also include:

- Violation of the Academic Integrity policy
- Violation of the Student Code of Conduct

Graduation
The criteria used to evaluate students for graduation are uniform at all campus locations and, pertaining to the M.B.A. academic program, the graduate cumulative grade point average will be a minimum of 3.0. Additional criteria for graduation are located in the Graduate Academic Catalog.

Time to Degree Completion
In the best interests of the student and the college, a maximum of five years is allowed for completion of degree requirements. Under exceptional conditions, an additional year may be permitted upon formal request and approval by the academic dean and the Provost.

Repeat Policy
Students must repeat a course in the non-waivable core for which they receive a letter grade of F.

Admission Requirements

- B.S. degree or its equivalent from an accredited college or university
  - If you already hold a graduate degree from a regionally accredited university, you may be admitted into the M.B.A. program upon receipt of the admissions documents.
- Minimum undergraduate GPA of 3.0.**
- The GMAT is not a requirement for admission, but may be submitted toward fulfillment of the M.B.A. admissions criteria if a student's undergraduate GPA is below the requirement listed above. Students will be considered for admission if they receive a satisfactory composite GMAT score, which will be determined by the graduate faculty and will consist of a numerical calculation of the undergraduate GPA and GMAT score.

***Required at all campus locations except NYIT-Vancouver, which requires a 2.75 GPA.*

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GMAT scores, if required. **New York Institute of Technology GMAT Codes:**
  Full-time (nine or more credits): OQN-RL-35
  Part-time (less than nine credits): OQN-RL-74
- International student requirements: English proficiency, I-20, and transcript evaluation

Important admission notes:

- All application materials must be fully submitted prior to consideration for admission to the M.B.A. program.
- All applicants will either be fully admitted or not admitted into the M.B.A. program.
- Professional background may not be used as a proxy or substitute for the admissions criteria.
- Students may neither be conditionally admitted into the M.B.A. program nor granted provisional status in the M.B.A. program.
- There will be no categories for non-matriculated and non-degree status.
- There will be no early admission students.
- No student may register for a 600-level M.B.A. course until fully admitted into the M.B.A. program. Students transferring from another New York Institute of Technology graduate program into the M.B.A. program must satisfy the admissions criteria for the M.B.A. program.
- All Bridge Program students must complete all bridge courses with a satisfactory GPA prior to registering for any 600-level M.B.A. course.
- Students may only utilize a proxy examination score in place of the GMAT (e.g., GRE, LSAT) if explicitly approved by the School of Management Dean.
- Students who already hold a graduate degree from a regionally accredited university will be admitted into the M.B.A. program upon receipt of the admissions documents.

Waivers and Transfers

These policies ensure program integrity and also that student ability to attain the learning goals of the program is not compromised.

The M.B.A. non-waivable program core credit hour requirement must be completed in the School of Management in its entirety.

Waivers

- Undergraduate and graduate coursework completed elsewhere, but only from a regionally accredited institution, may be used to waive credit hour requirements in the M.B.A. waivable program core, if equivalencies are established. The School of Management will administer a qualifying examination for the purpose of waiving credit hour requirements in the waivable core in those circumstances where there is evidenced professional, academic, or other relevant experience.
- A grade of C- or better is required for any course utilized to waive a course in the M.B.A. waivable program core.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Tech.

Transfers

- A maximum of nine credit hours of graduate coursework completed elsewhere, but only from a regionally accredited institution, may be transferred into the M.B.A. program and only toward the elective credit hour requirements.
- A maximum of three credit hours completed elsewhere, but only from an AACSB-accredited institution, may be transferred toward concentration requirements of the M.B.A. program. These credit hours are not in addition to the nine credit hours specified above.
- Transfer of courses will only be considered for those with a grade of B or higher and must not have been applied toward another degree.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Tech.
- Courses presented for transfer credit must be submitted for consideration with official transcripts from the other program, and must have been completed within five years of initial acceptance into the M.B.A. program.

