



MILANO

CATALOG

2008-2009

**MILANO THE NEW SCHOOL
FOR MANAGEMENT AND URBAN POLICY**



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2008–09 ACADEMIC CALENDAR**Fall 2008**

Registration	March 31–May 2 (Registration for continuing students)
Aug. 25–29 (Reg for new students; late reg for continuing students)	
Holidays:	Labor Day: Mon., Sept. 1
Classes Begin	Tues., Sept. 2
Convocation	Thurs., Sept. 4
Last day to add a class	Mon., Sept. 15
Last day to drop a class	Mon., Sept. 22
Rosh Hashonah	Mon.–Tues., Sept. 29eve*–30
Yom Kippur	Wed.–Thurs., Oct. 8eve*–9
Last day to withdraw from a class with a grade of W	
Undergraduate Students	Mon., Oct. 20
All Other Graduate Students	Tues., Dec. 23
Thanksgiving	Thurs.–Sun., Nov. 27–30
Wed., Nov. 26:	

(The class schedule below is necessary in order to fulfill the number of class sessions for the Fall 2008 semester)

-classes scheduled to begin before 4:00 p.m. will not meet

-classes scheduled to begin on or after 4:00 p.m. will meet

Make ups and Rescheduled Days

On Tuesday, Nov. 25, classes follow the Thursday schedule.

Winter break: Wed.–Fri., Dec. 24–Jan. 23

On Monday, Dec. 22, only classes scheduled to begin on or after 4:00 p.m. will meet

*No classes that begin Monday and Wednesday 4:00 p.m. or after and no classes all day Tuesday and Thursday.

Spring 2009

Registration	Oct. 27–Nov. 25 (Arranged by program)
Juries	Arranged by Program
Classes & Exams End	Tues., Dec. 23
NSO Session A	9/2–12/12
NSO Session B	9/2–10/31
NSO Session C	10/20–12/19
Registration	Oct. 27–Nov. 25 (Registration for continuing students)
Jan. 20–23 (Reg for new students; late reg for continuing students)	
Martin Luther King Day	Mon., Jan. 19
Classes Begin	Mon., Jan. 26
Last day to add a class	Fri., Feb. 6
Last day to drop a class	Fri., Feb. 13
President's Day	Mon., Feb. 16
Last day to withdraw from a class with a grade of W	
Undergraduate Students	Fri., Mar. 13
All Other Graduate Students	Mon., May 18
Spring break	Mon.–Sun., Mar. 16–22
Fall '09 Registration	Mar. 30–May 1
Juries	Arranged by Program
Classes & Exams End	Mon., May 18
Graduation	Fri., May 22
NSO Session A	Jan. 26–May 15
NSO Session B	Jan. 26–Mar. 27
NSO Session C	Mar. 16–May 15

MESSAGE FROM THE DEAN

Welcome. Through these pages, I hope you experience the difference at Milano The New School for Management and Urban Policy.

Here, you will pursue innovative approaches to current issues in real time. You will learn how to bring your best critical thinking to bear on today's complex social, economic, and political problems. Beginning in your first semester, you will undertake hands-on work with people, organizations, and local communities in need.

Our programs are designed to meet that need by balancing theory, research, and experiential learning using New York City as a laboratory. Our faculty includes nationally recognized professors who have attained a high level of scholarship, possess vast practical experience, and are passionately committed to their fields. Our courses are infused with relevant and timely ideas, such as social responsibility, corporate accountability, and professional ethics.

Our graduates are in demand all over the world and are known for their extraordinary leadership and management skills in all sectors of our economy. I encourage you to do right by yourself while you do the public good.

I want you to experience the difference at Milano, because I know that will make a difference to you and, ultimately, our world.



Lisa Servon

Dean, Milano The New School for Management and Urban Policy

Robert J. Milano

Robert J. Milano (1912–2000) grew up in the Hell's Kitchen area of Manhattan, attended the High School of Commerce, and took night classes at City College of New York, studying business administration and financial law. He was a successful entrepreneur in the chemical industry and went on to devote many years to public service to New York City and State.

He also enjoyed taking continuing education courses at The New School and, in 1976, joined the board of trustees of the university, serving for 24 years until his death. He was active in transforming The New School into a major urban university with a special dedication to public service and the arts. He provided financial support for scholarships, paid faculty leaves, venture capital grants to innovative academic programs, a student residence hall, and other student facilities. He was an overseer of the Center for New York City Affairs for many years and therefore a major supporter from its inception of the Graduate School of Management and Urban Policy, which now bears his name.

PROGRAMS OF STUDY

Graduate

MS in Health Services Management and Policy (HEGIS 1202.00)
 MS in Nonprofit Management (HEGIS 0506.00)
 MS in Organizational Change Management (HEGIS 0506.00)
 MS in Urban Policy Analysis and Management (HEGIS 2214.00)
 PhD in Public and Urban Policy (HEGIS 2214.00)

Post-Master's Certificate

Organizational Development

MASTER OF SCIENCE

Degree Requirements

Connecting theory and practice with a commitment to positive social change, Milano's curriculum enables students to acquire an in-depth understanding of the management policy and analysis skills needed by any effective professional. Our faculty members utilize a variety of instructional methods, including lectures, case studies, role-playing, group-work in the field, and other participatory techniques.

Milano offers the master of science degree in four program areas, Health Services Management and Policy, Nonprofit Management, Organizational Change Management, and Urban Policy Analysis and Management, and a PhD in Public and Urban Policy. A postmaster's certificate is also available, and students may design a distinct curriculum across programs with the assistance of an academic advisor.

Milano emphasizes small class sizes to facilitate student participation. Courses are structured to accommodate working professionals who make extensive use of online-onsite course options, as well as our evening and weekend courses.

To earn the master of science degree, students must complete 14 courses, each of which carries three credits—three school-wide core courses, five to seven core courses in a specific degree program, and four to six elective courses—for a total of 42 credits. The PhD program requires each student to complete 60 credits of course work, pass qualifying examinations, and complete a PhD dissertation.

Proficiency Assessments

Successful professionals in public, private, and nonprofit organizations must be able to communicate effectively and work interactively and must be comfortable working with numbers and data analysis. The Milano curriculum is designed to ensure that all students acquire these critical skills. A range of support services is available to help students achieve professional standards. In advance of the start of the semester, all new students complete self-assessment testing in quantitative skills. The assessment tool helps us and the students identify which services, if any, are appropriate for their needs.

Although no computer courses are required, students must demonstrate computer competency in the following areas: basic functions such as formatting and file management; word processing; spreadsheet development and use, including formulas and functions; and creating and printing graphs. Milano strongly recommends that students acquire these skills either before enrolling in a graduate program or during their first semester. The New School offers free workshops.

School-Wide Core Courses

The core is designed to provide a firm foundation for work in each of the four specialized degree programs. Students should ask an academic advisor about which courses apply to specific program areas. Advanced students may be exempted from one or more core courses based on prior work or by passing a written examination. In such cases, they must complete one elective course for each core requirement waived.

Master's Program Core Curriculum:

- Economics for Management and Public Policy
- Making a Difference: Global, Organizational, and Individual Perspectives on Social Change
- Quantitative Methods

Program Core Courses

Building on the generic management and policy analysis theories and skills developed in the school-wide core, each specialized master's degree program also requires its students to complete a five- to seven-course program core that focuses on mastering materials essential to the chosen field. The number of courses varies by program. The program chair may grant a waiver for one or more of these courses, in which case an elective must be substituted for each program core course waived.

Toward the end of their master's degree studies, all students are required to take an advanced seminar. The seminar serves as a forum for analyzing and debating major issues in a chosen profession. Each student in the seminar is required to complete a Professional Decision Report analyzing a pertinent issue, developing and evaluating management or policy alternatives, and recommending a specific response.

This exercise challenges students to produce a carefully articulated, action-oriented document of professional caliber that brings relevant theoretical, practical, and social concerns to bear on a real issue. This final comprehensive experience provides closure to the master's degree program at Milano and engenders confidence in students as they look toward their professional futures.

Electives

To round out their master's degree requirements, students complete courses chosen from the array of electives at Milano or elsewhere in the university. Students have the option of generalizing their elective course selections, grouping their electives in an area of specialization or post-master's certificate area within their professional discipline, or focusing their electives on policy or management areas of specialization across programs. The certificate and areas of specialization are described in the corresponding program sections in this bulletin.

Students who choose to concentrate on the development of critical policy or management skills may do so by selecting from courses across program lines.

Internships

Full-time students without relevant experience in this field of study or those planning a mid-career change are required to undertake a non-credit internship during the summer between their first and second years of study to supplement the knowledge gained in their course work. If for any reason students are not able to complete an internship during the summer, they must do so during the academic year. In either case, students must complete a supervised internship totaling a minimum of 400 and a maximum of 900 hours. Although not credit bearing, the internship is a degree requirement in all four of Milano's master's degree programs. Arranged with the assistance of Milano's Office of Career Development and Placement and program staff,

internships in appropriate government agencies, private-sector companies, and nonprofit organizations give students the opportunity to sharpen their abilities and build confidence through intensive involvement with professionals in actual work settings. Internships also provide valuable contacts for future employment. Additionally, there is a growing trend by employers to use internships as a recruitment vehicle to try out our candidates for permanent positions after graduation.

International Experience

To ensure that students receive an education attuned to the changing world, the school requires all students to take part in a comparative/international graduate seminar or a comparative international field trip. This international experience provides students with a wider view of management and policy problems beyond the U.S. perspective.

Transfer Credit and Requirement Waiver Evaluations

Students may apply to transfer to Milano previously earned graduate credits. To have up to twelve credits evaluated for transfer after admission, submit course descriptions to the Office of Student Affairs.

Students who, because of previous academic or professional work wish to have a requirement waived should see the Associate Dean for Student Affairs.

Areas of Specialization

Students may choose a course of academic study that develops special competencies in areas of interest, combining electives across programs to meet specific career goals.

Our program strengths make it possible for Milano to offer specializations in:

- Health
- Housing and Community Development
- Economic and Workforce Development
- Finance
- International
- Politics and Advocacy
- Social Policy
- Social Entrepreneurship
- Social Impact Management
- Sustainability Management
- Strategic Human Resource Management

Students who pursue any of these areas of specialization work closely with their academic advisors to explore available electives and design the program that best utilizes their time and provides the most flexibility and appropriate career credential.

Students must still fulfill school-wide core course requirements. The rigorous set of courses in management, policy, methods and techniques, and economics/finance are an anchor for student specialization.

Cross-Program Options

Through each of its programs, Milano seeks to provide students with specialized skills and a keen awareness of the growing complexity of the professional world in which they practice. Today, managers must be able to operate in a world where sector distinctions are blurred and problems are solved in a progressive, collaborative manner. Milano recognizes that there is a sector crossover in the nature of the problems professionals must confront, whether they are organizational, institutional, or societal.

Students interested in crossing the boundaries of professional arenas may do by combining courses from two or more program areas and developing a course of study to meet their specific career goals. Examples of this might be urban policy analysis specific to the health-care delivery industry or strategic human resource management for nonprofit organizations. In addition, students may elect to take courses in other graduate programs, including international affairs, economics, design, political science, sociology, and global political economy, to complement their core requirements.

Students would still be expected to follow the guidelines of school-wide core requirements, including courses from management, policy, methods and techniques, and economics/finance. Students design this unique curriculum across programs with the assistance of an academic advisor and must complete a rigorous set of management and finance courses.

POLICY PROGRAMS

HEALTH SERVICES MANAGEMENT AND POLICY

Starting with the Spring 2009 semester, no new students will be accepted to the Master of Science program in Health Services Management and Policy. To reflect the changing field, the Health Management and Policy Program is now a specialization under the Master of Science degree programs in Nonprofit Management, Organizational Change Management and Urban Policy Analysis and Management.

Entering Students Prior to and for Fall 2008

The Health Services Management and Policy master of science degree program at Milano prepares students for leadership roles in the rapidly changing healthcare industry. Students acquire new skills in gathering, interpreting, and presenting many different types of contextual and issues-related data relevant to the health care environment.

The program is built on a base of applied policy and professional practice in an atmosphere of flexibility and openness to new needs and client diversity.

In the Health Services Management and Policy program, students learn to manage and lead within a professional environment, as well as assess, initiate, and facilitate change.

Degree candidates gain the knowledge and skills required to:

- Gather, interpret and present many different types of health related data
- Leading, facilitating, and assessing change
- Analyzing contextual and issue-related information pertaining to healthcare environments
- Managing and leading in a professional environment
- Professional writing and business planning
- Performing original research

The program offers a positive, nurturing environment that is responsive to students' individual needs and career aspirations. Academic and career advising and professional mentoring are available for every student. Course offerings are scheduled to accommodate students who work during the day and are distributed so that all students can finish the program in two to three years.

Health Services Management and Policy Curriculum

The Health Services Management and Policy program provides students with the knowledge and skills needed for effective managerial leadership and career advancement. The curriculum consists of the school-wide core of 9 credits, a program core of 15 credits, and 18 credits of elective courses. Building on the foundation of the three school-wide core courses, the required 5 program courses strengthen students' understanding of the fundamental aspects of the health-care sector while sharpening their analytic and decision-making skills.

- MHTC 5008 Dynamics of the U.S. Health-Care System

For Management focus:

- MGMT 5026 Management and Organizational Behavior

For Policy focus:

- MPLC 5040 Policy Analysis
- MHTC 6006 Health Care in the Community
- MEFI 6070 Health Care Finance or Financial Management in Nonprofit Organizations
- MTCH 6522 Advanced Seminar in Health Services Management

The third group of courses in the master's program consists of six electives, including one international or cross-cultural course that students may choose in consultation with an academic advisor to suit their individual academic and professional interests and goals. Students whose career goals encompass broad policy and management interests often take a generalist approach, selecting electives in a range of health services management areas. Recognizing that students may prefer to organize their elective course selections to obtain in-depth knowledge in a particular area, the program in Health Services Management and Policy has developed groups of courses in a number of specialized areas of specialization. Given the broad array of courses offered at Milano and other divisions of The New School, a good deal of flexibility is possible, allowing each student access to a highly personalized course of study.

URBAN POLICY ANALYSIS AND MANAGEMENT

One of the first programs of its kind in the country, the Urban Policy Analysis and Management program trains professionals and managers committed to working for the betterment of urban communities and their residents. As federal and state support for cities has declined and economic activities have spread outward, urban areas across the nation have become politically, economically, and socially isolated from their wealthier suburban neighbors. Still, most regions continue to depend on a vibrant central city. As large cities become increasingly multiracial, multi-ethnic, and multi-lingual, it is essential to strengthen ties between the suburbs and the city and to build on urban diversity.

The program's mission is to provide the training that can help future leaders work in public agencies, community-based organizations, and other institutions to improve the economic and social well-being of urban communities. The Urban Policy Analysis and Management program is grounded in a belief that the challenges facing urban communities can be addressed effectively and equitably. Addressing such challenges requires skillful application of theoretical knowledge and analytic techniques by decision-makers who understand and are willing to take responsibility for their communities. The course of study is distinguished by practical, client-centered work with community-based organizations and local public agencies, a solid foundation in and critical assessment of the traditional analytical techniques of policy analysis, and a systematic exposure to alternative theoretical and political perspectives.

Urban Policy Analysis and Management Curriculum

The Urban Policy Analysis and Management program provides a sound, experience-based curriculum designed to give students a foundation in theory, technique, and practice. Using a variety of instructional approaches, including case analyses, computer-based problem sets, and actual policy and management issues posed by public officials, the program exposes students to the settings and problems they are likely to face as professional analysts and managers. The curriculum consists of the school-wide core of 9 credits, a program core of 18 credits, and 15 credits of elective courses. The five required program core courses build on the knowledge and skills developed in the Milano school-wide core courses. Urban Policy Analysis and Management has established a program core through which students develop the intellectual and technical foundations and the values of the profession.

- MHTC 5020 Political Economy of the City
- MPLC 6516 Public Finance and Fiscal Management
- MPLC 5040 Policy Analysis
- MTCH 6120 Laboratory in Issue Analysis (6 credits)
- MTCH 6528 Advanced Seminar in Urban Policy Analysis and Management

The third group of courses in the master's degree program consists of five elective courses, including one international or cross-cultural course, that students may organize, in consultation with a faculty advisor, to suit their individual academic and professional interests and goals. Students may follow recommendations within a concentration or select a wider range of electives. The broad array of courses offered by Milano and other divisions of The New School allows each student access to a flexible, personalized course of study.

MANAGEMENT PROGRAMS

NONPROFIT MANAGEMENT

The program in Nonprofit Management prepares students to assume increasingly important positions of leadership in nonprofit organizations. Milano's program is one of the oldest in the United States and has been a pioneer for three decades nationally and internationally. It continues to play an active role in the development of model research, curricula, and instructional materials and methods used at leading academic institutions worldwide. Consequently, at Milano, students in Nonprofit Management are at the apex of knowledge and innovation in this rapidly growing field.

Nonprofit organizations have long played a central role in U.S. and international life and continue to shape current events and public policy. However, changes in social and economic conditions, demographics, and technology over the past three decades have compelled nonprofit organizations to find ways to realize their goals more efficiently and effectively.

The program combines theory with practical skills and knowledge within a framework reflecting both individual and social ethical values. These elements are important to professional education in any field, but they are of special significance in nonprofit management.

To enhance professional leadership in the nonprofit sector, the masters degree program in Nonprofit Management offers a dual focus on comparative analysis and understanding the global civil sector. Areas of specialization maximize students' ability to develop an area of nonprofit expertise. In addition to regular course work, the program emphasizes the development of strong team interaction and presentation skills through direct exposure to nonprofit client projects. This blend of specialized knowledge and concrete skills makes Milano graduates uniquely suited to lead nonprofit organizations.

Nonprofit Management Curriculum

The curriculum of the Nonprofit Management program provides students with the knowledge and skills needed for effective management and leadership in the U.S. and international nonprofit sectors. To that end, the curriculum consists of the school-wide core of nine credits, a program core of 15 credits, and 18 credits of elective courses.

Five required program core courses build on the knowledge and skills developed in the three Milano school-wide core courses. They provide students with an understanding of key nonprofit management functions and issues while sharpening their analytic and decision-making capabilities.

- MHTC 5000 Theory and Practice of Nonprofit Management
- MMGT 5026 Management and Organizational Behavior
- MMGT 6002 Fundraising and Development
- MEFI 6070 Financial Management in Nonprofit Organizations
- MTCH 6520 Advanced Seminar in Nonprofit Management

The third group of courses consists of six electives, including one international or cross-cultural course, that students may organize, in consultation with an academic advisor, to suit their own academic and professional goals. The broad array of courses offered by Milano and other divisions of The New School allows each student access to a flexible, personalized course of study.

ORGANIZATIONAL CHANGE MANAGEMENT

Dramatic shifts in the global economic landscape are forcing organizations to become significantly more adept at change. The flux and diversity of labor markets; the decrease in global boundaries; the diminished resources available to organizations in the private, public, and nonprofit sectors; and the shorter life-cycles of technology and organizational structures are among the most prominent of these shifts. Increasingly, organizations require a great deal of flexibility and agility to succeed.

As individuals, work groups, and large-scale organizational systems confront unsettling realities in which transformation is the only constant, the need to aid in their adaptability grows, as does the demand for individuals who are able to influence how organizations respond to change. Strong signals from a range of sources suggest that few people possess organizational change management skills and that there is a pronounced lack of graduate programs that provide the opportunity to develop them. Whether agents of change operate as line managers or as internal or external consultants, they focus on the successful implementation of planned change at three levels within the organizational landscape. At the individual level, this may involve changing behaviors through coaching or other management and leadership development interventions. On the group level the focus may involve increasing the effectiveness of a work team, managing conflict among and between groups, or process innovation. Organizational change practitioners also focus on the system as a whole, which may require modifying the organizational structure, realigning the culture, developing and implementing a vision, which informs strategic planning, or facilitating acquisitions and alliances.

While the role of facilitating transformation was in the past handed to organization development professionals, this role is now expanding to also include human resources management professionals and line managers. In fact, the ability to create an organizational "culture of flexibility" in a given work group is now expected of most middle to senior-level managers.

The master of science degree is intended as a program for students who have a minimum of three years' work experience. The program is designed to satisfy the needs of those who wish to broaden, expand, and advance on their experience in the field of organizational change management, as well as those wishing to make a career transition into the change management profession.

Organizational Change Management Curriculum

The curriculum of the Organizational Change Management program has been designed to develop the skills needed to implement the strategic change initiatives of senior management. The curriculum consists of the school-wide core of nine credits, a program core of 21 credits, and 12 credits of electives.

The three Milano school-wide core courses provide an important foundation for this program. Central to the Organizational Change Management program is the seven-course program core, which focuses on theories and skills critical to the organizational change professional.

- MHTC 6124 Foundations of Organizational Change
- MMGT 5026 Management and Organizational Behavior
- MMGT 6518 Organizational Assessment and Diagnosis
- MMGT 6020 Group Processes, Facilitation, and Intervention
- MHTC 6122 Organizational Change Interventions: Theory, Design, and Implementation
- MMGT 6532 Managing the Client/Consultant Relationship
- MTCH 6526 Advanced Seminar in Organizational Change Management

To complete their masters degree requirements, students expand on their knowledge through four electives, including one international or cross-cultural course, chosen in consultation with an academic advisor from the range of courses offered by Milano and other divisions of The New School.

HUMAN RESOURCES MANAGEMENT

The MS degree program in Human Resources Management is no longer accepting students effective with the fall semester 2007. Students enrolled in the Organizational Change Management, Nonprofit Management, or Urban Policy Analysis and Management programs may wish to increase their understanding of the field of human resources with a specialization in Strategic Human Resource Management.

Currently enrolled students with questions about graduation requirements in this program should consult with the Management Programs chairperson.

PHD PROGRAM IN PUBLIC AND URBAN POLICY

The PhD in Public and Urban Policy is committed to providing students with a solid theoretical and institutional understanding of contemporary urban problems and with the technical skills necessary to teach, carry out scholarly research, design programs, and manage their implementation. The course of study provides advanced multidisciplinary training to a select and diverse student body concerned with the creation, implementation, analysis, and management of public policies of critical importance to urban areas.

Reflecting The New School's tradition of critical inquiry, the doctoral program emphasizes the social, political, and normative dimensions of policy analysis. While the identification of effective and efficient outcomes must be a fundamental part of graduate training in public analysis, a central theme of the doctoral program is that socially responsible and equitable outcomes are also essential to good public policy decision-making.

The PhD Program is supported by strong relationship with the New School for Social Research, another graduate division of The New School

Curriculum

The PhD program in Public and Urban Policy is organized around a public policy core offered within Milano and a broad range of electives offered by both Milano The New School for Urban Management and Policy and The New School for Social Research. The PhD Program has three main components—60 credits of coursework, qualifying examinations, and a dissertation. Each student is assigned a faculty advisor upon admission to the Program.

To be eligible for the qualifying examination, the doctoral student must complete at least 36 credits (12 courses) at The New School. Half of this course work (18 credits, 6 courses) must be taken in the following two areas.

I. Economics, Politics & Public Policy: Students must take three courses that address the nature of policy analysis and the process of policy formation, implementation, and evaluation.

1. Advanced Policy Analysis (required)
2. Economics of the Welfare State (required)
3. One course from the Economics or Political Science department at the New School for Social Research or from either of these departments at another university (with the agreement of the student's faculty advisor).

II. Research Methods: All students are required to take three courses in research methods.

Required courses include:

1. Research Methods I: one course in statistical analysis, such as Advanced Quantitative Methods (Milano) or Econometrics (Economics Department)
2. Research Methods II: one course in an area relevant to the student's dissertation research, such as Qualitative Methods, Program Evaluation, or Cost-Benefit analysis .
3. The Dissertation Seminar.

III. Students are required to take six elective courses (18 credits) in consultation with their advisors.

Qualifying Examination

Upon completion of coursework, the student is eligible to take the qualifying examination. The qualifying examination has three components:

- 1) A take-home examination focused on core knowledge in policy analysis and the policy process
- 2) An analytical paper that focuses on the conceptual framing of a substantive policy issue
- 3) The oral defense of these two products

All examinations and papers are read and evaluated by a three-person faculty committee, who also conduct the oral defense.

Dissertation Proposal

Once the examination is passed, the student can then proceed to produce and defend a dissertation proposal. The dissertation proposal consists of a clear statement of the goals and objectives of the proposed dissertation, a literature review, a research plan, and a proposed schedule. It must be written in consultation with the chair of the dissertation committee, who also evaluates the proposal at the time of the student's oral defense. The dissertation committee must include at least one faculty member from outside Milano.

