MANDL SCHOOL
THE COLLEGE OF ALLIED HEALTH

254 West 54th Street

New York, NY 10019

212-247-3434

CATALOG

2026-2027

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A Message from the President

Dear Student,

Welcome to Mandl! You are about to become part of a long and rich tradition that spans over 100 years. During this time, Mandl has evolved from an institution training doctor's assistant to a college offering occupational degree programs that prepare professionals for the healthcare field.

The healthcare field demands an individual who cares for fellow human beings with a passion that goes beyond all other professions. However, with all the passion that you may have, if you do not attend a college that has the same fervor, then your goals may never be achieved.

Mandl is unique because the college provides you not only with the foundation for your future success - a quality education, training for industry certifications, program and placement assistance - but also an understanding that regardless of whether you work in the clinical or administrative area of a health facility, the love, the passion and the empathy that you have for those who need your help is the most important thing you will have gained from your Mandl experience. As a Mandl graduate you are empowered with the knowledge that you can make a difference in someone's life.

All Mandl asks of our students is a commitment that every semester you will give 100% of your effort. In exchange, Mandl will provide you with a qualified and caring faculty and an administrative staff of devoted individuals who will enable you to achieve everything you strive for in life.

* *Per Aspera Ad Astra!*
(**Through Hard Work to the Stars*!)

Mel Weiner,
President
The Mandl School

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ACADEMIC CALENDAR

Fall 2026

September 2nd	Day/Evening Classes Begin- Students must pick up Yellow Schedules
September 7th	Labor Day- College Closed
September 15th	Last Day to Drop/Add Day or Evening Classes
September 18th	Rosh- Hashanah- Classes Meet
September 28th	Yom Kippur- Classes Meet
October 8th	Last Day for Official Withdrawal from Day/Evening Classes
November 2nd -7th	Midterm Exams
November 11th	Veteran's Day- Classes Meet
November 11th	Last Day for Official Late Withdrawal from Day/Evening Classes
November 16th- 21st	Continuing Student Registration
November 26th- 29th	Thanksgiving- School Closed
December 14th- 19th	Final Exams Week
December 21st	Last Day of Classes

Spring 2027

January 6th	Day/Evening Classes Begin- Students must pick up Yellow Schedules
January 19th	Last Day to Drop/Add Day or Evening Classes
January 18th	Martin Luther King Jr. Day- College Closed
February 11th	Last Day for Official Withdrawal from Day/Evening Classes
February15th	President's Day- College Closed
March 1st - 6th	Midterm Exams
March 13th	Last Day for Official Late Withdrawal from Day/Evening Classes
March 22nd – 27th	Continuing Student Registration
April 14th- 20th	Final Exams Week
April 26th	Last Day of Classes

Summer 2027

May 10th	Day/Evening Classes Begin- Students must pick up Yellow Schedules
May 21st	Last Day to Drop/Add Day or Evening Classes
May 31st	Memorial Day- College Closed
June 15th	Last Day for Official Withdrawal from Day/Evening Classes
June 19th	Juneteenth Day Observed- College Closed
June 28th-July 2nd	Midterm Exams
July 5th	Independence Day Observed- College Closed
July 8th	Last Day for Official Late Withdrawal from Day/Evening Classes
July 19th -24th	Continuing Student Registration
August 16th -21st	Final Exams Week
August 25th	Last Day of Classes

GENERAL INFORMATION*

MISSION STATEMENT

Mandl is dedicated to educating men and women, regardless of their backgrounds, to serve ably and effectively in the health industry. To accomplish this mission, Mandl offers academic programs specifically designed**:**

- To provide educational and employment opportunities through concentrated, highly structured programs of study that prepare students for entry-level positions within the broad and varied field of health.
- To provide curricula in health that reflects the needs of a changing job market.
- To provide an opportunity for students to acquire the skills for occupational growth, including the understanding of employer expectations.
- To provide graduates with assistance in securing employment within the health care field.
- To provide students with the foundation for lifelong learning.

INSTITUTIONAL GOALS

- Curricula: To offer academic programs of high quality that emphasizes the integration of theory and practical application.
- Faculty: To develop an outstanding faculty consisting of individuals who are highly qualified by experience and training and who are dedicated to the individual development of their students.
- Student Services: To maintain a wide range of student services, including academic advising, financial aid, and career placement.
- Resources: To support the academic programs by providing appropriate facilities, equipment, and learning resources.

HISTORY

The first students were enrolled in The Mandl School for Doctor's Assistants in 1924. Mr. M.M. Mandl established the school to fill the need for trained assistants to work in physician's offices. This training was not being provided by nursing or public schools. Mr. Mandl believed that a school that could train students to work in the medical world would prove to be a benefit for young people entering a highly competitive and modern work force. As a long time, educator, he knew that education needed to lead to jobs, as well as intellectual development and personal growth.

Mr. Mandl realized that physicians required personnel trained in routine medical procedures, the operation of medical apparatus, and in office management. With an assistant in the office, physicians were free to devote more time to the examination and treatment of patients. By providing thorough and comprehensive schooling, Mr. Mandl was able to free the physicians from the time and expense of training personnel.

As the demand for trained health care professionals grew, so did the school. Programs were added to meet the everchanging needs of the medical world, including a range of career training options in the allied health industry.

* **Every effort has been made to ensure the accuracy of the information in this Catalog. However, calendar, courses and programs, etc.… listed herein are subject to change. Students are advised to consult their advisors regularly concerning their programs of study. Mandl does not guarantee enrollment into specific sections of desired courses. The Administration reserves the right to change the programs, requirements, tuition, fees, and other provisions set forth in this catalog as they deem necessary.**

DESCRIPTION

Mandl offers training in the Dental Assistant, Diagnostic Medical Sonography, Health Care Administration, Medical Assisting, Respiratory Therapy and Surgical Technologist fields in New York State. Currently, the state requires credentials - such as a certification or licensure - to secure employment in these occupations excluding Health Care Administration and Medical Assisting. Although a credential is not required by the state for all programs, companies may make it a condition of employment, along with conducting a criminal background check, including mandatory fingerprinting. An applicant may consider and personally evaluate whether or not there are personal circumstances or physical limitations that may adversely impact his/her ability to complete a program at Mandl. Should you have any concerns regarding this matter, and wish to speak with someone further, please contact a representative in the Office of Admissions.