International Student Admissions

There are three categories international students may fall into as an applicant:

1. Students who have completed only a three-year (or more) degree-bearing postsecondary program, which is equivalent to a U.S. bachelor's degree, may apply directly for admission into the M.B.A. program.
2. M.B.A. BRIDGE: Students who have completed only a three-year (or more) degree-bearing postsecondary program, which is not equivalent to a U.S. bachelor's degree, may be eligible for the M.B.A. Bridge Program. If students are admitted into the M.B.A. Bridge program, they are considered an M.B.A. student.
3. Transfer BRIDGE to M.B.A.: Students who have earned undergraduate credits which have not resulted in an equivalency to a U.S.

bachelor's degree may be eligible for the Transfer Bridge programs.

Eligibility for M.B.A. BRIDGE and M.B.A. TRANSFER BRIDGE to M.B.A. programs

- The applicant may be required to take the English Proficiency Examination prior to enrollment.
- The applicant must meet the admission policy for the M.B.A. program.
- The applicant must complete additional undergraduate credit hours with a GPA of at least 3.0. A substantial number of these credits may be in English as a second language (ESL) courses depending upon the results of the aforementioned English Proficiency Examination. The number of credit hours varies based on the specific program (e.g., M.B.A. BRIDGE; TRANSFER BRIDGE to M.B.A.).
- Upon satisfactory completion of these additional undergraduate credits (and attainment of an New York Institute of Technology Baccalaureate degree for TRANSFER BRIDGE to M.B.A. students) and attainment of the aforementioned satisfactory GPA, the applicant will be permitted to enroll into 600/700 level courses. If the student fails to meet the criteria listed above, the student must either retake courses so that this condition is met or be dismissed from the M.B.A. program. There are no conditional admittances to the M.B.A. program.

Action Plan for M.B.A. BRIDGE students (completed only a three-year, degree-bearing, post-secondary program, which is not equivalent to a U.S. bachelor's degree):

1. M.B.A. BRIDGE students will take credit hours of undergraduate coursework only (students may take 500-level classes toward fulfillment of this condition: these 1.5 credit hour courses, which are identical in course content (scale and scope) to their articulated three (3) credit undergraduate courses, but in accelerated format, will carry three credit hours equivalence toward the bridge requirements), with preference toward taking those courses that would satisfy M.B.A. prerequisite requirements and those ELI courses that are deemed necessary. Recommended courses include courses in the undergraduate B.S.B.A. business program core; English Business coursework; American History coursework; and additional business courses in the specified area of specialization.
2. M.B.A. BRIDGE students will be advised by School of Management M.B.A. advisor for the program and the office of Admissions concerning course selection.
3. M.B.A. BRIDGE students may take no graduate courses above the 500 level.
4. M.B.A. BRIDGE students may only take coursework that is not equivalent to courses on submitted transcripts from other institutions.
5. M.B.A. BRIDGE students must have successfully completed a total of 120 credit hours of coursework, including credit hours earned during their three-year, post-secondary program in addition to those credit hours successfully completed in the bridge program, prior to enrolling into 600/700-level courses in the M.B.A. program.

Action Plan for TRANSFER BRIDGE to M.B.A. Applicants (earned undergraduate credits, which have not resulted in an equivalency to a U.S. bachelor's degree):

1. M.B.A. TRANSFER BRIDGE students will take a minimum of 30 credit hours of undergraduate coursework only, with preference toward taking those courses that would satisfy M.B.A. prerequisite requirements (e.g., 595 courses) and those ELI courses that are deemed necessary.
2. All applicants must complete an New York Institute of Technology Baccalaureate degree prior to admission into the M.B.A. program.
3. Students will be advised by the transfer advisors in the Office of Admissions as to efficient pathways for degree completion, and appropriate coursework required toward completing a baccalaureate degree at the university.
4. Follow steps 3–5 of the Action Plan for M.B.A. BRIDGE students, above.