Dissertation

Upon acceptance of the dissertation proposal by the student's dissertation committee, the student may commence work on the dissertation. The dissertation committee expects the dissertation to be of high academic quality. The dissertation must be theoretically framed and methodologically sophisticated, consisting of original research and focused on a relevant policy issue. It must also be well written and appropriately organized. Students are encouraged to write on a contemporary urban issue and to adopt a critical perspective. An acceptable dissertation must advance knowledge in the field. When the dissertation is substantially complete, the student's dissertation committee will decide whether to allow the student to proceed to the oral defense. Upon completion of an acceptable draft, the dissertation must be defended orally before the student's dissertation committee. The PhD is granted upon approval of the defense and the dissertation.

For further information, contact:

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 Director, PhD Program in Public and Urban Policy
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 milanoPhD@newschool.edu

POST-MASTERS CERTIFICATES

A certificate may be earned as part of a master's degree or independent of the degree.

CERTIFICATE IN ORGANIZATIONAL DEVELOPMENT

The organizational development specialist seeks to improve organizational effectiveness through planned, systematic, long-range change efforts. Human and social processes, those elements of the organization most affected by change, are of particular concern to the organizational development professional. Drawing upon behavioral science methodology, this certificate program provides students with concepts, skills, and techniques applicable to a variety of organizational situations. Applicants for this certificate must hold an appropriate advanced degree to be eligible for enrollment.

The certificate requires six courses in organizational development as follows:

- MGMT 5026 Management and Organizational Behavior
- MHTC 6124 Foundations of Organizational Change
- MHTC 6122 Organizational Change Interventions: Theory, Design, and Implementation
- MGMT 6020 Group Processes: Facilitation and Intervention
- MGMT 6518 Organization Assessment and Diagnosis
- One elective

JOINT PROGRAMS

BA/MS

The New School offers an accelerated bachelors/masters option for qualified undergraduate students who plan to matriculate in one of several graduate programs offered at Milano.

Students may apply to exercise a bachelors/masters option when they have completed at least 60 undergraduate credits, including at least one semester of satisfactory work as a matriculated student in a New School bachelors program. If approved, they may include in their undergraduate program up to 12 graduate credits toward the 120 credits required for the bachelors degree. Once they have graduated and have matriculated into a graduate program, these credits also apply toward the requirements for the master's degree. Normally, this reduces the time required to earn both degrees by a semester of full-time study.

Interested students enrolled in Eugene Lang College or the New School Bachelors Program should speak to an academic advisor for application information.

COURSE DESCRIPTIONS

SCHOOL-WIDE CORE

MMGT 5027 Making a Difference: Global, Organizational, and Individual Perspectives on Social Change

This Milano school-wide core course is designed to acquaint students with the contexts and complexities faced by professionals who engage in change activities. Through real world issue analysis, interdisciplinary theoretical learning, and individual and group problem application, students hone their competencies in creating value that serves public, private, and nonprofit interests. The course explores progressive change at the societal, organizational, and individual levels of analysis.

MEFI 5060 Economic Analysis for Management and Public Policy

This school-wide core course provides an understanding of basic economic principles, beginning with the core concepts of demand and supply, markets, and competition. It helps understand market failures and apply economic principles to policy problems such as the concentration of economic power and resources, social inequality, and protecting the environment. Throughout, the course explicitly examines the role of government and the tools available to policy-makers to influence markets.

MTCH 5070 Quantitative Methods

This course covers basic statistical methods and how to apply them to policy analysis and management decision-making. Students develop an appreciation for statistics, become statistically literate, learn to use statistical techniques properly, gain confidence using SPSS software, and acquire the skills necessary to look at statistical analyses critically.

HEALTH SERVICES MANAGEMENT CORE

MPLC 5040 Policy Analysis

(For Health Service Management and Policy Analysis students pursuing the policy track)

This course develops the policy analytic framework for decision making, including cost-benefit analysis, cost-effectiveness analysis, and financial analysis. It is part of a three-semester sequence that includes Laboratory in Issues Analysis and Advanced Seminar MPLC 5040 is a required course for all students in Urban Policy Analysis and Management, usually taken in the first semester.

MMGT 5026 Management and Organizational Behavior

(For Health Service Management and Policy Analysis students pursuing the management track)

The course examines organizations from the perspectives of the individual, the group, and the organizational system, with a focus on human behavior, as well as organizational structures and processes. Students learn the critical thinking and practical applications required to solve organizational problems. To deepen understanding of the sources of and possible solutions to problems, the course reviews theories that attempt to explain behavior in organizations, which managers use to analyze situations and devise effective practices.

MHTC 5008 Dynamics of the U.S. Health-Care System

This course offers an introduction to institutional, social, and political forces in the field of health care. After setting the historical and political-economic context, the course explores the dynamics of health-care institutions and the health-sector labor force. Trends in financing, management, and delivery are analyzed with a particular focus on reform processes and comparisons with other industrialized countries. Special attention is paid to the transition from fee-for-service delivery to managed care in the private sector and to the past and future of Medicare and Medicaid. Finally, students are introduced to a variety of topics germane to contemporary health policy, including ethics, equity, and quality of care.

MEFI 6074 Health Care Finance

The objective of this course is to enhance understanding of financial management principles as they relate to decision-making in health care organizations. We review analysis tools and techniques, become familiar with financial statements, learn the budget development process, and utilize performance measurement tools. Throughout the course, we discuss issues that arise as a consequence of the regulatory framework of health care organizations and employ case studies to illustrate major topics. At the conclusion of the course, students are able to read and analyze financial statements and budgets and have the ability to decipher an organization's financial and operating performance.

MPLC 6089 Environmental and Health Issues in the Community

This core course in the Health Services program teaches the fundamentals of epidemiology and environmentally induced illness in the community. We study a range of contemporary environmental health issues, including asthma, lead poisoning, Gulf War Syndrome, smoking, bioterrorism, Legionnaire's Disease, violence, Love Canal, and cancer. From an epidemiological perspective, we explore the social, political, and economic factors of environmental illness, emphasizing such concepts as population analysis, community diagnosis, causation and transmission of disease, and risk assessment. These standard epidemiological concepts are more contested and less precise when applied to suspected or known environmental sources of illness, and often, medical interventions to combat or prevent environmental health hazards occur only after the affected group and its advocates take political action. Students gain the skills and knowledge to make them better practitioners and advocates of an environmental health-care policy that acknowledges the importance of this issue in the emerging global economy.

MTCH 6522 Advanced Seminar in Health Services Management

This is the terminal course in the Health Services program. It integrates the knowledge and skills learned in other courses and in work and life experience. The course revolves around production of a work-related policy or organizational analysis, or Professional Decision Report (PDR), which is presented in written form and orally in class. This should exhibit both a facility with technical and formal skills of policy analysis and an understanding of the political and operational dimensions that condition policy and management responses. It should be well written, well organized, well argued, and well presented to convince a decision-maker of the wisdom (or shortcomings) of a particular policy or management decision. The paper and its presentation should demonstrate that the student is ready to work as a professional in the management and policy-making world. The purpose of this advanced seminar is to assist students in completing an effective PDR. Class time is used to help identify clients, identify and refine an issue or topic, develop a statement of analytic intent, and outline the report. Class sessions are also devoted to presentation technology and to problem-solving in a group context.

NONPROFIT MANAGEMENT CORE**MHNC 5000 Theory and Practice of Nonprofit Management**

The course focuses on management functions pertinent to effective leadership across different types of nonprofit organizations. The course also emphasizes the dynamic and complex legal, regulatory, global, and socio-economic contexts of management decision-making. Topics include the history, scope, and contemporary theories of nonprofit organizations and management issues relating to nonprofits, fundraising and development, financial management, accountability, human resources management, volunteer management, strategic planning, marketing, governance and leadership, advocacy, ethics, and the future of nonprofits.

MMGT 5026 Management and Organizational Behavior

The course examines organizations from the perspectives of the individual, the group, and the organizational system, with a focus on human behavior, as well as organizational structures and processes. Students learn the critical thinking and practical applications required to solve organizational problems. To deepen understanding of the sources of and possible solutions to problems, the course reviews theories that attempt to explain behavior in organizations, which managers use to analyze situations and devise effective practices.

MMGT 6002 Fundraising and Development

This course is designed to build students' understanding of sources of private philanthropic income for nonprofits and the motivations and expectations of donors—as well as the techniques and tools of fundraising as it is currently practiced in economically developed countries. Emphasis is on matching fundraising techniques to donors' values, interests, capabilities, and inclinations to give and on designing fundraising programs that are appropriate for a nonprofit in its current phase of development.

MEFI 6070 Financial Management in Nonprofit Organizations

The primary objectives of this course are to enhance understanding of management principles for nonprofit organizations and to review some of the key financial-analysis tools and techniques for this segment. Approximately half the course is devoted to discussing the information found in nonprofit financial statements. Then the class explores principles of financial management and operating and capital-budgeting processes, with the goal of gaining an appreciation of how available resources are allocated to both short-term and long-term objectives of an organization. The class also discusses fraud and IRS and state regulatory issues.

MTCH 6520 Advanced Seminar in Nonprofit Management

Intended to be taken toward the end of the Nonprofit Management program at Milano, this advanced seminar helps participants use theoretical concepts and research findings as instruments of practical problem-solving and apply what they have learned in their training program at Milano to real-life situations in management. To that end, students produce a Professional Decision Report or a paper of publishable quality as a master's-level research project.

ORGANIZATIONAL CHANGE**MHNC 6124 Foundations of Organizational Change**

Foundations is the basic course in the Organizational Change Management sequence. It explores the contribution of the discipline of Organizational Development to current practice, defining models, approaches, and understandings of the way organizations can be helped to achieve successful change. The OCM competency model is introduced to assist self and professional understanding. Prerequisite or co-requisite: MGMT 5027 or MGMT 5026

MMGT 5026 Management and Organizational Behavior

The course examines organizations from the perspectives of the individual, the group, and the organizational system, with a focus on human behavior, as well as organizational structures and processes. Students learn the critical thinking and practical applications required to solve organizational problems. To deepen understanding of the sources of and possible solutions to problems, the course reviews theories that attempt to explain behavior in organizations, which managers use to analyze situations and devise effective practices.

MMGT 6020 Group Process, Facilitation, and Intervention

This course is primarily a laboratory training experience based on a model refined over the decades by National Training Laboratories. The NTL model, which focuses on personal and group development, is supplemented to provide a richer experience for understanding and applying group-process theory. Further opportunities to develop and practice sophisticated group facilitation skills are provided.

A preregistration interview is required for each student considering the course. Due to the intense nature of the group experiences and the potential for psychological risk, the interview is critical for determining whether the course will be appropriate and useful. Admission is at the discretion of the instructor, but should be a collaborative decision between instructor and student. Students managing a personal crisis should not consider the course until the crisis is well under control. Students engaged in psychotherapy or counseling should notify the instructor during the screening interview.

MHTC 6122 Organizational Change Interventions: Theory, Design and Implementation

Students are exposed to the full range of philosophies, strategies, tactics, and issues relevant to successful organizational change. They learn how to select the most appropriate change-management intervention, modify a preexisting intervention strategy to address a specific project, assign roles for consultants and clients, and assess outcomes. Prerequisite: MMTG 6124

MMGT 6518 Organizational Assessment and Diagnosis

The course covers a range of methodologies for collecting, organizing, and analyzing data. We explore data collection through such strategies as survey instruments, structured interviews, and focus groups. This is coupled with techniques for analyzing complex data. Also emphasized is managing the data feedback process so that clients can understand the assessment, envision the necessary steps to improve performance, and remain committed to the resolution of the identified problems.

MMGT 6532 Managing the Client/Consultant Relationship

The relationship between change agent and client is perhaps one of the most important predictive variables affecting a successful organizational change intervention. Students learn and use the collaborative consulting approach at each stage of a simulated consulting process. Special emphasis is placed on techniques for managing client resistance and transference issues, common concerns also encountered in the relationship between psychotherapist and patient. Prerequisite: MMTG 6124

MTCH 6526 Advanced Seminar in Organizational Change Management

In the capstone course for the Organizational Change Management program, we use a modified seminar approach. Students review their experiences and the work they have completed in the curriculum and write a rigorous paper of publishable quality on a topic of their choosing. We create a professionally collegial and supportive peer-group experience within which the Organizational Change Management academic experience is integrated. The course is dependent upon student presentations and interventions, faculty and peer review of written work, faculty coaching, continual feedback, and peer support. Guest speakers help us focus on topics, discover our written “voice” and achieve publication placement and provide their perspective

MPLC 6516 Public Finance and Fiscal Management

This course deals with how governments tax and spend. Students become familiar with the theoretical, empirical, and practical tools and methods used to create and analyze government budgets, as well as the flow of public resources. The course examines public revenues and expenditures within the context of fiscal federalism, in addition to budgeting and resource management and the social, economic, and political forces that shape the fiscal environment within which governments (particularly state and local governments) operate. Significant attention is paid to the fiscal crises confronting many large cities. *The course builds on the conceptual framework developed in MEFI 5060 (Economics for Management and Public Policy) and is required for all Urban Policy Analysis and Management students.*

MTCH 6120 Laboratory in Issue Analysis

This course is a follow up to Policy Analysis and builds on the techniques and frameworks that were mastered through case analysis in that core course. The course is an applied policy-analysis experience in which students work together in teams of four or five to resolve a policy issue for a public or nonprofit decision-maker. Over the course of the semester, students work on two different issues for different clients. Each experience, or “round,” is supervised by a different faculty member and assisted by an experienced and analytically talented second-year master’s program student. At the end of each round, the client and two faculty members are briefed in an interactive setting, the team’s performance is assessed in terms of its analytic strength and policy relevance, and the team then prepares written analysis in response to the feedback. Students labor under realistic constraints of limited data, time, and resources to provide rigorous analysis to clients with decision-making responsibility. The goal is to build strong analytic skills and research logic in the service of rational decision-making.

MTCH 6528 Advanced Seminar in Urban Policy Analysis and Management

This advanced seminar provides an opportunity to design and execute an independent analytic project. The project—the professional decision report—is an intensive, integrative experience that demonstrates students’ professional abilities, as well as the analytic skills they have acquired through graduate study. The final document should exhibit both a facility with technical and formal skills of analysis and an understanding of the political and operational dimensions that condition policy and management responses.

URBAN POLICY MANAGEMENT CORE**MHTC 5020 Political Economy of the City**

This course introduces the framework of urban policy and development in the United States. The focus is on conveying a broad understanding of the structure and context in which local governments, local communities, and the private sector interact to formulate urban policy. The investigation of this dynamic leads to discussions of recent major development projects in New York City. In the end, students learn new ways of analyzing how urban policy is formulated and implemented in modern cities.

PHD PROGRAM CORE**MMTE 6529 Advanced Quantitative Methods**

Quantitative methods are indispensable for making good decisions. All fields studied at Milano rely on statistical methods to further the corpus of knowledge and challenge received wisdom. With this in mind, this course focuses on both the theory and application of various statistical tools. The purpose is to enable students to develop a critical understanding of basic statistical concepts and techniques; proficiency in applying statistics to various social science, management, planning, and public policy questions; and familiarity with computer software for statistical analysis, graphical presentation of data, and report writing.

MPLC 7010 Advanced Policy Analysis

This course provides an advanced treatment of the theoretical foundations of policy analysis. The course examines alternative analysis tools, including models of individual choice and market behavior, group and institutional behavior, and the development and role of social norms. The course also explores contemporary political philosophies of public policy and the practice of policy analysis, and the tools and perspectives that drive the actual practice of public decision-making—e.g., the relative importance of ideologies regarding individual behavior, the performance of markets, the role of the state, organizational processes and constraints, and the realities of local politics.

MPLC 7015 Economics of the Welfare State

This course uses standard microeconomic theory, alternative theoretical perspectives, and recent empirical research to explore the effects of key public-sector activities designed to promote individual and family welfare. The objective is to assess alternative welfare-state models on both efficiency and equity grounds. Which works best for whom and according to whose values? Prerequisite: an introductory course in microeconomics.

MTCH 7003 Dissertation Seminar

This course helps students to develop their dissertation proposal. By the end of the course, the student will have produced a substantive first draft. In order to achieve this goal, the course is run as a workshop in which students will present their work and assess the work of others on a weekly basis.

ELECTIVES FOR ALL PROGRAMS

Not all courses are offered every year. Students must plan their electives in consultations with an academic advisor.

Index of Elective Courses

MMTE 6529	Advanced Quantitative Methods
MPLC 5017	Advocacy in Government Relations
MMGT 5041	Analysis for Decision Making
MEFI 6086	Capital Markets and Development Finance
MPLC 5052	Children, Youth, and Family Policy
MPLC 5049	Cities, Parks, and Public Space
MMGT 6004	Civil Society and International Development
MHTC 6523	Coaching Theory and Practice
MHTC 5022	Community Development
MEFI 5059	Community Development Finance Lab
MMGT 6030	Community Development Practicum
MPLC 5038	Competitive City: Urban Development in Global Context
MMGT 6014	Continuous Organization Improvement Concepts, Strategies, and Techniques
MHTC 5066	Continuum of Health Care
MMGT 6067	Corporate Philanthropy and Social Responsibility
MMGT 6905	Criminal Justice in New York City
MMGT 6167	Cultural Diversity for Managers
MMTE 6072	Data Management and Presentation

MHTC 5011	Disparities in Health Care
MPLC 7015	Economics of the Welfare State
MMC 5081	Education and International Development
MPLC 5068	Education Policy
MEFI 5031	Elements of Finance and Capital Markets
MLIR 6102	Employment Law in a World of Organizational and Workforce Change
MPLC 6089	Environmental Policy
MHTC 5010	Ethical Issues and Health Care
MPLC 5063	Gender, Development, and Finance
MPLC 6098	Globalization, Immigration, and Transnationalization
MMGT 6034	Grantsmanship: Research, Writing, and Relationships
MEFI 6074	Health-Care Finance
MEFI 6143	Health-Care Mergers and Acquisitions
MMGT 6120	Hospital Management and Development
MEFI 6082	Housing and Real Estate Development
MPLC 5043	Housing Policy
MHTC 5067	How to Start a Nonprofit
MMGT 6126	Human Resources Strategic Planning
MMGT 5007	Human Rights Issues in International Organizations
MPLC 6083	Introduction to Geographic Information Systems
MPLC 6140	Issues in Health Care Policy
MMGT 6015	Large Group Change Interventions
MLIR 6099	Law of Nonprofit Organizations
MMGT 5013	Leading and Implementing Community Change
MMGT 6144	Managed Care
MMGT 6016	Managerial Decision-Making
MMGT 6149	Managerial Negotiations
MMGT 5010	Managing for Performance in Public and Nonprofit Sectors
MPLC 5065	The Mayor, the Media, and the Politics of Policy in New York City
MMGT 6068	Measuring What Matters: The Art of Managing Corporate Responsibility
MMGT 6013	Media, Advocacy, and Social Marketing
MPLC 5054	New York City Economy, Politics & the Private Sector
MMGT 6003	NGOs and International Development
MMGT 6024	Nonprofit Arts and Culture Organizations
MMGT 6026	Nonprofit Governance and Executive Leadership
MCCI 6075	The Nonprofit Sector in a Global Environment
MMGT 6115	Philanthropy in the 21st Century
MPLC 5078	Poverty and American Social Policy
MPLC 5015	Power, Strategy, and Social Change
MHTC 6000	Program Evaluation and Design
MMGT 5028	Project Management
MPLC 6065	Racial Disparities: Causes and Consequences
MPOC 5069	Racial Relations: Comparative International Perspective
MMGT 6038	Social Entrepreneurship Through Design
MPLC 5037	Social Policy Journalism and Advocacy
MPLC 6022	Sustainable Development
MTCH 6114	Technology Strategies for Human Resources Management
MMGT 5032	Training and Development

MPLC 6064	Urban Economic Development
MPLC 5043	Urban Environmental Policy
MPLC 6068	Urban Labor Markets and Public Policy
MPLC 6084	Urban Sprawl and Policy Alternatives
MCCI 6096	Welfare and Health Policies
MPLC 5048	Workforce Development

MCCI 6075 The Nonprofit Sector in a Global Environment

This course is about acting locally while thinking globally: it emphasizes that nonprofit organizations function in a societal environment. Students learn that nonprofit management is a process with a cultural context and that effective leadership and application of nonprofit management techniques and tools requires sensitivity, both to local environments and to the forces of globalization.

MCCI 6096 Welfare and Health Policies: An International and Comparative Perspective

In very general terms, social policy can be defined as the branch of public policy that advances social welfare and enhances participation in society. Social safety nets, however, often contribute to social exclusion, especially in urban settings, instead of being universally accessible. In most Western societies, social protection usually depends on contributory social insurance schemes to which only regular job holders and their dependents have access. In the United States, this is particularly evident with respect to the way the health-care system and Social Security retirement benefits work. This policy analysis course deals with different systems of social protection that have been instituted in Western societies over time. The purpose is to determine which mechanisms can prevent a growing number of citizens from being excluded from welfare and society at large.

MEFI 5031 Elements of Finance and Capital Markets

This course familiarizes students with the language of finance in general and specifically as it applies to community development. It builds on the skills established in students' prior study, assuming a "Wall Street perspective" to examine fixed-income financing alternatives and opportunities that can help make future economic ventures much more successful. The course provides an introduction to mainstream corporate financial markets, community financial markets, investments, financial assets (securities), institutions, financial trading, and valuation of financial assets.

MEFT 5059 Community Development Finance Laboratory

The Lab examines community capital markets through real-world projects and produces working tools, such as organizations can use every day. The course consists of three components: (1) the Pro-Bono consulting clinic that allows students to work in partnership with community based organizations to conduct feasibility studies and business plans for their community economic development projects, (2) seminars with community development finance experts where students learn about particular issues and techniques as well as are provided with networking opportunities, (3) workshops to build technical skills. This component of the course consists of workshops in which students learn about a particular community development finance tool, such as the New Markets Tax Credit and Low Income Housing Tax Credit, and work with spreadsheets from actual deals in order to gain a fine-grained understanding about how these tools are used and how deals are structured.

MEFI 6082 Housing and Real Estate Development

The development and redevelopment of urban real estate, especially housing, is examined from a public policy perspective. Through case studies, students learn the development process and master the basics of project-level real estate economics. Emphasis is on the financial structure of real estate ventures, including tax efforts, and how a variety of public policies can influence private development activity.

MEFI 6086 Capital Markets and Development Finance

This course offers a thorough introduction to both private and public capital markets, with a focus on municipal bond markets. Students learn about important institutional stakeholders (investors, rating agencies, finance agencies, underwriters, and beneficiaries) and are introduced to the basic theoretical and practical tools needed to analyze financial conditions pertinent to both domestic and international capital markets. Particular emphasis is placed on the evolving fields of community development investment in the United States and emerging markets. This course provides the background necessary for participation in many of the school's other finance courses and labs. Understanding of basic microeconomics and/or quantitative methods is advisable, but the instructor may grant permission to enroll in the course without it.

MEFI 6143 Health-Care Mergers and Acquisitions

While this course covers the technical aspects and principles of the merger and acquisition process, the primary objective is to provide students with background knowledge and practical tools. The course covers factors affecting mergers and acquisitions, how to determine and maximize a company's value, the mergers and acquisition process, the human aspects of M&A and negotiation, how to structure a deal and raise acquisition capital, transaction analysis and closing the deal, looking inside a buyer's mind, and a practical exercise in deal-making.

MHTC 5010 Ethical Issues in Health Care

Issues in medical ethics are explored with an emphasis on their impact on administrative policies in health-care delivery organizations, including the personal and moral dilemmas they may raise for administrators. Issues discussed include general medical ethics, the right to health care, abortion, determination of death, euthanasia, suicide, allocation of scarce resources, and experimentation using human subjects.

MHTC 5011 Disparities in Health Care

The existence of racial and ethnic disparities in health care represents a failure of the system to provide equal, high-quality care to all individuals, regardless of ethnicity, race, and other related factors. The class looks at various disparities within society, and their relationship to the health-care model. We focus on the delivery system, cultural differences, stereotyping, language barriers, access, lack of education, and environmental setting. Certain diseases are examined, as well as the relationship of prevalence in certain ethnic groups. Individual research is required.

MHTC 5022 Community Development

This course provides an overview of the history of community development as a field, current debates over strategies and practice, and significant policy initiatives. Students are introduced to current approaches to revitalizing distressed communities. Topics include the theoretical basis for community development, community development as economic development, community organizing, and the role of the federal government and nongovernmental organizations in community development. Students have an opportunity to work with local community organizations through class projects.

MHTC 5066 Continuum of Health Care

Key policy issues concerning home, ambulatory, extended, chronic, and nursing care are at the center of this course. Students analyze the care by various types of agencies—voluntary and municipal hospitals, voluntary and public community agencies, and proprietary agencies—and explore the current and future roles of hospitals and nursing homes.