Mandl's academic degree programs are professionally oriented, offering intensive highly structured skills training in the health field. The degree and certificate programs require an externship, which give the students an opportunity to integrate classroom learning with real-world experience and to further develop their skills in preparation for successful employment. Mandl's typical class size varies from 15-30 students per instructor depending on program and subject and ensures a maximum of student-faculty contact, which is directly responsible for the college's high success rate.

Mandl provides adequate hands-on training for discipline-specific competencies in respective labs.

Dental Assisting program's lab is equipped with dental chairs, X-ray machines and X-ray automatic developers, auto autoclave sterilizers, tray suction unit, amalgam carriers, carvers, burnishers etc.

Medical Assistant program has two separate labs equipped EKG machines, tongue blades, microscopes, microscope slides, glucometers, microhematocrit centrifuges, surgical gloves, bio-hazard sharp containers, etc.

Respiratory Therapy program's lab is equipped with adult trache care manikin, portable suction, portable EKG machine, spirometer, ultrasonic nebulizer, ABG training arms, incubators, Pneumatic percussor, infant intubation manikin etc.

Surgical Technologist program has three OR theaters, ring stands, mayo stands, major instrument sets, ortho instruments, skeletons, suction tubes, laparoscopic towers, eye instrument set, electrosurgical unit etc.

The Diagnostic Medical Sonography has its own labs with six Phillipsiu22 Ultra machines with convex linear, and phased array probes, ultrasound beds, phantoms for OB/GYN, medical gloves, carts, bed partitions etc.

The campus is located at 254 West 54th Street, within the famous Studio 54 building, in the heart of Manhattan's business and theatre district. The college occupies over 35,000 square feet on eight air-conditioned floors, containing classrooms, laboratories, administrative and faculty offices, library, and student lounge. The campus is conveniently located near bus and subway transportation.

The Library has a variety of medical books, volumes and periodicals with computers available for student use. The Library's collection is augmented by the collection and services available to Mandl's students at the New York Public Library branch on West 53rd Street and the NY Public Library's nearby main branch in midtown, the largest and most comprehensive collection in the world.

HOURS OF OPERATION

Mandl is open Monday through Thursday from 8:30 A.M. to 10:30 P.M.; on Friday from 7:30 A.M. to 5:00 P.M.; and on Saturday from 8:00 A.M. to 5:00 P.M. Please refer to the Academic Calendar for official dates for holidays, school closings, and other scheduling information.

FACULTY AND STUDENT BODY

As of the latest released NCES IPEDS figures of Fall 2023, 81% of the student body are female, the ages range from 18 to over 60 years of age. At least 70% of Mandl's students receive some sort of financial aid. The current student population is approximately 48% African American, 8% Asian, 4% Caucasian non-Hispanic, 37% Hispanic, Two or More Races 0%, and 2% not reporting.

Mandl's faculty is composed of individuals of diverse background, highly qualified by experience and training, and uniquely dedicated to the individual development of their students. Their continued professional involvement within the medical community keeps Mandl on the cutting edge in health career education and job placement.

RETENTION AND PLACEMENT RATES

Retention and placement rates are closely tracked as two of the most readily available and important indicators of the success of the academic programs and the institution in meeting the needs of the students. Placement rates for the period from July 1, 2024, to June 30, 2025, are as follows:

Placement rates are calculated according to the following formula: (F + R) / (G - U) = P%.

F = Graduates placed in their field of training
R = Graduates placed in a related field of training
G = Total graduates
U = Graduates unavailable for placement
P = Placement percentage

Program Name	Placement Rate
Dental Assistant	**71%**
Diagnostic Medical Sonography *	**68%**
Health Care Administration	**N/A**
Medical Assisting. (AOS)	**72%**
Medical Assisting (Cert.)	**72%**
Respiratory Therapy	**76%**
Surgical Technology	**71%**

Retention rates for the period from July 1, 2024 , to June 30, 2025, are as follows:
Retention rates are calculated according to the following formula: (EE + G) / (BE + NS + RE) = R%

EE = Ending Enrollment
G = Graduates
BE = Beginning Enrollment
NS = New Starts
RE = Re-entries
R% = Retention Percentage

Program Name	Retention Rate
Dental Assistant	**65%**
Diagnostic Medical Sonography	**70%**
Health Care Administration	**82%**
Medical Assisting. (AOS)	**70%**
Medical Assisting (Cert.)	**70%**
Respiratory Therapy	**68%**
Surgical Technology	**84%**

GRADUATION RATES

Graduation rates for students expected to graduate within three years of beginning their program since Fall 2023:

Program	Cohort Graduation Rate
Dental Assistant	**31%**
Diagnostic Medical Sonography	**35%**
Health Care Administration	**N/A***
Health Services Management	**N/A***
Medical Assistant (AOS)	**45%**
Medical Assistant (Certificate)	**42%**
Respiratory Therapy	**35%**
Surgical Technology	**38%**

*Program will start in January 2027
* Program did not have a class start in Fall 2023

ACCREDITATION, CERTIFICATIONS, AND MEMBERSHIPS

Mandl is authorized by the Board of Regents of the University of the State of New York to award the Certificate in Dental Assistant, the degree of Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography, Health Care Administration and Respiratory Therapy, Associate in Occupational Studies (A.O.S.) and the Certificate in Medical Assisting, and the Associate in Occupational Studies (A.O.S.) in Surgical Technologist.
Mandl is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES) which is located at 7777 Leesburg Pike, Suite 314 North, Falls Church, VA 22043, (703) 917-9503.

Mandl's Respiratory Therapy Program is nationally Accredited by the Commission on Accreditation for Respiratory Care (CoARC) and can be found online at www.coarc.com.

Mandl is credentialed with the American Registry of Radiologic Technologist (ARRT) for the AAS in Diagnostic Medical Sonography.

