ABOUT MILANO

MESSAGE FROM THE EXECUTIVE DEAN

The catalog you hold in your hands represents the beginning of an educational journey, one that I hope you will find challenging and exhilarating. As you learn about the opportunities available to you as a Milano student, I trust that you will find what you need. In fact, I am confident that you will find more than you need—that you will have the chance to explore, to be adventurous, to be surprised.

This catalog represents the beginning of a journey for us at The New School as well. The division that houses your program is being expanded and transformed as part of an exciting educational venture. This year, The New School for General Studies (home to the Bachelor’s Program and graduate programs in International Affairs, Creative Writing, Media Studies, and Teaching English to Speakers of Other Languages) and Milano The New School for Management and Urban Policy will begin operating as one division. This division will also serve as a hub for interdisciplinary undergraduate programs in areas like environmental, urban, and global studies. In supporting such a broad array of innovative degrees and programs, our division demonstrates that we value interdisciplinary education; the interconnections of liberal, professional, and practical learning; and civic engagement on a local and global scale.

In one sense, this initiative represents a return to The New School’s founding values of academic innovation and social responsibility. In another, it represents a rethinking of what a great university looks like in the 21st century. It is the result of a year-long planning process that brought together students, staff, faculty, and administrators from across The New School.

What will the new shape of the division mean for you, as a student in one of our programs? In coming semesters, we will enrich opportunities for interdisciplinary linkages, collaboration, and active learning that engages with real-world issues and problems. I am proud of what we offer you now. I am excited by the opportunities for learning in action that we are developing.

For me, this venture also represents a journey. I have just come to The New School to serve as executive dean of this division, after a quarter-century of teaching at a big public university and a small liberal-arts college. I came because I love The New School’s values and its history of educational daring, and I am excited to help lead the initiative I’ve been telling you about. I look forward to meeting you and hearing your thoughts about what and how we are doing.

I hope this catalog sends you on a fabulous journey. At the same time, I hope the journey will not be yours alone. I believe that you will find inspiring teachers, engaging collaborators among your fellow students, and many boundaries to cross. And as you pursue your studies, may you find ways to contribute to this new educational community we are building.

Sincerely,

David Scobey

Executive Dean, The New School for General Studies and Milano The New School for Management and Urban Policy
MESSAGE FROM THE DEAN

I arrived at the New School in August 2010 after having spent most of my professional life as a professor and administrator in liberal arts colleges. I’ve been delighted with what I have found at this exciting university: dedicated, imaginative faculty; talented, focused students; and a curriculum unconstrained by disciplinary barriers.

Milano is a professional school that prides itself on its entrepreneurial spirit and its refreshing mix of theory and practice. With its focus on management in the nonprofit sector, organizational change management, and urban policy, Milano courses encompass theory, skills and practice. We are finalists in the Solar Decathlon, a federal government competition to build energy efficient, affordable housing; we are helping entrepreneurs in New Orleans make a difference in their neighborhoods; and we are mounting a new program in the environment and sustainability.

Deeply committed to the traditions of The New School, Milano understands at its core that solutions to human problems depend on our values, and not simply on technical paradigms: what will be the effects of a proposed policy on people’s lives, is one group paying too large a price in responding to others’ needs? In sum, how do we balance effects when determining whether a solution is socially just or merely ameliorative? Although I had known Milano by reputation, my recent discussions with Milano students, faculty and alumni have helped me appreciate the special wisdom that distinguishes this school.

Finally, Milano has joined forces with the Graduate Program in International Affairs (GPIA) to create a new school that provides even more opportunities for students to focus on issues in a global context, issues that not only reflect the world’s commonalities, but also its cultural differences. The School brings together international affairs, management, and public policy, deepening and enriching the opportunities available to students. Milano/GPIA is a special place and I commend its programs to you.

Sincerely,

Neil Grabois
Dean, Milano The New School for Management and Urban Policy

ABOUT 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 a member of the advisory board 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.

BOARD OF GOVERNORS

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ACCREDITATION STATEMENT

All degree programs at The New School are registered by the New York State Department of Education. The New School has been regionally accredited by Middle States Commission of Higher Education since 1960. To read the report and documentation from our most recent Middle States review visit www.newschool.edu/middlestates/. Additionally, professional curricula are accredited by the appropriate professional educational agency or board. Accrediting agencies of individual programs are listed below.

Parsons The New School for Design has been accredited by the National Association of Schools of Art and Design (NASAD) since 1966.

The BBA in Design and Management meets NASAD standards for the Bachelor of Arts—4 years: Design and Management. It is registered as a Bachelor of Business Administration through the New York State Education Department (NYSED) and listed as Bachelor of Business Administration in Design and Management by The New School.

The Master’s program in Architecture has been accredited by the National Architectural Accrediting Board since 1994.

The graduate Clinical Psychology program has been accredited by the American Psychological Association since 1981.

The Master’s Program in Urban Policy Analysis and Management has been accredited by the National Association of Schools of Public Affairs and Administration since 1980.
INTEGRATION WITH THE GRADUATE PROGRAM FOR INTERNATIONAL AFFAIRS AND THE NEW SCHOOL FOR GENERAL STUDIES

Starting in 2010, Milano The New School for Management and Urban Policy will become part of the New School for General Studies. In addition, Milano will also be combined with the Graduate Program in International Affairs (GPIA) creating a new, enlarged school. GPIA offers a multidisciplinary master’s degree program that combines theory and practice, and covers fields of Governance and Rights, Development, Media and Culture, Cities and Urbanization, Conflict and Security. This integration will bring many benefits to Milano students who will now be part of a larger community with a more diverse student body, larger faculty covering a wider scope of specializations, and a more vibrant environment for ideas. The restructuring process will proceed over the course of the 2010/2011 academic year.
## ACADEMIC CALENDAR

### FALL 2010

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Registration for continuing students</td>
<td>April 5–April 30</td>
</tr>
<tr>
<td>Web registration for new students</td>
<td>July 6–Aug 9</td>
</tr>
<tr>
<td>Registration for new students</td>
<td>August 23–27</td>
</tr>
<tr>
<td>Classes begin</td>
<td>Monday, August 30</td>
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<tr>
<td>Convocation</td>
<td>Thursday, September 2</td>
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<tr>
<td>Last day to add a class</td>
<td>September 13</td>
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<tr>
<td>Last day to drop a class</td>
<td>September 20</td>
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**Holidays**
- Labor Day Weekend: September 4–6
- Rosh Hashanah: September 8 evening*–September 9
- Yom Kippur: September 17 evening*–September 18
- Thanksgiving: November 24–28
- Classes and semester end: December 20
- Winter break: December 21–January 21

Makeup/rescheduled days: Tuesday, November 23, classes follow the Thursday schedule; Monday, Dec 20, day classes do not meet and evening classes follow the Wednesday Schedule.

Spring 2011 Registration: November 1–November 29

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

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### SPRING 2011

<table>
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<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Registration for continuing students</td>
<td>November 1–29</td>
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<tr>
<td>Registration for new students; late reg. for cont. students</td>
<td>January 18–21</td>
</tr>
<tr>
<td>Classes begin</td>
<td>Monday, January 24</td>
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<tr>
<td>Last day to add a class</td>
<td>Friday, February 4</td>
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<tr>
<td>Last day to drop a class</td>
<td>Friday, February 11</td>
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**Holidays**
- Martin Luther King Day: January 17
- President’s Day: February 21
- Spring break: March 14–20
- Easter: April 24
- Fall 2011 registration: April 4–29
- Classes and exams end: Monday, May 16
- Graduation: Friday, May 20
Demonstrate computer competency in the following areas:

Although no computer courses are required, students must identify which services, if any, are appropriate for their needs. Students complete self-assessment testing in advance of the start of the semester, of support services is available to help students achieve proficiency in these areas.

Professional standards. The assessment tool helps us determine if students acquire these critical skills.

Milano offers the master of science degree in three program areas, Nonprofit Management, Organizational Change Management, and Urban Policy Analysis and Management, and a PhD in Public and Urban Policy. A post-master’s certificate is also available in Organizational Development.

Milano emphasizes small class sizes to facilitate student participation. Courses are structured to accommodate working professionals who need evening and weekend courses.

To earn the master of science degree, students must complete 42 credits consisting of three school-wide core courses, five to seven core courses in a specific degree program, and four to six elective courses. 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 workshops in these areas.

School-Wide Core Courses

The core is designed to provide a firm foundation for work in each of the three 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: Several courses fulfill this requirement and are identified on each semester’s course schedule.
- Quantitative Methods

Program Core Courses

Building on the management and policy analysis theories and skills developed in the school-wide core, each 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 completes either a client-based professional decision report (PDR) or a research paper suitable for publication (PPQ), depending on the program of study. The goal of the advanced seminar project is to analyze a pertinent issue, develop and evaluate management or policy alternatives, and recommend 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 an opportunity for students to articulate their professional voice and bring closure to the master’s degree program at Milano 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 broadening their elective course selections, focusing their electives in an area of specialization, or using their electives to achieve unique personal goals.

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, relevant graduate credits. To have up to twelve credits evaluated for transfer after admission, submit course descriptions to the Office of Student Affairs following course descriptions, request for transfer credits, and transcript copy.

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 program of academic study that develops special competencies in areas of interest, combining electives across programs to meet specific career goals.

Students, in consultation with their academic advisor, may choose elective courses appropriate to their future goals. Some students choose to focus their elective courses on one of the follow areas of specialization:

- Community Development Finance
- Economic and Workforce Development
- Finance
- Global Management and Policy
- Health Policy and Management
- Housing and Community Development
- Leadership and Change
- Politics and Advocacy
- Social Entrepreneurship
- Social Policy
- Strategic Human Resource Management
- Sustainability 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 also fulfill school-wide core course requirements and their program core courses. The rigorous set of courses in management, policy, methods and techniques, and economics/finance are an anchor for students’ specializations.

**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, careers move people from one sector to the other, and problems are solved in a progressive, collaborative manner. Milano recognizes that there is 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 professions may do so by combining courses from two or more program areas and developing a program of study to meet their specific career goals. Examples of this might be urban policy analysis specific to the health-care delivery industry or organizational change management for nonprofit organizations. In addition, students may elect to take courses in other graduate programs, including international affairs, economics, media studies, design, political science, sociology, and global political economy, to complement their core requirements.

Students design this unique curriculum across programs with the assistance of an academic advisor. In addition to this set of cross-program options, students also complete the school-wide core requirements as well as an individual program core.

**POLICY PROGRAMS**

**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 increasingly multiracial, multi-ethnic, and multilingual, 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 important positions of leadership in nonprofit organizations. Milano’s program was one of the first created in the United States and has been an innovator 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, students in the Milano Nonprofit Management program 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 they 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 master’s degree program in Nonprofit Management offers a dual focus on comparative analysis and understanding the global civil sector. 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 nonprofit management program core courses build on the knowledge and skills developed in the three Milano school-wide core courses. The nonprofit management program core courses 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

Students choose six electives, including one international or cross-cultural course, 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 require successful 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 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 or staff managers, human resource or organizational development roles, 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 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 full-time work experience. The program meets 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 change management oriented professions.

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.

Seven required Organizational Change Management program core courses build on the knowledge and skills developed in the three Milano school-wide core courses. The Organizational Change Management program core courses focus on theories and skills critical to the organizational change professional.

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

Students expand 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.

PROGRAMS FOR CONTINUING STUDENTS ONLY

Heath Services Management and Policy

The MS program in Health Services Management and Policy is no longer accepting students, effective spring 2009. Students enrolling Organizational Change Management, Nonprofit Management, or Urban Policy Analysis and Management programs may wish to increase their understanding of this field with a specialization in Health Policy and Management.

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

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

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 carry out scholarly research, design programs, and manage their implementation. The program 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. Our graduates typically take positions as researchers and policy analysts, but also as teachers in colleges and universities.