MHTC 5067 How to Start a Nonprofit

This is an essential elective for those who want to start up an organization or serve in an agency in the early stages of development. From the necessary filings to the first client served, this course covers all the key topics to prepare students to launch a successful and entrepreneurial nonprofit organization. Topics include focused mission and vision development, incorporation and the IRS approval process, early-stage fund-raising and development, start-up operations and procedures, initial budget development and fiscal management, and board recruitment and engagement. Nonprofit entrepreneurs and experts serve as occasional guest lecturers. Through ongoing assignments and course content, students prepare a portfolio that includes all the required forms and essential planning documents, enabling them to “hit the ground running” with a nonprofit venture.

MHTC 6000 Program Evaluation and Design

Each year the federal government spends more than \$1 billion dollars on the Head Start program for young children. How well does it prepare kids for school? Could it do better? New York State spends millions of dollars on intensive-supervision probation to control nonviolent felons. Does this program protect the public or rehabilitate the offenders? The City of New York provides \$5 million in child-care subsidies to low-income parents. Is this money well spent? Should we spend more? To an increasing extent, public policy-makers and managers rely on program evaluation to answer questions like these. Though modern evaluation originated in the field of education, it is now utilized in a wide variety of contexts. This course provides a general introduction to evaluation, from different approaches to specific methods. By focusing on a number of social policy/program evaluations, the course introduces a variety of cross-disciplinary evaluation approaches. While there is no single ideal way to conduct evaluation in the real world, the course offers an integrated framework that blends quantitative and qualitative perspectives. The course also sensitizes students to the larger political, administrative, and ethical issues in evaluation.

MHTC 6523 Coaching Theory and Practice

This course focuses on the theory and practice of individual coaching as a method for helping managers develop their skills and improving their performance. By the end of the course, students have a working knowledge of how coaching can best be used, and what a coach needs to do to be effective. We discuss the conceptual foundations for the task of changing a successful adult's behavior within an organizational setting. Alternative coaching models are examined, and students start forming their own coaching models. Coaching is performed on a limited basis so that each student can explore the experience firsthand.

MLIR 6099 Law of Nonprofit Organizations

This course reviews the laws pertaining to nonprofit organizations, focusing on structure, management, behavior, and accountability. We explore laws governing tax exemption, with particular emphasis on IRC 501(c)(3) exemptions. Additionally, we explore questions of liberty, religious expression, fundamental rights, and other issues. Each session consists of a lecture followed by discussion. Students are expected to participate, drawing on their experiences with and interest in nonprofit organizations. Readings and problem sets are assigned for discussion and analysis.

This course spotlights the employment and labor law implications of organizational and workforce change. It focuses on managing these issues in compliance with government regulation and without increased exposure to liability. The class discusses the manner in which the law adapts to organizational, economic and workforce changes. It covers a variety of change issues such as downsizing the workforce in a global economy; managing diverse cultures and religions; creating an inclusive workplace free of discrimination, harassment and retaliation; responding to family issues; dealing with employee privacy in the context of advanced technology and security concerns; the legal protection of whistle blowers, and managing increased union efforts to organize the workforce and the unionized workplace. This course was formerly called Legislation Affecting Employment.

MLIR 6102 Employment Law in a World of Organizational and Workforce Change

This course spotlights the employment and labor law implications of organizational and workforce change. It focuses on managing these issues in compliance with government regulation and without increased exposure to liability. The class discusses the manner in which the law adapts to organizational, economic and workforce changes. It covers a variety of change issues such as downsizing the workforce in a global economy; managing diverse cultures and religions; creating an inclusive workplace free of discrimination, harassment and retaliation; responding to family issues; dealing with employee privacy in the context of advanced technology and security concerns; the legal protection of whistle blowers, and managing increased union efforts to organize the workforce and the unionized workplace. This course was formerly called Legislation Affecting Employment.

MMCI 5081 Education and International Development

This course provides an introduction to the economic, social, and political dimensions of education and to the policies and practices of education in developing countries. Students become familiar with a wide range of issues and skills necessary to participate in the debates around the state of education in varied countries and regions of the world: Latin America, Africa, Eastern Europe, the Middle East and North Africa, and Asia. We consider the current level of educational achievement across the globe, the prevailing diagnoses of the most important problems, the most prominent goals for improvement (e.g., the U.N. Millennium Development Goal of universal primary education), the politics of educational reform, and the most promising strategies for improving educational achievement and social and human development outcomes.

MMGT 5007 Human Rights Issues for International Organizations

This course provides students the opportunity to learn about the growing importance of human rights and their impact in the world today with a particular emphasis on how managers in both nonprofit organizations and the business world respond to these trends. Students also gain an understanding of the existing and emerging international human rights framework relevant to international organizations, learn how business and human rights intersect, and are exposed to the range of methods and tactics employed by managers in nonprofit and for-profit entities to address issues relating to human rights and corporate social responsibility. Classroom discussion includes a review of trends in human rights, the development of human rights principles and standards relevant to corporations, human rights issues facing business operations abroad, specific human rights problems businesses face in conflict zones (including Iraq), globalization and human rights, collaborative efforts between business and nonprofit organizations, and the growing public demand for greater accountability. Students engage firsthand with managers and executives in international organizations dealing with these issues.

MMGT 5010 Managing for Performance in Public and Nonprofit Sectors

This course explores how a manager or executive in a public or nonprofit setting can create a high-performing organization. We examine the logic, methods, and approaches of performance management in organizations of various types; for example, a large public human services agency or a small, job training nonprofit. The course emphasizes the means executives and managers use to transform management of their units or organizations in order to define their goals, develop ways to measure the achievement of those goals, and build systems—operational and cultural—that increase commitment and motivation. Further we are interested in creating a learning organization where performance measurement allows managers and line workers to see where outcomes are aligned with goals and where they are not. Students become conversant with current management literature but the course emphasizes application. Through case analysis, students learn operational approaches—privatization and contracting among them—that improve organizational performance and service delivery.

MMGT 5013 Leading and Implementing Community Change

This course provides students with concrete skills to aid in effecting community change through leadership intervention. Leadership interventions consist of a wide range of activities: raising consciousness or building support around an issue, implementing a program, or any initiative that requires the mobilization of multiple stakeholders. Students may focus on communities that have common characteristics as individuals (e.g., people with disabilities), as residents of a particular place or neighborhood, or as members of an institution (e.g., a specific government or nonprofit agency).

MMGT 5028 Project Management

The ability to conceive, implement, and manage projects to completion is the building block of management accountability. This course helps students utilize elements of project management such as project definition, time planning, performance indicators, financial management, environmental analysis, and strategic gaming.

MMGT 5032 Training and Development

This course offers the theoretical and applied components of training and development within all types of organizations. Principles of adult learning, identifying training needs, developing and delivering effective training programs, and evaluating training are explored. Students learn to critically assess their own and others' training competencies.

MMGT 5041 Analysis for Decision Making

This course introduces the fundamentals of analytical problem-solving and decision-making, a skill needed by those working in the public, private, and nonprofit sectors in many professional capacities. The goal is to understand decision-making situations and develop a basis for effective action. Students examine three kinds of analysis commonly used for decision-making, develop skills using each kind of analysis, and critique their respective strengths and weaknesses.

MMGT 6003 NGOs and International Development

Around the world, disparate groups of different ideologies or no ideology are building their own problem-solving institutions independent of governments and traditional business corporations. But the precise direction of such "human actuality" is not clear, and there are important questions to be answered about the nature and potential of so-called non-governmental organizations (NGOs) within civil society. This course studies NGOs specifically in the underdeveloped world, in agricultural and urban settings, where local members (fishermen, weavers, farmers, village women) interact with external actors (professional staff, politicians, donors, academics, and local bureaucrats) in trying to nurture these "oases of actuality."

MMGT 6004 Civil Society and International Development

NGOs are easily the most prominent "face" of civil society today. But to what extent are they representative of civil society? This course presents key theories on civil society and NGOs, within the context of the distinct roles NGOs perform as "delivery vehicles" for international development policy, for instance, in terms of delivering aid, coordinating disaster relief, advocating for communities, and delivering basic services. To what extent do such roles constitute the historical promise of civil society as a force for democratization and political accountability? What else could constitute the larger "associational ecosystem" of civil society? Through a set of case studies that focus on debt relief, the AIDS crisis, the women's movement, farmer's movements and fair trade, students are encouraged to broaden their understanding of civil society and explore the various forms of partnerships that NGOs foster to generate inclusive (though modest) social change.

MMGT 6013 Media, Advocacy, and Social Marketing

Media advocacy is the use of mass media to influence public policy. Social marketing is the application of marketing principles to influence human behavior. Media advocacy targets the broad, social environment. Social marketing targets specific, individual behaviors. Each is a useful tool for helping nonprofit and government organizations promote their missions; together, these complementary techniques form a powerful mechanism for promoting social change. This course examines the components of effective media advocacy and social-marketing campaigns, identifies particular policy issues that may be addressed through the strategic application of media advocacy and social-marketing principles, and considers some ethical dilemmas that arise when government agencies engage in social activism and when commercial marketing and media techniques are applied to complex issues of public policy. *Prerequisite: MHTC 5000*

MMGT 6014 Continuous Organization Improvement Concepts, Strategies, and Techniques

This course explores how organizations consistently implement changes to ensure they are capable of meeting changing customer needs. We use a model that examines: 1) the role a strategic plan plays in the organization's ability to implement change, 2) what type of analytical tools are required to identify when change is needed and what specifically needs to change, 3) what type of commitment is needed from leaders throughout the organization, and how to make it as easy as possible for people to adopt the changes being implemented? Successful organizations must consciously manage these strategic, analytical, and human issues. In addition, the role the facilitator/change agent plays is examined. *Prerequisite: MGMT 5026.*

MMGT 6015 Large Group Change Interventions

This course examines the history and practices of working with large numbers of people to do real work. The course uses large and small group discussions; provides practice designing, facilitating, and evaluating interventions; and explores why these models matter in the client frame of reference. The objectives are to understand the business case for accelerating change and building an organizational future; to learn about the history of large-group interventions and their evolution and current application; and to appreciate how it energizes a workforce to be engaged in developing a particular mission. Text readings are supplemented with articles and video demonstrations of methodologies in action, and there are guest participants.

MMGT 6016 Managerial Decision-Making

Decision-making is in many ways the central focus of managerial action. Traditional approaches to making organizational decisions are based on rational and rule-based models that outline steps in the decision-making process, seek to maximize utility, emphasize successful precedents, and/or provide a framework for multi-party participation in the process. These models, however, may overlook elements of decision-making in the managerial context that can significantly—sometimes decisively—influence outcomes. This course examines various decision-making models and how they relate to the social-action context of managerial decision-making.

MMGT 6024 Nonprofit Arts and Culture Organizations: Individual Visions, Organizational Cultures

This course provides an overview of arts and cultural organizations. Topics include the role of arts and culture in a pluralistic society, financing the arts, arts and education, organizational structures and functions, leadership styles, and artistic control. Students analyze the role of the individual artist as well as the relationship between the arts and commerce, government, and foundations. Using specific examples, students examine the distinct characteristics of performing, visual, and literary organizations.

MMGT 6026 Nonprofit Governance and Executive Leadership

This course provides a practical as well as a conceptual base for understanding the issues of nonprofit governance and its relationship to achieving the organization's mission, vision, and strategic plan. Students evaluate the role and functions of a volunteer board and consider the relationship of the board and CEO and its pivotal role in the leadership of nonprofit organizations. Strategies for strengthening the relationship between volunteers and staff are examined, as is its positive impact on leadership and the organization. Techniques for recruiting and developing a high-performance board are studied, as well as systems to measure a nonprofit organization's success. Through lectures, class discussions, exploration of models of governance, case analysis, and presentations by professionals in the field, students garner a reality-based understanding of the issues of nonprofit governance.

MMGT 6030 Community Development Practicum

Students undertake a community-building and community-development project with a nonprofit organization. This course is a joint project with students from Parsons The New School for Design. Emphasis is on refining student skills in a real-world setting in which students skills and knowledge are brought together in working with a client, architects, a neighborhood, the financial community, potential donors, and city regulatory agencies. Moreover, the project, like many in the community, must overcome political barriers. Students determine a range of alternatives and trade-offs with the client to satisfy the different stakeholders while remaining true to the mission and goals of the client. The course is a capstone to community development courses. Because of the nature and size of the project we undertake, we develop two additional reports to serve as a tool for the client's community building goals and an outline of how this project benefits the community.

MMGT 6034 Grantsmanship: Research, Writing, and Relationships

The keys to successful grant-seeking are effective research, compelling prose, and constructive relationships. This course provides insights into proposal preparation from both the grant-seeking and grant-making perspectives. The class includes a comprehensive overview of research resources, including the Internet, and proven techniques for effective writing. Private and corporate philanthropies are examined. Guest speakers share their experiences and advice. Students research, write, and complete a funding proposal.

MMGT 6037 Marketing in Nonprofit Organizations

This course describes the strategic marketing process in nonprofit and public organizations, from planning through execution and evaluation. Students learn how to research and analyze a market, conduct a marketing audit, develop a positioning strategy, formulate a budget, determine the various elements of the marketing mix, create an implementation plan, and assess the results. *Prerequisite: MHTC 5000.*

MMGT 6038 Social Entrepreneurship Through Design

Nonprofit organizations now generate more than 40 percent of their revenues through fees and other forms of earned income. The central focus of this course is the creation of a business plan to generate earned business income for a local nonprofit organization. Policy issues that affect the development of earned business income, including IRS regulations and the debate on unfair competition by nonprofit organizations, are discussed. Students working in teams develop a business plan for a particular venture. This plan covers all aspects of planning a business, including the management team, market research and analysis, financial projections for the first five years of the venture, and financing sources. Each team is required to present its business plan to a client and potential investors at the completion of the course. *This course was formerly called Public/Private Ventures.*

MMGT 6067 Corporate Philanthropy and Social Responsibility

Corporate Social Responsibility is a critical topic in the debate about the future, as citizens, governments, advocacy organizations and corporations themselves grapple with the role of companies in relation to a wide range of concerns, including environmental sustainability and global climate change; globalization and outsourcing; labor practices and policies; consumer preferences; social entrepreneurship; work-life balance; the international geopolitical influence of corporations; and the opportunity for businesses to "change the world" into a better place through their power to deploy resources. This course offers students an opportunity to understand the spectrum of varied corporate stances on the issue of social responsibility, the evolution of the concept of CSR, international variation in CSR philosophy, and current research on the influence and possible future directions of CSR. Students explore and understand theories of Corporate Social Responsibility, analyze motivations for and effectiveness of CSR using those theory frameworks, and review perspectives on the relationship of CSR to current social and economic issues.

MMGT 6068 Measuring What Matters: The Art of Managing Corporate Responsibility

Large and small organizations, alike, rarely act on new initiatives without first knowing the so-called "business case." And it's no less true for corporate responsibility. Before going too far in "giving back" to employees, the community, or the environment, senior officials invariably want convincing evidence of the business case for CSR. Students learn how to effectively manage and measure the results of corporate responsibility and sustainable development, and apply management models that can track and quantify the financial and reputation effects of cultural, operational, social and environmental practices across functions within their organizations. Using a variety of financial and managerial frameworks, students learn what to measure and what to avoid—where organizational and market conditions can distort the credibility and reliability of findings—and best approaches to communicating the results to management as well as external stakeholders.

MMGT 6115 Philanthropy in the 21st Century

Organized philanthropy has a complex history in the U.S. and is an important, growing component of the nonprofit sector. The course provides students with 1) an overview of the history of private philanthropy and foundations in the U.S., 2) an understanding of the general practices of foundations, and 3) categorical distinctions in the philanthropic sector—e.g. charities, foundations, trusts, and endowments.

MMGT 6120 Hospital Management and Development

The course provides a hands-on, practical overview of management and operations in today's health system, including health-care delivery in both acute and non-acute settings. Among the topics covered are the composition of a health system, governance, administration, financial management, human resources, marketing, quality assurance, and ancillary services such as laboratories and pharmacies. Class discussion also includes current issues such as hospital preparedness for nuclear, biological, or chemical terrorist attack. Students are expected to apply what they learn to practical challenges facing health systems.

MMGT 6126 Human Resources Strategic Planning

This course focuses on developing and integrating human resources strategy to fit and advance an overall business strategy. Topics include business strategy, the HR executive as strategist, discontinuities, competitiveness, organizational culture, organizational architecture and systems, creating a plan, and managing change and integration. For most topics, the emphasis is on applying critical thinking, business foresight, alignment, and effective implementation strategies rather than the technical details or intricacies of a particular human resources initiative. In essence, the goal is to provide a conceptual framework and business overview for thinking about human resources planning and its design and impact.

MMGT 6144 Managed Care

This course covers the provision of organized outpatient and emergency services by health-care organizations, examining the relationship between ambulatory care programs and inpatient hospitalization. Staffing, payments, quality issues, cost control, and current strategic developments are also studied.

MMGT 6149 Managerial Negotiations

This course introduces students to the art of negotiation. Managers spend much of their time negotiating, yet generally devote little time thinking about how to negotiate. They tend to focus on the outcomes achieved in bargaining and fail to explore how the processes or tactics on which they rely could be varied to attain even better results. Our goal is to explore both the theoretical and practical aspects of negotiations. We review the literature dealing with negotiating, engage in negotiations in a variety of settings, and study the negotiating process.

MMGT 6167 Cultural Diversity for Managers

This course helps students understand how culture and diversity influence personal and organizational effectiveness. The course uses research, case studies, and experiential exercises to help participants understand their own cultural biases, recognize the impact of cultural values on work, and gain an appreciation for the value of diversity in organizations. Although we focus on different cultures in the United States, the values and work attitudes of other nationalities are explored to understand how they affect work styles of different ethnic groups. The course also explores the impact of race, gender, disability, and sexual orientation on organizational effectiveness. The skills developed enhance participants' ability to work in diverse organizations, lead cross-cultural teams, and leverage diversity to create stronger organizations.

MMGT 6905 Criminal Justice Policy in New York City

An examination of politics, government, and the on-the-ground implementation of policies related to criminal justice in New York City. We explore the impact of criminal justice policies on urban communities in the last decade, learn about recent research, and look at innovative programs. Topics include police, criminal courts, drug policy, guns, juvenile justice, child protection, family court, race and criminal justice, economic and community impacts of incarceration, prisoner re-entry, and alternatives to detention.

MMTE 6529 Advanced Quantitative Methods

Quantitative methods are indispensable for making good decisions. All fields studied at Milano rely on statistical methods to further the corpus of knowledge and challenge received wisdom. This course focuses on both the theory and application of various statistical tools. Students develop a critical understanding of basic statistical concepts and techniques; proficiency in applying statistics to various social science, management, planning, and public policy questions; and familiarity with computer software for statistical analysis, graphical presentation of data, and report writing.

MMTE 6072 Data Management and Presentation Techniques

Information is vital capital for organizations, large and small. In an age when the labor market is increasingly rewarding "symbolic analysts" in our information economy, it is crucial for professionals to understand and work with data. Many organizations, however, lack resources to hire database administrators and purchase specialized software. This class introduces the whole spectrum of data management tasks. At its conclusion, students—in future roles as manager, policy analyst, or consultant—are empowered to work with (or manage those who work with) data and to understand data management and presentation at a level that transcends a specific software package. The class follows a workshop format of learning by doing, though we often pause to consider the broader theoretical aspects of the tasks under study.

MPLC 5015 Power, Strategy, and Social Change

This course prepares students to think strategically about advocacy methods, leverage points, and resources for change. Students focus on the nature of power in its various forms (electoral power, issue framing, financial, citizen mobilization, public opinion) and explore how power and resources can be acquired, evaluated, mobilized and deployed in the service of promoting a policy agenda. Students develop an understanding of the leverage points for achieving social change, using case studies to become familiar with legislative processes, the budget cycle, the electoral arena, the regulatory system, public interest law, labor relations, procurement, and the various paths to influencing public opinion and decision makers. By the end of the course students develop a sophisticated and comprehensive strategy for conducting a campaign for issue advocacy or political change.

MPLC 5017 Advocacy in Government Relations

The course explores strategies and techniques for advocacy on behalf of an organization or a cause in government relations. Topics include targeting for lobbying and grass roots campaigns, determining goals, designing a strategic plan, researching the institutions, individuals and their processes, recruiting and training leaders and participants, taking inventory of resources and developing new ones, coalition building, and creating and utilizing advocacy tools (including direct lobbying, letter writing, phone banks, grass roots mobilization, demonstrations, press relations and paid media). Students discuss lobbying with elected officials and, working in a team, create a lobbying campaign and present it to a panel of professional lobbyists at the end of the semester.

MPLC 5037 Social Policy Journalism and Advocacy

Finding and telling stories about the social issues that make up the ongoing fabric of life in New York City is complicated—as is securing their place in the debate driven by mainstream media. This course looks at how to write about a wide range of under-examined and pressing social issues, including poverty, parenting, domestic labor, education, child care, teen pregnancy, and social welfare. Although this class is geared toward students of urban policy, participants are expected to report and write journalistic pieces. In experiencing the work of journalism, students also learn how to work effectively with news organizations as effective advocates, sources and communications professionals.

MPLC 5038 The Competitive City: Urban Development in a Global Context

The postindustrial, postmodern metropolis is dramatically different from its predecessor, with its revitalized city center of gleaming offices, high-tech transport nodes, and closed-off, secure shopping malls surrounded by an archipelago of elite enclaves, fragmented neighborhoods, and “edge” cities. Beneath the glitz and glimmer, however, many cities are increasingly carceral, dividing and separating populations like never before. Polarized landscapes are created where gentrified spaces are contiguous with areas of urban decay characterized by chronic dependency, poverty, and social unrest. These changes are accompanied by equally dramatic shifts in how cities are run, giving rise to “new urban politics.” Focusing on the transformation of cities from New York to Johannesburg, this course offers students the opportunity to explore the causes and consequences of the latest trends in “competitive” urbanism—paying particular attention to mechanisms of urban redevelopment, planning, and public policy.

MPLC 5042 Housing Policy

Housing policy, like welfare, health, education, and other social policy arenas, is undergoing fundamental reexamination and debate. Not only are objectives and implementation at issue, the very need for housing policy is itself in question. This course provides the background necessary to be an informed participant in this debate and to develop conceptual tools necessary to formulate and implement housing policy. The course introduces key concepts and institutions, emphasizing economic, institutional, and political forces that influence the production, distribution, maintenance, and location of housing. The first part covers the context for U.S. housing policy, including housing market dynamics, housing finance, taxation, and racial discrimination. The second part traces the evolution of federal, state, and local housing programs, with emphasis given to low-income rental housing. The course includes a combination of lectures, class discussion, and videos and concludes with a field trip to a community development corporation and a discussion of housing policy in developing nations. It is absolutely essential to complete the required readings before each class session. All students must write at least six discussion papers, each about two pages in length, on the key issues raised in the readings. These discussion papers are not graded individually but contribute to the class participation grade.

MPLC 5043 Urban Environmental Policy

This course critically reviews regulatory programs and institutions for environmental protection in the United States. It addresses the successes and failures of the regulatory model by looking at the interplay between politics, institutions, and how environmental regulation is implemented. The course examines such topics as the role of economics and science in regulatory policy, federal and state responsibility for pollution control, the siting of infrastructure facilities and the NIMBY phenomenon, the social implications of regulatory policy, and citizen empowerment mechanisms (e.g., public review and “right-to-know” laws). Emphasis is placed on regulatory requirements and policy debates that have an impact on state and local levels.

MPLC 5048 Workforce Development

This course examines workforce development institutions, programs, and practices. Our main objective is to gain a general understanding of employment programs and the factors that contribute to their success. In particular, we examine the labor market institutions that mediate employment standing and career advancement opportunities for low wage/low-skill workers. We look at employer-sponsored programs, as well as community-based programs sponsored by labor market intermediaries. The course first introduces the institutions, market forces, and policies that affect labor markets. We then turn to the key elements that determine program effectiveness and the evidence regarding program impacts on firms and workers. We examine critical elements of effective programs, including the role of employers, social networks, educational and skills development, and supports provided by community-based organizations. We also pay particular attention to the role of labor market intermediaries and the institutional context in which these programs and organizations operate.

MPLC 5049 Cities, Parks and Public Space

Cities are sometimes identified by means of the highways that bisect them or the towering buildings that line these thoroughfares. But looking closer, it is possible that open spaces, with their trees, grass, flowers and benches, might be integral in making the urban core vibrant. This online course helps students more clearly conceptualize how cities utilize space. Focusing upon parks/open spaces provides them with a window through which they can examine these matters.

MPLC 5052 Children, Youth, and Family Policy

We examine in some depth the urban socioeconomic conditions and current public policy issues affecting children, youth, and families. The social safety net in the United States has undergone rapid transformation with the implementation of welfare reform, government’s increasing reliance on block grants rather than categorical funding, and increasing devolution of responsibility for service delivery from the federal government to the state and local level. The general goals for the course are to enhance students’ understanding of current child and family policies and programs, particularly in the area of children’s care and protection; issues affecting families with children, including welfare reform and homelessness; programs meant to serve youth; and recent reform and service integration efforts and new directions in policy.