National Certification

As a graduate of Mandl's programs, a student is eligible to sit for a national registry or certification examination. Becoming a member of one of these organizations provides some of our graduates continuing education opportunities, recognition by their peers as well as a nationally recognized credential. The following is a listing of those organizations certifying or registering Mandl's graduates:

The American Medical Technologists (AMT)
- Registered Medical Assistant (RMA)
- Registered Dental Assistant (RDA)
- Registered Phlebotomy Technician (RPT)

American Association of Medical Assistants (AAMA)
- Certified Medical Assistant (CMA)

American Medical Certification Association
- Clinical Medical Assistant Certification

American Registry of Diagnostic Medical Sonography (ARDMS)
- Sonography Principles and Instrumentation (SPI)
- Registered Diagnostic Medical Sonographer (RDMS)
- Registered Diagnostic Cardiac Sonographer (RDCS)
- Registered Vascular Technologist (RVT)

American Registry of Radiologic Technologists (ARRT)
- Sonography

Cardiovascular Credentialing International (CCI)
- Registered Cardiac Sonographer (RCS)
- Registered Vascular Specialist (RVS)

National Board for Respiratory Care
- Registered Respiratory Therapist (RRT)

National Board of Surgical Technology and Surgical Assisting
- Certified Surgical Technology (CST)

National Center for Competency Testing
- ECG Technician (NCET)
- Medical Assistant (NCMA)
- Phlebotomy Technician (NCPT)
- Tech in Surgery-Certified (TS-C)

National Health Career Association
- Clinical Medical Assistant
- Operating Room/Surgical Technician
- Patient Care Technician

Mandl is approved by:
Department of Education for Training Veterans
New York State Higher Education Service Corporation – Tuition Assistance Program (TAP)
Federal Aid - Title IV Programs
U.S. Immigration and Customs Enforcement (ICE)
Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES) [Formerly VESID]

Mandl faculty and/or staff, maintain memberships in the following professional higher education and civic organizations:
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association for Respiratory Care (AARC)
Career Education Colleges and Universities (CECU)
Association of Surgical Technologists (AST)

STATEMENT OF OWNERSHIP

Mandl School - The College of Allied Health is solely owned and operated by Mandl School, Inc., located at 254 West 54th Street, New York, New York 10019. Its Officers are Melvyn Weiner, Nettie Weiner, and Stuart Weiner.

ACADEMIC FREEDOM

Mandl adheres to the principles of academic freedom with correlative responsibilities as expressed in the 1940 "Statement of Principles on Academic Freedom and Tenure" jointly formulated by the American Association of University Professors and the Association of American Colleges. Academic freedom and, more generally, freedom of expression are of paramount value in an academic community.

Academic freedom is essential to the functioning of a college. It applies to its teaching, research, and public service and involves both faculty and students. The principle of academic freedom is designed to protect the faculty member's freedom to teach and to conduct research. It also protects the student's freedom to learn. Faculty members are responsible for providing students with the same kind of freedom, which they claim for themselves, namely, the freedom to consider conflicting views and to make their own evaluation of data, evidence, and doctrines. Furthermore, faculty members have a responsibility to maintain an atmosphere conducive to intellectual inquiry and rational discussion.

It is not the responsibility of a faculty member in a democracy to misuse his or her authority in the classroom and indoctrinate his/her students with ready-made conclusions on controversial subjects. The faculty member is expected to educate a student to think for him or herself, and to provide the student with access to those materials that one may need if one is to think intelligently. Hence, in giving instruction upon controversial matters the faculty member is expected to be of a fair and judicial mind, and to set forth justly, without suppression or innuendo, the divergent opinions of other investigators.

It is the policy of Mandl that an atmosphere of freedom should prevail and that there should be no political or religious propagandizing in the academic programs. Academic freedom, however, does not mean academic license. With freedom there must be responsibility for statements, speeches, and actions. In the college, as in society as a whole, freedom of speech and expression cannot be absolute. For example, speech that is libelous, slanderous, incites to riot, or is unlawfully harassing is not constitutionally protected; in addition, speech directed at persons with clear intent to cause substantial injury is not protected by academic freedom.

Freedom of speech and expression is the right of both members of the Mandl community and of invited guests. Once members of Mandl extend an invitation, others may not abridge a speaker's freedom of expression because they dislike or oppose the speaker, find her or his ideas objectionable, or perceive the speaker to be associated with policies or practices believed to be erroneous or even evil.

Freedom of speech and expression is the right of opponents of a speaker as well. Opponents may make their views known in a variety of ways so long as they do not thereby interfere with a speaker's ability to make hers or his known, or with the rights of others to listen.

NON-DISCRIMINATION & ANTI-HARASSMENT POLICY

Mandl believes every member of its community deserves to learn and work in an environment that is free from discrimination and harassment. The College does not tolerate conduct that undermines this principle and is firmly committed to equity, respect, and dignity for all. In keeping with federal and state laws—including Title IX of the Education Amendments of 1972, the Civil Rights Act of 1964, the Violence Against Women Act (VAWA), the Clery Act, the Americans with Disabilities Act (ADA), and New York State's Enough is Enough legislation (Education Law §129-B)—Mandl prohibits discrimination or harassment on the basis of race, color, religion, sex (including pregnancy, sexual orientation, and gender identity or expression), national origin, age, disability, genetic information, marital or veteran status, or any other status protected by law.

This commitment extends across every aspect of the College, from classrooms and online programs to extracurricular activities, and employment.

This policy applies to everyone in the Mandl community—students, faculty, staff, visitors, and third parties engaged in College activities. It covers both academic and workplace settings, whether the activity takes place on campus or in an online environment.

Definitions

- Discrimination means treating someone unfairly or unequally because of a characteristic that is legally protected.
- Harassment means unwelcome conduct directed at an individual because of a protected characteristic, when that conduct is so severe, pervasive, and objectively offensive that it denies equal access to the College's programs or activities.
- **Sexual Harassment (Title IX, 2020 regulations)** includes:
  When an employee conditions the provision of an academic, professional, or institutional benefit on a student or colleague's participation in unwelcome sexual conduct (quid pro quo).
  Unwelcome conduct of a sexual nature that a reasonable person would consider so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity.
  Sexual assault, dating violence, domestic violence, or stalking as defined by federal law.
- Consent (as defined by New York State law) means a knowing, voluntary, and mutual decision among participants to engage in sexual activity. Consent cannot be gained by force, coercion, intimidation, or when a person is incapacitated, and it may be withdrawn at any time.

Mandl encourages anyone who believes they have experienced or witnessed discrimination, harassment, or sexual misconduct to come forward. Reports can be made in person, by phone, by email, or through the College's online reporting system. Reports may be submitted at any time, including outside regular business hours.

Those who make a report will receive written information about their rights, options, and available resources, including confidential support and medical or counseling referrals. Students will also be provided with the Students'
Bill of Rights as required by New York State law.