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 a close 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 and The New School for Social Research. The PhD Program has three main components: 60 credits of coursework, qualifying examinations, and a dissertation. While 24 of the 60 credits may be transferred from previous relevant graduate work, a minimum of 36 credits must be earned at The New School. Students are required to take the following six core courses (18 credits):

1. Political Economy and Public Policy Analysis I and II (6 credits)
2. A foundation course in one of the social science disciplines; this is typically one of the doctoral core courses in the departments of Economics, Sociology, Anthropology, or Political Science (3 credits)
3. Two research methods courses, one in quantitative analysis (Advanced Quantitative Methods or Econometrics) and one in qualitative analysis (6 credits)
4. The Dissertation Seminar (3 credits).

The remaining six elective courses (18 credits) are electives and are taken in consultation with the student’s advisor.

Qualifying Examination

Upon completion of coursework, students are eligible to take the qualifying examination, which has three components:

1) A take-home examination focused on core knowledge in policy analysis and policy process
2) An “Analytic Paper” that critically surveys the literature on a policy issue related to the student’s dissertation interests.
3) An oral defense of the examination and Analytic Paper.

The oral defense is conducted by a three-person faculty committee that includes the student’s main advisor.

Dissertation Proposal

Once the examination is passed, the student can then proceed to the dissertation proposal. The proposal consists of a clear statement of the goals and objectives of the dissertation, a literature review, a research plan, and a work 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 must be theoretically framed and methodologically sophisticated, consisting of original research and focused on a relevant policy issue.

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:
David Howell, PhD
Director, PhD Program in Public and Urban Policy
Milano The New School for Management and Urban Policy
72 Fifth Avenue
New York, NY 10011
212.229.5400 x1503
milanoPhD@newschool.edu

POST-MASTER’S 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:

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

JOINT PROGRAM

BA/MS

The New School offers a combined BA/MS program that enables eligible liberal arts undergraduates to earn a master’s degree three semesters after completing their BA. The program allows students to complete their master’s degree at least one semester sooner than usual, providing significant savings in tuition.

How to apply: Undergraduate students may apply for the BA/MS program as early as the second semester of their sophomore year. Students are admitted into the program in their junior or senior year. Students interested in the program should contact their academic advisor. For questions about Milano and its programs, contact Susan Morris, Associate Dean for Student Affairs, at smorris@newschool.edu or 212.229.5400 x1106.
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  Economics for Management and Public Policy
This school-wide core course provides an understanding of basic economic principles and applied microeconomics, beginning with the core concepts of demand and supply, markets, and competition. It explains how markets function and where they fail, applying economic principles to policy problems such as the concentration of economic power and resources, social inequality, and protecting the environment. Students apply economic thinking to problems, weighting costs and benefit, accounting for incentive, and making decisions based on marginal rather than average or sunk cost.

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.

NONPROFIT MANAGEMENT CORE

MHTC 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 socioeconomic 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 MANAGEMENT CORE

MHTC 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: MMGT 5027 or MMGT 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.

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: MMGT 6124

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: MMGT 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.

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.

URBAN POLICY ANALYSIS AND 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.

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.

MPLC 5040 Policy Analysis

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 Issue Analysis and Advanced Seminar. Policy Analysis is required
for all students in Urban Policy Analysis and Management, and is usually taken in the first semester.

**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.

**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 7017  Political Economy and Public Policy Analysis I**
Public policy analysis is concerned with collective actions that address economic, social and political problems through government action. This course is designed to introduce historical and theoretical perspectives essential for critical thinking about policy formation in four related sections. The first is concerned with the evolution and essential characteristics of markets and states. The second section focuses on the nature of individual decision making, on the grounds that a) policies will be more effective the more closely aligned they are with the way individuals and groups make decisions, and b) alternative ideological perspectives on the role of markets and the state reflect in an important way underlying views of individual decision making. Section 3 addresses the intended and unintended consequences of public action. The course concludes with an overview of policy analysis as a discipline and with a discussion of contemporary perspectives on the policy making process.

**MPLC 7016  Political Economy and Public Policy Analysis II**
This course is concerned with two main objectives, exposure of students to the application of micro analytic techniques in policy analysis/evaluation and making use of interdisciplinary multinational research to think about appropriate roles of the state in a market economy. The course consists of four parts. Section 1 applies standard microeconomics to a range of policy issues, ranging from welfare grants and the earned income tax credit to legal minimum wage policy and moderate rent regulation. The second section provides an overview of methods for evaluating public policies, with focus on environmental policy. The third examines the limits of market organization by looking at industry case studies and at the roles played by the nonprofit sector in the U.S. The final section explores the implications of different welfare capitalisms in the developed world for public policy making. A key objective is to compare alternative ‘capitalisms’ and welfare state models on both efficiency and equity grounds: which works best for whom and according to what criteria?

**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.

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Elective Course Descriptions

**MMGT 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.

**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
Students develop a lobbying campaign and present it to a panel of professional lobbyists at the end of the semester.

**MMGT 6069 Arts Management and Cultural Policy: Exploring the Context of the Creative Community**

Current political, economic, and organizational realities have created a shifting context for the operation of arts organizations in a new cultural policy context. In this course students investigate the two worlds of cultural policy and arts administration, their disjunction, and the need for integration. The course focuses on the creative community’s role as a driving economic force, international approaches to arts support, censorship issues, policy-based community cultural development, and the efficacy of building creative coalitions for change. Through lecture, case studies and group and individual projects, students bridge the two fields to gain knowledge and practical experience. Areas covered include analysis of the arts policy debate, an examination of the arts and culture organizational landscape, and a critical look at leadership, planning and diversity issues inherent in sustaining arts and culture organizations.

**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.

**MMGT 6542 Capitalism, Democracy, and Civil Society**

There is currently an animated debate in nonprofit management and policy circles about what might be the impact on civil society of recent economic developments. Some scholars and practitioners focus on the financial nature of the current crisis and predict that in the coming years the nonprofit sector is going to shrink drastically. However, the combination of unemployment and idle productive capacity in the “real economy” with a breakdown of the financial system, each being both cause and effect of the other, makes the situation more complex and emphasizes the systemic nature of the problems plaguing economies across the globe. The course is intended to help students understand the shifting forces that in postindustrial societies shape the relationship between capitalism, democracy, and civil society. The triangulation of these forces provides guidelines for defining a new division of labor between a country’s economic institutions, its
democratic polity, and civil society. Based on these findings, students engage in semester-long group projects that discuss new tasks assigned to social enterprises, international nongovernmental organizations, and progressive philanthropic institutions in response to this changing environment.

**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 5049 Cities, Parks, and Open 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.

**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 5016 Climate Change: Implications for Sustainability Management**

There are few issues that loom larger than climate change. In this course, we examine climate change from various perspectives, exploring the scientific, economic, ethical, and policy dimensions of climate change as well as the most promising approaches to managing climate change through both mitigation and adaptation. We focus on the related
implications of managing the issue through policy directions, voluntary and mandatory actions, and organizational and individual behavior changes. We give particular emphasis to how organizations address climate change through strategic decisions, policy and behavioral influence, supply chain management, communication, and long-term investments. While the course includes a scientific foundation of climate change, the readings and lectures are appropriate for all students. The course provides students with a strong understanding of the history, science and policy implications of climate change; future energy needs and viable renewable energy technologies; and knowledge of the tools, technologies and alternative approaches to managing energy and carbon footprint.

**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.

**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.

**MEFI 6071 Community Development Finance Lab**
The Lab examines community capital markets through real-world projects and produces working tools that are suitable for everyday use by organizations. The course consists of three components: (1) the pro bono consulting clinic where students 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. This three credit course extends over the fall and spring semesters.

**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 student’s 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 undertaken, 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.

**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.

**MMGT 6067 Corporate Philanthropy and Social Responsibility**
Corporate social responsibility (CSR) 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. Among current trends being addressed are 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. Students explore and understand theories of corporate social responsibility, analyze motivations for and effectiveness of strategies using those theory
frameworks, and review perspectives on the relationship of CSR to current social and economic issues.

**MMGT 6547  Creative Arts, Cultural Workers, and the Vitality of Cities**
This course analyzes the role of the fine and performing arts in the fostering of cultural and community identity and agency. The focus is on ways in which public and private initiatives in the arts transform lives, neighborhoods, institutions, and cities. The course takes a broad historical, cultural, and interdisciplinary perspective. Case studies on theatre, music, and visual arts illustrate how the arts can shape, and are shaped by, neighborhoods and public policy.

**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.

**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.

**MMTE 6072  Data Management and Presentation**
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.

**MHTC 5067  Design and Development of Nonprofit Ventures**
This is an essential elective for those who want to start up an organization, build a new program or serve in an agency in its 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 or to build a new initiative within an existing entity. Topics include focused mission and vision development, incorporation and the IRS approval process, needs assessment and program design, start-up operations and procedures, early-stage fund-raising and development, 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 new nonprofit organization or new initiative. This course was formerly called How to Start a Nonprofit.

**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.

**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.

**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.

MEFI 6502  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.

MMGT 6545  Emerging Trends in Social Investment
The past few decades have seen the emergence of new models to address social challenges—including social enterprises, corporate social responsibility strategies, and public-private partnerships. Concurrently there was experimentation in social investment all along the continuum from pure philanthropy to market-rate investing. By tapping new funding streams (venture philanthropy, financial institutions, corporations, and others) these approaches can dramatically increase support for microfinance, community development, environmental sustainability, education, healthcare, and other areas. This course provides a broad overview of the emerging trends in social investment. Students are exposed to institutional, financial, technology, and policy innovations that seek to build a more robust and efficient social investment market in the United States and globally. They learn about trends, debates, and techniques in this field, as well as develop knowledge of the key organizational players. This course includes lectures, discussions, guest speakers, and case studies.

MMGT 6014  Enabling Continuous 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: MMGT 5026.

MPLC 5014  Environmental Justice in the American City
This course critically explores urban development patterns alongside the evolution of industrial production and environmental protection practices that have lead to environmental injustices. Particularly, we examine the social relations of production and power that contribute to the manifestation of unjust conditions in the urban environment. Finally we consider the most critical question: What can be done to correct these inequalities? Emphasis is placed on the public policy, planning, and community based solutions to the problems of environmental injustice. We use local cases and guest lectures to enrich class readings and discussions.

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.

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 cashers 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.
MMGT 6541  Globality: A New World Paradigm
Globality is a term increasingly used to describe the era beyond globalization—a new reality emerging from years of intensifying global business expansion and competition, freer markets, information and communication technology advances, and cost and talent arbitrage. With a focus on global strategy and organization leadership, this course examines the transformation of global realities in their many dimensions. Through case studies, lectures, and applied projects, we analyze a series of critical issues that frame the era of globality: economic and societal development, public policy and governance, citizenship, and activism. The main objective of the course is to build an informed perspective of the realities, opportunities, and implications of this new era. The course is designed for students interested in or pursuing leadership careers in business, the non-profit sector, public policy, government, NGOs, or advocacy.

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.

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.

MHTC 5025  HIV/AIDS Policy in Global Perspective
This course examines the spread of HIV/AIDS in selected countries and regions around the world and compares cultural attitudes and policy responses to the disease. It examines the disease and its treatment through a multidisciplinary lens, including public health, sociology, politics, and public policy.

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.

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.

MPLC 5043  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.

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.

**MPLC 6085 Introduction to Data Management**

This course provides a comprehensive introduction to data management. Lecture, demonstration, and hands-on exercises cover techniques for reading different data formats, assessing data quality, creating new measures, and combining data files for analysis. Knowledge and skills to handle challenges that technical researchers experience in academic and work settings are emphasized. The course complements Advanced Technical researchers experience in academic and work settings. The course complements Advanced Quantitative Methods. The course uses SAS statistical software, the dominant application for data management. **Prerequisite:** Quantitative Methods.