For more information about the M.B.A. BRIDGE program, please contact:

William Ninehan
Director of the M.B.A. Program
646.273.6071
wninehan@nyit.edu

School of Management Curriculum

Curriculum Requirements for Master of Business Administration

Major Requirements

Waivable Program Core (Prerequisite Courses)		Credits:
ACCT 501	Accounting I	1.5
ECON 501	Principles of Economics I	1.5
FINC 501	Finance	1.5

MIST 501	Management Information Systems	1.5
QANT 501	Business Statistics	1.5
QANT 510	Production and Operations Management	1.5
		Total: 9 Credits

All students must complete this 9-credit core requirement. Courses may be waived in those instances where the undergraduate experience includes course equivalencies. Courses in this core are offered to M.B.A. students in an accelerated format.

Non-Waivable Program Core		Credits:
ACCT 601	Managerial Accounting	3
BUSI 610	Professional Development Seminar	0
ECON 601	Managerial Economics for Decision Making	3
FINC 601	Financial Management	3
MGMT 605	Organizational Behavior	3
MIST 610	Enterprise Resource Planning Systems	1.5
MRKT 620	Strategic Marketing and Branding	3
QANT 620	Multi-criteria Decision Models	1.5
QANT 630	Operations and Supply Chain Management	3
		Total: 21 Credits

The non-waivable core is an integrated educational experience where courses are delivered in modules and are highly interdisciplinary. Modules in this core may not be waived, nor can credit hours be transferred into the Division of Management as substitutes for these modules. The core must be completed, in its entirety, in the Division of Management.

Required Capstone (choose one*)		Credits:
BUSI 650	Business Analytics and Decision Making	3
MGMT 650	Strategic Leadership Capstone	3
		Total: 3 Credits

* Business Analytics Concentration and Operations and Supply Chain Management Concentration students must take BUSI 650 as their required capstone course.

Students will take the required capstone course after completing all 600-level courses.

Elective Coursework		Credits:
XXXX 700	Upper-level electives	6

Students pursuing the General M.B.A. (without a concentration) must complete, in addition to the waivable and non-waivable core requirements, six credits of elective coursework. Courses may be chosen from the array of 700-level offerings in the school's multiple disciplines.

Students interested in pursuing experiential-based internships may also enroll into the zero-credit internship BUSIE 650.

Students who choose to pursue the M.B.A. with a concentration must take four 700-level courses in their selected area of concentration or 12 credits in addition to the waivable and non-waivable core requirements (CFA concentration students must complete 15 additional credits). Courses that are required in each of the five available concentration areas are specified below.

Business Analytics Concentration (select four)		Credits:
BUSA 701	Data Interaction and Visualization	3
BUSA 710	Data Mining and Pattern Recognition for Business Analytics	3

BUSA 720	Managerial Decision Modelling	3
BUSA 730	Practical AI for Business: Deep Learning and NLP	3
MIST 725	Fundamental Tools for Data Science	3
		Total: 12 Credits

Finance Concentration Requirement		Credits:
ACCT 721	Advanced Financial Accounting	3
FINC 765	Portfolio Management	3
		Total: 6 Credits

Finance Concentration (select two)**		Credits:
ACCT 713	Financial Statement Analysis	3
FINC 705	International Finance	3
FINC 734	Analysis and Valuation of Equity Investments	3
FINC 736	Management of Valuation of Fixed Income Securities	3
FINC 740	Derivatives Analysis	3
FINC 760	Corporate Financial Decision Making	3
BUSIE 700	Faculty-Led Study Abroad	3
		Total: 6 Credits

** Students pursuing the M.B.A. Finance concentration with the CFA track must choose three courses from the list (excluding BUSIE 700) to complete five courses total (15 credits).

Marketing Concentration Requirement		Credits:
MRKT 750	Marketing Research for Consumer and Managerial Insights	3
		Total: 3 Credits

Marketing Concentration (select three)		Credits:
MRKT 710	International Marketing	3
MRKT 715	Marketing Communication and Promotion	3
MRKT 745	Digital Marketing Strategy, Tactics, and Tools	3
MRKT 765	New Product Marketing and Innovation	3
MRKT 775	Consumer Behavior	3
MRKT 780	Marketing Analytics for Managerial Decision	3
		Total: 9 Credits

BUSIE 700 Faculty-Led Study Abroad or another relevant course may be substituted for MRKT 710 by approval of the department chair.