Title IX Coordinator

Ms. Ana Tejada
254 W 54th Street, 5th Floor, New York, NY 10019
Phone: 212.247.3434 ext.136
Email: atejada@mandlacademics.com

Investigations and Resolution

When the College receives a formal complaint, it will respond promptly and fairly. Mandl provides supportive measures to both the complainant and the respondent, whether or not a formal complaint is pursued. These measures may include academic adjustments, no-contact orders, or counseling referrals.

For complaints falling under Title IX, Mandl follows the federally mandated grievance process, which includes a live hearing and the opportunity for each party's advisor to ask questions of the other party and witnesses. The College uses a "preponderance of the evidence" standard when determining whether a violation has occurred, meaning that it is more likely than not that the conduct took place.

Both parties will receive written notice of the outcome, and the College will act to prevent recurrence and address any impact on the community.

When a violation is found, the College will impose sanctions appropriate to the severity of the conduct. These may include a warning, suspension, expulsion, termination of employment, or other corrective measures. Mandl also takes steps to restore or preserve equal access to education and ensure that the misconduct does not continue.

No one should be discouraged from reporting misconduct. Retaliation against an individual who makes a report, participates in an investigation, or otherwise exercises rights under this policy is strictly prohibited. Acts of retaliation will themselves be treated as serious violations of Mandl's policies.

Mandl recognizes that education and awareness are essential to preventing discrimination, harassment, and sexual misconduct. Each year, the College offers training to students, faculty, and staff that emphasizes how to recognize, prevent, and respond to inappropriate conduct.

Specialized training is required for employees who have responsibilities under Title IX and related laws, such as investigators, coordinators, and decision-makers. Beyond this, Mandl makes a wide range of awareness programs available to the entire community. The College strongly encourages all students to take part in these programs.

These programs focus on sexual assault, dating and domestic violence, stalking, bystander intervention, and risk reduction. They are designed not only to satisfy the requirements of Title IX, the Clery Act, the Violence Against Women Act, and New York State's Enough is Enough legislation, but also to create a safer and more supportive campus community where every member is informed and engaged.

Anti-Harassment Policy Statement

Mandl maintains a zero-tolerance stance toward harassment in any form. All members of the community deserve an environment where they can learn and work free of intimidation, hostility, or coercion. Harassment—whether based on race, religion, sex, sexual orientation, gender identity or expression, age, national origin, disability, veteran status, or any other protected category—has no place at Mandl and will not be tolerated.

PRIVACY ACT – FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 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 College receives a request for access.

A student should submit to the Registrar, a written request that identifies the record(s) the student wishes to inspect. The Registrar 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 Registrar to whom the request was submitted, the Registrar 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 Mandl to amend a record should write the Registrar or other designated College official who is responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.

If Mandl decides not to amend the record as requested, the College 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 Mandl discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Unless written objection is received 30 days after the commencement of the academic year, Mandl will treat name, address (permanent and mailing), telephone (land and cell), email address, date and place of birth, major field of study, dates of attendance, grade level, photograph, degrees and awards/recognitions received, the name of the undergraduate college(s) attended, post-graduation employer, job title, most recent previous secondary and post-secondary educational institution attended by the student and marital status as directory information. In addition, information on all students offered admission to Mandl may be submitted to the state police for checking against the sexual offender registry as required under the Wetterling Act. Students are not entitled to inspect and review financial records of their parents. If the student is a classified as dependent for financial purposes, parental access to a student's records will be allowed without prior consent.

Mandl also 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 College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Mandl has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Mandl. Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. Students concerned about the confidentiality of records are requested to bring their concerns first to the attention of the Vice President of Records & Registration, located on the ninth floor. Complaints regarding alleged violations of rights accorded students by or regulations promulgated by the Act may be directed to: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-5920.

Consumer Complaints

Complaints regarding alleged violations of rights accorded students by or regulations promulgated by the Act, may be directed to: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-5920. Student can also direct their grievances by contacting authorities thru this link **https://portal.311.nyc.gov/sr-step/?id=b6401371-5851-ed11-97b2-2818785c4829&stepid=3a9a7a20-eb5b-e811-a837-000d3a33b3a3** or by contacting our accrediting agency (ABHES) at **https://complaintsabhes.com.**

CAMPUS SECURITY

The Chairperson of the Campus Safety and Security Advisory Committee will provide upon request a hard copy of all campus statistics as reported to the United States Department of Education. This information is available from the Title IX Coordinator who can be reached at (212) 247-3434. The United States Department of Education's web site for campus crime statistics is **http://nces.ed.gov/surveys/peqis/publications/97402**/. For Mandl statistics during recent calendar years, please visit the following DOE website at http://ope.ed.gov/security. Mandl fully complies with **Article 129-A of New York State Education Law** as it pertains to the dissemination of campus-wide information and procedures regarding the prevention of sexual assault, of bias/hate crime, and of the investigation of violent felonies. Additional information regarding these matters may be found in the Mandl Student Handbook and discussed during Orientation.

In compliance with Title IX, the Clery Act, the Campus Sexual Violence Elimination (SaVE) Act, Article 129-B of New York State Education Law, and all other applicable laws and regulations, students are strongly encouraged to refer to the Annual Security Report (ASR) and the Alcohol and Other Drugs (AOD) Annual Report for comprehensive details on campus safety, security policies, and procedures. These reports provide essential information about crime statistics, safety measures, and Mandl's policies on drug and alcohol use.

It is crucial for students to review these reports to:

- Stay Informed About Campus Safety: The Annual Security Report includes vital information about crime statistics on campus, safety protocols, and resources available to students. Understanding this data helps students remain vigilant and take appropriate precautions to ensure their safety.
- Understand Policies and Procedures: The reports detail Mandl's policies regarding security, sexual harassment, drug and alcohol use, and emergency response procedures. Familiarity with these policies ensures students know their rights and responsibilities, as well as the support services available to them.
- Compliance and Legal Awareness: Being aware of the requirements under Title IX, the Clery Act, the Campus SaVE Act, and Article 129-B of New York State Education Law ensures that students understand the legal framework governing campus safety and security. This knowledge is essential for complying with these regulations and for participating in creating a safe campus environment.
- Access Support Services: The reports outline the various support services provided by Mandl, including counseling, referrals to health services, and reporting mechanisms for incidents of harassment or crime. Knowing how to access these services is crucial for student well-being and support.
- Engage in Prevention and Education: By reviewing the Alcohol and Other Drugs Annual Report, students can learn about Mandl's prevention and education programs aimed at reducing substance abuse and promoting healthy behaviors. Participation in these programs can contribute to a healthier campus community.