MPLC 5054 The New York Economy, Politics, and the Private Sector

The course examines the city’s economy in-depth, exploring the singular importance of Wall Street, the increasingly crucial role of the tourism and hospitality sector, the decline of manufacturing, growth industries, and the role of small business and the economies of the four boroughs outside of Manhattan. Students investigate the symbiotic relationship between business and government and the ways government attempts to regulate and influence the economy. Special attention is given to the city’s non-profit sector and real estate. Guests from various sectors provide an inside view of how business people view the issues they face. Case studies examine key issues in the headlines.

MPLC 5063 Gender, Development, and Finance

This course focuses on the financial experiences of low-income women in the United States and internationally. The first segment of the course illustrates the importance of looking at poverty, economic development, and financial literacy through a gendered lens. We also familiarize ourselves with the literature on asset-building and discuss how this way of thinking about individual financial well-being constitutes a departure from traditional income-based urban poverty frameworks. We examine the extent to which traditional financial institutions (such as banks) and strategies serve (or do not serve) this group. We look at relevant recent trends, such as the rise of fringe financial services, including check cashiers and payday lenders. We also examine alternative financial strategies, such as micro-enterprise development and individual development accounts, which serve low-income people differently, and study best practices from the United States and abroad. Throughout, we discuss policy interventions that could create a better environment for asset-building and ownership.

MPLC 5065 The Mayor, the Media and the Politics of Policy in New York City

Policy and management in the public and nonprofit sectors exist within a political environment. In this course, our primary—but not exclusive—focus is on New York City and State in our study of the politics of policy. The lessons we learn are meaningful well beyond New York. The course explores the interplay of power and influence between the mayor, the City Council, the news media, community organizations and the private sector (nonprofit and for-profit). How do policy innovations emerge, evolve and become implemented—or blocked—in city government? Students examine cases from recent history and in the context of current electoral campaigns, while gaining knowledge of city policy on issues such as welfare, police, housing, drugs and education.

MPLC 5068 Education Policy

This course focuses on recent trends in public school governance and educational reform. After building a foundation in the concepts of school governance and public choice, the seminar explores several important trends affecting public school attempts to improve performance and accountability to parents and other taxpayers. Thematically, community and parental participation and school choice tie the elements of the course together. We explore a range of concepts advocated and implemented by politicians, education administrators, parents, community groups, and education analysts and attempt to discern the effectiveness of such programs for a wide variety of jurisdictions with different needs, constituencies, and demographic profiles. Topics include school-based management, school choice and voucher programs, and school finance.

MPLC 5069 Racial Relations: Comparative International Perspectives

This course consists of a series of country specific case studies that examines differences in patterns of economic performances between ethnic and racial groups in the USA and elsewhere in the world. The case studies provide for a mix of varied ethnic and racial groups as well as different public approaches aimed at dealing with disparities. The course also considers public policies aimed at addressing these disparities. Students visit and observe ethnic and racial interactions and segregation in cultural, community, educational and business settings.

MPLC 5078 Poverty and American Social Policy

This course helps students develop a historical, philosophical, and policy perspective on how the United States deals with poverty and social need. Rooted in generating different models for understanding, explaining, and responding to income inequality and insufficiencies, the course seeks to give students a range of choices for intervention and criteria for evaluating them.

MPLC 6022 Sustainable Development

Coined only 20 years ago, the concept of Sustainable Development is the watchword of today's global economy. It is also the elusive and ill-defined goal of advocacy groups and government policies concerned with environmental issues. But what is Sustainable Development? Can it really be achieved, and if not, what are the barriers stymieing progress towards this noble but elusive goal? This course explores concepts of Sustainable Development as it concerns most of the issues encompassed by it: global warming, biodiversity, waste management, industrial ecology, water management, air pollution, transportation, aesthetics, profitability and environmental laws. Are the claims currently in vogue in the marketplace about sustainable business practices authentic, or are they just so much "greenwashing"? This reading intensive course addresses the essential concept that must be considered by anyone interested in ecology, business, advocacy or government policy.

MPLC 6064 Urban Economic Development

This course focuses on strategies that policy-makers and planners at all levels use to create healthy urban and metropolitan-area economies. We begin by looking at the role of the economic development specialist and then examine a range of tools that economic developers use. We also focus on relatively new strategies for economic development. We explore issues of gender, examine the role of technology, and look at real cases to understand what has occurred in specific contexts.

MPLC 6065 Racial Disparities: Causes and Consequences

This course critically examines the causes and consequences of racial disparities and the social policies designed to address these disparities. Although it has been nearly 150 years since the emancipation of Black Americans and nearly 40 years since the passage of civil rights and equal employment opportunity legislation, Blacks still lag far behind whites according to virtually every socioeconomic indicator. The course explores the merits and limitations of various paradigms aimed at explaining these persistent disparities. In particular, the course investigates racial disparities in education, health, wealth, and labor markets. Topics covered include the construction of racial identity and its economic, social, and psychological consequences, and intra-racial disparities associated with skin tone.

MPLC 6068 Urban Labor Markets and Public Policy

This course explores how urban labor markets function and evaluates how government programs and nonprofit organizations can work separately and together to improve outcomes for low-skill workers. The first part of the course focuses on the extent to which employment and earnings outcomes can be explained by worker skills: Does the incidence of poverty-level wages and the rate of unemployment vary across demographic groups with similar skill levels? We consider skill mismatch (between job requirements and workers' skills), spatial mismatch (employment shifts across regions), and discrimination and examine their significance for recent trends in labor market performance according to race, ethnicity, gender, and age. The second half explores the effectiveness of recent public policies designed to improve labor-market outcomes for disadvantaged workers in urban areas.

MPLC 6083 Introduction to Geographic Information Systems

This course provides students with an understanding of how geographic information systems can be applied to planning and policy research and practice. Students are introduced to the basic concepts, structures, and functions of geographic information systems and their applications. Although there are no prerequisites, students are expected to have basic computer operating skills and be familiar with spreadsheet software such as Excel.

MPLC 6084 Urban Sprawl and Policy Alternatives

“Urban development patterns” refers to the lines people draw across the landscape as they move, bringing valuable resources with them. These movements are sometimes marked by whimsy: People relocate simply because they choose to. More often than not, however, marketing enters into the mix when they are deciding where to live. People flock to communities that successfully promote “attractive” lifestyle—good schools, good services. This influx may initially be welcomed by a community, but growth may soon be viewed less positively as uncontrolled growth, or “sprawl,” begins sapping valuable time, money, and land. This course speaks to that point. However, we go a step further, focusing on tools that planners can utilize to constrain sprawl. Preserving land in rural areas and revitalizing urban areas by more prudent use of open and commercial spaces are discussed.

MPLC 6089 Urban Environmental Policy

This course examines the dramatic transformation under way in the field of environmental policy-making, critically reviewing regulatory programs and institutions for environmental protection in the United States, particularly those that affect cities. Through readings and case studies, students focus on how environmental issues become the subject of policy-making and the methods policy-makers use to address difficult environmental challenges. We evaluate recent shifts from traditional command-and-control regulations to alternative methods of conservation and environmental protection, including market-based approaches to pollution control, information regulation, risk-based decision-making, citizen participation, voluntary efforts at pollution control, and efforts to reduce risks in poor and minority communities. This course is a survey of the field and prepares students for more advanced courses in environmental policy analysis and environmental management.

MPLC 6098 Globalization, Immigration, and Transnationalization

This course offers students an opportunity to explore and understand the global nature of contemporary social, economic, cultural, and political change. The first part of the course examines current theories and trends in globalization, as well as its processes and institutional structures. The second part focuses on international migration, covering the growth of immigrant communities in the developed world, particularly the United States and Europe. The third part examines transnationalization theories and trends, looking at the meaning of the changing conceptions of identity, citizenship, national sovereignty, and community. We explore the emerging role and activities of transnational migrants and immigrant nongovernmental organizations. We pay attention to the relationship between globalization and inequality, the fate of cultural diversity (ethnic multiculturalism and pluralism) in a globalized world, and issues affecting developing countries and immigrant communities in the developed countries.

MPLC 6140 Issues in Health-Care Policy

This course surveys selected current issues in health policy at the local, regional, national, and international levels. Topics that might be discussed include physician payment reform, graduate medical education, uncompensated hospital care, and quality of medical care. *Prerequisite: MHTC 5008.*

MPLC 7015 Economics of the Welfare State

This course uses standard microeconomic theory, alternative theoretical perspectives, and recent empirical research to explore the effects of key public-sector activities designed to promote individual and family welfare. The objective is to assess alternative welfare-state models on both efficiency and equity grounds. Which works best for whom and according to whose values? *Prerequisite: an introductory course in microeconomics.*

MTCH 6114 Technology Strategies for Human Resources Management

The effective implementation of technology is key to business success, measured in market share, brand growth, customer retention, employee development, etc. Conversely, we’ve become aware of the abuses, dangers, and security issues inherent in a world increasingly dependent on technology. The growth of the Internet into a core avenue of information and communications, presumes, for example, that current and future employees require a new set of skills to be successful. At the same time, technology alone does not solve all problems. There must be a balance between technology and human intervention. For human resources managers, it is especially important to stay ahead of that curve and become experts on these broad issues.

AREAS OF SPECIALIZATION

ECONOMIC AND WORKFORCE DEVELOPMENT

This area of study consists of courses on the theory and practice of contemporary local development policy. Our expertise is particularly strong in the analysis of urban labor markets—the sources of underemployment, the spatial mismatch between where workers live and where the jobs are located within metropolitan regions, how job seekers and employers find one another, and which public and private institutions work best to facilitate that matching. This labor market focus extends to the study of racial and gender discrimination in housing, schools, and jobs, as well as to the changing structure and effects of immigration. Finally, this area of study is concerned with the role of public infrastructure and strategies to promote private and public investments in local business enterprises that can create jobs and add to the wealth of urban residents, especially in communities of color.

Courses included in this area of study are:

MEFI 5031	Elements of Finance and Capital Markets
MPLC 5063	Gender, Development, and Finance
MMGT 5032	Training and Development
MPLC 6064	Urban Economic Development
MPLC 6068	Urban Labor Markets and Public Policy
MPLC 5041	Urban Redevelopment Projects
MPLC 5048	Workforce Development

FINANCE

In an era of fiscal austerity, the public and nonprofit sectors must be as efficient as possible in their use of public funds and must increasingly cultivate new sources of funding. Milano's area of study in finance emphasizes accountability and the ability to leverage private resources for public purposes. Courses in the area of study teach the fundamentals of budgeting and financial management in the public and nonprofit sectors, the elements of finance and capital markets, and financing of housing and community development projects and socially responsible business ventures. In more advanced courses, students prepare financial pro formas for affordable housing and other ventures sponsored by nonprofit organizations.

Courses included in this area of study are:

MEFI 6086	Capital Markets and Development Finance
MEFI 5031	Elements of Finance and Capital Markets
MEFI 6070	Financial Management in Nonprofit Organizations
* Financial Markets and the Macroeconomy	
MMGT 6002	Fundraising and Development
MPLC 5063	Gender, Development, and Finance
MEFI 6082	Housing and Real Estate Development
* Principles of Financial Engineering	
MMGT 6038	Social Entrepreneurship Through Design

* Please consult with an advisor for Milano course number

HEALTH

The area of study in health policy is designed to educate professionals who can analyze intricate health issues and evaluate existing and proposed policies on the local, state, national, and international levels. This area of study has been developed for students who are interested in the challenge of designing creative solutions to complex health problems, such as access to health care, financing health care, and health needs of special populations such as the elderly and AIDS patients.

Courses included in this area of study are:

MHTC 5015	Executive Leadership in the Health Care Industry
MHTC 5066	Continuum of Health Care
MHTC 5011	Disparities in Health Care
MHTC 5008	Dynamics of the U.S. Health-Care System
MPLC 6089	Environmental Health-Care Issues in the Community
MHTC 5010	Ethical Issues in Health Care
MLIR 6170	Health-Care Law and Policy
MMGT 6144	Managed Care
MPLC 6140	Policy Issues in Health Care
MPLC 6140	Politics of Health Care

HOUSING AND COMMUNITY DEVELOPMENT

The housing and community development area of study focuses on innovative approaches for improving the quality of life within low-income urban communities, including affordable housing. It situates housing policy and community development within the context of racial discrimination; global, national, and regional economic trends; the devolution of government responsibilities to the state and local levels; the growing role of community development corporations and other nonprofit organizations; and the implementation of welfare reform. In addition to lectures and class discussions, courses include visits to leading community-based organizations. This area of study engages students in current policy debates, introduces them to cutting-edge initiatives, and provides training in the technical and analytic skills necessary for careers in government, nonprofit organization, and the private sector.

Courses included in this area of study are:

MHTC 5022	Community Development
MEFI 6082	Housing and Real Estate Development
MPLC 5042	Housing Policy
MMGT 5013	Leading and Implementing Community Change
MMGT 6030	Community Development Practicum
MPLC 6064	Urban Economic Development

INTERNATIONAL

The issues, organizations, and solutions that surround major social and economic issues have ceased to be local matters. Facing those challenges requires a global perspective. Drawing from all programs, the courses in the international area of study provide students the opportunity to expand their understanding of policy and management issues.

Courses included in this area of study are:

MCCI 6060	Government NGO Relations: Mexico
MPLC 5038	The Competitive City: Urban Development in a Global Context
MMGT 6167	Cultural Diversity for Managers
MMCI 5081	Education and International Development
MPLC 5069	Racial Relations: Comparative International Perspective
MPLC 6098	Globalization, Immigration, and Transnationalization
MMGT 5007	Human Rights Issues for International Organizations
MCCI 6096	International Welfare and Health Policies
MMGT 6003	NGOs and International Development

POLITICS AND ADVOCACY

Milano students include current and future policy reform advocates, nonprofit leaders, labor and community organizers, government policy makers, and private sector executives. They work for elected officials, in organizations with social missions, and in private firms with government partnerships and community programs. At Milano, they gain a broad and nuanced understanding of politics, lobbying, media, strategic communications, and public policy. The Politics and Advocacy curriculum, created in collaboration with the Center for New York City Affairs at The New School, focuses on the mechanics of change and provides students with practical skills that enable them to make a lasting difference.

Courses included in this area of study include:

MPLC 5015	Power, Strategy and Social Change
MPLC 5017	Advocacy in Government Relations
MPLC 5065	The Mayor, the Media and the Politics of Policy in New York City
MPLC 5037	Social Policy Journalism and Advocacy
MHTC 5020	Political Economy of the City
MPLC 5054	The New York Economy, Politics and the Private Sector
MMGT 6149	Managerial Negotiations
MMGT 6013	Media, Advocacy and Social Marketing
MMGT 5013	Leading and Implementing Community Change

SOCIAL ENTREPRENEURSHIP

Social entrepreneurs are drivers of innovation and progress. They tap inspiration and creativity to seize opportunities that challenge and forever change the social landscape. Whereas market entrepreneurs measure performance in terms of profit, social entrepreneurs seek value by creating and managing ventures that have positive social outcomes. In some cases, the social value comes about through the product or services provided. In other cases, the venture creates employment opportunities while transforming communities.

Courses in the social entrepreneurship area of study develop understanding and abilities to create and manage such enterprises.

Specialization Electives

MMGT 6038	Social Entrepreneurship through Design
MEFI 5031	Elements of Finance
MMGT 6013	Media Advocacy and Social Marketing

Complementary Electives

MMGT 6030	Community Development Practicum
MMGT 6037	Marketing in Nonprofit Organizations
MMGT 5036	Managing Employment Relationships
MEFI 6082	Housing and Real Estate Development
MMGT 6518	Organizational Assessment and Diagnosis

SOCIAL IMPACT MANAGEMENT

Whether made in the private, nonprofit or public, sector, organizational choices have consequences. While decisions are often framed in terms of a limited view of organization strategy, socially responsible management demands that decision-makers understand the consequences for the full range of stakeholders. Courses in the social impact area of study consider complex issues that involve organizations across sectors. Students are challenged to reflect on their individual change agency in leading organizations toward more socially grounded outcomes.

Specialization Electives

MMGT 6504	Managing for Social Impact
MMGT 6067	Corporate Philanthropy and Social Responsibility
MMGT 5007	Human Rights Issues for International Organizations
MMGT 6115	Philanthropy in the 21st Century

Complementary Electives

MHTC 5006	Advocacy, Public Policy, and Social Change
MHTC 5022	Community Development
MMGT 6167	Cultural Diversity for Managers
MMGT 5043	Human Resources for Managers
MLIR 6102	Employment Law in a World of Organizational and Workforce Change
MMGT 6016	Managerial Decision-Making
MMGT 6068	Measuring What Matters: The Art of Managing Corporate Responsibility
MMGT 6003	NGOs and International Development
MPLC 5015	Power, Strategy, and Social Change

SOCIAL POLICY

Policy analysts, program developers, and managers in the public and nonprofit sectors face special problems as they seek to improve the wellbeing of particular groups in society. This area of study provides students with an understanding of the policy, management, and programmatic issues and the difficult choices facing professionals working to improve the economic wellbeing and social functioning of diverse groups while seeking to further social integration in U.S. society. Courses in this area of study focus on issues of poverty, welfare, education, immigration, and children, youth, and family policy.

Courses included in this area of study are:

MPLC 5052	Children, Youth, and Family Policy
MMGT 6905	Criminal Justice Policy in New York City
MPLC 7015	Economics of the Welfare State
MPLC 5068	Education Policy
MPLC 5063	Gender, Development, and Finance
MPLC 6098	Globalization, Immigration, and Transnationalization
MCCI 6096	International Welfare and Health Policies
MPLC 5065	The Mayor, the Media, and the Politics of Policy in New York City
MMGT 6115	Philanthropy in the 21st Century
MPLC 6140	Politics of Health Reform
MPLC 5078	Poverty and American Social Policy
MPLC 6065	Racial Disparities: Causes and Consequences
MPLC 6068	Urban Labor Markets and Public Policy

STRATEGIC HUMAN RESOURCE MANAGEMENT

The Strategic Human Resource Management specialization equips students to meet the challenges that have fundamentally changed management and the nature of employment. Students whose careers are taking them into strategic management roles can select courses that prepare them to work in a global context and contribute to enhanced organizational performance.

Specialization Electives

MMGT 6126	Human Resources Strategic Planning
MMGT 6167	Cultural Diversity for Managers
MLIR 6102	Employment Law in a World of Organizational and Workforce Change

Complementary Electives

MHTC 6523	Coaching Theory and Practice
MMGT 6014	Continuous Organization Improvement Concepts, Strategies, and Techniques
MMGT 6149	Managerial Negotiations
MMGT 5036	Managing Employment Relationships
MMGT 5010	Managing for Performance
MMGT 6518	Organization Assessment and Diagnosis
MTCH 6114	Technology Strategies for Human Resources Management
MMGT 5032	Training and Development in Organizations

SUSTAINABILITY MANAGEMENT

Sustainability Management focuses on assuring an organization's enduring environmental, social, and financial health through comprehensive and balanced attention to its system of resources and stakeholders. A firm's chief sustainability officer (CSO)—and counterparts in the nonprofit and public sectors—links operations, financial planning, marketing, social responsibility, and other key functions to promote sustainability as strategy. The Sustainability Management specialization prepares leaders to guide their organizations toward a greener future across the entire spectrum of its activity. Coursework engages students in stakeholder communications, environmental studies, corporate social responsibility, finance, regulatory issues, historical and social policy perspectives, advocacy and social action, and specific technical specialties. Successful students—effective boundary spanners—shape this emerging field to address the intersecting challenges of global climate change, resource depletion, and innovative organization design.

Specialization Electives

MMGT 6067	Corporate Philanthropy and Social Responsibility
MMGT 6504	Managing for Social Impact
MPLC 4911	Urban Environmental Policy

Complementary Electives

MMGT 6030	Community Development Practicum
MMGT 6014	Continuous Organization Improvement Concepts, Strategies, and Techniques
MPLC 6089	Environmental and Health Issues in the Community
MMGT 6037	Marketing in Nonprofit Organizations
MMGT 6013	Media, Advocacy and Social Marketing
MMGT 6068	Measuring What Matters: The Art of Managing Corporate Responsibility
MMGT 6518	Organization Assessment and Diagnosis
MPLC 5015	Power, Strategy, and Social Change
MMGT 6038	Social Entrepreneurship through Design
MPLC 6022	Sustainable Development

Warren Balinsky (PhD, Case Western Reserve University), Associate Professor. Dr. Balinsky's professional interests are in the areas of home health care and the applications of planning, development, marketing, and research to health services management and policy. He has published two books on home care, including *Home Care: Current Problems and Future Solutions* (1994). In addition, Dr. Balinsky has written and co-authored articles on various aspects of home care, health-care reimbursement, the unequal distribution of medical personnel within the health-care system, and health status indices. He has served as a consultant to a variety of health-care providers and government agencies and has taught at Columbia University and the State University of New York at Buffalo and at Stony Brook.

John Clinton (PhD, Fordham University), Assistant Professor. Professor Clinton has served as corporation senior consultant on social responsibility at MetLife, senior vice president of The Lighthouse for the Blind, and as an administrator at New York University, Fordham University, and Hartwick College. He has been a consultant to foundations, nonprofit organizations, corporations, and higher education institutions and has taught at New York University, Long Island University, and Iona College. He currently serves on the university faculty senate and chairs the senate's task force on sustainable and socially responsible design and construction. His research has focused on interprofessional collaboration and corporate philanthropy and social responsibility. While at The Foundation Center, Clinton led research on the philanthropic response to AIDS, and as a member of the steering committee of the National Interprofessional Education and Training Network, he worked with 200 professional schools to refocus professional education. Clinton also served as vice chairman of the Contributions Advisory Group, a network of major corporate philanthropic programs.

Dennis A. Derryck (PhD, Fordham University), Professor of Professional Practice. Dr. Derryck has over 30 years' experience in both research and executive management positions. His primary area of interest is on innovative policies and strategies impacting on the economic sustainability of nonprofit organizations. His background includes holding leadership positions in organizations involved in community economic development; operations and fiscal management and research and policy analysis. Dr. Derryck's leadership in organizing the Community Development Practicum with the New School: Parsons School of Architecture, Design and Lighting is one model of bridging themes with other schools within the University. He currently serves as Chair of WE ACT for Environmental Justice and is Vice Chair of SoBro.

Peter Eisinger (B.A., M.A., University of Michigan, 1964 and 1965; Ph.D., Yale, 1969) taught at the University of Wisconsin-Madison from 1969 to 1997. During his years at Wisconsin, he was a senior fellow at the Institute for Research on Poverty, and he served as Chair of the Department of Political Science (1987-90) and Director of the La Follette Institute of Public Affairs (1991-96). In 1997 he left Madison to take a position at Wayne State University in Detroit, where he was the Director of the State Policy Center. He is the author or co-author of seven books and nearly 60 articles on various aspects of urban politics and public policy. In Fall, 2002 he served as the Thomas Jefferson Distinguished Fulbright Professor to the Netherlands, and he returned in May 2006 to visit at the Technical University of Delft. He joined Milano as the Henry Cohen Professor in January 2006.

Alec Ian Gershberg (PhD, University of Pennsylvania), Associate Professor. Prof. Gershberg is a specialist on school governance, education finance, and decentralization both in the developing world and the U.S. He has conducted extensive research on Latin America—particularly Mexico, Nicaragua, and Ecuador—focusing on the decentralization of power to schools, communities and governments. More recently, he has worked on similar themes in Egypt, Romania, and Sub-Saharan Africa. He has been a frequent consultant to the World Bank, the Inter-American Development Bank, and the Urban Institute. Other current research interests include immigrant students in public schools in New York and California. He is lead author of the recent book *Beyond 'Bilingual' Education: New Immigrants and Public School Policies in California* (Urban Institute Press, 2004).

FACULTY

FULL-TIME FACULTY

Full-time faculty members teach courses, conduct research, and have additional program, school, and university responsibilities.

Since coming to Milano in 1993, Prof. Gershberg has been active in several areas. He teaches the Urban Program's core course in Public Finance and Fiscal Management, the Laboratory in Issue Analysis, and electives in Public Education Policy, Education and International Development, and Government-NGO Relations in Mexico. He has directed the community development finance lab and developed a certificate program in capital markets and development finance. He has also promoted the use of technology in the classroom and received a grant to develop a budget simulation exercise for use in his public finance course.

Martin Greller (PhD, Yale University), Professor and Associate Dean of Academic Affairs. Dr. Greller has focused his research on two areas. One examines the factors associated with career continuity and development for older workers. The other looks at the feedback and feedback systems in organizations as tools for increasing organizational effectiveness. Recent projects include an assessment of training needs for entry-level peace officers and a review of pay equity issues for a legislative body. Immediately prior to joining the Milano faculty, Dr. Greller was professor of management and director of the MBA Program at the University of Wyoming. He has also held positions as visiting associate professor of management at Baruch College, CUNY, and assistant professor of behavioral science at NYU's Stern School. As a human resources practitioner, Dr. Greller was director of Human Resources Planning and Development for the New York Times Company and a senior consultant for RHR International.