**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 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.

**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.

**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 an interest in nonprofit organizations. Readings and problem sets are assigned for discussion and analysis.

**MMGT 6549 Leadership Communication**

This course examines the communication competencies that leaders require to motivate followers and inspire positive change. We focus on leaders who desire to make a difference, whether in an organization, through a social movement, government, or informal associations and spiritual groups. The course content favors the view that the fundamental task of leadership is the instigation and management of change, and recognizes a leader as someone who may or may not hold formal position power. We consider the leader’s responsibilities not only to followers and others within her group, but to societal wellbeing and the greater good.

**MMGT 6066 Leadership Perspectives and Practice**

This course examines leadership theory and practice in the context of organizations in the nonprofit, government, and for-profit sectors. Students are encouraged to consider their own styles of leadership, with an eye toward becoming more conscious of their personal patterns and developing their abilities to match appropriate leadership behaviors to specific situations and organizational priorities.

**MMGT 6519 Leadership for Sustainability Strategies**

Sustainability has been elevated to a key driver for business today. A number of organizations, large and small, are now creating and implementing strategies that address critical environmental and social issues while delivering value to a range of stakeholders. The main objectives of this course are twofold. First, we explore the contextual framework for sustainability leadership in terms of policy, environmental and social trends, stakeholder expectations, and competitiveness. Second, we explore the practical tools, technologies, tactics, and communication necessary to lead a robust strategy for sustainability. Through case studies, analysis, discussion, and presentations by practitioners, we examine the complicated factors that leaders (both individuals and teams) must consider. We examine organizations leading the way in sustainability, look at the lessons learned from successes and failures, and identify some of the most critical factors for successful leadership when developing and executing strategy.

**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).

**MTCH 6112  Leading in Today's Web 2.0 Workplace**
Welcome to the world of today's rapidly changing Web 2.0 workplace. As organizations evolve, so do the roles of leaders: from coach, motivator, and mentor to process, technology and digital expert. Requiring new and creative strategies, leaders in for-profit or non-profit organizations must understand the rapidly changing dynamics of a workforce raised on the Web. Leaders must become students of technology as they consider approaches and processes to attract, retain, develop, engage, build community and communicate. All in ways that are suitable and culturally relevant for their organization. The course will cover an array of strategic and timely topics including the overall technology landscape; digital workplace trends, tools, processes and resources; best practices and the associated risks (privacy, policies, security).

**MMGT 6504  Leading for Social Impact**
Making an impact that has social dimensions is a priority for many leaders today. This course is designed to help students articulate and generate the kind of social impact they wish to create. We begin by understanding how private, public, and nonprofit sector organizations interact in both creating and resolving pressing social issues. Cases focus on strategies used by managers, leaders, and other organizational actors in different situations, with a focus on understanding the logics and interests of various stakeholders. We examine examples of how individuals have worked inside their own organizations, networked with others, created new organizations, or worked independently to spearhead action. The course examines both domestic and global issues, with a focus on the human side of outcomes, including organizational governance; full, stable, and sustainable employment; cross-cultural diversity management; and global commerce, labor, working conditions, and immigration. Throughout the course, students assess and reflect on their own competencies in bringing about change, creating their own action plan for social impact. This course was previously titled Managing for Social Impact.

**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 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 6024  Managing 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 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 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.
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.

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

Organizations rarely act on new initiatives without first knowing the so-called “business case,” and this approach is 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 strategic case for proceeding. In this course, students learn how to effectively manage and measure the results of corporate responsibility and sustainable development. They then learn to apply management models that track and quantify the financial and reputation effects of cultural, operational, social, and environmental practices across functions. 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 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.

MPLC 5036  New Challenges in Community Development

This course covers the most recent thinking about community development and its challenges and prospects in the United States. The course features discussions with guest speakers and focuses on the most pressing issues of the day, including the impact of the housing and financial crisis on the financial sustainability of community development corporations, the role of housing in community development, and the growth of comprehensive community development initiatives. The course includes discussions with leading practitioners in the field.

MHTC 5066  New Models of Health Care Delivery

At a time when all aspects of health care are rapidly changing, no aspect is developing faster than delivery. The field is experiencing new levels of care (sub acute care, rehabilitative care), new programs (hospice, adult day care), new roles for institutions, and new providers (home care, assisted living). Both administrators and the policymakers must adapt. This course is designed to examine the services and integrating mechanisms comprising the new continuum of health care delivery, its current organization, characteristics of payers and regulators, system integrating mechanisms, and the future of the health care system in the United States. Emphasis is on the real problems that are currently faced by administrators. It is an overview course, requiring site visits as an essential component.

MMGT 5054  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.

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 activity” 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 activity.”

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
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 reality-based understanding of the issues of nonprofit governance. 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.

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.

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.

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.

Program Evaluation for Nonprofit Practitioners

The purpose of this course is to first understand what projects are (compared to daily work) and to provide an overview of the field of Project Management as applied to any type of change initiative (for example, the implementation of a new policy, procedure, product and/or program). We will examine what happens once a decision to implement an initiative has been made. These phases include initiating, planning, executing, monitoring, controlling, and closing the project. Ultimately, our goal is to learn how to use various project management tools and techniques so that we can ensure successful implementation and minimize disruption to the organization.

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.

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.

**MMGT 6520 The Science and Art of Leadership Development**

Leadership development has, until relatively recently, been an ad-hoc activity lacking evidence-based models to guide the design and implementation of formal leadership development initiatives. The course will examine the research, competing ideologies, strategies and tools used to develop leadership capacity. One distinctive characteristic of the learning process will be students’ first-hand experience with validated instruments used to assess leadership behaviors and leader development interventions. Students will engage in client-based initiatives to witness how theory becomes translated to application models, and then into validated application tools. The focus of the course is on how to approach the leadership development of others, rather than one’s own development. While the primary emphasis will be on approaches to leadership development in North America and Western Europe, examples will be drawn where cultural determinants guide different orientations.

**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 6543 Structural Inequality and Social Justice**

Structural Inequality and Social Justice looks at the systemic character of inequality and how it is built into the structure and function of social institutions. This view is contrasted with theories of prejudice that equate structural inequality with discrimination against individuals. The course is intended to introduce students to conceptual frameworks that explain how social difference is transformed into hierarchy and how power and privilege can create and reproduce inequality in society.

**MPLC 5037 Social Policy Journalism and Advocacy**

With financial crisis exacerbating the already considerable difficulty of some people to meet basic needs, journalism could be instrumental in documenting the day-to-day difficulties Americans now face. Yet our headline-driven, 24-hour news cycle leaves little room for stories about ongoing social issues such as housing, education, health care, and childcare. This course looks at how to write and place articles about a range of pressing, under-examined issues in the context of the economic downturn. Although this class is geared toward students of urban policy, students from the media and writing departments are welcome. Participants learn the techniques necessary to report and write journalistic pieces. Students also learn how to work effectively with news organizations as effective advocates, sources, and communications professionals.

**MMGT 6115 Social Justice Philanthropy**

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 6018 Strategy for Nonprofits**

The objective of this course is to explore many aspects of strategic planning and management and evaluate the relevance of this common business tool in the not-for-profit environment. The course content consists of readings, discussion, case studies, and analysis of the applications of strategic planning in a variety of organization settings.

**MMGT 6546 Strategic Management for a Changing World**

An organization’s strategy defines its relationship with the world around it, including what impact it intends to have. This course focuses on developing, assessing, and integrating strategy to achieve sustainability for the organization with respect to its economic, social, political, and natural environments. The strategic process provides direction critical to public, private, and nonprofit organizations developing new models across sectors for new environments. The course provides a conceptual framework and overview for understanding strategy, its design, application, and impact, through case studies and examination of actual organizations.

**MPLC 5047 Suburbs, Sprawl, and Regionalism**

This course offers an examination of patterns of suburbanization in the American metropolis and a consideration of the implications for the future of our cities, for the maintenance of community, and for social and economic opportunity. The course begins with a definition of a suburb, a survey of the dimensions of American suburbanization, and an exploration of the basic demographic and socioeconomic characteristics of this dominant form of American settlement. After exploring the origins and history of suburbanization in England and America, we examine the tension in American society between our desire for affordable housing and green space and the problems associated with sprawl development. Then the course turns to social challenges in suburbia, including the difficulty of creating community in suburban places; the problem of racial exclusion; the absence of affordable housing; the isolation of women; the geographic separation of growing labor markets from surplus labor pools; and the growing role of gated communities in class and racial segregation. The course next takes up an exploration of issues of democratic and regional
governance in suburbia. Are these smaller and often relatively homogeneous communities more conducive to democratic governance than their larger, more heterogeneous urban neighbors? Or does their homogeneity produce apathy? Not only are there issues of internal governance, but suburban proliferation raises questions about regional coordination and cooperation. The course ends with a consideration of the future of American cities and American suburbs, particularly in light of the collapse of the housing market and the Great Recession of 2008-2009.

**MMGT 6168 Sustainability Perspectives and Practice**

This course provides an array of perspectives from which sustainability issues are viewed, including ecopsychology, environmental history, deep ecology, ecofeminism, environmental justice, bioregionalism, Green political movements, ecological identity, and consumer-behavior studies. The course will introduce specific competencies for sustainability practice, including negotiation, conflict resolution, decision making, communication, interprofessional collaboration for systemic change, and reflective practice. The goal is to inform professional practice by broadening students’ views on relevant issues through multiple lenses, while also focusing problem-solving, seeking to balance knowledge generalization and specialization.

**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.

**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.

**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 5042 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 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 5053 Urban Land-Use Policy**

This course provides an introduction to the basics of urban land-use planning and real estate development controls. It begins with a brief history of the development of urban planning and land-use controls. It then focuses on several major themes that affect land-use development including, but not limited to, zoning, environmental impacts, community participation, political feasibility, environmental justice, and financial constraints. While the course relies on New York-specific examples, the skills covered are typical of those required for positions elsewhere. In addition, the course seeks to challenge students’ understanding on how land-use policy is filtered within the real world of politics, funding constraints, and complex environments.

**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 5048     Workforce Development and Job Training

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.
AREAS OF SPECIALIZATION

Students, in consultation with their advisor, may identify an area of specialization in which they wish to develop in-depth skills and knowledge. The area of specialization allows students to tailor electives to their particular interests and professional goals, and is commonly used by graduates of Milano to communicate areas of special expertise to potential employers. Most students choosing to complete an area of specialization choose three or more courses from the lists provided below.

COMMUNITY DEVELOPMENT FINANCE

Community development finance (CDF) is an industry comprised of financial institutions, nonprofits, intermediaries, and governments who provide access to capital and financial services to underserved populations across the U.S. Through this specialization, students acquire financial skills and understanding of the policy environment affecting the CDF industry. Nationwide, there are an estimated 1,250 community development finance institutions (CDFIs), which finance 8,185 businesses, and create or retain more than 35,000 jobs. This specialization helps prepare students for various positions in the public, private, or nonprofit sectors including careers in banking, community development lending, municipal finance, public finance agencies, development agencies, and community development corporations.

The cornerstone of the community development finance specialization is the Community Development Finance Lab, a two-semester, three-credit course where students provide local community-based organizations high quality analysis sustained through networking with practicing professionals in the field. In addition, students should choose two or more courses from the list below.

MEFI 6071 Community Development Finance Lab
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 use funds efficiently and cultivate new sources of funding. Milano’s area of study in Finance emphasizes accountability and the ability to leverage private resources for public purposes. Students learn the fundamentals of budgeting and financial management in the public and nonprofit sectors, the elements of finance and capital markets, and the 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.

Students interested in the finance specialization should complete three or more of the following courses:

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

GLOBAL MANAGEMENT AND POLICY

This specialization focuses on the international, global, and comparative aspects of management and policy. It addresses four elements of an international perspective: an understanding of contemporary cross-national interdependence of economies and organizations; an analytical and management skill set applicable to the global domain; a sensitivity to practices, values, language, beliefs, and actions different from one’s own; and a comparative perspective on regional and national differences.