For further information, please access the Annual Security Report (ASR) and the Alcohol and Other Drugs (AOD) Annual Report available on our website or through the Title IX office on the 5th floor. Your awareness and adherence to these policies help ensure a safe and secure environment for all members of our college community. Link:

If you have any questions or require additional information, please contact the Title IX Coordinator:

Ms. Ana Tejada
254 W. 54th Street, 5th Floor
New York, NY 10019
atejada@mandlacademics.com
212.247.3434 ext.136

TITLE IX POLICY

TITLE IX, SEX-BASED MISCONDUCT, CAMPUS SAFETY, AND STUDENTS' RIGHTS

Policy Statement

Mandl is committed to maintaining an educational and employment environment that is safe, respectful, and free from discrimination, harassment, violence, retaliation, and other misconduct that interferes with an individual's ability to participate in or benefit from the School's educational programs and activities.

The College prohibits discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, retaliation, and other forms of sex-based misconduct prohibited by federal, state, or local law.

Mandl will respond promptly, fairly, equitably, and impartially to reports of prohibited conduct and will take

appropriate action to eliminate misconduct, prevent its recurrence, and address its effects.

This policy applies to students, employees, applicants, contractors, vendors, visitors, and other members of the College community.

Title IX Coordinator

Mandl has designated a Title IX Coordinator to oversee compliance with Title IX and related federal and state laws. The Title IX Coordinator is responsible for receiving reports and complaints, coordinating investigations, implementing supportive measures, monitoring institutional compliance, and providing information regarding rights and resources.

Questions regarding this policy, requests for supportive measures, and reports of prohibited conduct may be directed to:

Dean Ana Tejada
Title IX Coordinator
354 West 54th Street, 5th floor, New York, NY 10019
212.247.3434
atejada@mandlacademics.com

Prohibited Conduct- Mandl prohibits the following conduct:

Sexual Harassment- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Mandl's educational programs or activities.

Quid Pro Quo Harassment- An employee conditioning educational benefits, opportunities, services, or participation upon an individual's acceptance of unwelcome sexual conduct.

Sexual Assault- Any sexual act directed against another person without consent, including rape, fondling, incest, and statutory rape as defined by applicable law.

Dating Violence- Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

Domestic Violence- A felony or misdemeanor crime of violence committed by a current or former spouse, intimate partner, co-parent, household member, or other individual protected under applicable law.

Stalking- A course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Retaliation- Any adverse action taken against an individual for reporting misconduct, participating in an investigation, serving as a witness, requesting supportive measures, filing a complaint, or otherwise exercising rights protected by law or institutional policy.

Employee-on-Student Misconduct- Mandl strictly prohibits inappropriate relationships, harassment, exploitation, abuse of authority, or sexual misconduct involving employees and students. Employees are prohibited from engaging in conduct that may reasonably be perceived as exploiting a position of trust, supervision, instruction, evaluation, advising, mentoring, or authority over a student.

Consent- Consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent may be communicated through words or actions that clearly indicate willingness to participate in specific sexual activity.

Consent cannot be inferred from silence, lack of resistance, prior relationships, previous sexual activity, or intoxication. Consent may be withdrawn at any time.

A person cannot consent when incapacitated due to alcohol, drugs, unconsciousness, sleep, mental disability, or any other condition that prevents informed decision-making.

Reporting Options

Individuals may report prohibited conduct to:

- The Title IX Coordinator;
- Any Senior College Administrator;
- Campus Security Authorities (CSAs);
- Local law enforcement agencies;
- New York State law enforcement agencies;
- Federal or state agencies responsible for civil rights enforcement.

The availability of external reporting options does not prevent individuals from utilizing Mandl's internal reporting and resolution procedures.

Reports may be made regardless of whether a criminal complaint has been filed.
The initiation, pendency, or outcome of a criminal investigation does not prevent Mandl from conducting its own review and taking appropriate action.

Confidential and Private Reporting

Mandl recognizes the importance of privacy when responding to reports of prohibited conduct.

Confidential resources are individuals who may maintain confidentiality except in limited circumstances required by law. These may include licensed counselors, licensed mental health professionals, licensed medical professionals, and members of the clergy acting within the scope of their professional responsibilities.

Private reporting resources include College officials who are required to share information with appropriate institutional personnel in order to respond to reports, provide supportive measures, investigate allegations, comply with legal obligations, and maintain campus safety. Information will be shared only with individuals who have a legitimate educational or business need to know.

Employee Reporting Responsibilities

Except for employees specifically designated as confidential resources, employees who become aware of possible sexual misconduct involving a student or employee are expected to promptly report such information to the Title IX Coordinator.

Emergency Medical Assistance and Evidence Preservation

Individuals who experience sexual assault, domestic violence, dating violence, or stalking are encouraged to seek immediate medical attention, preserve relevant evidence, and consider reporting the incident to law enforcement and/or the Title IX Coordinator.
The preservation of evidence may assist both criminal investigations and institutional proceedings.

Supportive Measures

Mandl will offer supportive measures to complainants and respondents, as appropriate.
Supportive measures are individualized services that are reasonably available, non-disciplinary, non-punitive, and designed to restore or preserve equal access to educational programs and activities without unreasonably burdening another party.
Supportive measures may include:

- Academic accommodations;
- Schedule modifications;
- Counseling referrals;

- No-contact directives;
- Workplace accommodations;
- Extensions of deadlines;
- Leaves of absence;
- Other measures deemed appropriate by Mandl.

Supportive measures may be available regardless of whether a formal complaint is filed.

Orders of Protection and No-Contact Orders

Mandl will comply with and assist students in understanding available protections associated with court-issued orders of protection, restraining orders, and similar lawful orders.

The College may also issue institutional no-contact directives when appropriate to help protect the safety and well-being of members of the College community.

Investigation and Resolution Procedures

Upon receipt of a report, Mandl will conduct an initial assessment to determine appropriate next steps.
When warranted, the College will conduct a prompt, fair, impartial, and equitable investigation.
Mandl will treat complainants and respondents equitably throughout all stages of the process.