Darrick Hamilton (PhD, University of North Carolina), Assistant Professor. Darrick Hamilton is an Assistant Professor at Milano The New School for Management and Urban Policy, an affiliated faculty member in the Department of Economics at The New School for Social Research, an affiliate scholar at the Center for American Progress, and a co-Associate Director of the American Economic Association Summer Research and Minority Scholarship Program.

Professor Hamilton was a Ford Foundation Fellow on Poverty, the Underclass and Public Policy at the Poverty Research and Training Center, and the Program for Research on Black Americans both at the University of Michigan, Ann Arbor from 1999-2001, and a Robert Wood Johnson Foundation Scholar in Health Policy Research at the Institution for Policy Studies, Yale University from 2001-2003. His work focuses on the causes and consequences of racial and ethnic inequality in economic and health outcomes. He has published articles on disparities in; wealth, homeownership, and labor market outcomes. His articles can be found in the following publications; African American Research Perspectives, American Economics Review, Applied Economics Letters, Challenge: The Magazine of Economic Affairs, Housing Studies, Journal of Economic Psychology, Journal of Human Resources, Review of Black Political Economy, Social Science Quarterly, Southern Economics Journal, and Transforming Anthropology. In addition, his research appears in edited volumes published by The University of Michigan Press, National Urban League, and Oxford University Press. His research agenda has been supported by grants from the Ford Foundation, National Institute of Health, National Science Foundation and the Robert Wood Johnson Foundation.

David R. Howell (PhD, The New School), Professor. David Howell is professor and director of the PhD program at Milano The New School for Management and Urban Policy. He is a faculty research fellow at the Schwartz Center for Economic Policy Analysis at the New School. His research focuses on labor markets at the local, national and international levels. Recent publications have examined the effects of immigration on the economic status of foreign and native-born workers in New York City; the nature of recent changes in skill requirements and the determinants of relative wage trends in the U.S.; and the extent to which labor market institutions and social policy explain patterns of unemployment in Europe and the United States. He is the editor of *Fighting Unemployment: The Limits of Free Market Orthodoxy* (Oxford University Press).

Mark Lipton (PhD, University of Massachusetts), Professor and Chair of the Management Programs: Nonprofit Management and Organizational Change Management. Dr. Lipton taught previously at the University of Massachusetts and has held senior management positions in both the corporate and government sectors. Professor Lipton's current research on sustainable organizational growth and the requirement for a well-defined and effectively implemented vision is reflected in his current book, *Guiding Growth: How Vision Keeps Companies on Course*. His applied work focuses on facilitating organization-wide initiatives for managing growth, helping executive groups define comprehensive organizational visions, and determining strategies to implement them. His approaches to executive development and organizational consulting have been widely published and employed in organizations around the world.

Aida Rodriguez (Ph.D., University of Massachusetts), Professor of Professional Practice. Formerly Deputy Director of the Equal Opportunity Division at The Rockefeller Foundation, she was a co-recipient of the Council on Foundations' Robert W. Scrivner Award for Creative Grant making in 2003. Dr. Rodriguez has served on many nonprofit boards including NYRAG, One Economy, Inc., Alliance for Nonprofit Management, Learning Leaders, Inc., Hispanics in Philanthropy, and on the Association for Public Policy Analysis and Management (APPAM) Policy Council. She is currently the Senior Management Advisor to the Northeast Regional Office of Hispanics in Philanthropy. She also serves on the Office of Children and Family Services' [OCFS'] Child Welfare Research Advisory Panel. She frequently lectures on the future of the philanthropic sector, Latinos in the United States, leadership in communities of color, community development, and the effective management of not-for-profit organizations.

Mary Bryna Sanger (PhD, Brandeis University), Professor. Professor Sanger has teaching and research interests broadly based in both public policy and management. She has worked in a wide range of policy and management areas including city service delivery, welfare reform, leadership, innovation, and performance management. She has led research efforts with the National Civic League to identify the lessons of cities that have exemplary performance measurement systems and that report to and engage citizens in their efforts.

Dr. Sanger publishes widely in both the management and policy areas and is the author of a number of books, including *Welfare of the Poor*, *Making Government Work*, and *After the Cure: Managing AIDS and Other Public Health Crises*. Her most recent book is *The Welfare Marketplace: Privatization and Welfare Reform* published by Brookings, where Professor Sanger is a nonresident senior fellow.

Alex F. Schwartz (PhD, Rutgers University), Associate Professor at Milano The New School for Management and Urban Policy and Chair of the school's Department of Urban Policy Analysis and Management. He is also Senior Research Associate at the Community Development Research Center (CDRC). He holds a doctorate in Urban Planning and Policy Development from Rutgers University.

Professor Schwartz's principal area of research centers on housing and community development, including affordable housing programs, community reinvestment, and community development corporations. He is the author of *Housing Policy in the United States* (Routledge, 2006). His research has also appeared in such journals as *Cityscape*, *Economic Development Quarterly*, *Housing Policy Debate*, *International Journal of Urban and Regional Research*, the *Journal of Urban Affairs*, and the *Journal of the American Planning Association*. Professor Schwartz teaches Housing Policy, Housing Finance, Advanced Seminar, Laboratory in Issue Analysis, and Policy Analysis. He is a member of the editorial advisory board of the *Journal of the American Planning Association*, and a member of the Neighborhood Investment Advisory Panel for the New York City Department of Housing Preservation and Development.

Nidhi Srinivas (PhD, McGill University), Assistant Professor of Non-Profit Management. Dr. Srinivas came to Milano from the University of Essex in the United Kingdom, where he was lecturer in Strategic Management and director of the Management Studies program. His research interests centre on civil society, specifically the management of non-governmental organizations (NGOs), and the transfer and transformation of management knowledge. He teaches courses in the areas of Non-profit management, International Development, and Strategic Decision-Making. Courses developed include 'Managing Institutions for Development' (part of the core curriculum in the Graduate Program in International Affairs) and 'Civil Society and South Asia'. Classes seek to enhancing student ability to critique and integrate theories, and emphasize reflective readings and discussion.

Lisa J. Servon (PhD, University of California, Berkeley), Associate Professor and Dean of Milano The New School for Management and Urban Policy, Dr. Servon was most recently assistant professor at the Bloustein School of Planning and Public Policy at Rutgers University. Professor Servon's teaching and research focus on urban poverty, community development, economic development, and gender issues. Her book, *Bootstrap Capital: Microenterprises and the American Poor*, was published by Brookings Institution Press in 1999. She is currently working on a second book entitled *Closing the Digital Divide*.

Antonin Wagner (PhD, University of Zurich), Visiting Professor. Dr. Wagner was trained as an economist at the University of Zurich in Switzerland and at the Center for Research in Economic Development at the University of Michigan at Ann Arbor. He has taught at the University of Zurich since 1976 and from 1996 to 2000, he was the President of the International Society for Third Sector Research, the leading scholarly institution in the nonprofit field. Dr. Wagner has also served as a consultant on social security-related issues to the Swiss Federal Statistical Office and the World Bank in Washington. He is a member of the editorial board of several international journals and is widely published on the welfare state and civil society in English, German and French.

Tatiana Wah (PhD, Rutgers University), Assistant Professor. Dr. Wah specializes in regional and local economic development planning and developing nations, with a particular focus on small developing nation economies. Her research interests and writings have focused on issues concerning U.S. minority and Caribbean immigrant communities, as well as on Caribbean nations' development. Dr. Wah's work includes transnational expatriate (immigrant) recovery and engagement programs in developing countries, particularly Haiti. She has been involved in community development work in the New York African-American and Caribbean communities as a consultant, nonprofit administrator and activist/advocate. She has worked with the World Bank and the International Finance Corporation as a Privatization Program administrator for the government of Haiti. She teaches graduate courses at Milano in the areas of Urban Policy Analysis and Management.

Mary R. Watson (PhD, Vanderbilt University), is Associate Professor at Milano The New School for Management and Urban Policy. Her research and teaching address contemporary human capital issues in organizations, with particular emphasis on the social impact of labor market discontinuities. Watson has published research on both for-profit and nonprofit organizations, including work on downsizing and stock prices, the evolution of interorganizational fields, international human resource management, ethics in multinational operations, and nonprofit executive career paths. Watson has a deep interest in cultural, racial, ethnic, and gender inequalities in the workplace and society.

Dr. Watson teaches courses in management and organization behavior, human resources, social impact management, and globalization. She has lectured and presented research in more than a dozen countries, and she has taught Milano management courses with travel components to Buenos Aires and Berlin. She co-organized a collaborative research and teaching project among colleagues from 14 nations that included more than 3,500 students.

PART-TIME FACULTY

Milano currently has a part-time faculty of 38. Members of Milano's adjunct faculty are highly placed executives and managers in the institutions and agencies for which they work and the organizations for which they volunteer. They bring to the classroom valuable insight into current management and policy issues. Adjuncts come to Milano out of their joy of teaching and the desire to share their expertise. In addition to their responsibilities as instructors, adjunct faculty members serve as advisors for independent and special studies, mentor students in their career searches, and participate in curriculum development.

STUDENT LIFE

ACADEMIC RESOURCES

PUBLIC PROGRAMS

Milano sponsors a wide range of special events enhancing the educational environment for students. Half- or full-day seminars and conferences, (sometimes co-sponsored by external organizations) are presented around key issues and developments relevant to the school's programs. Real estate and housing development, youth employment, women in prison, and child abuse were subjects of recent conferences. Presentations of faculty research, film screenings followed by discussion sessions, lectures, special workshops, and student-organized events add to the intellectual life of the community. Students are encouraged to take advantage of these opportunities to enrich their academic, personal, and professional growth.

THE CENTER FOR NEW YORK CITY AFFAIRS

Andrew White, Director

The Center for New York City Affairs is an applied policy research institute dedicated to improving the effectiveness of government and its partner organizations in their work with urban families and communities, and to advancing solutions grounded in the real-life experience of practitioners and residents of New York's neighborhoods.

The center illuminates the real-life impact of public policy, politics and practice, and helps drive reform by deciphering the complicated politics of community change. Through our work in applied policy, we identify hurdles that stymie effective collaboration across systems and agencies; connect stakeholders to one another and to the worlds of politics and public opinion; and draw attention to ground-level solutions making a difference in urban communities. Our methods include journalistic research and policy analysis; communications and public dialogue; and coalition building.

The center's work is rooted in its deep expertise in key areas of practice and policy, and its philosophy of active, public engagement on the issues. Our staff is a team of skilled researchers and communications professionals providing a useful set of tools for policymakers, government leaders, nonprofit practitioners and the wider public to address urban poverty and related issues. Graduate students participate in center research, data analysis and administration.

Our current work in applied policy research focuses on three key areas: strengthening community-based preventive family support services in low-income neighborhoods; transforming public policies and programs on dropout prevention and education; and creating deeper understanding among policymakers and the public of the impact of government policy and politics on immigrant communities. Two of our projects include Child Welfare Watch, a semi-annual report on New York City's child welfare system; and the Feet in Two Worlds public radio collaboration with ethnic-press journalists.

For more information, visit our website at www.centernyc.org.

The center offers a small number of research assistantships for students interested in New York City politics and policy.

The Center for New York City Affairs
Milano The New School for Management and Urban Policy
72 Fifth Avenue
New York
212.229.5418
www.newschool.edu/milano/nycaffairs

LIBRARIES

The New School Libraries offer a full array of workshops and lab classes for students and faculty.

Individual reference appointments are available upon request from students and faculty. For information about all the libraries listed below, please visit library.newschool.edu.

University Libraries

Fogelman Social Science and Humanities Library
Gimbel Art and Design Library
Scherman Music Library

Consortium Libraries

New York University
Avery Fischer Center for Music and Media
Elmer Bobst Library
Courant Institute of Mathematical Sciences
Cardozo Law Library
Cooper Union Library
New York Academy of Art
New York Historical Society
The New York Public Library

COMPUTER FACILITIES

Students have access to the latest technology in the university's computer, print, and A/V equipment centers. For centers and hours, visit www.newschool.edu/at/ and choose "labs and services." Features include:

- Mac and Windows open lab, computer & presentation classrooms
- Advanced Video, Audio, Web & Print Design, 2D & 3D Modeling & Animation, Research & Statistics and MSOffice software and hardware available
- AV Recording Studio with microphones and lighting gear
- Private editing suites, Equipment Center and Print Output Center on site
- Self-help, online reservation for select facilities
- Specialty scanners (oversized, slide, film, & drum)

Wireless

The New School provides free wireless Internet access throughout the campus. Students should be sure to have the latest anti-virus and anti-spyware software.

University Help Desk

The University Help Desk is the point of contact for students, faculty, and staff requiring assistance or information on all university computing issues. The help desk is open Monday through Friday from 8:30 a.m. to 6:00 p.m. Telephone messages can be left on the voice mail. Voice messages are returned during business hours, usually within one hour.

Problems that cannot be corrected immediately will be assigned to a queue in an online database. The help desk is monitored for follow-up service.

ARNHOLD HALL MULTIMEDIA LAB

Located on the 8th and 9th floors of 55 West 13th Street, this is a technological resource that supports various academic programs. The Arnhold Hall labs have more than 200 Mac, Windows, and Unix systems; multimedia presentation rooms and classrooms; modeling and animation facilities; digital video and audio suites; a multi-format transfer room; and an equipment center.

STUDY ONLINE

To accommodate a more flexible academic schedule, Milano offers a limited number of online/onsite courses each semester.

STUDENT SERVICES AT MILANO

Milano The New School for Management and Urban Policy maintains its Office of Student Affairs at 72 Fifth Avenue, 3rd floor. Students are encouraged to become familiar with the services provided and coordinated through this office and to seek help from the associate dean for Student Affairs on particular matters of concern. The Office of Student Affairs provides or coordinates the following range of services:

- Counseling and Academic Advisement
- Diagnostic Testing and Support Services
- Tutoring
- Grade Appeals
- Student Activities
- Placement Services and Career Guidance

COUNSELING AND ACADEMIC ADVISEMENT

Staff members and faculty who advise or provide related services in support of academic success and retention recognize the vital role an advisor plays in a student's overall academic experience and professional development. Throughout the student's years of study at Milano, advisors are available to discuss academic choices, future plans and goals, and any concerns the student may have.

New students who have confirmed their intent to enroll are assigned a faculty advisor and are sent the advisor's name and contact information. Students are encouraged to introduce themselves to their advisors before beginning their program of study.

Prior to registration, students must be assisted by an advisor in program planning and provided with access to online registration. Program chairpersons, faculty members, and the Associate Dean for Student Affairs work closely and with each other to ensure that appropriate academic progress is made and that any difficulties are resolved. Our goal is to make sure students are achieving their personal and professional development goals, and to include them in Milano's long roster of successful alumni.

Self-Assessment and Support Services

Milano strives to meet the needs of a diverse graduate student body by providing a variety of programs, activities, and support resources that enhance the educational experience. Milano focuses on helping students achieve success from the moment they register for their first semester to graduation.

Students have numerous opportunities to use, develop, and perfect the knowledge, technical skills, and competencies they will need for professional success in their chosen fields. Among the qualities that the employers consider critical are the ability to communicate effectively and facility with quantitative and data analysis skills.

In the weeks before the start of a student's first semester, they are referred to an online math assessment exercise. In preparation for required courses in quantitative methods, microeconomics, and others requiring data manipulation and/or interpretation, this self-diagnostic test helps students determine their own strengths and weaknesses in mathematics, and make use, when necessary, of the available support services.

The Office of Student Affairs refers those students who may need additional support in analytic writing to the University Writing Center for assistance from one of the writing instructors.

Tutoring

Generally, students should make an appointment to consult with their instructors if they have a question about curriculum material. However, additional assistance is sometimes needed in a particular subject areas. Depending on student needs and the availability of tutors, Milano regularly provides group tutoring services and review sessions free of charge in such areas as quantitative methods and economic analysis. Assistance with writing problems is also available.

Information regarding schedules and locations is available in the Office of Student Affairs. At a student's request, the office will also assist in locating a private tutor, but will not cover costs.

CAREER DEVELOPMENT AND PLACEMENT

Milano's Career Development and Placement Office provides a full array of career services to students and alumni of its degree programs. Services include career assessment and guidance in career decision-making, frequent workshops on developing strategic job search tools, job search skills coaching, and videotaped and critiqued mock job interviews. Individual counseling is available by appointment. In order to accommodate working students, the office is open several weekday evenings and workshops are offered on Saturdays.

The office also assists students in finding and obtaining summer internships in a chosen field, part-time and full-time apprenticeships for those changing careers, and permanent professional positions upon graduation.

This assistance includes on-campus recruiting by organizations that have successfully hired Milano graduates and by other prospective employers; job postings published on its career resources website, www.collegecentral.com/milano; a library of current books and periodicals; and access to a selection of websites that help students identify and research potential employers. Many of the more than 7,000 Milano alumni, faculty, and other friends of The New School provide introductions, networking referrals, and employment opportunities to Milano graduates. Career Nights bring alumni from each program to campus to discuss career options at various stages in their working lives.

Milano Career Development and Placement services are available to alumni throughout their careers. Many mid- and senior-level opportunities for seasoned professionals at advanced career stages are advertised on the Milano career resources website by alumni, faculty, and administrative officials committed to serving Milano graduates.

The Milano community is composed of more than 7,400 alumni and 480 current students. Personal interaction with colleagues, teachers, other professionals and our extensive Career Development and Placement services provide students with introductions to potential employers and excellent tools to guide their careers and professional development. After graduation and throughout their careers, students rely on alumni, continued contact with the Office of Career Development and Placement, and the high level of competency gained in Milano's programs to achieve continued career advancement.

Students come to Milano for a wide variety of reasons and successfully use their degrees to qualify for promotions or higher-level opportunities with a new employer, to enter into a new career at a professional level, to become more effective in current jobs, or to switch from one sector of the economy to another. Milano graduates serve their communities in professional roles in the public, nonprofit, and private sectors, in domestic and international non-governmental organizations, in banking and financial service businesses serving emerging markets and underserved constituencies, and in public finance. They work in policy analysis, arts management, community-based economic development, housing, child welfare, health care, education, and employment programs. Other graduates are employed in organizational development and training, human resources management, and consulting. Opportunities for Milano graduates are especially vast in New York City, a vanguard for addressing complex urban issues, as well as the capital city of world finance and business. New York is a unique source of valuable contacts and a wide range of work experiences, providing a strong career foundation on which to build expertise.

UNIVERSITY STUDENT SERVICES

Student Services offers workshops, lectures, events, and programs that enrich each students' academic experience at The New School and reflect the university's diverse student population. Students are encouraged to become involved in student organizations and other leadership programs. Student Services also offers a recreation program and a health education program. It is committed to bringing students together from the eight schools to build a community and an environment that reflect the principles of fairness, civility, and diversity. The offices include:

- Student Housing and Residence Life
- Student Health Services
- International Student Services
- Student Disability Services
- Student Rights and Responsibilities
- Career Development
- Intercultural Support
- Student Development

To find out more about Student Services, visit www.newschool.edu/studentsservices

Student Housing and Residence Life

Student Housing and Residence Life offers undergraduates and graduate students unique living and learning spaces with amenities to suit individual needs and budgets. All residences and some apartment facilities are fully furnished and are staffed with professional residence hall directors and student resident advisors. Through the enthusiasm and creativity of our resident advisors, students are exposed to diverse educational and social programs that take advantage of the rich traditions of The New School and the cultural opportunities of New York City. There is 24-hour security coverage, and our residential staff is trained to handle crises and emergencies. The Residence Hall Handbook details housing services and residence hall policies that are essential to creating safe, supportive, and respectful communities.

For students who wish to navigate the metro New York real estate market, Student Housing also offers information to aid in searching for off-campus accommodations. Listings of rental properties and shared apartments, as well as short-term accommodations and subletting opportunities, are available in the Student Housing office. Student Housing will provide an up-to-date printed and electronic compilation of these listings upon request. The *Off-Campus Housing Resource Guide* also provides information about New York City and its neighborhoods and about the local real estate market. Workshops and one-on-one sessions are also available. For more information about student housing, visit www.newschool.edu/studentsservices.

International Student Services

This school is authorized under federal law to enroll non-immigrant alien students.

International Student Services' mission is to help international students reach their fullest potential and have positive experiences at the university. In cooperation with departments, faculty, staff, and students themselves, International Student Services promotes diversity and respect for people from all over the world. The office helps international students offers workshops, handouts, and other programs as well as advice and support.

All international students are required to attend orientation and check in with International Student Services so that the office can review their documents and ensure that they have been properly admitted into the United States and to review rights, responsibilities and regulations. One-on-one advising sessions are available to all international students. For more information, visit www.newschool.edu/studentsservices.

Student Disability Services

All students at The New School are encouraged to reach their highest level of achievement. Through student services and programs, the school emphasizes the importance of recognizing and embracing individual differences. In keeping with this philosophy, The New School is committed to ensuring that students with disabilities obtain full access to academic and programmatic services. Student Disability Services is designed to provide students with disabilities academic and programmatic accommodations as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973. Students with either a temporary or chronic disability of any kind can feel free to submit medical documentation to Student Disability Services at the beginning of the semester and receive information and advice on policies and procedures, accommodations, and support available. For more information, visit www.newschool.edu/studentsservices.

Student Health and Counseling Services

Student Health Services promotes the health and well-being of students by providing counseling and medical services, health education, and the Student Health Insurance plan. All degree, diploma, visiting, mobility, graduate certificate, and nonmatriculating students in undergraduate and graduate degree programs, including students taking courses only online, are automatically charged a Health Services Fee at registration.

Student Health and Counseling Services offers medical services to students who are ill or injured or have questions about their health. A staff of physicians, nurse practitioners, physician assistants, nurses, and office assistants is available to serve students' medical needs. The counseling services staff, including licensed psychologists, clinical social workers, psychological counselors, and a psychiatrist, provides students with a supportive environment to discuss concerns or problems. Counseling services works with each student to decide on a plan of treatment that will address these concerns in a reasonable and helpful manner. The Health Education Program offers a variety of health-related workshops and training and outreach programs throughout the university. For more information, visit www.newschool.edu/studentsservices.

Student Health Insurance

The Student Health Insurance plan offers affordable medical insurance. All degree, diploma, visiting, mobility, graduate certificate, and nonmatriculating students in undergraduate and graduate degree programs, including students taking courses only online, are automatically enrolled in the plan unless they waive participation by demonstrating that they already have comparable health insurance. Graduate and undergraduate students who register for fewer than 6 credits may waive participation without demonstrating other insurance. There is a deadline for waiving student health insurance. For complete information about the Student Health Insurance Plan, visit www.newschool.edu/studentservices.

Food Services

Dining facilities on campus offer weekday food service. Students use the facilities on a cash basis or can participate in the Food Services Plan. For more information, visit www.newschool.edu/studentservices.

Diversity Initiative

The University Diversity Initiative puts The New School's commitment to being "the most diverse private university of excellence in the country" into action. Students can take part in the initiative in many ways. A university-wide committee on diversity works to create a more diverse and pluralistic environment. Student representation is important to the work of the committee. All students can create co-curricular programming that supports multiculturalism in the curriculum. All members of the New School community are invited to develop proposals for public performances and presentations that offer diverse perspectives to the university community and reach out to the various ethnic, religious, and other communities of New York City. For more information, contact Patricia Underwood, director of the University Diversity Initiative, Office of Employment Services, 212.229.5671.

Intercultural Support and HEOP

79 Fifth Avenue, 5th floor
212.229.8996
www.newschool.edu/studentservices

The Office of Intercultural Support (OIS) works with students of diverse backgrounds to build and establish community at The New School. The OIS offers individual counseling services and sponsors events and workshops to promote intercultural awareness. The staff works closely with recognized student organizations as well as the University Diversity Committee. The office also administers the Higher Education Opportunity Program (HEOP) and the Student Ombuds Office.

ACADEMIC POLICY INFORMATION

ADMISSION

Milano The New School for Management and Urban Policy seeks a diverse student community with a broad range of experiences and backgrounds, and welcomes students from abroad. Decisions regarding admission are based on all evidence of the applicant's potential to successfully complete an advanced degree. This includes demonstrated academic achievement, motivation, leadership potential, and maturity as evidenced by prior work experience, letters of recommendation, and a personal interview upon request. Inquiries regarding admission criteria should be directed to the Office of Admission, Milano The New School for Management and Urban Policy, 72 Fifth Avenue, New York, NY 10011, 212.229.5462.