Operations and Supply Chain Management Concentration (select four)		Credits:
MGMT 785	Decision Support Systems	3
QANT 750	Simulation Modeling	3

QANT 755	Management Science Applications	3
QANT 760	Operations Management Applications	3
QANT 780	Supply Chain Management	3
		Total: 12 Credits

BUSIE 700 Faculty-Led Study Abroad or another relevant course may be substituted for QANT 780 or QANT 760, by approval of the department chair.

Total Required Credits = 30–48

The General M.B.A. program may be completed in as few as 30 credits for those students that do not pursue a concentration. Students with a concentration may complete the program in as few as 36 credits. The program consists of the waivable program core, the non-waivable program core, capstone course, and either elective or concentration courses.

School of Management

Risk Management, M.S.

Risk is pervasive across the 21st-century business environment. Business executives, in addition to evaluating revenue-generation and cost-efficiency, must prioritize organizational risk management as volatility and interdependencies of markets increase. This includes expanding corporate recognition of risk in terms of scope of importance, moving beyond previously established areas, such as cybersecurity and financial risk, to additional domains, such as health and safety.

There is an accelerated need to consider risk as a part of an organization's digital transformation, which is fundamental to effectively resolve continuity and crisis management. The School of Management's Master of Science in Risk Management program prepares students to become successful leaders in a dynamic, competitive global business environment, by providing quality, solutions-oriented learning experiences.

Moreover, our risk management master's degree program aligns with established best-practice priorities, as established by the Institute for Risk Management including coverage of crisis management, communication, supply chain, the regulatory context, and cashflow/liquidity elements; the program's recency also allows it to aggregate the emerging market trends in ways that provide a competitive advantage over other risk management programs, each of which addresses elements of the program's competencies but none of which address them collectively.

Curriculum Overview

The program emphasizes enterprise risk management, and takes risk management beyond the traditional areas of cybersecurity, financial risk, and insurance by focusing on additional areas, such as business continuity management; risks associated with product and market development; human capital and risk management; and legal and regulatory risk management. The structure of the curriculum is focused to allow a student with prior undergraduate business education to complete the program with as few as 30 credits. The courses proposed in the curriculum have been informed by accreditation standards, market needs, and validity of content coverage per alignment with best practices for risk management programs. Technology integration and data analytics have been given higher importance, so as to address the future challenges of the risk management industry, stakeholder inputs and New York Institute of Technology's mission statement.

Recent graduates of the School of Management speak highly of the real-world focus of its classes which prepare students to deal with workplace challenges that they will encounter on the job, success in developing professional competencies, challenging coursework, the quality and involvement of its faculty, small class sizes, and the ability to interact with industry experts and attend industry events.

Program Positioning Statement
The purpose of the Master of Science in Risk Management is to produce graduates who fulfill enterprise needs for risk management, by embracing preemptive knowledge management that mitigate dynamic downside risks and explore upside opportunities.

Our program is designed to meet the needs of not only current professionals, but those aspiring to these fields, as well as individuals who are engaged in risk assessment.

Program Features and the Learning Environment
The learning environment is designed for the practicing professional and promising career aspirant. Through coursework, students learn to apply principles, organization, and behavioral science theories to practical risk management problems. Case studies, simulations, research studies and field projects provide the opportunities to test and practice this new knowledge. Course materials reflect the most recent research findings, legal decisions, and current practices. Students often use their own organizations as field laboratories for applying, testing, modifying, and adapting new management practices and techniques.

We also facilitate student participation in educational seminars and conferences sponsored by the School of Management's Center for Risk Management throughout the academic year. The center provides opportunities for students to develop their leadership skills, build industry connections, and helps to launch their professional careers. Graduate assistantships may also be available for eligible students.

International F-1 students who successfully complete this degree are eligible for an additional 24-month STEM OPT extension to work in the U.S. in an area directly related to their area of study immediately upon completing the customary 12-month post-completion Optional Practical Training (OPT).