Both parties will be provided:

- Written notice of allegations;
- Equal opportunity to present evidence;
- Equal opportunity to identify witnesses;
- Equal opportunity to review relevant evidence;
- Equal opportunity to participate in meetings and proceedings;
- Equal access to an advisor of their choice.

Advisor of Choice

Each party may be accompanied by an advisor of their choice, including an attorney, family member, support person, employee representative, or other individual selected by the party.
Advisors may accompany parties during meetings, interviews, hearings, and appeal proceedings.
Mandl may establish reasonable limitations regarding advisor participation to ensure the orderly administration of proceedings.

Informal Resolution

When appropriate and voluntary, Mandl may facilitate informal resolution processes.
Participation in an informal resolution process is voluntary. Either party may withdraw from the process at any time prior to the final resolution and request continuation of the formal grievance process.

Standard of Evidence

Mandl utilizes the preponderance of the evidence standard when determining responsibility.
A finding of responsibility will be made when the evidence demonstrates that it is more likely than not that a violation occurred.

Sanctions

Individuals found responsible for violations of this policy may be subject to sanctions including, but not limited to:

- Warning;
- Educational sanctions;
- Probation;
- Suspension;
- Dismissal;
- Termination of employment;
- Restrictions on access to School property or activities;

- Referral to law enforcement.

Sanctions will be determined based upon the nature and severity of the conduct, prior disciplinary history, and other relevant circumstances.

Appeals

Either party may appeal a determination regarding responsibility or dismissal on one or more of the following grounds:

- Procedural irregularity that affected the outcome;
- New evidence that was not reasonably available at the time of the determination and could affect the outcome;
- Conflict of interest or bias by the Title IX Coordinator, investigator, decision-maker, or other participant that affected the outcome.

Additional grounds may be permitted pursuant to institutional policy.

Both parties will receive written notice of appeal procedures and outcomes.

Protection Against Retaliation

Retaliation against any individual who reports misconduct, participates in an investigation, serves as a witness, requests supportive measures, files a complaint, or exercises rights under this policy is strictly prohibited.
Individuals found responsible for retaliation may be subject to disciplinary action independent of the underlying complaint.

Amnesty for Alcohol and Drug Use

The health and safety of students is of primary concern.
Individuals reporting sexual misconduct or participating in an investigation will generally not be subject to disciplinary action for personal consumption of alcohol or drugs that may have occurred in connection with the reported incident, provided such conduct did not place the health or safety of others at risk.

Students' Bill of Rights

In accordance with New York Education Law §6443, all students have the right to:

- Make a report to local law enforcement and/or state police;
- Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
- Make a decision about whether or not to disclose a crime or violation and participate in institutional and/or criminal justice processes free from pressure by the institution;
- Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
- Be treated with dignity and receive courteous, fair, and respectful health care and counseling services where available;
- Be free from retaliation;
- Access assistance and resources available through the institution and external agencies;
- Exercise any other rights afforded by New York Education Law Article 129-B.

Prevention, Awareness, and Bystander Intervention

Mandl provides ongoing prevention and awareness programs addressing sexual assault, dating violence, domestic violence, stalking, consent, healthy relationships, bystander intervention, risk reduction strategies, available reporting options, and resources for assistance.

These programs are intended to promote awareness, encourage intervention, support reporting, and foster a campus environment based on respect, safety, and personal responsibility.

Timely Warnings and Emergency Notifications

Consistent with its obligations under the Clery Act, Mandl may issue timely warnings and emergency notifications when a reported incident represents a serious or continuing threat to the safety of students, employees, or the campus community.

Mandl will determine the content and distribution of such notifications in accordance with applicable law and institutional emergency procedures.

Annual Security Report
Additional information regarding campus safety policies, crime reporting procedures, crime statistics, emergency preparedness, prevention programs, and security resources is available in Mandl's Annual Security Report (ASR), which is published annually and made available to current and prospective students and employees. The ASR can also be accessed on Mandl's website (mandl.edu) under the Consumer Information tab.

Training
The College provides periodic training to employees responsible for implementing this policy and maintaining compliance with applicable federal and state laws and regulations.

Privacy and Record Retention
Mandl will make reasonable efforts to protect the privacy of all individuals involved in reports, investigations, and proceedings. Information will be shared only with individuals who have a legitimate educational or business need to know or as otherwise required by law.

The College cannot guarantee absolute confidentiality when doing so would impair its ability to investigate allegations, provide a safe educational environment, or fulfill legal obligations.

Mandl will maintain records relating to reports, complaints, investigations, hearings, appeals, informal resolutions, supportive measures, training materials, and related documentation for a minimum of seven (7) years or longer when required by law, accreditation standards, litigation holds, or institutional policy.

False Reports
Knowingly making a materially false report or knowingly providing materially false information during an investigation may constitute a violation of School policy and may result in disciplinary action.
A determination that a policy violation was not substantiated is not, by itself, evidence that a report was false.

Policy Review and Notice
This policy is reviewed annually, or more frequently if changes in federal law are required. Notice of the policy is distributed to students, employees, applicants, and other members of the Mandl community through the college website and student handbook.

USE OF THE NAME OF MANDL SCHOOL, THE COLLEGE OF ALLIED HEALTH

Students of Mandl, whether individually or collectively, are prohibited from using the name "Mandl, the College of Allied Health" or "Mandl" in any external activities without prior written consent from the appropriate college authorities. Any violation of this policy is considered a serious offense and may result in dismissal.

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 AND ANTI-DISCRIMINATION POLICY

Mandl is committed to maintaining an educational and working environment free from discrimination, harassment, intimidation, bias, and retaliation. Consistent with Title VI of the Civil Rights Act of 1964, New York State law, and institutional policy, Mandl prohibits discrimination, harassment, and hostile environment conduct based on race, color, national origin, shared ancestry, ethnicity, ethnic characteristics, citizenship, immigration status, or any other characteristic protected by applicable law.

This policy applies to all students, employees, applicants, contractors, visitors, and third parties participating in or seeking to participate in Mandl programs, activities, services, educational opportunities, or employment practices.

Mandl will promptly investigate reports of discrimination, harassment, bias incidents, and retaliation and will take appropriate corrective action when policy violations are found.

Title VI Coordinator

Mandl has designated a Title VI Coordinator responsible for overseeing compliance with Title VI, applicable federal and state laws, and related institutional policies.