Application Procedures and Deadlines

MS Degree and Certificates

Applications for admission are considered complete when the Office of Admission has received all of the following materials:

- Completed application form, including a statement of purpose of approximately 500 words explaining how the applicant's proposed program of study will enhance his/her professional development
- Official transcripts from all post-secondary institutions attended by the applicant, including evidence of undergraduate degree completion
- Two letters of recommendation to be sent directly to Milano by the authors
- Application fee by check or money order in U.S. dollars
- Résumé

Although not required Graduate Management Admission Test (GMAT) and Graduate Record Exam (GRE) scores may be submitted to support the application.

All documents should be delivered to:

Office of Admission
Milano The New School for Management and Urban Policy
72 Fifth Avenue
New York, NY 10011

Only completed applications are reviewed for admission.

After all documents have been received, the applicant may be contacted to arrange for an in-person or telephone interview with a member of the Milano faculty or staff.

Master's degree and certificate students are admitted for the fall (September) and spring (January) semesters. Although there is no specific deadline for admission, applicants are strongly encouraged to apply by March 1 for the September semester and October 1 for the upcoming January semester in order to take full advantage of financial aid and housing opportunities and to ensure an efficient registration process.

Applications for fall admission that are completed by March 1 will receive an admission decision by mid-March. Applications for spring admission that are completed by October 1 will receive an admission decision by mid-October. Applications received or completed after March 1 for fall semester or after October 1 for spring admission are considered for admission and financial aid on a rolling basis.

International students who are not transferring from another institution within the United States are strongly encouraged to apply at least six months in advance of the intended semester of entry in order to allow time for all enrollment and student visa processing. Financial aid and housing are awarded on a first-come, first-served basis. Applications for aid and housing are processed only after acceptance to a program has been granted by the Admission Office.

Admissions decisions will indicate a scholarship determination for those who have requested institutional financial aid. Admitted students will receive complete details of their financial aid package in a letter sent from Student Financial Services that will follow shortly thereafter.

PhD Candidates

In addition to following the procedures for MS candidates outlined above, PhD applicants must submit an additional letter of recommendation (3 total), a sample of academic work, graduate transcripts, and a current curriculum vitae.

Preference of admission will be given to applicants who have earned or who are about to complete a master's degree in public policy or a related field. The deadline for PhD applications is March 1, and only applications that are complete as of March 1 will be considered. PhD candidates are admitted only in the fall semester. The doctoral admissions committee begins reviewing PhD applications in January.

Admission Policies

Transfer Credit

Milano accepts up to 12 documented transfer credits toward the master's degree requirement upon submission and evaluation of official transcripts. Credits must be from an accredited institution for graduate courses completed with a grade of B or better within ten years prior to enrollment in Milano. The associate dean for student affairs evaluates the acceptability of graduate credits earned at other institutions.

Tuition Deposit (Non-Refundable)

Students are required to deposit \$400 toward their first semester's tuition upon notification of acceptance by Milano. Non-refundable deposits can be made online, by credit card or check or money order. Checks or money orders must be made payable to The New School and sent directly to the Milano Office of Admission.

Deferral of Admission

An offer of admission from Milano The New School for Management and Urban Policy is valid for the semester specified in the letter of acceptance. Applicants who are unable to enroll in the semester for which they were admitted may request an admission extension of up to one year. Requests for extensions of admission must be submitted in writing to the director of admissions. Extensions of financial aid awards are not granted. Students who defer admission must reapply for financial aid by the October 1 deadline for the spring semester and by March 1 for the fall semester to be considered for fellowships and special scholarships.

Admitted students who defer are strongly encouraged to submit an updated resume and statement of purpose.

Auditor Status

Auditing courses is open to matriculated New School graduate students only and requires registration.

Non-Degree Students

Students who do not intend to complete Milano degrees may enroll in graduate courses as non-degree students. Students must complete an admission application and submit postsecondary school transcripts with evidence of graduation, an application fee, and a statement of intent describing their course interest and future possible studies at Milano. Letters of recommendation are not required. Applicants must be in good academic standing at any colleges or universities where they have completed an undergraduate degree. Non-matriculated students do not qualify for financial aid or academic counseling.

During the fall and spring semesters, non-degree students are admitted to courses on a space-available basis after all matriculated students have had the opportunity to register. Non-degree-seeking students are not admitted to summer semester courses. Registration for non-degree students generally takes place the week before classes start.

Students are permitted to register for a maximum of 15 credits on a non-degree basis. The application fee is waived for those non-degree students who decide to seek admission into a Master of Science degree program at Milano.

Readmission

Students who have failed to register for more than three semesters must apply for readmission. Readmitted students are not exempt from five-year time-limit requirements. Students who have exceeded the time limit for completion of the degree may be required to take additional course work as determined by the associate dean for student services, the program manager, and program chair. Students readmitted to the program after more than five years from the time of last matriculation at the school are required to fulfill all degree requirements, including course work, again.

The following materials are required for readmission: a completed application; a statement of purpose of 500 words discussing the reasons for seeking readmission and describing the applicant's activities since last attending Milano; one official transcript from each (if any) institution attended during the student's absence from the school is required. Only official transcripts sent directly from the issuing institution to Milano The New School for Management and Urban Policy are accepted. Applicants must supply certified English translations of all credentials that are not in English. International applicants must have their official transcripts translated into English; in addition, they must provide a course-by-course evaluation of their credentials from a participating member of NACES (www.NACES.org). The New School's preferred provider is World Education Services, Inc. (www.wes.org).

Archiving and Ownership of Application Materials

The Office of Admission maintains applications and related supporting materials for two years. If more six terms have elapsed since the original application was received or an offer of admission was granted, all application documents must be resubmitted, including supporting documents such as transcripts, statement of purpose, two letters of recommendations, and the application fee.

All materials submitted as part of any application for admission to Milano The New School for Management and Urban Policy become the property of The New School and cannot be returned to the applicant or transmitted to a third party. Applicants are strongly encouraged to copy all of the items submitted.

Immunization Requirement

New York State law requires that students born on or after January 1, 1957 provide proof of immunity to measles, mumps, and rubella at the time of registration. This applies to all degree and certificate students registered for six or more credits, including equivalency credit. The current grace period is 30 days following registration for in-state students and 45 days for out-of-state students. However, students are asked to submit proof to the Health Services Center by August 1 to avoid jeopardizing registration.

Proof of immunity to measles, mumps, and rubella can be shown through documentation of immunizations, documentation of medically diagnosed disease (measles and mumps only), and serological evidence (blood tests indicating the presence of antibodies). Proof must be certified by a physician or health care practitioner.

Students should plan to obtain proof of immunity before arriving in New York for registration, as obtaining proof can be a lengthy process. Further information and Immunization Record forms are available in the Office of Student Affairs.

Effective August 15, 2003, New York state public health law requires universities to distribute information about meningococcal disease and vaccination to all students. To meet the requirements of this new law, The New School is required to maintain a record of the following for each student:

- An acknowledgement of receipt of information about the disease and the availability and cost of vaccine,
- A plan to be immunized against meningococcal disease or a record of such immunization within the past ten years or an acknowledgement of the disease risks and a decline of immunization signed by the student or parent if the student is under 18.

Per the law, no institution should permit any student to attend the institution in excess of 30 days without complying with this law.

INTERNATIONAL STUDENTS

Admission to Milano for International Students

Milano welcomes international students. International applicants should ensure that their application form, application fee, statement of purpose, résumé, transcripts, and letters of recommendation are forwarded to the Office of Admission at least six months prior to the beginning of the semester for which admission is sought.

International applicants must have their official transcripts translated into English; in addition, they must provide a course-by-course evaluation of their credentials from a participating member of NACES (www.NACES.org). The New School's preferred provider is World Education Services, Inc. (www.wes.org).

Test of English as a Foreign Language (TOEFL)

All applicants who are not U.S. citizens or permanent residents are required to take the Test of English as a Foreign Language (TOEFL). Exempted from this requirement are applicants who are citizens or legal permanent residents of Australia, Canada, Ireland, New Zealand, South Africa, and the United Kingdom. Request for TOEFL scores are at the discretion of the Office of Admission.

Applicants must demonstrate their proficiency in English by achieving a minimum score of 100 (internet-based exam), 600 (paper exam), or 250 (computer exam) on the Test of English as a Foreign Language (TOEFL). The applicant is responsible for arranging to take this test. Applicants should request that the Educational Testing Service (ETS) send their TOEFL score reports to Milano The New School for Management and Urban Policy. Only official score reports furnished by the Educational Testing Service will be accepted. To obtain information, see www.toefl.org, or write to TOEFL Services, P.O. Box 6151, Princeton, NJ 08541-6151. Scores from the academic International English Language Testing System (IELTS) are accepted.

English Language Proficiency

If, after an international student is admitted and the student's program chairperson determines that his/her written and oral English skills are inadequate for graduate-level work, the student must register for a suitable course in English as a Second Language (ESL) at The New School or another institution and continue in that course until the program chairperson is satisfied that the student has made sufficient progress toward mastery. No graduate credit is granted for the ESL program, and the student is responsible for paying any required fees.

Permission to Enter the United States or Continue Studying in the United States

Once an international student has been admitted, the visa process is handled by International Student Services. Newly admitted international students must obtain a student visa. A few students may be able to enter on another type of visa. For assistance or more information, contact International Student Services, 79 Fifth Ave., New York, NY 10003, by phone at 212.229.5592, or by email at iss@newschool.edu. www.iss.newschool.edu

Admitted students identified as international are automatically sent an I-20 Application Packet with their Pre-Enrollment Packet for New Students. Admitted students need a *Form I-20: Certificate of Eligibility for Nonimmigrant (F-1) Status* to apply for an F-1 student visa at a U.S. Consulate. U.S. government requirements for the issuance of a Form I-20 include documentation of financial support. This documentation is kept confidential by International Student Services, separate from academic records.

Once an international applicant has been issued the I-20, International Student Services will guide the student through a visit to the local U.S. Consulate to apply for a visa. Students who use the Form I-20 to enter the United States must maintain full-time student status for each fall and spring semester until all requirements for the program of study have been completed.

REGISTRATION

The University Registrar's Office registers students for classes, charges tuition and fees, and processes course changes and withdrawals.

Registration Procedures

Registration procedures at The New School vary by school, and the "Registration Information and Procedures" booklet, distributed each semester, provides students with detailed registration procedures specific to their school, as well as relevant policy information. Students should follow registration procedures as outlined by their school.

Note the following specifics regarding registration procedures:

- Exact advising and web registration dates will be provided by the student's department. Generally speaking, new students register in July or August (for the fall term) or January (for the spring term). Continuing degree students register in April for the following fall term, and in November for the following spring term.
- All course registrations must be approved by a departmental advisor before a student registers, and then submitted to the University Registrar's Office either in MyNewSchool or in-person.
- Student Financial Services e-mails continuing degree students a schedule of classes and a single invoice for tuition and fees several weeks before the start of the semester. Students should verify the accuracy of the schedule. A student is not registered, and will not receive credit, for courses not appearing on the schedule. In addition, registration is not complete until payment or payment arrangements have been made.
- Students who do not register or who do not make payments by the stated deadlines (see below) will incur late fees. Deadlines for completing registration will not be extended because of delays in clearing registration holds (which may be imposed for reasons including non-payment of tuition, late fees, or library fees, or for failure to return vaccination forms).

Full-Time and Half-Time Status

Milano The New School for Management and Urban Policy defines full-time status as enrollment in a minimum of 9 credits per semester. In general, full-time students complete 21 credits over the fall and spring semesters. Half-time status is defined as enrollment in a minimum of 6 credits per semester. Students with loans or tuition grants from external sources should be advised that such programs may require 12 credits for full-time status. It is the student's responsibility to meet the full-time status requirements as defined by each external source of funds.

Adding, Dropping, and Withdrawing From Courses

To add, drop, or withdraw from a course, students must contact their academic advisor for approval and instructions. All course changes must be submitted to the University Registrar's Office, either via MyNewSchool or in-person. No course change is effective until this is complete.

Deadlines for adding, dropping, and withdrawing from courses are as follows (see the Academic Calendar for exact dates for each semester):

Adding a course: through 2nd week of semester

Dropping a course (deleted from student's academic transcript): through 3rd week of semester

Withdrawal with a grade of W noted on academic transcript (no academic penalty)

Undergraduate students: through 7th week of semester

Parsons, Mannes graduate students: through 7th week of semester

All other graduate students: through end of semester

Withdrawal with a grade of WF noted on academic transcript (equivalent to an F in gpa)

Undergraduate students: after 7th week of semester

Parsons, Mannes graduate students: after 7th week of semester

Attendance in class or completion of course requirements alone does not constitute formal registration and will not make a student eligible to receive credit for that course. Likewise, failure to attend classes, failure to complete course-work, failure to complete payment, or notification of the instructor, does not constitute official withdrawal and may result in a permanent grade of WF on the student's record.

Refund Schedule and Policies

In the event of early withdrawal, a percentage of tuition will be refunded (see University Refund Schedule below). Refunds will be granted only after the official withdrawal procedure has been completed or the university determines the student is no longer enrolled. Refund processing takes approximately four weeks.

University Refund Schedule—Degree Students

Courses dropped	% Semester Tuition Charges Refunded
Before semester begins	100%
Within first week of semester	90%
Within second week of semester	80%
Within third week of semester	70%
Within fourth week of semester	60%
After fourth week of semester	No refund

Fees, including tuition deposits for new students, are non-refundable. Housing fees are subject to the terms stated in the housing contract.

The above percentages will be applied to the number of credits dropped and the tuition will be recalculated based on the new credit load. Refund amounts will be the difference between tuition already paid and the recalculated tuition. Student financial aid may be affected when a student withdraws or drops credits. Students should contact Student Financial Services with questions regarding their account. Failure to complete payment prior to withdrawal does not relieve a student of financial liability.

For students receiving Title IV funds (federal aid) who withdraw officially or unofficially from all classes, refund calculations will be based on the amount of Title IV aid earned and on the amount of time the student was in attendance, using a proportional calculation through 60 percent of the payment period. This calculation has no relationship to the student's institutional charges. The amount of tuition, fees, housing, and meal plans assessed will be based on the institutional refund policy.

Students who withdraw from all of their courses before the fourth class meeting and wish to remain in their degree program must pay a maintenance of status fee. If students are entitled to a refund, the amount of the fee will be deducted from the refund payment.

Late Registration and Late Payment Fees

The policy outlined below applies to all continuing degree students, except those returning from a leave of absence or mobility. It does not apply to newly admitted students during their first semester.

Please note that tuition and fee policies are subject to change.

Fall semester: Students registered for the fall semester are required to make arrangements to pay by August 10. Failure to do so will result in a late payment fee of \$150. Students who register after August 10 will be charged a late registration fee of \$150.

Spring Semester: Students registered for the spring semester will be required to make arrangements to pay by January 10th. Failure to do so will result in a late payment fee of \$150. Students who register after January 10th will be charged a late registration fee of \$150.

Appeals: Students who are charged the late payment fee or late registration fee and have extenuating circumstances that warrant a review of the fee may appeal by writing a letter stating their case and attaching appropriate documentation.

The appeal must be received prior to October 15 for the fall term or prior to February 15 for the spring term. The fee must be paid before the appeal can be reviewed. If the appeal is granted, a refund will be issued. The appeal should be sent to:

Late Fee Appeal Committee
c/o William Kimmel
University Registrar
The New School
79 Fifth Avenue, 5th floor
New York, NY 10003

CHANGES OF ADDRESS AND PHONE NUMBER

Students are responsible for keeping their address and phone number current with the university. Students may update their contact information in MyNewSchool (<http://my.newschool.edu>) as needed. University correspondence is mailed to the address designated as Official or e-mailed to the student's New School e-mail address.

GRADES

Grade Reporting

Faculty members determine the grades that each student will receive for work done under their instruction. Grades are recorded for all students registered in a course for credit, and they are generally posted within two weeks after a course ends. Students can access their grades and view their academic transcript through MyNewSchool. The university does not automatically mail paper copies of grades to students. Students who need an official copy of their grades for the current term can request it through MyNewSchool.

Numerical values of grades are as follows:

A = 4.0 B+ = 3.3 C+ = 2.3 D = 1.0
A- = 3.7 B = 3.0 C = 2.0 F = 0.0
B- = 2.7 C- = 1.7 WF = 0.0

The following grades are not figured into the grade-point average:

W = Withdraw

I = Temporary incomplete

P = Pass (credits count toward degree)

U = Unsatisfactory (credits do not count toward degree)

AP = Approved (non-credit certificate)

NA = Not approved (non-credit certificate)

GM = Grade not reported

Grade of W

The grade of W may be issued by the Registrar's Office to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript.

A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.

Grade of WF

The grade of WF is issued by an instructor to a student (undergraduates and graduate students at Parsons and Mannes) who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from "F," which would indicate that the student technically completed requirements but that the level of work did not qualify for a passing grade. The WF is equivalent to an F in calculating the grade point average (zero grade points) and no credit is awarded.

Grades of Incomplete

The grade of I, or Temporary Incomplete, may be granted to a student under unusual and extenuating circumstances, such as when the student's academic life is interrupted by a medical or personal emergency. This mark is not given automatically but only on the request of the student and at the discretion of the instructor. A Request for Incomplete form must be completed and signed by student and instructor. The time allowed for completion of the work and removal of the "I" mark will be set by the instructor as follows:

Undergraduate students and Graduate Students at Parsons and Mannes: no later than the seventh week of the following fall semester for spring or summer term incompletes or the seventh week of the following spring semester for fall term incompletes. Grades of "I" not revised in the prescribed time will be recorded as a final grade of "WF" by the Registrar's Office.

All Other Graduate Students: no later than one year following the end of the class. Grades of "I" not revised in the prescribed time will be recorded as a final grade of "N" by the Registrar's Office. The grade of "N" does not affect the GPA but does indicate a permanent incomplete.

Grade-Point Averages

The semester grade-point average is computed at the end of each term by multiplying the number of credits earned in each course by the numerical values associated with the grade received in that course. The grade points for all courses are totaled and then divided by the total number of graded credits attempted, including any failed courses.

The cumulative grade-point average is computed by dividing the total number of grade points earned (quality points) by the total number of graded credits attempted. Credits transferred from another institution are not included in the cumulative GPA.

Grade Changes

Final grades are subject to revision by the instructor with the approval of the dean's office for one semester following the term in which the course was offered (one year for graduate students). After that time has elapsed, all grades recorded in the University Registrar's Office become a permanent part of the academic record, and no changes are permitted.

Grade Appeal Policy

Students may petition for review of any grade within sixty days after the grade was issued. Before deciding to appeal, the student must request an informal explanation of the basis of the grade from the instructor. If the student is not satisfied with the explanation, the student may pursue the matter as follows:

1. The student submits a letter outlining any questions and/or objections directly to the faculty member, with a copy to the department chair or director. (If the faculty member is also the chair or director, the copy will be sent to the Dean's Office.)
2. The instructor submits a written response to the student's letter within one month of receipt, with a copy to the department chair or director, or the Dean's Office if the faculty member is also the chair or director.
3. If the student is still unsatisfied after the faculty member's written response, the student may appeal further by writing and sending copies of previous communication to the Dean's Office designee. This designee will convene an appeals committee to review both letters, clarify any outstanding questions or issues and make a recommendation to the dean. The dean's decision is final.

ACADEMIC TRANSCRIPTS

An official transcript carries the Registrar's signature and The New School seal, and documents a student's permanent academic record at the university. Students may request a copy of their transcript, to be mailed to the address of their choosing (including other colleges and institutions), by submitting an official request to the University Registrar's Office. This can be done online at <http://my.newschool.edu>, or by completing the transcript request form available on the web:

http://www.newschool.edu/student-services/registrar/transcript_requests.aspx?s=6:1

Standard transcript services are free of charge. Transcripts are not issued for students with outstanding debts to the university.

ACADEMIC PROGRESS

Dean's List

Undergraduates who are full time and have a term grade point average of 3.7 or better are enrolled on the Dean's List, which is noted on the academic transcript.

Retaking a Course

With approval, graduate students with a grade of B- or below and undergraduate students with a grade of F or WF in a course are eligible to retake the course. Students are allowed to retake up to three courses during a single degree program. The initial grade will continue to appear on the transcript but will drop out of the cumulative GPA; the grade earned the second time will be used to compute GPA. Retaken courses will not count twice toward fulfillment of graduation requirements nor for student loan or New York Tuition Assistance Program (TAP) certification. Students wishing to retake a course should contact their advising or dean's office to learn the proper procedure prior to registration.

Academic Standing Requirements

All Undergraduate Students:

Must earn a 2.0 term gpa and cumulative gpa to remain in good academic standing. Students with less than a 2.0 term gpa or cumulative gpa will be placed on academic probation. Students who earn less than a 2.0 term gpa or cumulative gpa for two consecutive semesters will be dismissed. Any undergraduate earning less than a 1.0 term gpa will be dismissed.

Additional requirements to remain in good academic standing:

Mannes undergraduates: Must earn a grade of "B-" or better in required classes to remain in good standing in the program. At the conclusion of the semester's probation, students who receive additional grades below "B-" will be subject to dismissal. Mannes students who fail remedial courses will be subject to dismissal.

Parsons and Jazz undergraduates: Must earn a grade of "C" or better in each required course to remain in good academic standing. Students who do not satisfactorily complete a required or sequential course, but who are otherwise in good academic standing, are subject to Curricular Probation. Students on Curricular Probation who fail to make satisfactory progress will be subject to dismissal and may be ineligible to continue in portions of their academic programs until the deficiency is resolved.

All Graduate Students:

Must earn a 3.0 term gpa and cumulative gpa to remain in good academic standing. Students with less than a 3.0 term gpa or cumulative gpa will be placed on academic probation. Students who earn less than a 3.0 cumulative gpa for two consecutive semesters will be dismissed.

In addition, graduate students who do not complete one half of accumulated attempted credits after two consecutive semesters in their program will be subject to probation and will not necessarily be allowed to register for more courses and/or equivalency credits in the following semester. Students are additionally responsible for meeting department/program academic requirements in order to remain in good academic standing in their program.

Students can be required to withdraw from Milano if they 1) receive three grades of N; 2) receive three grades of F; 3) make unsatisfactory progress after having been placed on academic probation; or 4) persistently exhibit unacceptable behavior.

Additional requirements to remain in good academic standing:

Mannes and Drama graduate Students: Must earn a grade of "B-" or better in required classes to remain in good standing in the program. At the conclusion of the semester's probation, students who receive additional grades below "B-" will be subject to dismissal. Mannes students who fail remedial courses and Drama students who fail any required course will be dismissed.

Parsons graduate students: Must earn a grade of "B" or better in each required course to remain in good academic standing. Students who do not satisfactorily complete a required or sequential course, but who are otherwise in good academic standing, are subject to Curricular Probation. Students on Curricular Probation who fail to make satisfactory progress will be dismissed as will students with a term gpa of 2.5 or lower. They may be ineligible to continue in portions of their academic programs until the deficiency is resolved.

Dismissal Notification

Students dismissed based on fall semester grades must be notified before spring semester classes begin. Otherwise, the student will be placed on probation and allowed to attend spring term classes.

Academic Dismissal Appeals

Students who are dismissed from their degree program may petition to their Dean's Office to reverse the decision by filing a formal, written appeal. All appeals must be presented in writing, with supporting documentation, within two weeks of receipt of notice of academic dismissal. Students may expect to hear the results of an appeal within two to four weeks of its submission.

Appeals must contain the following information:

- An explanation of poor performance and/or failure to complete required coursework.
- A description of plans to improve academic performance and/or to complete outstanding work.
- Any other relevant information pertaining to academic history or potential.

Academic Standing and Financial Aid

Satisfactory academic progress is a crucial factor in maintaining eligibility for state, federal, and institutional financial aid. In addition to the standards described above, certain aid programs (such as New York State's TAP) may have additional or different academic progress requirements. Failure to meet these requirements may jeopardize a student's continued financial assistance. Students should contact the Financial Aid Office with questions about general requirements or personal status.

A student who loses financial aid eligibility because of failure to satisfy academic progress requirements may have his or her financial aid reinstated if satisfactory academic standing is regained or if he or she is readmitted to the academic program.

Leave of Absence

Students in good academic standing may petition for a leave of absence. Students taking a leave of absence should meet with the Academic Affairs Officer in their school and complete the official Exit Form (at Mannes, Exit Forms are available in the Dean's Office). Leaves of absence are typically approved for one or two semesters, depending on the curriculum and academic requirements of the program. Recipients of student loans should note that a leave of absence constitutes a break in their program of study, resulting in loss of their loan repayment grace period and/or eligibility for student deferment. They should consult Student Financial Services when contemplating taking a leave of absence. International students on F1 and J1 visas normally fall out of status during the period of a leave and must return to their home countries during the leave; international students should consult International Student Services when contemplating a leave of absence.

Academic records for students on leave are maintained in accordance with the relevant drop and withdrawal deadlines, and refunds are calculated in accordance with the university refund schedule.