Programmatic Learning Goals

Upon graduation from the Master of Science program, students will be able to demonstrate attainment of general and program-specific learning goals. These goals are designed to reflect the competencies expected of risk management professionals in the workplace. Student success is a shared and collaborative responsibility that engages students, faculty, staff and other stakeholder groups, working together to maximize students' opportunities to be successful.

Risk Management, M.S. Program General Learning Goals
Upon completion of the Risk Management, M.S. program, students will be able to:

1. Utilize technology applications and research to make data-driven decisions.
2. Recognize socio-economic issues and establish and defend a position supported by ethical reasoning.
3. Design and implement organization and initiatives in collaboration with relevant stakeholders.

Risk Management, M.S. Program-Specific Learning Goals
Upon completion of the Risk Management, M.S. program, students will be able to:

1. Successful students will be able to analyze an existing or emergent business risk-related issue and provide recommendations to inform management policy.
2. Successful students will be able to evaluate risk-related alternatives and enhance/strengthen managerial decision-making.
3. Successful students will be able to employ industry-standard software and models to affect sound managerial decision making.

The portfolio of courses taken in fulfillment of the degree requirements contains a significant scope of student learning outcomes that are scored, independent from grades, against these goals. In this way the student may address, in a formative manner, their progression through the degree program.

Academic Policies and Standards

The School of Management implements processes for the risk management program that are in addition to those of the university for the purpose of ensuring effective student selection and retention.

Academic Probation and Dismissal
Students must maintain a 3.0 GPA each semester. They may repeat a course in which they receive a grade of C or lower to raise their grade. A course in which the student receives a grade of F must be repeated, if required by the department academic review committee.

Academic probation is automatically imposed if the student's GPA falls below 3.0 in any semester, or the cumulative GPA falls below 3.0. The student then has exactly one semester to bring the cumulative GPA to 3.0. If the student fails to do so, the student will be dismissed from the program. Students will also be dismissed if the semester GPA in any two successive semesters is below 3.0.

Grounds for departmental review and possible dismissal from the program also include:

- Violation of New York Tech's Academic Integrity policy, and
- Violation of the Student Code of Conduct

The committee, at its discretion, may require the student to repeat one or more courses in which the student has a grade lower than B; reduce their credit load; take other remedial action; or recommend the student's dismissal from the Risk Management, M.S. program.

Graduation
The criteria used to evaluate students for graduation are uniform at all campus locations and, pertaining to the Risk Management, M.S. academic program, the graduate cumulative GPA will be a minimum of 3.0. Additional criteria for graduation are located in the Graduate Academic Catalog.

Time to Degree Completion
In the best interests of the student and the college, a maximum of five years is allowed for completion of degree requirements. Under exceptional conditions, an additional year may be permitted upon formal request and approval by the academic dean and the provost.

Repeat Policy
Students must repeat a course in which they receive a grade of F, if required by the department academic review committee.

Admission Requirements

- B.S. degree or its equivalent from an accredited college or university
  - If you already hold a graduate degree from a regionally accredited university, you may be admitted into the M.S. program upon receipt of the admissions documents.
- Minimum undergraduate GPA of 3.0.
- The GMAT is not a requirement for admission, but may be submitted toward fulfillment of the M.S. admissions criteria if a student's undergraduate GPA is below the requirement listed above. Students will be considered for admission if they receive a satisfactory composite GMAT score, which will be determined by the graduate faculty and will consist of a numerical calculation of the undergraduate GPA and GMAT score.