Students specializing in global management and policy take courses at Milano and can further shape their specialization by taking courses at The New School’s Graduate Program in International Affairs (GPIA) and other graduate divisions of the university. They may also wish to pursue non-credit language courses within The New School to enhance their ability to function in non-English speaking settings.
Students interested in the global management and policy specialization should complete a total of three or more electives. Examples of such electives include:

- MMGT 6542  Capitalism, Democracy and Civil Society
- MMGT 6004  Civil Society and International Development
- MPLC 5038  The Competitive City: Urban Development in a Global Context
- MMGT 6167  Cultural Diversity for Managers
- MMCI 5081  Education and International Development
- MMGT 6545  Emerging Trends in Social Investment
- MCCI 6060  Government NGO Relations: Mexico
- MMGT 6541  Globality: A New World Paradigm
- MPLC 6098  Globalization, Immigration, and Transnationalism
- MMGT 5007  Human Rights Issues for International Organizations
- MMGT 6003  NGOs and International Development
- MCCI 6075  The Nonprofit Sector in a Global Environment
- MPLC 5069  Racial Relations: Comparative International Perspectives

**HEALTH POLICY AND MANAGEMENT**

The specialization in health policy and management is designed to prepare professionals who can analyze intricate health issues and evaluate existing and proposed policies on local, state, national, and international levels. This specialization has been developed for students 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 people living with HIV/AIDS.

Students interested in the health policy and management specialization should complete three or more of the following courses:

- 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
- MHTC 5025  HIV/AIDS Policy in Global Perspective
- MPLC 6140  Issues in Health Care Policy
- MMGT 6144  Managed Care
- MHTC 5066  New Models of Health Care Delivery
- MPLC 6140  Policy Issues in Health Care
- MPLC 6140  Politics of Health Care

**HOUSING AND COMMUNITY DEVELOPMENT**

The housing and community development specialization 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. The specialization also includes several courses on the financing of housing and other community development projects. 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 organizations, and the private sector.

Students interested in the housing and community development specialization should complete three or more of the following courses:

- MHTC 5022  Community Development
- MEFI 6082  Housing and Real Estate Development
- MPLC 5043  Housing Policy
- MPLC 6083  Introduction to Geographic Information Systems
- MMGT 5013  Leading and Implementing Community Change
- MPLC 5036  New Challenges in Community Development
- MPLC 6064  Urban Economic Development
- MPLC 5053  Urban Land-Use Policy

**LEADERSHIP AND CHANGE**

The courses in this area of study provide a variety of perspectives on formal and emergent leadership, its relationship to management, and the core elements of leadership development. A focus of the specialization is the importance of a leader’s own authenticity, emotional intelligence, and self-management. Emphasis is placed on the importance of vision, goal setting, strategy, standards, measurement, and feedback of results.

All students interested in the leadership and change specialization should complete the course in Leadership in Organizations, as well as choose two or more additional courses from the list on next page:

- MGMT 6066  Leadership Perspectives and Practice
- MHTC 6523  Coaching Theory and Practice
- MMGT 6167  Cultural Diversity for Managers
- MMGT 6014  Enabling Continuous Improvement: Concepts, Strategies, and Techniques
- MHTC 6124  Foundations of Organizational Change
- MMGT 6519  Leadership for Sustainability Strategies
- MMGT 5013  Leading and Implementing Community Change
- MMGT 6504  Leading for Social Impact
- MMGT 5010  Managing for Performance
- MMGT 6026  Nonprofit Governance and Executive Leadership

**MARKETING, COMMUNICATIONS AND SOCIAL MEDIA**

TBA
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.

All students interested in the politics and advocacy specialization should complete the course in Power, Strategy, and Social Change, as well as choose two or more additional courses from the list below. Courses are not offered every semester and may be taken in any order. No course is a prerequisite for any other course:

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

SOCIAL ENTREPRENEURSHIP

Social entrepreneurship involves the creation of sustainable products, services, or processes that deliver social value and in the process redefine or recreate ways to address critical social transformation on a scale that will produce a noticeable impact on a single organization, a community, or globally. This area of study recognizes the innovators who set forth an idea, and the entrepreneurs who put it into practice.

All students interested in the social entrepreneurship specialization should complete Introduction to Social Entrepreneurship, as well as choose two or more additional courses from the list below:

- MGMT 5047 Introduction to Social Entrepreneurship
- MGMT 6030 Community Development
- MEFI 6071 Community Development Finance Lab
- MEFI 5031 Elements of Finance
- MGMT 6545 Emerging Trends in Social Investment
- MHTC 6124 Foundations of Organizational Change
- MGMT 6591 Leadership for Sustainability Strategies
- MGMT 6066 Leadership Perspective and Practice
- MGMT 6037 Marketing in Nonprofit Organizations
- MGMT 6013 Media Advocacy and Social Marketing
- MGMT 6003 NGOs and International Development
- MGMT 6038 Social Entrepreneurship through Design

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 insight into the policy, management, and programmatic issues facing professionals working to improve the economic wellbeing and social functioning of diverse groups of people while seeking to further their social integration into U.S. society. Courses in this area of study focus on issues of poverty, welfare, education, immigration, and child, youth, and family policy.

Students interested in the social policy specialization should complete three or more of the following courses:

- MPLC 5052 Children, Youth, and Family Policy
- MGMT 6905 Criminal Justice Policy in New York City
- 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
- MGMT 6115 Social Justice Philanthropy
- MPLC 5078 Poverty and American Social Policy
- MGMT 6065 Racial Disparities: Causes and Consequences
- MPLC 6068 Urban Labor Markets and Public Policy

STRATEGIC HUMAN RESOURCE MANAGEMENT

The strategic human resource management specialization recognizes the fundamentally changed nature of employment relationships in organizations today. This area of study prepares students whose careers involve strategic management or human resource leadership to effectively enhance organizational performance in diverse, global organizational contexts.

Students interested in the strategic human resource management specialization should complete three or more of the following courses:

- MHTC 6523 Coaching Theory and Practice
- MGMT 6167 Cultural Diversity for Managers
- MGMT 6014 Enabling Continuous Improvement: Concepts, Strategies, and Techniques
- MGMT 6541 Globality: A New World Paradigm
- MGMT 5007 Human Rights Issues for International Organizations
- MGMT 6015 Large Group Change Interventions
- MGMT 6149 Managerial Negotiations
- MGMT 5010 Managing for Performance
- MGMT 6518 Organization Assessment and Diagnosis
- MGMT 6546 Strategic Management for a Changing World
- MHTC 6112 Leading in Today’s Web 2.0 Workplace
- MGMT 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.

Students interested in this area of study should take Leadership for Sustainability Management or Leading for Social Impact. Students interested in management aspects of sustainability should also complete the course in Corporate Philanthropy and Social Responsibility, as well as one or more additional courses from the list below. Students interested in policy aspects of sustainability should also complete the course in Urban Environmental Policy, along with one or more additional courses from the list below:

- MMGT 6519  Leadership for Sustainability Strategies
- MMGT 6504  Leading for Social Impact
- MMGT 5016  Climate Change: Implications for Sustainability Management
- MMGT 6067  Corporate Philanthropy and Social Responsibility
- MPLC 6089  Environmental and Health Issues in the Community
- MPLC 5014  Environmental Justice in American Cities
- MMGT 6068  Measuring What Matters: The Art of Managing Corporate Responsibility
- MMGT 6013  Media Advocacy and Social Marketing
- MMGT 6003  NGOs and International Development
- MMGT 6518  Organization Assessment and Diagnosis
- MPLC 5015  Power, Strategy, and Social Change
- MPLC 6022  Sustainable Development
- MPLC 5042  Urban Environmental Policy
FULL-TIME FACULTY

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

Charles H. Allison, Jr.
(MBA, Harvard University), Assistant Professor in Finance. Professor Allison has more than 20 years of work experience in investment banking, direct private market and foundation investing, economic development finance, and renewable energy. Currently he is CEO of Interstate Biofuels LLC, an alternative energy project development company that is building biofuel production facilities in the northeastern United States. Before his employment at Interstate, he worked at Vision Consulting Associates, a corporate finance and economic development advisory firm that specializes in assisting small and medium-sized companies grow their businesses; consulting to the social venture capital industry; and developing alternative energy projects in the United States and internationally. Previously to this he lived in South Africa for five years where he worked for a pan-African investment management company and a middle-market private equity fund. Professor Allison’s other professional experience includes positions at JP Morgan, Merrill Lynch & Co., James D. Wolfensohn, Inc., and Barclays Bank. He has served on several company and fund advisory boards and investment committees. At Milano he serves on the faculty working group on sustainability, corporate social responsibility and social impact management, and on the ad hoc advisory committee to the board of trustees on board representation and socially responsible investing. He is also a member of the American Council on Renewable Energy.

Warren Balinsky
(PhD, Case Western Reserve University), Associate Professor. Balinsky’s research interests include home health care as well as planning, development, marketing, and research in health services management and policy. His current research topics include pediatric health care, environmental and sustainability issues, health policy and advocacy, and issues of stem cell science. Articles in progress include “Hospice and Long Term Home Care” and “The Sexually Transmitted Disease Vaccine Gardasil.” He has published two books on home care, including Home Care: Current Problems and Future Solutions (1994). Balinsky has written and co-authored articles on 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. He is chairman of the board of Home Health Management Services, Inc., a Medicaid home attendant agency in New York City.

John Clinton
(PhD, Fordham University), Assistant Professor of Management. Clinton has served as corporation senior consultant on social responsibility at MetLife and senior vice president of The Lighthouse for the Blind. He was also 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 served on the university’s Faculty Senate and chaired the senate’s Academic Policy Committee as well as a university task force on sustainable and socially responsible design and construction. He also serves on the Committee to Green the University and is faculty adviser to Net Impact. His interests are interprofessional collaboration and corporate philanthropy and social responsibility. While at The Foundation Center, Clinton led research on the philanthropic response to AIDS. 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. Derryck has over 30 years’ experience in both research and executive management positions. He is interested in innovative policies and strategies that impact the economic sustainability of nonprofit organizations. He has held leadership positions in organizations involved in community economic development, operations and fiscal management, and research and policy analysis. Derryck was a lead organizer of the Community Development Practicum, an interdisciplinary collaboration with Parsons School of Architecture, Design, and Lighting. He also teaches Social Entrepreneurship Through Design, a course that develops social ventures that benefit nonprofit organizations. Eight of the ten developments in his Community Development Practicum have been or are now being built, and one of the six ventures from his class in Social Entrepreneurship Through Design has been launched. He is currently involved in designing a community-owned farm that will feed 1,100 residents in the South Bronx, an innovative partnership between social investors and community nonprofits allowing residents to become shareholders and citizens in the venture, not simply stakeholders or clients.

Peter Eisinger
(BA, MA, University of Michigan; Ph.D., Yale University), Henry Cohen Professor. Eisinger 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. He also served as chair of the Department of Political Science and Director of the La Follette Institute of Public Affairs. 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 urban politics and public policy. In fall of 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. Gershberg is a specialist on economics of education, education reform, school governance and accountability, education finance, and decentralization in both the developing world and the U.S. He has conducted extensive research on Latin America and Sub-Saharan Africa. He has been a frequent consultant to the World Bank, U.S. AID, the Inter-American Development Bank, and the Urban Institute. He is the lead author of the book Beyond “Bilingual” Education: New Immigrants and Public School Policies in California (Urban Institute Press, 2004). He is also a research associate at the National Bureau of Economic Research (NBER), where his work has focused on the determinants of interest rates on municipal bonds. He is a recipient of the New School’s Distinguished University Teaching Award. He is an affiliated faculty member at the New School’s Graduate Program in International Affairs (GPIA) and on the advisory board for Lang College’s Institute for Urban Education and Education Studies Program. Gershberg has been senior education economist at the World Bank, a visiting professor at both Stanford University’s School of Education and El Colégio de México, and a visiting fellow at the Public Policy Institute of California.