Medical leaves of absence require appropriate documentation. To return from a medical leave, a student must submit follow-up documentation indicating that the student is able to continue study, at which point a decision will be made as to the student's eligibility to return.

If unable to return to study as planned, the student must contact their Academic Affairs Officer immediately to request an extension of their leave. Students who remain on leave longer than the approved leave period must reapply through the Office of Admissions.

Withdrawal from a Degree Program

Students who wish to withdraw completely from the university must meet with the Academic Affairs Officer in their school and complete the official Exit Form (at Mannes, Exit Forms are available in the Dean's Office). Their academic records will be maintained in accordance with the relevant drop and withdrawal deadlines, and refunds will be calculated in accordance with the university refund schedule.

Students who withdraw and later wish to return to the university must reapply to the Office of Admissions.

Degree Completion Term Limits

Students must complete degree requirements within 5 years for the master's degree. Term limits for the PhD are: 10 years at The New School for Social Research and 8 years at Milano The New School for Management and Urban Policy. Beyond these time limits, students are not permitted to register unless an extension of time is obtained. Extensions of time may be granted based on a petition submitted by the student and assessed by the student's academic department. To petition, the student must outline work completed toward the degree and a plan for completion of the degree. If the extension of time is not granted, the student will be dismissed from the program.

GRADUATION**Requirements for Graduation**

To earn an undergraduate degree, students must have a minimum 2.0 cumulative grade-point average and must complete all degree requirements (as specified in school catalogs) prior to the graduation date.

To earn a graduate degree, students must have a minimum 3.0 cumulative gpa and must complete all degree requirements (as specified in school catalogs) prior to the graduation date. Doctoral programs may require cumulative gpa's above 3.0.

Petitioning to Graduate

Students intending to graduate must file a graduation petition form with the University Registrar's Office and pay the appropriate fee by the following dates:

For January graduation

Prior to October 1 No fee

After October 1 \$20 late fee

After November 1 \$50 late fee

The final deadline to petition is November 15.

For May graduation

Prior to February 15 No fee

After February 15 \$20 late fee

After March 15 \$50 late fee

The final deadline to petition is March 30.

The commencement ceremony for both May and January graduates is held in May. Students attending the May graduation ceremony must purchase graduation attire from the university supplier.

Ph.D. students must pay for the microfilming and binding of their dissertation when they petition to graduate.

Graduation with Honors

Undergraduates who have completed at least 60 credits in residence for a bachelor's degree and 34 credits for an associate's degree and who have a cumulative grade point average of 3.7 or higher may graduate "with honors" noted on their diplomas and transcripts. Departmental graduation honors are internally awarded and may be noted on transcripts but not on the diploma.

Degree Conferral and Issuing of Diplomas

The New School confers degrees in January and May. After all semester grades are received and posted, an evaluation of the student's academic record will be done to determine eligibility to graduate. This process will take several weeks. If the student is eligible to graduate, the degree will be conferred and a diploma will be mailed to the student's specified "diploma address" approximately 12 weeks later. Diplomas are not issued to students with outstanding debts to the university.

FINANCIAL INFORMATION

Tuition for Milano students is \$1,150 per credit in the 2008–09 academic year. Full payment of tuition and fees is normally due at the time of registration. New tuition and fee schedules are published several months in advance of each academic year and are viewable online at www.newschool.edu/registrar. Milano is committed to helping its students meet their educational expenses through federal, state, and institutional student aid and loan programs.

STUDENT FINANCIAL SERVICES

Estimated Cost of Attendance and Determining Eligibility

The information on student resources contained in the Student Aid Report (SAR) allows Student Financial Services to determine a student's eligibility for institutional scholarship awards as well as eligibility for federal aid programs. The expected student contribution and aid from other sources are subtracted from the student expense budget to determine the individual student's financial need. Thus, a simple expression of the financial aid equation is represented by the following formulation: Student Expense Budget – Available Resources = Need. Your student expense budget, or Cost of Attendance, is the basis on which eligibility for student financial assistance is determined. Federal laws regulating the disbursement of funds to students receiving Title IV aid (including subsidized and unsubsidized Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Stafford Loans, Graduate PLUS Loans, Federal Perkins Loans, and Federal Work-Study awards) dictate the expense items that can be included when calculating COA budgets. Allowable expenses for the period of enrollment are tuition and fees, books and supplies, room and board, other personal expenses, transportation costs, and federal loan fees.

Details on all tuition, fees, and other education-related expenses can be obtained by contacting Student Financial Services at 212.229.8930, sfs@newschool.edu or online at www.newschool.edu/studentservices.

Typical School Year Expenses 2008–09 Academic Year

Full-Time On-Campus Resident

Tuition (graduate)*	\$27,600
University Services Fee	200
Health Services Fee†	480
Health Insurance Fee†	1,617
Room and Board‡	15,260
Books and Supplies	920
Personal Expenses	1,550
Transportation	684

Total **\$48,311**

* Based on 12 credits per semester at \$1,150 per credit.

† Subject to change. Graduate students may decline this service by completing the Online Waiver Form.

‡ Estimated cost.

U.S. citizens and eligible non-citizens should apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA).

BILLING, PAYMENT, AND REFUND POLICIES

Billing Information

In an effort to offer greater access to invoice and payment information as well as reduce our impact on the environment, electronic invoices (E-bills) will be sent to all registered continuing students. Students will not receive paper invoices at their official address, and will instead receive a notification to their New School (@newschool.edu) email accounts when an invoice is ready to be viewed. An electronic invoice for the fall semester will be available online by mid-July for registered students. Payment or approved payment arrangements are due August 10. For the spring semester, electronic invoices will be ready for viewing online the first week in December and payment or approved payment arrangements are due January 10. Invoices will be available only to registered students. Registered continuing students will be charged a late payment fee if they do not make payment or approved payment arrangements by the payment due date.

Accepted Forms of Payment

Students are encouraged to make payment online by ACH, using a checking or savings account or credit card (MasterCard, Visa, and American Express) by signing onto MyNewSchool and going to the Student tab. Payment may also be made by mail or in person, by bank debit card and cash (in person only), or by personal check, Visa, MasterCard, American Express, or wire transfer.

Other electronic service can be found on MyNewSchool under the Student tab, including making payment online using either your checking or savings account, signing up for a payment plan, designating an authorized user (parent, relative, guardian, employer, etc.) to view their student's account and make payments on a student's behalf or signing up to receive refunds electronically.

Payment by check: Please make checks payable to The New School and include the student's name and New School ID number in the memo section. Mail your payment to The New School, Cashiering, 65 Fifth Avenue, New York, NY 10003. According to university policy, third-party checks are not accepted with the exception of checks from parents, which must include the name of the student and the New School ID number in the memo section. Please be advised that funds to cover any checks submitted to The New School must be available at the time checks are submitted. Also see the "Returned Check Policy" section below for more information on this topic.

Returned Check Policy: If, for any reason, a check does not clear for payment, a penalty of \$30 is charged to the student's account. The university cannot presume that the student has withdrawn from classes because the check has not cleared or has been stopped; payment and penalty remain due. Payment for the amount of the returned check and the \$30 returned check fee must be made with cash, certified bank check, or money order. Another personal check is not acceptable.

An additional 10 percent penalty is charged if payment for a returned check is not received within four weeks. After a second returned check, all future charges must be paid with cash, certified bank check, or money order. Personal checks or payment by ACH online will not be acceptable. If it becomes necessary to forward an account to a collection agency, an additional 10 percent penalty will be charged on the remaining account balance.

Wire Transfer Information: For information on how to wire transfer funds to The New School, please sign on to MyNewSchool (click the "Student" tab, then in the "Student Financial Services" channel click "Wire transfer information.").

Students who do not have access to MyNewSchool, please email Student Financial Services for instructions. Only students who have been admitted and deposited can send funds by wire.

Monthly Payment Plan

The university offers a monthly payment plan. The plan enables students or their families to pay interest-free monthly installments on their account toward their tuition, fees, and housing. Many students and families find monthly installments more manageable than one lump payment each semester. Through this plan, fall and spring semester's charges may be paid in five monthly installments beginning on August 1, or September 1 for a four month plan for the fall semester. For spring, payment for the payment plan begins January 1 for the five month plan and February 1 for the four month plan. Students must sign-up for the payment plan each semester, as it is based on the charges on a student's account and the university charges by semester. The payment plan is not a loan, therefore, there are no credit checks. (This payment plan is not available for summer charges.) Matriculated students taking six or more credits per semester and The New School for Social Research students maintaining matriculation are eligible. More information on the monthly payment is available at MyNewSchool.

Other student services can also be found at MyNewSchool, including:

Electronic refunds

Funds are deposited directly into the student's bank account. For students who are using a parent PLUS Loan to finance their educational expenses, the parent borrower (if applicable) will still be mailed a paper refund check.

Deferral of Payment for Employer Reimbursement

Employer/Sponsor Reimbursement: Students expecting reimbursement from their employer or sponsor may defer payment of tuition and fees upon presentation of a signed, official authorization from their employer or sponsor on company letterhead. The authorization, which needs to accompany the appropriate form(s) must show a current date and include the following: student name, the New School ID number, the amount of tuition (and fees, if applicable) to be covered by the employer or sponsor, the semester for which tuition will be covered, the employer's address and phone number, and the specific terms for payment, i.e., whether upon receipt of grades or upon registration. Payment may not be deferred on any portion of the charges that the employer has not agreed to pay.

If the reimbursement is to be made upon receipt of grades, there is an employee participation fee of \$150.00. The participation fee, all mandatory fees, and any tuition balance not covered by your employer or sponsor must be made prior or upon submission of forms. Payment by credit card or ACH payment using your checking or savings account may be made online at MyNewSchool. You may also fax a credit card authorization to 212.229.8582 when faxing your forms. Students taking this type of deferral need to complete both the Deferral Credit Card Payment Authorization and Employer Reimbursement Deferment forms found online on The New School website. The payment due dates of the balance being deferred are February 1 for the fall semester, June 15 for the spring semester and August 15 for the summer semester.

If The New School can submit an invoice to your employer/sponsor once you are registered, and payment is not contingent upon receipt of grades, there is no participation fee. Students need to complete the Employer Reimbursement Deferment form (found online) and submit with the employer authorization. Any balance not covered by your employer/sponsor must be made prior or upon submission of forms.

Students who are deferring because they are expecting reimbursement from their employer/sponsor must submit the employer authorization letter and form(s) to Student Financial Services by the appropriate payment due dates in order to avoid the late payment fee. Employer authorizations and form(s) may be faxed to 212.229.8582 or mailed to The New School, Attn: Third Party Billing, 79 Fifth Avenue – 5th Floor, New York, NY 10003 or brought in person to the Cashiering Office at 65 Fifth Avenue. For any questions regarding employer reimbursement you may e-mail sfs@newschool.edu or call 212.229.8930, option 2.

Payment to the university is the responsibility of the student. Payment is not contingent on receiving grades, receiving passing grades, or completing courses. Additional deferment information can be found on The New School website.

Refund Schedule and Policies

In the event of early withdrawal, a percentage of tuition will be refunded (see University Refund Schedule). Refunds will be granted only after the official withdrawal procedure has been completed or the university determines you are no longer enrolled. Refund processing takes approximately four weeks.

Fees, including tuition deposits for new students, are non-refundable. Housing fees are subject to the terms stated in the housing contract.

The above percentages will be applied to the number of credits dropped and the tuition will be recalculated based on the new credit load. Refund amounts will be the difference between tuition already paid and the recalculated tuition. Contact Student Financial Services if you have questions about your account. Your financial aid may be affected if you withdraw or drop credits. Failure to complete payment prior to withdrawal does not relieve you of financial liability. For students receiving Title IV funds (federal aid) who withdraw officially or unofficially from all classes, refund calculations will be based on the amount of Title IV aid earned and on the amount of time the student was in attendance, using a proportional calculation through 60 percent of the payment period. This calculation has no relationship to the student's institutional charges. The amount of tuition, fees, housing, and meal plans assessed will be based on the institutional refund policy.

Electronic Refunds Deposited in Your Bank Account: Student refunds can be deposited directly to a personal savings or checking account. Students can sign up for this service on MyNewSchool. Exception: For students who are using a Parent Loan for Undergraduate Students to finance their educational expenses, a paper refund check (if applicable) will be sent to the parent borrower.

APPLYING FOR FINANCIAL AID

U.S. citizens and eligible non-citizens who wish to apply for financial aid should file the Free Application for Federal Student Aid (FAFSA). Milano has a priority deadline of March 1 for the fall enrollment, and October 31 for the spring enrollment. Continuing students must file a renewal FAFSA each year. The FAFSA is available online at www.fafsa.ed.gov. The New School FAFSA code is 002780. Students who file the FAFSA need to be very careful when identifying their enrollment status. For financial aid purposes only, students should assume that 6 credits equals half time, 9 credits equals three-quarters time and 12 credits equals full-time.

Applications for financial aid are reviewed in March, May, July, and August for September enrollment; in October, November, and December for January enrollment. Because financial aid is awarded on a first-come, first-served basis, within these time periods, students should make every effort to make sure all paperwork is complete as early as possible. In some cases the federal government selects students for a process called "verification." If a student is selected for verification on his or her SAR (Student Aid Report, which states the results from the FAFSA) he/she may be required to submit additional documentation to the financial aid office. In most cases, selected students are required to submit federal tax returns and W2 forms for the prior fiscal year and a verification worksheet. Other documents may also be required. Students who are selected should contact Student Financial Services to see exactly which documents must be submitted. Timely submission of additional materials will facilitate the award process.

Students are awarded financial aid based on their intended enrollment status. Students who enroll in fewer credits than they planned, or who drop credits, should notify Student Financial Services immediately. Any institutional aid is prorated according to the number of credits students actually enroll in.

Continuing students who demonstrate financial need, who are not in default on student loans, and who maintain satisfactory academic progress will continue to receive their financial aid award(s).

Only degree students enrolled for 6 or more credits may receive financial aid.

Financial Aid Application Process

1. File application forms by March 1 for fall semester (priority packaging), by November 1 for spring semester. After January 1, file the Free Application for Federal Student Aid (FAFSA) Form (school code 002780). File early, using your estimated income data, if necessary, and update your FAFSA with actual income information from tax records as soon as it becomes available. Do not wait for an admissions decision before filing for financial assistance.
2. Keep information received from the Department of Education for future reference and for making corrections. Retain copies of all application materials.
3. Submit all materials requested by Student Financial Services. These may include tax returns, proof of residency, proof of date of birth, and proof of citizenship. An applicant's name and/or Social Security number or New School ID number should be written clearly on all materials.
4. If your financial aid files are in order, you will receive a response regarding a financial aid package shortly after a decision has been made on your application for admission.
5. You will receive a Financial Aid Award Letter and information on award eligibility after a decision on your application for admission is made known. Decisions are announced beginning in late February. All awards are offered for one academic year only. To renew an award, you must reapply each year.

If you have any questions about these procedures, please contact Student Financial Services at 212.229.8930, or email sfs@newschool.edu.

In general, awards are renewed for students in good standing.

Deferral for Approved Financial Aid

Students receiving financial aid may defer tuition and fees only if an award has been granted and the proper forms have been signed and returned to Student Financial Services. Approved financial aid awards appear on student invoices and reduce the amount due. Students must make payment in full of any charges not covered by their financial aid package.

It is the student's responsibility to know the status of his or her financial aid awards (loans, scholarships and grants, workstudy) so that all tuition and other charges are satisfied in a timely fashion. In the event anticipated financial aid or loans are not realized, the student will be required to pay any outstanding balance through other means.

Student Financial Services is responsible for the delivery of all student loan funds and student refunds. The repayment of the Perkins Loan program is handled by the Perkins Loan Coordinator. Perkins Loan borrowers will continue to have a relationship with the Student Financial Services after graduation and until the loan is paid in full.

Additional Information

Satisfactory Academic Progress

To be eligible for federal financial assistance students must meet Satisfactory Academic Progress (SAP) standards. The New School requires that students meet the following minimum standards:

Qualitative SAP Standards

2.0 cumulative Grade Point Average for undergraduates

3.0 cumulative Grade Point Average for graduate students

Quantitative SAP Standards

Students must have earned at least 66% of their attempted course credits to be considered to be meeting Satisfactory Academic Progress minimum standards. Students are permitted to receive federal student aid only for the number of terms that reach 150% of the amount of time it normally takes to complete their degree program. Students are not eligible to receive federal financial assistance for terms beyond this point, even if they did not receive aid for all of terms included in figuring whether they have exceeded 150% of the maximum time allowed to complete their degree requirements.

SAP is reviewed yearly except for students on probation whose status is reviewed each semester. You can find additional information regarding Satisfactory Academic Progress online at http://www.newschool.edu/student-services/financialaid/apply_us.aspx

Students convicted of Possession or Sale of Illegal Drugs

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count if they were for an offense that occurred during a period of enrollment for which the student was receiving Title IV aid—they do not count if the offense was not during such a period. Also, a conviction that was reversed, set aside, or removed from the student's record does not count, nor does one received when he or she was a juvenile, unless he or she was tried as an adult.

The chart below illustrates the period of ineligibility for FSA funds, depending on whether the conviction was for sale or possession and whether the student had previous offenses. (A conviction for sale of drugs includes convictions for conspiring to sell drugs.)

Possession of Illegal drugs	Sale of illegal drugs
1st offense	1 year from date of conviction
2nd offense	2 years from date of conviction
3+ offenses	Indefinite period

Forms, instructions, and program details are available from Student Financial Services, The New School, 65 Fifth Avenue, New York, NY 10003; 212.229.8930; sfs@newschool.edu; or online at www.newschool.edu/admin/finaid. Students are entitled to receive hard copies of all information and application procedures and can do so by contacting Student Financial Services at sfs@newschool.edu or 212.229.8930

SCHOLARSHIPS

Adrian W. DeWind Scholarship Fund

This fund provides assistance to outstanding full-time students who evidence an ability to make a professional impact through careers in urban service.

ConEdison Scholarship

ConEdison has awarded scholarship support to qualified candidates who have demonstrated commitment to and show promise as future leaders in urban sustainable development.

Dorothy Hirshon Scholarship in Urban Policy Analysis and Management

This scholarship is awarded each year to a minority student in the Urban Policy Analysis and Management program who is enrolled full-time and shows outstanding academic and professional promise.

DUAPA Fellowship

The DUAPA Fellows Program reaches out to mature students of diverse academic backgrounds, and opens its doors to emerging leadership in all sectors of the city. The fellowship is designed to promote a more innovative and rationalized leadership for the City of New York. This is a merit-based scholarship.

Edward Neinken Memorial Scholarship in Urban Policy Analysis

This scholarship is awarded annually to a full-time student in Urban Policy Analysis and Management who shows potential in the field.

Erwin S. and Rose F. Wolfson Foundation for Student Scholarships, Fellowships, and Loans

The foundation provides funds to full-time students in all divisions of the university who have completed at least one year of study and demonstrate outstanding academic ability, motivation, and promise of achievement. These scholarships, fellowships, and loans are renewable depending on continued academic achievement.

Erwin S. Wolfson Scholarship

Funds from this scholarship are used to assist promising full-time Milano students meet their tuition costs.

Fulbright Fellowship

The Fulbright Program supports educational exchanges that strengthen understanding and communication between the United States and over 140 countries. It is administered through the Institute for International Education (IIE). The Fellowship award is awarded on a case-by-case basis and informed by IIE's evaluation. For more information visit www.iie.org.

Henry A. and Louise S. Loeb Scholarships

Awards are made annually to full-time entering and continuing students in 37 Urban Policy Analysis and Management on the basis of demonstrated ability and professional promise.

Isador Lubin Fellowship

The Isador Lubin Fellowship is dedicated to the memory of Isador Lubin, whose contributions to economic statistics inspire the education and training of policy analysts in the PhD Program in Public and Urban Policy. Dr. Lubin was responsible for upgrading the Bureau of Labor Statistics when he served as Commissioner in the early 1930s, served as a trusted advisor to President Franklin D. Roosevelt, and was the U.S. representative to the U.N. Economic and Social Council.

The Isador Lubin Fellow shall be selected from the ranks of entering PhD students. To be eligible for this honor, a student must be enrolled full-time in the PhD program and committed to the advancement of sound and equitable urban policies. Preference is given to students pursuing a career in public service with an international orientation and/or an interest in urban development. The fellowship lasts for a period of two years.

Jacob M. Kaplan Fellowships

These fellowships assist full and part-time students entering the program in Urban Policy Analysis and Management who demonstrate outstanding ability in policy analysis and a concern for the improvement of life in U.S. cities. The fellowships cover all tuition.

Mayor's Scholarship Program

Milano awards several half-tuition scholarships to permanent New York City government employees who are entering part-time students in the school's master's degree programs. The Mayor's Scholarship is renewable. The award recipient must enroll in at least six credits each semester and makes satisfactory academic progress. Applications are available from Mayor's Scholarship Program, Office of the Mayor, City Hall, New York, NY 10007. Applications must be submitted directly to the Office of the Mayor by the scholarship deadline. A separate letter of intent must be submitted to the Office of Admission before March 1.

Peace Corps Fellows

Milano is one of the few schools eligible to enroll students who have been selected to receive graduate fellowships through the Peace Corps Fellows Program. Our similar mission of social responsibility, our master's degree programs, and the unique environment at The New School have been a strong attraction for Peace Corps Fellows. The Peace Corps Description of Service must be submitted with the admission application in order to be considered for this fellowship.

Robert Curvin Fellowship

Established to honor former Dean Robert Curvin, the fund provides one fellowship award per year to a full-time graduate school student who has demonstrated commitment to social justice.

Seth Glickenhauz Fellowships

This fund supports scholarship grants for entering students who have demonstrated strong academic ability and financial need. Made possible through the generosity of the Glickenhauz Foundation, it enables Milano students to train for careers in public service and community development.

Urban Conversations Scholarship

This fund helps Milano attract students from other regions of the United States. Each year, scholarships are made available to students from cities whose elected officials have participated in the annual Urban Conversations Conference. Currently, qualified applicants from New Orleans and the Gulf Coast areas affected by Hurricane Katrina, Atlanta, Baltimore, Washington DC, and Nassau County, New York are eligible for consideration.

Qualified applicants interested in being considered for this award must provide an additional statement that describes their demonstrated and sustained commitment to community development and how their studies at Milano will allow them to develop their professional goals.

The donors are the Howard Gilman Foundation, Altria Group, Herb Allen III and Allen & Company, James A. Torrey, Beth Rudin DeWoody and the May and Samuel Rudin Family Foundation, Lillian Vernon, Mary Boies, Bill and Sheila Lambert, George Loening, Select Equity, Thomas I. Acosta, Bolton-St. Johns, Tondra and Jeffrey Lynford, Anne H. Hess and Craig Kaplan, James Lee Witt, and Bob and Judy Rubin.

Urban Leaders Scholarship

Milano offers the Urban Leaders Scholarship to train a cadre of new leaders in city government.

Candidates must have strong academic credentials with a GPA of 3.4 or above. Candidates must submit three letters of recommendation, a statement of purpose discussing how Milano helps candidates achieve their goals, a second essay addressing and proposing a solution to an ongoing urban issue affecting their community, a resume showing previous commitment to the field, and other general admission criteria as outlined on Milano's website and catalog.

William Randolph Hearst Endowed Scholarship

Established in 1996 by the William Randolph Hearst Foundation for members of underrepresented groups in Nonprofit Management and Leadership.

SPECIAL PROGRAMS OR RECOGNITION

Milano gives additional consideration for merit-based awards or special recognition through to those applicants who have actively participated in professional or academic or service programs such as the CORO Fellowship Program or the Public Policy and International Affairs (PPIA) Fellowship Program.

CORO Fellowship Program

Milano offers CORO Fellows the opportunity to pursue an M.S. degree in Urban Policy Analysis and Management or Nonprofit Management. Based on the content and requirements of the CORO Program, Milano offers Fellows a reduction of up to 12 credits toward the total required for the degree and a total of up to 6 credits for CORO Leadership applicants. A recommendation from CORO and a portfolio of completed work must be accompanied with the student's application in order to be eligible for this scholarship.

Coro New York

Leadership Center
42 Broadway, Suite 18-2735
New York, NY 10004
Tel: 212.248.2935
Fax: 212.248.2970

Email: newyork@coro.org

Public Policy and International Affairs (PPIA) Fellowship Program

PPIA prepares students of color for future careers in public policy through activities leading to a master's degree.

At Milano, students who successfully complete a Junior Institute and who have been accepted as PPIA graduates have their application fee waived. They are also considered for merit-based scholarships.

Other programs that are given special consideration include Teach for America and Americorps.

LOANS

Federal Stafford Loan Program

U.S. citizens and permanent residents who enroll in at least six credits per semester are eligible to apply for funds under the Federal Stafford Loan program.