The Title VI Coordinator is responsible for:

- Receiving and responding to complaints and reports of discrimination, harassment, bias incidents, and retaliation;
- Coordinating investigations and resolutions;
- Monitoring institutional compliance with Title VI requirements;
- Coordinating supportive measures and resources for affected individuals;
- Maintaining records of reports, investigations, and resolutions;
- Coordinating annual training and educational initiatives;
- Providing information regarding rights, reporting options, and available resources; and
- Serving as the primary institutional resource regarding Title VI compliance.

The Title VI Coordinator is:
Ms. Ana Tejada
Atejada@mandlacademics.com
254 W 54th St , 5th Floor Administrative Offices
New York, NY 10019
212.247.3434 ext. 136

The name and contact information of Mandl's Title VI Coordinator will be published annually and made available on the College's website, in the College Catalog, Student Handbook, Employee Handbook, and other institutional publications.

Prohibited Conduct

Mandl prohibits conduct that denies, limits, interferes with, or adversely affects an individual's ability to participate in or benefit from the College's educational programs, services, activities, or employment opportunities because of a protected characteristic.

Prohibited conduct includes, but is not limited to:

- Discrimination;
- Harassment;
- Creation of a hostile environment;
- Bias-motivated misconduct;
- Intimidation;
- Retaliation against any individual for making a report, participating in an investigation, or exercising rights protected by law; and
- Any other conduct prohibited by Title VI or applicable federal, state, or local law.

Reporting Discrimination and Harassment

Any student, employee, or third party who believes they have experienced or witnessed discrimination, harassment, bias-related conduct, or retaliation is encouraged to report the matter promptly.
Reports may be made to:

- The Title VI Coordinator;
- Any College administrator or supervisor;
- Through Mandl's reporting mechanism available on the website under the Consumer link

Reports may be made regardless of whether the conduct is ongoing and regardless of whether a law enforcement report has been filed.

Mandl encourages prompt reporting but will review and respond to reports whenever they are received.

Investigation and Resolution

Upon receipt of a report, Mandl will conduct an appropriate review and, where warranted, a prompt, fair, and impartial investigation.

Mandl may implement supportive measures, interim actions, or other steps necessary to protect the safety and well-being of affected individuals and the campus community while a matter is under review.

Individuals involved in an investigation are expected to cooperate honestly and in good faith.

Mandl will determine whether this policy has been violated based on the information available and will take appropriate corrective or disciplinary action when warranted.

Retaliation Prohibited

Retaliation against any person who reports discrimination, participates in an investigation, opposes unlawful discrimination, or exercises rights protected by law is strictly prohibited.

Allegations of retaliation will be investigated independently and may result in disciplinary action separate from the underlying complaint.

Education and Training

In accordance with New York State law, Mandl provides annual Title VI education and training to students and employees.

Training may include:

- Rights and protections under Title VI;
- Recognition of discrimination, harassment, and bias incidents;
- Reporting options and complaint procedures;
- The role of the Title VI Coordinator;
- Institutional resources and supportive measures; and
- Strategies for fostering a respectful and inclusive educational environment.

Mandl utilizes training materials developed by the New York State Division of Human Rights and other governmental agencies and educational organizations.

Dissemination of Information

Mandl shall regularly inform students and employees of:

- The College's Title VI policies and procedures;
- How to report discrimination, harassment, bias incidents, and retaliation;
- Available support resources;
- The identity and contact information of the Title VI Coordinator; and
- Applicable rights and protections under federal and state law.

Information shall be distributed through institutional publications, orientation programs, annual notices, employee training, student training, and Mandl's website.

External Reporting

Individuals may also file complaints with external agencies, including:

Office for Civil Rights (OCR)

- Website: https://ocrcas.ed.gov
- Complaint Portal: https://www.ed.gov
- Telephone: (800) 421-3481
- Email: OCR@ed.gov

Civil Rights Division

- Website: https://www.justice.gov/crt
- Telephone: (202) 514-4609

New York State Division of Human Rights

- Website: https://dhr.ny.gov/report
- Telephone: (888) 392-3644
- Email: complaints@dhr.ny.gov

Mandl encourages individuals to utilize its internal reporting and resolution procedures, as doing so often allows the College to promptly address concerns, provide supportive measures, and take appropriate corrective action. Individuals retain the right to file complaints with external agencies at any time.

Recordkeeping

Mandl shall maintain records relating to reports, investigations, training activities, resolutions, and other compliance efforts in accordance with applicable federal and state laws, institutional policy, and record retention requirements.

Protected Speech: Mandl recognizes that the protections of Title VI and applicable anti-discrimination laws must be balanced with principles of free expression and academic freedom. Speech or expression that is protected by law or institutional policy does not become prohibited conduct solely because it is controversial, offensive, or unpopular. However, speech or conduct that creates a discriminatory hostile environment or materially interferes with an individual's equal access to educational programs or activities may constitute a violation of this policy.

COPYRIGHT POLICY

Effective Date: January 2025
Reviewed and Updated: Annually, or sooner as required by changes in law

Mandl School, the College of Allied Health, is committed to respecting and protecting intellectual property rights in every aspect of its academic, administrative, and operational life. The College expects all members of its community—including students, faculty, staff, contractors, and visitors—to comply with copyright law at the federal, state, and local levels. This includes Title 17 of the United States Code, the Digital Millennium Copyright Act (DMCA), the Higher Education Opportunity Act (HEOA), and relevant New York State and New York City provisions.

Copyright law allows creators and publishers to control the use of their works, but it also recognizes that limited use of these works—known as fair use—is essential for scholarship, teaching, research, and commentary. Mandl encourages faculty, staff, and students to understand their rights and responsibilities under these laws so that academic work can flourish without risking infringement.

Use of Copyrighted Materials

Under federal law, the reproduction or distribution of copyrighted works is permitted in certain situations, particularly for purposes of teaching, scholarship, research, and private study. The doctrine of fair use, established in Section 107 of the Copyright Act, allows limited use of copyrighted material without prior permission if the purpose is educational or non-commercial, the portion used is reasonable in relation to the whole, and the use does not harm the market for the original work.

When a proposed use does not qualify as fair use, permission or a license must be obtained from the copyright holder. This applies to every type of material—text, images, music, film, video, software, and digital content. Faculty preparing course packets, administrators preparing presentations, or students sharing digital files should be especially careful to evaluate whether their use qualifies under fair use or requires permission.