Leigh Graham
(PhD, Massachusetts Institute of Technology), Visiting Assistant Professor in Planning. Leigh’s research interests focus on the roles of class, race, culture and ideology in housing and community development conflicts and practice. She has a PhD in City Planning from MIT and an MBA from NYU-Stern School of Business. Leigh is also a consultant on post-Katrina recovery in the U.S. Gulf Coast.

Martin Greller
(PhD, Yale University), Professor. Greller’s research focuses on career continuity and development for older workers and on feedback and feedback systems as tools for increasing organizational effectiveness. Recent projects have addressed the intersection of organizational psychology and policy in shaping opportunities for older workers. This work has been presented at meetings sponsored by the United Nations and the European Social Fund. Prior to joining Milano, Greller was professor and director of the MBA Program at the University of Wyoming. He was a visiting associate professor at Baruch College, CUNY, and an assistant professor at NYU’s Stern School. As a practitioner, Greller was director of Human Resources Planning and Development for The New York Times Company and a senior consultant with RHR International.

Darrick Hamilton
(PhD, University of North Carolina), Assistant Professor. Hamilton is a stratification economist whose work focuses on the causes and consequences of racial and ethnic inequality in economic and health outcomes. 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, the National Institute of Health, the National Science Foundation and the Robert Wood Johnson Foundation. Previously, at the University of Michigan in Ann Arbor, 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. He was also a Robert Wood Johnson Foundation Scholar in Health Policy Research at the Institution for Policy Studies at Yale University. In addition to his duties at Milano, Hamilton is an affiliated faculty member in the Department of Economics at The New School for Social Research, a faculty research fellow at the Schwartz Center for Economic Policy Analysis, an affiliate scholar at the Center for American Progress, and a co-associate director of the American Economic Association Summer Research and Minority Training Program.

David R. Howell
(PhD, The New School), Professor. Howell is director of the PhD program at Milano and is a faculty research fellow at the Schwartz Center for Economic Policy Analysis at the New School. His research focuses on labor markets, economic well-being, and public policy. He is the editor of Fighting Unemployment: The Limits of Free Market Orthodoxy (2005, Oxford University Press) and most recently of “Unemployment Compensation and High European Unemployment: A Reassessment with New Benefit Indicators” (Oxford Review of Economic Policy, Spring 2009).

Michele Kahane
(MBA and MIA, Columbia University), Professor of Professional Practice. Kahane has more than 20 years of experience in the global business, nonprofit, and philanthropy sectors. She was a banker in emerging markets corporate finance and later practiced social investment at the Ford Foundation for a decade. Subsequently, as a senior executive at the Clinton Global Initiative and at the Center for Corporate Citizenship at Boston College, she worked with companies, social entrepreneurs, and the public sector to forge innovative, market-based approaches to global development. She is co-author of the award-winning book Untapped: Creating Value in Underserved Markets (Berrett-Koehler, June 2006), which provides advice to managers on how companies can both implement profitable business strategies and improve conditions in poor communities. Kahane serves on the board of the Women’s Network for a Sustainable Future, the steering committee of the Institute for Responsible Investment, the NY Regional Association of Grantmakers Task Force on Hurricane Katrina, and the Fast Forward Fund.

Mark Lipton
(PhD, University of Massachusetts), Professor of Management. Lipton has taught at the University of Massachusetts and has held senior management positions in both the corporate and government sectors. His research on sustainable organizational growth and leadership led to his last book, Guiding Growth: How Vision Keeps Companies on Course. His next book examines the dysfunctional behaviors of entrepreneurs and the psychological forces behind them. His applied work focuses on executive coaching with entrepreneurs in the non-profit and for-profit sectors, facilitating organization-wide initiatives for managing change, helping executive groups define comprehensive organizational
visions, and enabling corporate boards to think more strategically and govern more effectively. His approaches to executive development and organizational consulting have been widely published and employed in organizations around the world.

**Bonnie McEwan**  
(MS, The New School), Lecturer on Management. McEwan is the president of Make Waves (www.makewavesnotnoise.com), a company that provides marketing and communications services to nonprofit organizations and foundations. Prior to opening Make Waves, McEwan spent six years as executive vice president of Douglas Gould and Company, a communications consultancy, leading the firm’s practice in Economic and Social Justice. Prior to that, she held the top communications position with two national nonprofit organizations, Girl Scouts of the USA and the Planned Parenthood Federation of America. She served as acting chair of the school’s Nonprofit Management Program from 1997 to 1998. Her blog, Ripples & Wipeouts (www.makewavesnotnoise.com/resources/blog), focuses on issues important to activists and nonprofit groups. McEwan’s awards include a Silver Anvil from the Public Relations Society of America.

**Rachel Meltzer**  
(PhD and MPA, Robert F. Wagner Graduate School of Public Service), Visiting Assistant Professor of Urban Policy Analysis and Management. Meltzer’s research centers on housing and economic development policy issues, and how public and private investments in these areas affect individuals, neighborhoods, and cities. Her current work concentrates on the socioeconomic and political causes and effects of business improvement districts (BIDs) and homeowners associations (HOAs). She has also conducted research on inclusionary zoning, including its impact on local housing markets, and the political economy behind such policies. Her latest project analyzes change in retail and commercial services in neighborhoods undergoing economic and racial transitions. Her work has been supported by grants from the Social Science Research Council, the Lincoln Institute of Land Policy, and the U.S. Department of Housing and Urban Development. Meltzer is also a research affiliate at the Furman Center for Urban Policy at New York University. Prior to her academic career, she worked as a mortgage officer and project manager for the New York City Department of Housing Preservation and Development, where she managed the financing and rehabilitation of affordable housing.

**Karen Merson**  
(MBA, George Washington University), Lecturer. Merson worked as an organizational development consultant with nonprofit, for-profit, and governmental organizations for more than twenty years. From 1992 to 2001, she designed and delivered management training programs for the American Management Association. She also worked with the Anti-Defamation League, helping to design corporate diversity training programs and deliver them throughout the United States. Merson teaches courses in the core curriculum at Milano, including the new signature course Making a Difference, a requirement for all incoming students. She also teaches courses in the Organizational Change Management program. Merson serves on Milano’s diversity committee. Her primary areas of interest are transformative learning, social justice, diversity, and social change.

**Aida Rodriguez**  
(PhD, University of Massachusetts), Professor of Professional Practice. Rodriguez teaches graduate courses in philanthropy in the 21st century and analysis and decision-making. She also teaches a client-based capstone course. She frequently lectures on the future of the philanthropic sector, leadership in communities of color, community development in the United States, effective management in the nonprofit sector, and the evaluation of social policies and programs. Formerly deputy director of the domestic policy program at The Rockefeller Foundation’s Equal Opportunity Division, Rodriguez was a co-recipient of the Council on Foundations’ Robert W. Scrivner Award for Creative Grantmaking in 2003. Rodriguez is a senior advisor to philanthropic initiatives here and in Latin America, including the International Funders’ Collaborative for Strong Latino Communities, sponsored by Hispanics in Philanthropy. She has served on various nonprofit boards including One Economy, Inc., Alliance for Nonprofit Management, Learning Leaders, Inc., and Hispanics in Philanthropy. She also served on the Policy Council for the Association for Public Policy Analysis and Management. She is currently a trustee of the New York Foundation.

**Mary Bryna Sanger**  
(PhD, Brandeis University), Professor and Deputy Provost. Sanger has teaching and research interests 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. Sanger 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 and Chair of Policy Programs. Schwartz’s principal areas of research are 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; second edition forthcoming in 2010). His research has also appeared in Cityscape, Economic Development Quarterly, Housing Policy Debate, International Journal of Urban and Regional Research, the Journal of the American Planning Association, and the Journal of Urban Affairs. Professor Schwartz currently teaches Housing Policy, Laboratory in Issue Analysis, Making a Difference, and Policy Analysis.
Lisa J. Servon
(Ph.D., University of California Berkley), Professor and Dean of Milano The New School for Management and Urban Policy. Servon teaches and conducts research in the areas of urban poverty, community development, economic development, and issues of gender and race. Specific areas of expertise include microenterprise development, the digital divide, and capacity building for community-based organizations. Her work has been funded by the Open Society Institute, the Aspen Institute, the Ford Foundation, and the Fannie Mae Foundation. From 2004 to 2005, she was a senior research fellow at the New America Foundation in Washington, DC. Servon is the author of three books: Gender and Planning: A Reader (co-edited with Susan Fainstein, Rutgers 2005), Bridging the Digital Divide: Technology, Community, and Public Policy (Blackwell 2002), and Bootstrap Capital: Microenterprises and the American Poor (Brookings 1999).

Nidhi Srinivas
(PhD, McGill University), Associate Professor of Management. Srinivas’ research interests center on civil society, specifically the management of non-governmental organizations (NGOs), and the transfer and transformation of management knowledge. He teaches courses in non-profit management, international development, and strategic decision-making. He has developed numerous courses at Milano, including NGOs and International Development and Civil Society and International Development. Classes enhance students’ ability to critique and integrate theories and emphasize reflective readings and discussion. 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.

Antonin Wagner
(PhD, University of Zurich), Visiting Professor. 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, 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. 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.

Mary R. Watson
(PhD, Vanderbilt), Associate Professor of Management and Chair of the Management Programs. Watson’s work addresses contemporary human capital issues in organizations, with particular emphasis on the social impact of shifting labor market inequalities. She has conducted research on global management, executive career paths, recruitment and retention in nonprofit organizations, downsizing and stock prices, the evolution of inter-organizational fields, management ethics in multinational operations, and qualitative research methods in management. She has a deep interest in cultural, racial, ethnic, and gender inequalities in the workplace and society. Watson recently taught Management and Organization Behavior; Managing for Social Impact; and Advanced Seminar. She also taught Making a Difference: Global, Organizational, and Individual Perspectives on Social Change, the school-wide core course for which she led the faculty development team. She has taught in a variety of executive education programs, including Milano’s Tenenbaum Leadership Initiative, Leading After the Founder, and in international programs in India, South Korea, Australia, and Austria. Watson is recipient of The New School Distinguished University Teaching Award.

Andrew White
(MS, Columbia University Graduate School of Journalism), Lecturer and Director of the Center for New York City Affairs at The New School. White is a writer on social welfare, child and family services, New York City politics and government, and the political dynamics of urban neighborhoods. The Center for New York City Affairs produces applied research on public policies that seek to support families, strengthen neighborhoods and reduce urban poverty. At Milano, White teaches graduate courses on politics, government, the news media, social change and criminal justice policy. He is the cofounder and editor of Child Welfare Watch and founder of the Center for an Urban Future. Previously, he was editor of City Limits magazine and executive director of City Limits Community Information Services (later City Futures, Inc.). His writing has appeared in The New York Times, Newsday, the Daily News, El Diario/La Prensa, the American Prospect and elsewhere.

PART-TIME FACULTY

Members of Milano’s part-time 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. Part-time faculty come to Milano out of their joy of teaching and the desire to share their expertise. In addition to their responsibilities as instructors, they serve as advisors for independent and special studies, mentor students in their career searches, and participate in curriculum development.
In the weeks before the start of a student’s first semester, 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. 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.

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

STUDENT SERVICES AT MILANO

Milano The New School for Management and Urban Policy maintains its Office of Student Affairs at 72 Fifth Avenue, 4th 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.