The annual loan limit for graduate students is \$20,500. If the student demonstrates financial need, up to \$8,500 of the loan may be subsidized, and the federal government will pay interest on behalf of the borrower during the period of enrollment. Stafford loans are based on a fixed interest rate of 6.8%.

Students borrowing Stafford loans may have a guarantee and/or origination fee deducted from their student loans at disbursement. This fee will be between 2 percent and 4 percent.

Students who apply for financial aid will be notified of their loan eligibility in their award letters. Students who wish to borrow any portion of the Federal Stafford Loan offered must complete an online Entrance Interview and choose a lender for their loans. Once these requirements have been completed and verified, Student Financial Services will process the federal loans. Stafford loans are disbursed in two equal payments, usually once at the beginning of each semester.

Stafford loans are disbursed in two equal payments, usually once at the beginning of each semester. Students who borrow in excess of the cost of tuition and expect refunds for living expenses should have one (1) month of living expense money available, since funds sometimes take several weeks to arrive on campus.

Graduate PLUS Loan Program

Graduate and professional degree students, enrolled at least half-time, are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. Students are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.

The Graduate PLUS loan has a fixed interest rate of 8.5%. To borrow from this program, you must first choose a lender, and contact them to determine your eligibility.

Private Loans

Several lenders provide private educational loans to graduate students. Please refer to the student financial services section of The New School website at www.newschool.edu for the most updated information. Students can also call, email or stop by Student Financial Services with any questions. Some private loans are available to international students who have a creditworthy U.S. citizen or permanent resident co-signer.

Federal Perkins Loan

The New School administers this low-interest, long-term federal loan program. Awards to Milano students range from \$500 to \$2,000 annually. To be eligible, students must be registered full-time and demonstrate financial need. Continuing students must be making progress toward a degree and be in good academic standing (a cumulative GPA of 3.0 or higher). Repayment will begin nine months after the borrower graduates or ceases to be enrolled at least half-time. During the repayment period, which may extend up to ten years, an interest rate of 5 percent on the unpaid balance of the loan principal is charged. A FAFSA must be processed by March 1 to be considered for funds for the following academic year.

FEDERAL WORK-STUDY PROGRAM (FWS)

This is a school-administered federal government program that provides students with part-time employment within the university or in nonprofit agencies. Most students in the program work ten to fifteen hours per week. FWS allocations range from \$1,000 to \$2,000 per academic year. Eligibility is based on half-time enrollment and demonstration of financial need.

Continuing students must be making progress toward a degree and be in good academic standing. The FAFSA must be processed by March 1 to be considered for Federal Work-Study funding in the following academic year.

STATE AND FEDERAL GRANTS

Tuition Assistance Program (TAP)

Up to \$550 per academic year can be granted by the State of New York toward graduate education through this program. Awards vary depending on income and tuition costs. Eligibility requires that a student be a New York State permanent resident for at least one year immediately preceding the term for which the grant is requested, be enrolled full-time for a minimum of 12 credits per semester, and maintain satisfactory academic standing as outlined by the university's standards of academic progress.

After submitting your FAFSA, New York State Higher Education Services Corporation (NYSHESC) will notify you that you can complete your TAP application online. Please follow their instructions. If you have not been notified by NYSHESC you may complete an application online at www.hesc.com. If you do not apply online, NYSHESC will mail you a paper Express Tap Application (ETA).

AID FOR INTERNATIONAL STUDENTS

International applicants to Milano are urged to investigate all sources of aid from government and private organizations in their own countries, since it is extremely difficult to obtain aid after arrival in the United States. An excellent source of information is the booklet, "International Student's Guide to Employment, Scholarships & Grants" published by International Student Services and available online at http://www.newschool.edu/forms/iss_funding_guide.pdf.

INSTITUTIONAL INFORMATION

A full listing of New School institutional information can be found on the university website at www.newschool.edu, including current updates to the following:

- **Financial assistance information** (federal, state, local, private, and institutional need-based and non-need-based assistance programs, Title IV, FFEL, and Direct Loan deferments)
- **Institutional information** (fees, refund policy, withdrawal from school, Title IV grant or loan assistance information, academic information, and disability services for students)
- **Completion and graduation rates and transfer-out-rates** (graduation rate of degree-seeking students, and transfer-out rates of degree-seeking students)

To request copies of any of these reports, contact the appropriate office listed on the website.

Online access to your student account and records: All registered students can access their personal current student information through ALVIN on MyNewSchool, the university's Web portal. Students, once they have a password, can access ALVIN on MyNewSchool to view up-to-date records including enrollment in courses, status of tuition and fees (paid, owed, and refundable), and grades earned.

Religious Absences and Equivalent Opportunity

Pursuant to Section 224-a of the New York State Education Laws, any student who is absent from school, because of his or her religious beliefs, will be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days.

Immunization Requirements

New York State requires that matriculated students enrolling for six or more credits (including equivalency credit) who were born on or after January 1, 1957, provide the university with documentation of their immunity to measles, mumps, and rubella.

All students must also affirm that they have read the material distributed by the university on meningococcal disease and either plan to get an immunization, have documentation of having had a meningococcal immunization, or decline the immunization in writing. All new students receive in their admissions packet an immunization and meningitis documentation form that must be completed and submitted prior to registering for classes. Students who do not submit the form will not be allowed to register.

Campus Crime Reporting and Statistics

The Security and Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Anyone wishing to review the University's current crime statistics may access them through the website for the Department of Education: ope.ed.gov/security. A copy of the statistics may also be obtained by contacting the Director of Security for The New School at 212.229.5101.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended in 1995 and 1996, with which The New School complies, was enacted to protect the privacy of students regarding their education records, to establish the right of students to inspect and review their education records, and to provide guidelines for correction of inaccurate or misleading statements.

The New School has established the following student information as public or directory information, which may be disclosed by the institution at its discretion: student name; major field of study; dates of attendance; full- or part-time enrollment status; year level, degrees and awards received, including Dean's List; the most recent previous educational agency or institution attended; addresses; phone numbers; photographs; email addresses; and date and place of birth.

Students may request that The New School withhold release of their directory information by notifying the University Registrar's Office in writing. This notification must be renewed annually at the start of each fall term.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their records:

- The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the University Registrar's Office, dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The university 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 university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the records, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested, the university will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when s/he is notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records except to the extent that FERPA authorizes disclosure without consent. Generally, the university needs written permission from the parent or eligible student in order to release any information from a student's educational record. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement units and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing school-related tasks. School officials have a legitimate educational interest if the review of an education record is necessary in order to fulfill their professional responsibility.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by The New School to comply with the requirements of FERPA. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

The Student Right to Know Act

The New School makes available to all students and prospective students information about the persistence of undergraduate students pursuing degrees at this institution as required by the Student Right to Know Act. During the 2007–2008 academic year, for example, the university reports the "persistence rate" for the year 2005 (i.e., the percentage of all freshmen studying full time in fall 2005 who were still studying full time in the same degree programs in fall 2006). This information may be requested at any time between July 1 and June 30. Visit the Office of Institutional Research at www.newschool.edu/admin/oir for more information.

Transferring Credits

Evaluation of transfer credit for undergraduate degree students is handled through the Office of Admissions (at Mannes, transfer credit evaluation is handled through the Dean's Office). The University Registrar's Office will post approved transfer credit to the student's transcript. Graduate students complete a Transfer of Credit Petition available at the University Registrar's Office. The New School does not transfer grades or grade points from other schools. Credits only are transferred.

Equal Employment and Educational Opportunity

The New School is committed to creating and maintaining an environment that promises diversity and tolerance in all areas of employment, education and access to its educational, artistic and/or cultural programs and activities. The New School does not discriminate on the basis of age, race, color, gender or sexual orientation, religion, religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran or marital status.

Inquiries concerning the application of the laws and regulations concerning equal employment and educational opportunity at The New School (including Title VI—equal opportunity regardless of race, color or national origin; Section 504—equal opportunity for the disabled; and Title IX—equal opportunity without regard to gender) may be referred to: The Office of the General Counsel, The New School, 80 Fifth Avenue, Suite 800, New York, New York 10011. Inquiries may also be referred to: the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 23 Federal Plaza, New York, NY 10278 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 201 Varick Street, Suite 1009, New York, NY 10014. For individuals with hearing impairments, EEOC's TDD number is 212.741.3080.

Students or Employees who believe they have been discriminated against on the basis of a disability may contact their Division's Dean Office, their Department Director, or the Office of the Senior Vice-President for Human Resources & Labor Relations, who is the University Disability Official.

Intellectual Property Policy

Under The New School's Intellectual Property Policy, the university shall have a nonexclusive, royalty-free, worldwide license to use works created by its students and faculty for archival, reference, research, classroom, and other educational purposes. With regard to tangible works of fine art or applied art, this license will attach only to stored images of such work (e.g., slides, videos, digitized images) and does not give the university a right to the tangible works themselves. With regard to literary, artistic, and musical works, this license will attach only to brief excerpts of such works for purposes of education. When using works pursuant to this license, the university will make reasonable efforts to display indicia of the authorship of a work. This license shall be presumed to arise automatically, and no additional formality shall be required. If the university wishes to acquire rights to use the work or a reproduction or image of the work for advertising, promotional, or fundraising purposes, the university will negotiate directly with the creator in order to obtain permission.

Use of Photographs

The New School reserves the right to take or cause to be taken, without remuneration, photographs, film or videos, and other graphic depictions of students, faculty, staff, and visitors for promotional, educational, and/or noncommercial purposes, as well as approve such use by third parties with whom the university may engage in joint marketing. Such purposes may include print and electronic publications. This paragraph serves as public notice of the intent of the university to do so and as a release to the university giving permission to use those images for such purposes.

Statement of Ethical Responsibility for Research Involving Human Subjects

New School faculty and staff engaged in research or supervising student research projects must be aware of their responsibilities for ethical conduct in any project involving the use of human subjects. Faculty and staff are responsible for research done by students under their supervision with respect to these matters. Each research design must be examined for possible risk to subjects. If even minor risk of physical, psychological, sociological, or other harm may be involved, the faculty or staff member must consult with the university Institutional Review Board. The full policy with guidelines and consent forms can be found at newschool.edu/admin/gsp/gspframeset.html.

Academic Freedom: Free Exchange of Ideas

An abiding commitment to preserving and enhancing freedom of speech, thought, inquiry, and artistic expression is deeply rooted in the history of The New School. The New School was founded in 1919 by scholars responding to a threat to academic freedom in this country. The University in Exile, progenitor of The New School for Social Research, was established in 1933 in response to threats to academic freedom abroad. The bylaws of the institution, adopted when it received its charter from the State of New York in 1934, state that the "principles of academic freedom and responsibility ... have ever been the glory of the New School for Social Research." Since its beginnings The New School, has endeavored to be an educational community in which public as well as scholarly issues are openly discussed and debated, regardless of how controversial or unpopular the views expressed are. From the first, providing such a forum was seen as an integral part of a university's responsibility in a democratic society.

The New School is committed to academic freedom in all forms and for all members of its community. It is equally committed to protecting the right of free speech of all outside individuals authorized to use its facilities or invited to participate in the educational activities of any of the university's schools. A university in any meaningful sense of the term is compromised without unhindered exchanges of ideas, however unpopular, and without the assurance that both the presentation and confrontation of ideas takes place freely and without coercion. Because of its educational role as a forum for public debate, the university is committed to for preserving and securing the conditions that permit the free exchange of ideas to flourish. Faculty members, administrators, staff members, students, and guests are obligated to reflect in their actions a respect for the right of all individuals to speak their views freely and be heard. They must refrain from any action that would cause that right to be abridged. At the same time, the university recognizes that the right of speakers to speak and be heard does not preclude the right of others to express differing points of view. However, this latter right must be exercised in ways that allow speakers to state their position and must not involve any form of intimidation or physical violence.

Beyond the responsibility of individuals for their own actions, members of the New School community share in a collective responsibility for preserving freedom of speech. This collective responsibility entails mutual cooperation in minimizing the possibility that speech will be curtailed, especially when contentious issues are being discussed, and in ensuring that due process is accorded to any individual alleged to have interfered with the free exchange of ideas.

Consistent with these principles, the university is prepared to take necessary steps to secure the conditions for free speech. Individuals whose acts abridge that freedom will be referred to the appropriate academic school for disciplinary review.

STUDENT ID CARD

The newcard is the The New School's campus card. It functions as a university ID and allows access to buildings, libraries, and computer labs. The card can also be used for a declining balance meal plan.

Most university special events—conferences, guest lectures, workshops, readings, screenings, concerts and performances—are free to students with a valid university newcard. Student discounts are also offered by many stores and cultural institutions for those with a New School newcard. Please refer to the *Student Handbook* for a complete listing.

Cards are obtained in person at the Campus Card Services Office located at 66 West 12th Street, room 409. A government-issued photo ID (driver's license, passport, etc.) is required.

The newcard is the property and official identification card of The New School. Its use is governed by The New School regulations and it must be carried at all times while on university property.

The newcard contains magnetic fields and internal circuitry which interact with various devices on campus and should not be altered or damaged in any way.

An initial newcard is issued at no charge. A replacement fee of \$25 is required for lost or damaged cards, with exceptions for name change and in case of theft. If a newcard is stolen, students must provide an official police report to waive the replacement fee.

Campus Card Services Hours of Operation

Monday	8:30 a.m.–5:30 p.m.
Tuesday	8:30 a.m.–5:30 p.m.
Wednesday	8:30 a.m.–6:00 p.m.
Thursday	8:30 a.m.–5:30 p.m.
Friday	8:30 a.m.–4:30 p.m.

Additional hours are added at the beginning of each semester. Contact Campus Card Services at 212.229.5323 x 4472 with any questions concerning the newcard program.

ACCREDITATION STATEMENT

The New School is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. A privately supported institution, the university is chartered by the Board of Regents of the State of New York and its programs are approved by the state's Division of Veterans Affairs. In addition, several of the university's professional schools and programs are accredited separately: Parsons The New School for Design by the National Association of Schools of Art and Design and the program in graduate architecture by the National Architectural Accrediting Board; The New School for Social Research PhD in Clinical Psychology by the American Academic Program Psychological Association; and Milano The New School for Management and Urban Policy MS in Urban Policy Analysis and Management by the National Association of Schools of Public Affairs and Administration.

ABOUT THE UNIVERSITY

The New School is a unique urban university in New York City's Greenwich Village. It was founded in 1919 by a group of well-known progressive scholars including Charles Beard, John Dewey, James Harvey Robinson, and Thorstein Veblen. They described the New School for Social Research, as it was incorporated, as a center for "discussion, instruction, and counseling for mature men and women." They intended their school to be the "alter ego" of traditional universities, with an open curriculum, minimal hierarchy, and free discussion of controversial ideas.

In 1933, The New School became a degree-granting institution when it gave a home to the University in Exile, a refuge for scholars forced from Europe by the Nazis. In 1934, this distinguished intellectual community was incorporated into the New School for Social Research as the Graduate Faculty of Political and Social Science, offering MA and PhD degrees.

In the decades since, The New School has grown into a university of eight undergraduate and graduate schools enrolling approximately 9,000 students in its degree programs. It also continues to enroll thousands of students annually in its non-credit continuing education courses. It offers courses online, as well as in the classroom. It is home to several distinguished research and policy institutes.

From the earliest period, the university was always called simply The New School. In 2005, this simpler name was made official. At the same time, the eight academic divisions were renamed to reinforce their affiliation with The New School: Parsons The New School for Design, Milano The New School for Management and Urban Policy, Eugene Lang College The New School for Liberal Arts, Mannes College The New School for Music, The New School for Drama, The New School for Jazz and Contemporary Music; the founding division is now called The New School for General Studies, and the Graduate Faculty is again The New School for Social Research.

What is unchanged is the university's commitment to breaking down the walls of traditional academic disciplines, its close connections to the cosmopolitan cultural and professional life of New York City, and its constant willingness to reinvent itself. Superbly adapted to the postmodern world of lifelong education for all citizens, The New School holds its place in the avant-garde of American universities. For the adventurous, the creative, and those interested in a vocation as well as a career, The New School is a good place to be today, just as it was in 1919.

The New School for General Studies

The founding school of the university has always remained faithful to its original mission. It continues to serve the intellectual, cultural, and professional needs and interests of adult students through its unique bachelor's degree program for continuing students, graduate degree programs that integrate theory and practice in original ways, and broad and serious curriculum open to noncredit students. The New School for General Studies offers the following degrees: Bachelor of Arts and Bachelor of Science in Liberal Arts, Master of Arts and Master of Science in International Affairs, Master of Arts in Media Studies, Master of Fine Arts in Creative Writing, and Master of Arts in TESOL, as well as graduate- and undergraduate-level certificates. A pioneer of lifelong education in the United States, The New School for General Studies remains a center of innovation in American higher education.

The New School for Social Research

Established in 1934 as the Graduate Faculty of Social and Political Science, by scholars of the University in Exile, The New School for Social Research has been a center of world-class scholarship since then, offering an academic setting where disciplinary boundaries are easily crossed. The school awards master's and doctoral degrees in anthropology, economics, philosophy, political science, psychology (including clinical psychology), and sociology and terminal MA degrees in historical studies and liberal studies.

Parsons The New School for Design

Parsons The New School for Design was founded in 1896 by the noted artist William Merritt Chase. In the 1930s, it was named Parsons School of Design for its long-serving president, Frank Alva Parsons, whose career was dedicated to merging visual art and industrial design. Today it is one of the preeminent design schools in the world. Its graduates are known for the quality of the products, built environments, and visual communications they design. Parsons offers the bachelor of fine arts degree in architectural design, communication design, design and technology, fashion design, fine arts, illustration, interior design, photography, and product design and in its integrated design curriculum; bachelor of business administration in design and management; and bachelor of science in environmental studies (NYS approval pending) Master's degrees are offered in architecture, lighting design, history of decorative arts, painting and sculpture, photography, and design and technology. Parsons also offers an AAS degree and a continuing education program.

Eugene Lang College The New School for Liberal Arts

This is The New School's four-year college for traditional-age undergraduates. Emphasis is on small, seminar-style classes. Innovative interdisciplinary areas of study lead to the Bachelor of Arts degree. These include literature and writing; arts in context; visual arts, theater; dance; environmental studies; religious studies; social and historical studies; psychology; philosophy; science, technology and society; education studies; urban studies; and cultural studies and media. Qualified students can earn a dual bachelor of arts/bachelor of fine arts degree at Parsons The New School for Design or The New School for Jazz and Contemporary Music. There are accelerated bachelor's/master's degree options in association with several graduate programs. The school began in 1973 as an experimental program. It became a full division of the university in 1985 thanks to a generous gift from New School trustee Eugene Lang, the well-known educational philanthropist.

Milano The New School for Management and Urban Policy

Originally the Graduate School of Management and Urban Professions, since 1975 its graduate programs have been developing the analytical, managerial, and leadership skills of working professionals with the goal of facilitating positive changes in communities, governments, and corporations, locally, nationally, and globally. The school is named for late university trustee Robert J. Milano who generously supported its mission. Milano offers the Master of Science degree in urban policy analysis and management, health services management and policy analysis, nonprofit management, organizational change management, a post-master's certificate in organizational development, and a PhD degree in public and urban policy.

Mannes College The New School for Music

Founded in 1916 by David Mannes, this distinguished conservatory became a division of The New School in 1989. Mannes offers aspiring young musicians an unusually comprehensive conservatory curriculum in a supportive setting, training students in instrumental and vocal performance, composition, conducting, and music theory. The college offers the following degrees and credentials: bachelor of music, bachelor of science, undergraduate diploma, master of music, and professional studies diploma. Unique among New York's conservatories, Mannes remains true to its origins as a community music school through its Extension Division and children's Preparatory Division.

The New School for Drama

Since the 1940s when Erwin Piscator brought his Dramatic Workshop to The New School, the university has had a close association with the theater. The New School for Drama trains actors, writers, and directors side by side in an integrated curriculum. The training is rooted in the Stanislavski Method. Students gain practical experience in a wide range of workshops and full-length performances, including a public one-act play festival every year. The New School for Drama's full-time three-year program leads to the master of fine arts degree in acting, directing, or playwriting.

The New School for Jazz and Contemporary Music

The New School for Jazz and Contemporary Music offers young musicians a unique mentor-based course of study with a faculty of professional artists who have close links to New York City's jazz scene. It is a program for students who expect to make a living from their music. Jazz has traditionally been taught by one musician to another rather than being studied in school. The New School keeps that heritage alive. Its students benefit from direct exposure to the traditions of jazz and the latest professional practices in an intellectual environment that encourages exploration and innovation. The New School for Jazz and Contemporary Music offers the bachelor of fine arts degree in jazz performance and jazz composition and arranging. Qualified students can pursue a dual BA/BFA degree in collaboration with Eugene Lang College The New School for Liberal Arts.

OFFICERS AND BOARD OF TRUSTEES

Visit www.newschool.edu/administration.html

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 Milano The New School for Management and Urban Policy
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 New York, NY 10011
milanoadmissions@newschool.edu
www.newschool.edu/milano

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 Fax, 5th Floor 212.229.5404
 Fax, 6th Floor 212.229.5335
 Fax, 7th Floor 212.229.5904

Administrative Offices 212.229.5400

Dean x1202
 Associate Dean, Administration x1220
 Academic Dean x1408
 Associate Dean for Student Affairs x1106
 Career Development and Placement x1109
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 Admission 212.229.5462 or
 1.877.Milano.1

Centers

Center for New York City Affairs x1506
 Community Development Research Center x1618
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 Aditi Anand, Events Coordinator Development/Ctr.
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 Student Services 212.229.5400 x1102
 Shavonn Pearce, Receptionist Career Services Asst. 212.229.5400 x1100
 Melisande Sherman, Faculty Support 212.229.5400 x1500



Albert List Academic Center F

Alumni Relations D

Alvin Johnson/J.M. Kaplan Hall A

Arnhold Hall I
 Dorothy H. Hirshon Suite I
 Theresa Lang Community & Student Center I
 Tishman Gallery I

Auditoria
 Edward Swayduck Auditorium F
 John L. Tishman Auditorium A
 Parsons Auditorium N

Building Affiliates
 Beth Israel 317 E. 17 St.
 Cardozo Law Library 55 Fifth Ave.
 Cooper Hewitt Museum 2 E. 91 St.
 Cooper Union Library Cooper Sq.
 Elmer Holmes Bobst Library Wash. Sq. S.

Cafeterias B, F, I

Centers and Institutes
 Center for New York City Affairs H
 India China Institute N
 International Center for Migration, Ethnicity
 & Citizenship D
 Parsons Institute for Information Mapping I
 Schwartz Center for Economic Policy Analysis D
 Transregional Center for Democratic Studies G
 University Writing Center F
 Vera List Center for Art & Politics A
 Wolfson Center for National Affairs N

Computing Centers
 Academic Computing Center F
 Digital Resource Library I
 Fashion Computing Center K
 Knowledge Union I
 University Computing Center I

Eugene Lang College The New School for Liberal Arts B
 Admissions B
 Lang Annex C
 Lang Writing Center B

Fantom Hall H

Human Resources D

Libraries
 Raymond Fogelman Library F
 Adam & Sophie Gimbel Design Library N
 Kellen Archives N
 Harry Scherman Library J

Mannes College The New School for Music J
 Admissions J
 Goldmark Practice Center O

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 Urban Policy** H
 Admissions H

The New School for Drama Z
 Admissions Z
 Theater Z

The New School for General Studies A
 Admissions A
 International Affairs Program A
 Media Studies Program N
 TESOL Program M
 Writing Program A

The New School for Jazz and Contemporary Music I
 Admissions I

The New School for Social Research D
 Academic Affairs D
 Admissions F

Parsons The New School for Design D, E, K, L, N
 Admissions F
 Arnold & Sheila Aronson Galleries N
 David Schwartz Fashion Education Center K
 Sheila C. Johnson Design Center L, M, N

Residence Halls
 13th Street Residence V
 20th Street Residence Y
 Grove Street Apartments U
 Loeb Residence S
 Marlon Residence R
 Union Square West Residence T
 William Street Residence O

Student Services (university-wide)
 Career Development F
 Health Services S
 Higher Education Opportunity Program (HEOP) D
 Housing D
 Intercultural Support F
 International Student Services D
 Ombuds D
 Records D
 Registrar's Office D
 Registration F
 Student Development I
 Student Disability Services D
 Student Financial Services F
 Student Rights and Responsibilities D

University Administration A, D, G, I

*Not shown: Anderson Residence: Anderson Hall, Manhattan School of Music,
 Claremont Ave. & W. 122nd St.;
 Stuyvesant Apartments: 1st Ave. & E. 14th St.;
 23rd Street Apartments: 225 W. 23rd St.*

MILANO THE NEW SCHOOL FOR MANAGEMENT AND URBAN POLICY

72 Fifth Avenue

New York, NY 10011

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