Application Materials

- Completed application
- $50 nonrefundable application fee
- Copies of undergraduate transcripts for all schools attended. All final, official transcripts must be received prior to the start of your first semester.
- Copy of college diploma or proof of degree
- Official GMAT scores, if required. **New York Institute of Technology GMAT Codes:**
  Full-time (nine or more credits): OQN-RL-35
  Part-time (less than nine credits): OQN-RL-74
- International student requirements: English proficiency, I-20, and transcript evaluation

Important admission notes:

- All application materials must be fully submitted prior to consideration for admission to the M.S. program.
- All applicants will either be fully admitted or not admitted into the M.S. program.
- Professional background may not be used as a proxy or substitute for the admissions criteria.
- Students may neither be conditionally admitted into the M.S. program nor granted provisional status in the M.S. program.
- There will be no categories for non-matriculated and non-degree status.
- There will be no Early Admission students.
- No student may register for a 600-level M.S. course until fully admitted into the M.S. program (Students transferring from another New York Institute of Technology graduate program into the M.S. program must satisfy the admissions criteria for the M.S. program).
- All Bridge Program students must complete all bridge courses with a satisfactory GPA prior to registering for any 600-level M.S. course.
- Students may only utilize a proxy examination score in place of the GMAT (e.g., GRE, LSAT) if explicitly approved by the School of Management Dean.
- Students who already hold a graduate degree from a regionally accredited university will be admitted into the M.S. program upon receipt of the admissions documents.

Waivers and Transfers

These policies ensure program integrity and that student ability to attain the learning goals of the program is not compromised.

The M.S. non-waivable program core credit hour requirement must be completed in the School of Management in its entirety.

Waivers

- Undergraduate and graduate coursework completed elsewhere, but only from a regionally accredited institution, may be used to waive credit hour requirements in the M.S. waivable program core, if equivalencies are established. The School of Management will administer a qualifying examination for the purpose of waiving credit hour requirements in the waivable core in those circumstances where there is evidenced professional, academic, or other relevant experience.
- A grade of C- or better is required for any course utilized to waive a course in the M.S. waivable program core.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Tech.

Transfers

- A maximum of nine credit hours of graduate coursework completed elsewhere, but only from a regionally accredited institution, may be transferred into the M.S. program and only toward the elective credit hour requirements.
- A maximum of three credit hours completed elsewhere, but only from an AACSB-accredited institution, may be transferred toward concentration requirements of the M.S. program. These credit hours are not in addition to the nine credit hours specified above.
- Transfer of courses will only be considered for those with a grade of B or higher and must not have been applied toward another degree.
- Pass grades earned during the spring 2020 semester meet this GPA threshold and are transferable to New York Tech.
- Courses presented for transfer credit must be submitted for consideration with official transcripts from the other program, and must have been completed within five years of initial acceptance into the M.S. program.

International Student Admissions

There are three categories international students may fall into as an applicant:

1. Students who have completed only a three-year (or more) degree-bearing postsecondary program, which is equivalent to a U.S. bachelor's degree may apply directly for admission into the M.S. program.
2. M.S. BRIDGE: Students who have completed only a three-year (or more) degree-bearing postsecondary program, which is not equivalent to a U.S. bachelor's degree may be eligible for the M.S. Bridge Program. If students are admitted into the M.S. Bridge program, they are considered an M.S. student.
3. Transfer BRIDGE to M.S.: Students who have earned undergraduate credits, which have not resulted in an equivalency to a U.S. bachelor's degree may be eligible for the Transfer Bridge programs.

Eligibility for M.S. BRIDGE and M.S. TRANSFER BRIDGE to M.S. programs

- The applicant may be required to take the English Proficiency Examination prior to enrollment.
- The applicant must meet the admission policy for the M.S. program.
- The applicant must complete additional undergraduate credit hours with a GPA of at least 3.0. A substantial number of these credits may be in English as a second language (ESL) courses depending upon the results of the aforementioned English Proficiency Examination. The number of credit hours varies based on the specific program (e.g., M.S. BRIDGE; TRANSFER BRIDGE to M.S.).
- Upon satisfactory completion of these additional undergraduate credits (and attainment of an New York Institute of Technology Baccalaureate degree for TRANSFER BRIDGE to M.S. students) and attainment of the aforementioned satisfactory GPA, the applicant will be permitted to enroll into 600/700 level courses. If the student fails to meet the criteria listed above, the student must either retake courses so that this condition is met or be dismissed from the M.S. program. There are no conditional admittances to the M.S. program.