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 student’s academic experience at The New School and reflect the university’s diverse student population. It brings together students from all the university’s divisions to build a community dedicated to the principles of fairness, civility, and diversity. 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. 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
- Recreation and Intramural Sports

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

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 resident advisors, students are exposed to diverse educational and social programs at The New School and in New York City. There is 24-hour security coverage, and our residential staff is trained in handling crises and emergencies should they need arise. 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, listings of rental properties, shared apartments, short-term accommodations, and subletting opportunities are available in the Student Housing office. Student Housing provides a compilation of these listings upon request. The Off-Campus Housing Resource Guide also provides information about New York City and its neighborhoods and the ins and outs of the local real estate market. Workshops and one-on-one sessions are also available. For more information about student housing, visit www.newschool.edu/studentservices.

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—which includes 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 addresses these concerns in a reasonable and helpful manner. The Health Education Program offers health-related workshops and training and outreach programs throughout the university. For more information about Student Health and Counseling Services, visit www.newschool.edu/studentservices/health.

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 that they have 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/health.

**International Student Services**

This school is authorized under federal law to enroll nonimmigrant alien students.

International Student Services’ mission is to help international students reach their fullest potential and have positive experiences while at the university. In cooperation with the university community, International Student Services promotes diversity and respect for cultures from all over the world. The office 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. The office checks documents to see that students have been properly admitted into the United States, and reviews rights, responsibilities, and regulations. Each international student has access to one-on-one advising sessions. For more information, please visit www.newschool.edu/studentservices.

**Student Disability Services**

The New School fosters an environment that encourages all students to reach a high 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 helping students with disabilities obtain equal access to academic and programmatic services. Student Disability Services is designed to assist students with disabilities in need of 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. If you have either a temporary or chronic disability of any kind, feel free to submit medical documentation to Student Disability Services at the beginning of the semester. The staff members can advise you on policies and procedures and discuss any available accommodations and support.

For more information about Student Disability Services, please visit www.newschool.edu/studentservices.

**University Student Senate**

The University Student Senate (USS) is the official university student government of The New School. Senators are elected by matriculated students from every academic division with the number of senators determined by the size of the school. Elections are held each April for the following school year. The USS represents students’ concerns to administration, plans university-wide events, makes suggestions for improving the university, helps with student orientation, works with the provost and deans on academic planning, represents the students on university-wide committees, and works generally to ensure that the student experience at The New School is positive. The USS meets two or three times a month; the schedule is posted on the USS website. Meetings are open to all students, and students are encouraged to bring their concerns or ideas to the USS. Visit www.newschool.edu/studentservices for more information.

**Intercultural Support/HEOP**

The Office of Intercultural Support (OIS) works with students of diverse backgrounds to build community at The New School. 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 Arthur O. Eve Higher Education Opportunity Program and the Student Ombuds Office.

**Food Services**

Students may enroll in a meal plan or take advantages of dining facilities on campus on a cash basis. For more information, visit www.newschool.edu/studentservices.

**Diversity Initiative**

The University Diversity Committee is being reconstituted and renamed the Diversity and Social Justice Committee. The new name reflects the broadening of our mission beyond encouraging diversity to building structures and promoting interactions that will foster socially fair relationships among different groups. The committee is currently drafting a new mission statement, which will be available on the New School website sometime this fall.

**UNIVERSITY RESOURCES AND FACILITIES**

The New School is located in Manhattan’s Greenwich Village, with a few facilities elsewhere in Manhattan. For building hours and a campus map, visit www.newschool.edu/about.

**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 the libraries listed below, visit www.library.newschool.edu.

**University Libraries**

- Fogelman Social Science and Humanities Library
- Gimbel Art and Design Library
- Scherman Music Library
- Kellen Archives
- Visual Resource Center

**Consortium Libraries**

- New York University
  - Avery Fisher Center for Music and Media
  - Elmer Holmes Bobst Library
- Library of the Courant Institute of Math Sciences
- Cardozo Law Library
- Cooper Union Library
- New York Academy of Art
The University Writing Center

The University Writing Center helps students become better expository writers through individual tutoring sessions in every phase of the writing process. Tutors can help students organize an assignment, develop a rough draft, and revise a paper. Rather than offering a quick-fix editing or proofreading service, the center offers tutors who help students develop versatile, lifelong communication skills that will serve them throughout their careers. The staff includes many professional writers in addition to ESOL specialists and speech coaches. Visit www.newschool.edu/admin/writingcenter for more information.

Other Resources

Barnes and Noble
105 Fifth Avenue at 18th Street
212.675.5500
www.barnesandnoble.com/textbooks
Textbooks for most courses are available for purchase at Barnes and Noble.

The Foundation Center
79 Fifth Avenue, 2nd floor
212.620.4230
www.fdncenter.org
Many foundations administer scholarship programs for students, but most funds are granted to colleges and universities, which then distribute awards according to various criteria. A small number of foundations (some 5,000 organizations identified by the Foundation Center) approve grants directly to individuals. These organizations are listed in an online database, and a significant proportion of those grants are for direct scholarships, fellowships, and loans to students at all undergraduate levels. Students pursuing foundation funding for their education should contact reference librarians at the Foundation Center. To learn more about these special resources for scholarships, visit the www.fdncenter.org.

MyNewSchool
MyNewSchool is the university’s customizable Web portal that connects students to the university. See Student Services for more information.

Weblog
Weblog is the bachelor’s program’s electronic newsletter for announcements of upcoming internships, grant, and scholarship opportunities open to its students, news about commencement and graduation ceremonies, and information about other student resources, http://nsgsbp.wordpress.com/.

Change of Address or Telephone 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 emailed to the student’s New School (GroupWise) email address.
Application Procedures and Deadlines

MS Degree and Certificates
Applications are considered complete when the Office of Admission has received all of the following materials:

- Completed application form, including a statement of purpose of 500–750 words explaining how the applicant’s proposed program of study will enhance his or her professional development
- Official transcripts from all post-secondary institutions attended by the applicant, including evidence of undergraduate degree completion from a regionally accredited institution (or U.S. equivalent)
- Two letters of recommendation sent directly to Milano by the authors
- Application fee
- 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 the following address:

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 priority deadlines of 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 priority deadlines 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 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. Admission decisions will indicate a scholarship determination for those who have requested institutional financial aid. Admitted students will receive complete details regarding their financial aid package in a letter from Student Financial Services shortly after notification of admission.

PhD Candidates

In addition to submitting the credentials required from MS candidates as outlined above, PhD applicants must submit an additional letter of recommendation (3 total), a sample of academic work, official graduate transcripts from a regionally accredited institution (or U.S. equivalent), 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 admission committee begins reviewing PhD applications in January.

Admission Policies

Offer of Admission

Applicants are not officially admitted until the Office of Admission issues a formal letter of acceptance. Offers of admission may be for regular, with conditions, or non-matriculated status. An applicant’s acceptance of an admission offer constitutes a commitment by the student to abide by university policies, rules, and regulations.

Admission with Conditions

Applicants whose academic credentials do not meet the expected prerequisite coursework or grade point average of those typically accepted to specific programs, but who convey the potential for academic success, warrant offers of admission under conditions. Applicants offered admission with conditions must fulfill specific requirements within a stated time period to qualify for formal unconditional admission to their program of study, graduate standing or, in some cases, to remain eligible to continue coursework. Applicants admitted with conditions are not eligible to be considered for merit-based scholarships.

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 a regionally accredited institution (or U.S. equivalent) 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.

The Office of the Registrar will post approved transfer credit to the student's transcript. Graduate students complete a Transfer of Credit Petition available at the registrar’s office. The New School does not transfer grades or grade points from other schools. Credits only are transferred.

**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 by credit card, 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.

**Deferrals of Admission**

Deferrals of admission are not offered. Admitted students who are unable to attend for their intended semester can reapply for admission to a future semester.

**Auditor Status**

The option to audit courses is open to matriculated New School graduate students only and requires registration.

**Certificate Only Students**

Applicants who have earned a master’s (or another post-baccalaureate degree) may apply for the Post-Master’s Certificate in organizational Development. The application procedure is the same as is outlined above for master’s degree students. Prior to submitting an application, department chair approval is required. Certificate students are not eligible for financial aid.

**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 possible future 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.

**Immunization Requirement**

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 admission 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.

Information about the measles, mumps, and rubella immunization requirements and meningococcal disease is posted at [www.newschool.edu/studentaffairs/health](http://www.newschool.edu/studentaffairs/health).

**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 submit official transcript or marks and a certified translation of their transcripts, if not in English. Applicants planning to transfer credits must provide a course-by-course evaluation of their credentials from a participating member of NACES ([www.NACES.org](http://www.NACES.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](http://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 Office of the Registrar 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. Students should refer to the Registration Information website (www.newschool.edu/reginfo) each semester for detailed registration instructions specific to their school, as well as relevant policy information. Students should follow the registration procedures 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 over the summer (for the fall term) or in 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 registrar’s office through MyNewSchool or in person. Students who register for a course without an advisor’s approval will be asked to drop the course, and may be administratively withdrawn from the course.

• 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. 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 for failure to submit vaccination forms).

Registration Holds

In the event that a student fails to satisfy requirements for documentation, or payment, the appropriate university office will place a hold preventing further registration. Students should check MyNewSchool at least two weeks prior to registration to see if any holds have been placed on their account. MyNewSchool will indicate the type of hold and the appropriate office to contact to resolve the hold. The deadlines for completing registration will not be extended because of delays in clearing holds, and students will be subject to any applicable late fees.

Full-Time and Half-Time Status

For graduate degree or diploma students, full-time status is defined as enrollment in a minimum of either 12 or 9 credits per semester, depending on the program. Half-time status is defined as enrollment in a minimum of one-half the credits required for full-time status (6 or 4.5, depending on program).

In general, full-time graduate students at Milano complete 21 credits over the fall and spring semesters.

Students with loans or tuition grants from external sources, including New York State TAP awards, 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 Office of the Registrar through MyNewSchool or in person. No course change is effective until this step is complete.

There is a financial penalty for dropping classes once the term has begun. (See the University Refund Schedule for more information.)

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
Late-starting courses may be added after these deadlines with an advisor’s permission. Online courses may have different deadlines; refer to the registrar’s office website for details.

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

<table>
<thead>
<tr>
<th>Courses dropped</th>
<th>% Semester Tuition Charges Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before semester begins</td>
<td>100%</td>
</tr>
<tr>
<td>Within first week of semester</td>
<td>90%</td>
</tr>
<tr>
<td>Within second week of semester</td>
<td>80%</td>
</tr>
<tr>
<td>Within third week of semester</td>
<td>70%</td>
</tr>
<tr>
<td>Within fourth week of semester</td>
<td>60%</td>
</tr>
<tr>
<td>After fourth week of semester</td>
<td>No refund</td>
</tr>
</tbody>
</table>

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.

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

GRADES AND GRADING

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. They are generally posted within two weeks of the end of the course. Students can access their grades and view their academic transcript on 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)
Grade of W
The grade of W may be issued by the Office of the Registrar 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 (any undergraduate student or a graduate student at Parsons or 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 an “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 upon the student’s request 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 with the following limitations:

Undergraduate students:
Work must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes and no later than 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 Office of the Registrar.

Graduate Students:
Work must be completed 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 “WF” (for Parsons and Mannes graduate students) or “N” (for all other graduate students) by the Office of the Registrar. 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 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 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 up to 60 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. (If the dean’s office if the faculty member is also the chair or director, the copy will be sent to the dean’s office.)

3. If the student is not satisfied by 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 of the college. The dean’s decision is final.

Academic Transcripts
An official transcript carries the registrar’s signature and The New School’s seal, and documents a student’s permanent academic record at the university. Students have a transcript mailed to the address of their choosing (including other colleges and institutions) by submitting an official request to the Office of the Registrar. This can be done online at MyNewSchool, or by completing the transcript request form available on the web at:

www.newschool.edu/studentservices/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 STANDING AND PROGRESS

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 and have the original grade removed from the cumulative GPA. Approval will be granted for this up to three times 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 Graduate Students:
Must earn a 3.0 term 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 term or cumulative GPA for two consecutive semesters will be subject to dismissal.