Action Plan for M.S. BRIDGE students (completed only a three-year, degree-bearing, post-secondary program, which is not equivalent to a U.S. bachelor's degree):

1. M.S. BRIDGE students will take credit hours of undergraduate coursework only (students may take 500-level classes toward fulfillment of this condition: these 1.5 credit hour courses, which are identical in course content (scale and scope) to their articulated three (3) credit undergraduate courses, but in accelerated format, will carry three credit hours equivalence toward the bridge requirements), with preference toward taking those courses that would satisfy M.S. prerequisite requirements and those ELI courses that are deemed necessary. Recommended courses include courses in the undergraduate B.S.B.A. business program core; English Business coursework; American History coursework; and additional business courses in the specified area of specialization.
2. M.S. BRIDGE students will be advised by School of Management undergraduate advisors and the office of Admissions concerning course selection.
3. M.S. BRIDGE students may take no graduate courses above the 500 level.
4. M.S. BRIDGE students may only take coursework that is not equivalent to courses on submitted transcripts from other institutions.
5. M.S. BRIDGE students must have successfully completed a total of 120 credit hours of coursework, including credit hours earned during their three-year, post-secondary program in addition to those credit hours successfully completed in the bridge program, prior to enrolling into 600/700-level courses in the M.S. program.

Action Plan for TRANSFER BRIDGE to M.S. Applicants (earned undergraduate credits, which have not resulted in an equivalency to a U.S. bachelor's degree):

1. M.S. TRANSFER BRIDGE students will take a minimum of 30 credit hours of undergraduate coursework only, with preference toward

taking those courses that would satisfy M.S. prerequisite requirements (e.g., 595 courses) and those ELI courses that are deemed necessary.
2. All applicants must complete a New York Institute of Technology Baccalaureate degree prior to admission into the M.S. program.
3. Students will be advised by the transfer advisors in the Office of Admissions as to efficient pathways for degree completion, and appropriate coursework required toward completing a baccalaureate degree at the university.
4. Follow steps 3–5 of the Action Plan for M.S. BRIDGE students, above.

Curriculum Requirements for Master of Science in Risk Management

Major Requirements

Waivable Program Core (Prerequisite Courses)		Credits:
BUSI 510	Research Methods	1.5
ECON 501	Principles of Economics I	1.5
FINC 501	Finance	1.5
MGMT 501	Principles of Management	1.5
MRKT 501	Introduction to Marketing	1.5
QANT 501	Business Statistics	1.5
QANT 510	Production and Operations Management	1.5
QANT 520	Management Science	1.5
		Total: 12 Credits

All students must complete this 12-credit core requirement. Courses from this list may be waived in those instances where the student's undergraduate experience includes course equivalencies. Courses in this core are offered to students in an accelerated format.

Business Analytics Requirement		Credits:
BUSI 620	Business Analytics	3
QANT 710	Global Value Chain Risk Management	3
		Total: 6 Credits

Non-Waivable Program Core (choose six courses)		Credits:
ECON 630	Economic Risk Management	3
FINC 630	Financial Risk Management	3
FINC 635	Insurance and Risk Management	3
MGMT 611	Human Capital and Risk Management	3
LLAW 610	Legal, Organizational, and Regulatory Risk	3
MGMT 640	Business Continuity Management	3
MIST 620	Security Risk Analysis and Management	3
MRKT 625	Product and Market Development Risk Management	3
		Total: 18 Credits

New courses will be added as deemed appropriate.

It is recommended that students interested in pursuing experiential-based learning enroll into BUSIE 650 Zero Credit Internship.

One BUSIE 700-level experiential course may be used as a substitution for a non-waivable course by approval of the program director.

Capstone Requirement		Credits:
BUSI 770	Emerging Issues in Risk Management	3
BUSI 775	Risk Management Integrated Seminar	3
		Total: 6 Credits

Total Required Credits = 30–42

The program may be completed in as few as 30 credits for those students that have prior undergraduate-level business experience. The program consists of the waivable program core, business analytics requirement, non-waivable program core, and capstone courses.