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.

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.

Religious Absences/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.

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 Tuition Assistance Program) may have additional or different academic progress requirements. Failure to meet these requirements may jeopardize a student’s continued financial assistance. Students should contact Student Financial Services 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.

ACADEMIC PROGRAM STATUS

Change of Major or Program
Students generally declare a major either as part of the admission process or upon entering their second year of study at the university. After this initial major is declared, students who wish to change their major should work with their advisor to complete a Change of Department form. This form should only be used to change departments within the same division and degree program. If a student seeks entrance to a different degree program within their division (e.g. from a BA to a BS) or to another division of the university, he or she should apply directly through the proper admission office.

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. 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

• A description of plans to improve academic performance and/or to complete outstanding work.
• Any other relevant information pertaining to academic history or potential.

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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.

Leaves of absence for medical reasons require appropriate documentation. To return from a medical leave taken for medical reasons, 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, students must contact their academic affairs officer immediately to request an extension of their leave.

**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. 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 through the Office of Admission.

**Readmission**

A student seeking to return to the university may be required to apply for readmission if he or she

- was dismissed
- did not complete the official Exit Form before taking a leave or withdrawing
- was not approved for a leave of absence
- was approved for a leave of absence but did not return to the university within the approved time frame
- withdrew from his or her program

**Degree Completion Term Limits and Extensions of Time**

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.

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### GRADUATION

**Requirements for Graduation**

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 GPAs above 3.0.

Graduating students should not receive incomplete grades in any course taken in the final semester of study.

**Petitioning to Graduate**

Students who intend to graduate must submit a Graduation Petition to the Office of the Registrar (through MyNewSchool or by hard copy) and pay the appropriate fee by the dates listed below. The petition must be filed regardless of intent to attend the commencement ceremony:

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.

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

**The Commencement Ceremony**

The graduation ceremony for both May and January graduates is held in May. Undergraduate students who are within nine credits of completing their degree requirements and who will complete all outstanding credits in the summer term following commencement may participate in the ceremony. Graduate students must complete all degree requirements in the semester prior to commencement to participate in the ceremony. Participation in commencement exercises does not ensure that degree requirements have been met.

Students attending the May ceremony must purchase graduation attire from the university supplier.

**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 is evaluated 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 $1,255 per credit in the 2010-11 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 FAFSA (Free Application for Federal Student Aid) allows Student Financial Services to determine a student’s eligibility for institutional scholarship awards and 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, also known as your Cost of Attendance (COA), is the foundation on which eligibility for student financial assistance is determined. Federal laws regulating the disbursement of funds to students receiving Title IV aid (including Federal Student 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.

Additional Information:

Details on tuition, fees, educational expenses, billing, payment, as well as rules and regulations governing aid eligibility can be found at www.newschool.edu/studentservices/financialaid or by contacting Student Financial Services.

Student Financial Services
The New School
72 Fifth Avenue (lower level)
New York, NY 10011
Phone: 212.229.8930
sfs@newschool.edu

Typical School Year Expenses 2010–11 Academic Year

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time On-Campus Resident</td>
<td></td>
</tr>
<tr>
<td>Tuition (graduate)*</td>
<td>$30,120</td>
</tr>
<tr>
<td>University Services Fee</td>
<td>200</td>
</tr>
<tr>
<td>Student Senate Fee</td>
<td>10</td>
</tr>
<tr>
<td>Health Services Fee†</td>
<td>520</td>
</tr>
<tr>
<td>Health Insurance Fee†</td>
<td>1,817</td>
</tr>
<tr>
<td>Room and Board‡</td>
<td>15,260</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>920</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>1,550</td>
</tr>
<tr>
<td>Transportation</td>
<td>801</td>
</tr>
<tr>
<td>Total</td>
<td>$51,198</td>
</tr>
</tbody>
</table>

* Based on 12 credits per semester at $1,255 per credit.
† Subject to change. Graduate students may decline this service by completing the Online Waiver Form.
‡ Estimates only; actual expenses will vary.
U.S. citizens and eligible non-citizens should apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA).

BILLING AND PAYMENT POLICIES

Billing Information

For registered continuing students, invoices will be sent electronically. An email will be sent to the student’s New School email address (@newschool.edu) notifying him or her that the invoice is ready to view through MyNewSchool. The fall invoices are available for viewing in early July with a payment due date of August 10; invoices for the spring semester are available in December with a payment due date of January 10. The invoice contains all current financial aid as of the date of the invoice.

Students who register just prior to the start of classes must pay their tuition and fees (and housing if applicable) in full, less approved financial aid awards. Degree students may also make payment arrangements with the approval of Student Financial Services at the point of registration.

Accepted forms of payment: Payment may be made by Visa, MasterCard, Discover, American Express, check (US funds only), money order, travelers check, cash (in person only), and wire transfer (see instructions below). Students are encouraged to make payment online at MyNewSchool for timely, accurate, and secure posting. Online payment may be made using a U.S. checking or savings account, or Visa, MasterCard, Discover, or American Express.

Wire Transfer: For information on how to wire transfer funds to The New School, please sign on to MyNewSchool (select the “Student” tab, then in the “Student Financial Services” channel select “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 New School offers a monthly payment plan, which is accessible through MyNewSchool. It enables students or their families to pay interest-free monthly installments toward tuition, fees, and housing. The monthly payment plan allows you to maximize your savings and income by spreading your education expenses over five or four monthly payments each semester. Many students and families find monthly installments more manageable than one lump payment each semester.
The payment plan is not a loan, so there are no credit checks. It is available for the fall and spring semesters (this payment plan is not available for summer charges).

Matriculated students taking 6 or more credits per semester and New School for Social Research students maintaining status are eligible.

The plan is interest free and there is a $55.00 enrollment fee per semester. Payment for the Fall five (5) month plan begins on August 1, and the four (4) month plan begins on September 1. Payment for the Spring five (5) month plan begins on January 1, and the four (4) month plan begins on February 1. Enrollment is through the MyNewSchool log in.

**IMPORTANT NOTE:** All payment plans are based on per semester charges. Students will need to re-enroll for each subsequent semester in order to continue using the payment plan as an option.

### 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, including loans, 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.

For additional information contact Student Financial Services

**Returned Check Policy:** If for any reason a check does not clear for payment after being deposited, 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, a certified bank check, or a money order. Another personal check is not acceptable. A penalty (ten percent of the balance) is charged if payment for a returned check is not received within four weeks. If a second check is returned, all future charges must be paid with cash, a certified bank check, or a money order; personal checks will no longer be accepted.

### Deferral of Payment for Employer Reimbursement

Students expecting reimbursement from an employer or sponsor may defer payment of tuition and fees by submitting a signed authorization letter on official employer/sponsor letterhead along with the appropriate deferral form(s) as described below. This may be done by mail or fax or in person, but not by email.

The authorization letter must show a current date and must include the student’s full name (and, if available, the student’s New School ID number), the amount to be reimbursed, the academic term for which the charges will be covered, the signer’s address and telephone number, and the specific terms for reimbursement (either contingent on receipt of grades or else billable upon registration; see below). Any portion of charges that the employer has not agreed to pay may not be deferred. Registered degree students may fax the forms (instructions below). Nonmatriculated students must submit the forms with their registration.

A registered degree student must submit the authorization and the deferral form(s) to Student Financial Services by the appropriate payment due date in order to avoid the late payment fee. A nonmatriculated (general credit, noncredit, or certificate) student must submit the authorization and deferral form(s) with his or her registration.

Authorizations letters and forms should be faxed to 212.229.8582; mailed to The New School, attention Third Party Billing, 79 Fifth Avenue, 5th floor, New York, NY 10003; or brought in person to the cashiering office at 72 Fifth Avenue. Payment may be made online at mynewschool.edu by ACH or credit card, or by faxing a credit card authorization along with the deferral form to 212.229.8582.

Payment of all charges is the responsibility of the student. The student is liable for any and all deferred charges that the employer does not pay for any reason. The student’s liability is not contingent on receiving grades, receiving passing grades, or completing courses.

For answers to questions regarding employer reimbursement, email sfs@newschool.edu or call 212.229.8930, option 2.

### Terms of Reimbursement

If the reimbursement will be made upon receipt of grades: There is a participation fee of $150, and the student must complete both the Employer Reimbursement Deferment Form and the Deferral Credit Card Payment Authorization. (These forms can be downloaded from the website: go to www.newschool.edu/studentservices and select Billing and Payment.) Payment of the $150 participation fee and any balance of tuition and university fees not covered by the authorization letter must be made prior to or submitted with the deferral forms. Deferred charges must be paid in full by February 1 for the fall semester, June 15 for the spring semester, and August 15 for summer term.

If payment is not contingent on receipt of grades and The New School can bill the employer directly: There is no participation fee. The student submits only the Employer Reimbursement Deferment Form (found on the website; see above) with the employer authorization letter. The New School will send an invoice for payment to the employer according to the authorization. Payment for any balance due not covered by the authorization letter must be made prior to or submitted with the deferment form.

### 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.

HOW TO APPLY 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 November 1st for the new admit 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.

Scholarships
For detailed information on scholarships offered by Milano, please visit www.newschool.edu/milano and select first “Admission,” then “Apply,” and finally “Scholarships and Fellowships” from the navigation bar on the left side of the page.

Available scholarships and fellowships include:
- Adrian W. DeWind Scholarship Fund
- ConEdison Scholarship
- Dorothy Hirshon Scholarship in Urban Policy Analysis and Management
- DUAPA Fellowship
- Edward Neinken Memorial Scholarship in Urban Policy Analysis
- 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
- Fulbright Fellowship
- Henry A. and Louise S. Loeb Scholarships
- Isador Lubin Fellowship
- Jacob M. Kaplan Fellowships
- Mayor’s Scholarship Program
- Peace Corps Fellows
- Robert Curvin Fellowship
- Seth Glickenhaus Fellowships
- Urban Conversations Scholarship
- Urban Leaders Scholarship
- William Randolph Hearst Endowed Scholarship

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
- Public Policy and International Affairs (PPIA) Fellowship Program

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

Loans
For detailed information on loan programs, please visit The New School’s financial aid page, www.newschool.edu/studentservices/financialaid/.

- William D. Ford Direct Student Loan Program
- William D Ford Direct Graduate PLUS Loan Program
- Federal Perkins Loan
- 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 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.
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 www.newschool.edu/forms/iss_funding_guide.pdf.

OTHER POLICIES

The Student Right to Know Act

The New School discloses information about the persistence of undergraduate students pursuing degrees at this institution. This data is made available to all students and prospective students as required by the Student Right to Know Act. During the 2010–2011 academic year, the university reports the “persistence rate” for the year 2009 (i.e., the percentage of all freshmen studying full time in fall 2009 who were still studying full time in the same degree programs in fall 2010). This information can be found under the common data set information. Visit the Office of Institutional Research at www.newschool.edu/admin/or for more information.

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 fund-raising 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.

Campus Crime Reporting & Statistics

The Security & 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 web site for the Department of Education: http://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.

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 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.” The New School, since its beginnings, 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. Providing such a forum was seen, from the first, 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. In this context and because of its educational role as a forum for public debate, the university has deep concern 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 assuring 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.

**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 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.

**Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act of 1974, with which The New School complies, was enacted to protect the privacy of 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 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 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 education records. These rights include:

The right to inspect and review the student’s education records within 45 days of the day the university receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The 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, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write to the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why, in the student’s opinion, it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide written consent before the university discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health services staff); a person or company with whom the university has contracted as its agent to provide a service instead of university employees or officials.
(such as an attorney, auditor, or collection agent); a person serving on the New School Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Academic Honesty Policy

For details on the Academic Honesty Policy, please refer to Milano’s website: www.newschool.edu/milano.
ABOUT THE UNIVERSITY

OFFICERS OF ADMINISTRATION

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<tr>
<th>Name</th>
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<tr>
<td>Bob Kerrey</td>
<td>President</td>
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<tr>
<td>Tim Marshall</td>
<td>Provost and Chief Academic Officer</td>
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<td>James Murtha</td>
<td>Executive Vice President and Chief Operating Officer</td>
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<tr>
<td>Frank Barletta</td>
<td>Senior Vice President for Finance and Business</td>
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<td>Pam Besnard</td>
<td>Vice President for Development and Alumni Relations</td>
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<td>Craig Becker</td>
<td>Vice President and Treasurer</td>
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<td>Carol Cantrell</td>
<td>Senior Vice President for Human Resources and Labor Relations</td>
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<td>Nancy Donner</td>
<td>Vice President for Communications and External Affairs</td>
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<tr>
<td>Lia Gartner</td>
<td>Vice President for Design, Construction and Facilities Management</td>
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<td>Bob Gay</td>
<td>Vice President for Enrollment Management</td>
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<td>General Counsel and Vice President for Legal Affairs</td>
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<td>Shelley Reed</td>
<td>Senior Vice President for Information Technology</td>
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<td>Linda A. Reimer</td>
<td>Senior Vice President for Student Services</td>
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<tr>
<td>Bryna Sanger</td>
<td>Deputy Provost and Senior Vice President for Academic Affairs</td>
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<tr>
<td>Doris Suarez</td>
<td>Vice President and Secretary of the Corporation</td>
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DEANS AND DIRECTORS

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<tr>
<th>Name</th>
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<tr>
<td>Stefania de Kenessy</td>
<td>Interim Dean, Eugene Lang College The New School for Liberal Arts</td>
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<tr>
<td>Joel Lester</td>
<td>Dean, Mannes College The New School for Music</td>
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<tr>
<td>Robert LuPone</td>
<td>Director, The New School for Drama</td>
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<td>Martin Mueller</td>
<td>Executive Director, The New School for Jazz and Contemporary Music</td>
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<td>Michael Schober</td>
<td>Dean, The New School for Social Research</td>
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<td>David Scobey</td>
<td>Executive Dean, The New School for General Studies and Milano The New School for Management and Urban Policy</td>
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BOARD OF TRUSTEES

For the most up-to-date list, visit www.newschool.edu/administration.html.

ABOUT THE NEW SCHOOL

The New School was founded in 1919 as The New School for Social Research by a group of prominent progressive scholars, including Charles Beard, John Dewey, James Harvey Robinson, and Thorstein Veblen. The school was established as an alternative to the traditional university and offered an open curriculum, minimal hierarchy, and free intellectual exchange. In 1933, New School President Alvin Johnson created the University in Exile, a refuge for scholars driven out of Germany by the Nazis, and gave it a home at the school. In 1934, the University in Exile was renamed the Graduate Faculty of Political and Social Science and incorporated into The New School, making it a degree-granting institution.

Today The New School offers undergraduate and graduate degrees and certificates and continuing education courses in the arts, the humanities, the social sciences, and public policy. Students benefit from a variety of learning formats (from small seminars to studios to traditional lectures to hybrid online/onsite formats), access to the rich educational resources of New York City, and a faculty of prestigious scholars and working professionals. The New School’s main campus is located in Greenwich Village, one of New York City’s oldest and most beautiful neighborhoods. The university’s divisions are The New School for General Studies and Milano The New School for Management and Urban Policy, The New School for Social Research, Parsons The New School for Design, Eugene Lang College The New School for Liberal Arts, Mannes College The New School for Music, The New School for Drama, and The New School for Jazz and Contemporary Music.

The university’s commitment to transcending the boundaries between traditional academic disciplines, its ties to the cosmopolitan cultural and professional life of New York City, and its willingness to reinvent itself remain unchanged, as does its dedication to the ideal of lifelong education for all citizens. The New School holds a place in the avant-garde of American universities, attracting adventurous, creative, civic-minded scholars. For more information, visit www.newschool.edu.

THE DIVISIONS OF THE NEW SCHOOL

The New School for General Studies and Milano The New School for Management and Urban Policy

66 West 12th Street, New York, NY 10011
212.229.5615, www.newschool.edu/generalstudies

72 Fifth Avenue, New York, NY 10011
212.229.5400, www.newschool.edu/milano
During the 2010-2011 academic year, The New School for General Studies and Milano The New School for Management Urban Policy are advancing a major initiative that will bring them together as one university division.

The New School for General Studies: A pioneer of lifelong education in the United States, The New School for General Studies is still a center of innovation today. Its offerings include a bachelor’s degree program for returning students, graduate degree programs that integrate theory and practice, and a broad and serious curriculum open to noncredit students. The school offers the following degrees: the BA and BS in Liberal Arts, BFA in Musical Theater (in association with the American Musical and Dramatic Academy), MA in Media Studies, MFA in Creative Writing, and MA in TESOL. The New School offers graduate-level certificates in Documentary Media Studies and Media Management and undergraduate and noncredit certificates in Creative Arts Therapy, Teaching English to Speakers of Other Languages, English as a Second Language, Film Production, and Screenwriting. Accelerated joint bachelor’s/master’s degree options are available in several graduate programs at the university. The curriculum open to noncredit students includes courses in history, psychology, literature, philosophy, film and media studies, visual arts, acting, writing, management and business, foreign languages, and food studies. The school is also the home of the Vera List Center for Art and Politics.

Milano The New School for Management and Urban Policy: The J.M. Kaplan Center for New York City Affairs was founded in 1964 as the first academic institution in the United States devoted to the study of a single metropolitan area. In 1975, the Kaplan Center evolved into the Robert J. Milano Graduate School of Management and Urban Policy (later renamed Milano The New School for Management and Urban Policy). Today the school trains working professionals for leadership in government, corporations, and nongovernmental and community organizations. Milano’s teachers are world-class theorists and working practitioners who use New York City as a training ground and laboratory for their students. The curriculum focuses on urban policy, nonprofit management, and organizational change. Students can earn an MS in Nonprofit Management, Organizational Change Management, or Urban Policy Analysis and Management; an MA and MS in International Affairs; a PhD in Public and Urban Policy; or a post-master's certificate in Organizational Development.

The New School for Social Research
16 East 16th Street, New York, NY 10003
212.229.5700, www.newschool.edu/socialresearch

The New School for Social Research is a graduate center for the social sciences and philosophy that began in 1933 as the University in Exile, the legendary haven for European scholars seeking refuge from fascism. Today each department and program excels in its own area of inquiry while promoting dialogue that transcends the concerns of its field. Students participate in interdepartmental courses and multidisciplinary conferences and forums and collaborate with other social scientists, designers and artists, and faculty and students in other parts of The New School. The New School for Social Research awards masters and doctoral degrees in anthropology, economics, philosophy, political science, psychology, and sociology, as well as interdisciplinary master’s degrees in historical studies and liberal studies.

Parsons The New School for Design
2 West 13th Street, New York, NY 10011
212.229.8950, www.newschool.edu/parsons

Parsons The New School for Design is a degree-granting college of art and design offering professional and liberal education at the undergraduate and graduate levels. The school focuses on critical thinking skills, social engagement, collaborative methods, and global perspective. Parsons graduates are known for their leadership in creative, management, and scholarly areas of art and design. The school was named in 1936 for longtime president Frank Alvah Parsons, who devoted his life to integrating visual art and industrial design. Professional internships, interdisciplinary collaboration, and international study opportunities augment Parsons’ undergraduate, graduate, and certificate programs. Parsons offers the following degree programs: BFA or a five-year BA/BFA dual-degree program in Architectural Design, Communication Design, Design and Technology, Fashion Design, Fine Arts, Illustration, Integrated Design, Interior Design, Photography, and Product Design; BBA in Design and Management; BA in Environmental Studies; BS in Environmental Studies and Urban Design; AAS in Fashion Marketing, Fashion Studies, Graphic Design, and Interior Design; MFA in Design and Technology, Fashion Design and Society, Fine Arts, Interior Design, Lighting Design, Photography, and Transdisciplinary Design; MArch; MArch/MFA (dual degree) in Lighting Design; and MA in History of Decorative Arts and Design and Fashion Studies. The following programs are in development: MA Urban Design Studies; MS Design Management, and MS Urban Design Ecologies. Nonmatriculated students of all ages can participate in a variety of programs, such as Summer Intensive Studies (pre-college and college-level), Continuing Education (for adults), and the Parsons Pre-College Academy (certificate programs and general art and design education for young people in grades 4–12).

Eugene Lang College The New School for Liberal Arts
65 West 11th Street, New York NY 10011
212.229.5665, www.newschool.edu/lang

Eugene Lang College is The New School’s four-year liberal arts college for traditional-age undergraduates. Established in 1985, the school was named in honor of the educational philanthropist and New School trustee Eugene M. Lang. Lang students enjoy the benefits of study in small seminar-style classes and can pursue the BA in the Arts, Culture and Media, Economics, Environmental Studies, Global Studies, History, Interdisciplinary Science, Literary Studies, Philosophy, Psychology, Urban Studies, or Liberal Arts. Liberal Arts majors can complete interdisciplinary programs in Education Studies, Religious Studies, and Social Inquiry; they can also elect a self-designed program of study. In addition, Lang offers a dual-degree program in which students earn a BA from Lang and a BFA from Parsons The New School for
Design or The New School for Jazz and Contemporary Music. The college also offers several bachelor’s/master’s dual degree programs with other divisions at The New School.

**Mannes College The New School for Music**

150 West 85th Street, New York, NY 10024  
212.580.0210, www=newschool.edu/mannes

Mannes is a leading conservatory of classical music that was founded in 1916 by violin and piano duo David Mannes and Clara Damrosch Mannes. It provides professional training for graduate and undergraduate students of music, preparatory instruction for children ages 4 to 18, and classes for adult students at every level of proficiency. At Mannes, a comprehensive curriculum, a faculty of experienced artists, and the resources of an innovative university support students in their quest for virtuosity. Mannes offers the BM, BS, and MM, as well as undergraduate and professional diplomas. Students can major in every classical instrument, orchestral or choral conducting, composition, theory, and voice. The Mannes community comprises students from every corner of the world and instructors at the top of their fields, including performers and conductors from prominent orchestras, ensembles, and opera companies, as well as renowned soloists, composers, and scholars.

**The New School for Drama**

151 Bank Street, New York, NY 10014  
212.229.5150, www.newschool.edu/drama

The New School has been a center of innovation in theater since Erwin Piscator founded the Dramatic Workshop at the university in the 1940s. Today The New School for Drama prepares talented graduate students for lives and careers as performing artists. The school awards the MFA in Acting, Directing, or Playwriting. Students work under the instruction of distinguished theater professionals in small, challenging classes. The three-year program is progressive: Students begin with self-discovery, develop technical skills in the second year, and finish by writing, directing, and acting in productions and developing a business plan. New York City offers Drama students both limitless opportunities to learn through observation and a wealth of career possibilities.

**The New School for Jazz and Contemporary Music**

55 West 13th Street, fifth floor, New York, NY 10011  
212.229.5896, www=newschool.edu/jazz

Established in 1986, The New School for Jazz and Contemporary Music offers talented musicians an opportunity to train with professional artists from New York City’s illustrious jazz community. The school’s teaching model is based on the tradition of the artist as mentor; students work with accomplished musicians immersed in the history and evolution of jazz, blues, pop, and newer genres. Learning takes place in three environments: the classroom (through instruction in ensemble playing, instrumental music, music history, music theory, and related topics), tutorial instrumental study (through one-on-one sessions with renowned musicians), and master classes (through lectures, performances, and workshops). In these settings, students develop their creative talent while working to meet the high standards set by their instructors. The school awards the BFA; it also offers a five-year dual-degree BA/BFA program in conjunction with Eugene Lang College The New School for Liberal Arts.