Mandl also complies fully with the Digital Millennium Copyright Act (DMCA). The College has designated a DMCA Agent to receive and respond to notifications of alleged infringement and takes steps to ensure that its online services are not used in ways that violate federal law.

As a for-profit institution, Mandl recognizes that some uses that might be considered fair use at nonprofit institutions may instead require licensing or permission in a commercial context. This applies particularly to course materials reused across semesters and to the licensing of software. All software used by the College must be properly licensed, and the unauthorized copying, sharing, or distribution of software is strictly prohibited.

Federal and Title IV Requirements

The Higher Education Opportunity Act requires colleges that receive Title IV federal funding to adopt specific measures addressing the use of copyrighted works in digital environments. Mandl meets these obligations by:

- Providing an annual notice to students and employees summarizing copyright law, civil and criminal penalties for infringement, and institutional policies.
- Offering students legal alternatives for obtaining digital materials, which are published and regularly updated on the College's website.
- Mandl maintains and periodically reviews a plan to effectively combat the unauthorized distribution of copyrighted materials, which may include educational initiatives, disciplinary procedures, technology-based deterrents, and other measures deemed appropriate.

State and Local Compliance

In addition to federal law, Mandl complies with New York State and New York City requirements governing the use of copyrighted works in education.

- New York State Education Law prohibits the use of pirated materials and requires that colleges demonstrate compliance with copyright standards in the use of textbooks, software, and library materials. College libraries must also follow the rules governing reproduction, interlibrary loan, and digital transmission of copyrighted works.
- New York City Local Law 11 of 2003 requires educational institutions to ensure that all public performances or displays of copyrighted works are properly licensed.

Unauthorized Peer-to-Peer File Sharing

The unauthorized distribution of copyrighted material, including through peer-to-peer file sharing applications, may subject individuals to civil and criminal liability under federal copyright laws.

Students and employees are prohibited from using Mandl information technology resources to illegally download, reproduce, upload, stream, or distribute copyrighted materials without proper authorization.

Violations of this policy may result in disciplinary action, including, but not limited to, the loss of network access privileges; student disciplinary sanctions up to and including dismissal; employee disciplinary action up to and including termination; and referral to law enforcement authorities, where appropriate.

In accordance with federal requirements, Mandl maintains and periodically reviews a written plan to combat the unauthorized distribution of copyrighted materials. This plan includes the use of one or more technology-based deterrents, educational programming, and the dissemination of information regarding legal alternatives for obtaining copyrighted content.

Consequences of Infringement

Copyright infringement carries serious consequences. Under federal law, violators may be subject to statutory damages ranging from $750 to $30,000 per work infringed, and up to $150,000 for willful violations. Criminal penalties may also apply, including fines of up to $250,000 and imprisonment for up to five years for first offenses.

New York State law allows courts to impose civil penalties for actual damages and profits gained through infringement and may also award statutory damages. Willful infringement can result in criminal charges under state law as well.

Violations of this policy may also result in internal disciplinary action, up to and including dismissal of employees or expulsion of students.

Responsibilities

The College has designated a Compliance Officer to oversee the implementation of this policy and to provide guidance on copyright questions. Faculty and staff are expected to evaluate fair use carefully, obtain permission when needed, and maintain appropriate records of permissions or licenses. Students are responsible for ensuring

that their use of copyrighted material in assignments, projects, and presentations complies with this policy.

Copyright Infringement Claims

Any member of the community who believes that a copyright violation has occurred may report it. Students may file claims with the College's library staff by emailing mmcduffie@mandlacademics.com. Reports will be reviewed promptly, and appropriate action will be taken.

This policy is reviewed annually to ensure compliance with changes in federal, state, and local law. Updates will be communicated to the entire College community through the student handbook, employee manuals, and the College's website.

MANDL VOTER REGISTRATION POLICY

Mandl is committed to encouraging civic engagement among its students. As part of our responsibility as a Title IV eligible institution, we aim to provide students with the information and resources necessary to participate in the democratic process, including voter registration.

As mandated by the Higher Education Act (HEA) of 1965, amended in 1998, Mandl must make a good faith effort to distribute voter registration forms to students and ensure they are aware of their opportunity to register to vote.

Voter Registration Distribution

Mandl College:

- Makes voter registration forms available to all students enrolled at the college.
- Provides these forms via:
    - An email sent to all enrolled students each semester with information about voter registration and a link to the New York State Board of Elections website where students can register online or download a form.
    - Physical voter registration forms are available at the campus library.
    - Information is included in new student orientation sessions.

In compliance with federal regulations, Mandl distributes voter registration forms:

- At least 120 days prior to the registration deadline for the general and primary elections.
- Within 30 days of the start of each academic term, ensuring that all new and returning students have ample time to register before the next election.

The Academic Advising Office provides assistance to students who need help with completing voter registration forms, answering questions about the process, and providing information on voting locations.

Mandl will maintain records of the efforts made to distribute voter registration information. This documentation will be retained for a minimum of three years for compliance purposes.

In accordance with federal law, Mandl does not endorse any political party or candidate. All efforts to encourage voter registration are conducted in a non-partisan manner.

This policy will be reviewed annually to ensure compliance with federal requirements and to assess the effectiveness of voter registration efforts. Updates will be made as necessary to reflect changes in federal law or institutional practices.

ADMISSIONS

GENERAL ADMISSIONS REQUIREMENTS

In order to qualify for admission, applicants must have received a high school diploma or equivalent (GED or TASC).

A personal interview is required to evaluate the applicant's motivation and potential. Applications for admission are accepted without regard to race, creed, sexual preference, or national or ethnic origin.

In addition to the general admissions requirements, applicants pursuing Dental Assistant, Healthcare Administration, or Medical Assistant programs must complete Mandl's placement assessment. Placement scores are used to determine academic readiness and appropriate course placement. Students who do not achieve scores of 250 in Reading Comprehension, 250 in Sentence Skills, and 260 in Basic Skills Math may be required to complete developmental coursework or satisfy other academic readiness requirements as determined by the Dean of Academics and Student Services. Remedial courses are not permitted for applicants interested in enrolling in the Diagnostic Medical Sonography, Respiratory Therapist, and Surgical Technologist programs.

ADMISSIONS REQUIREMENTS FOR DIAGNOSTIC MEDICAL SONOGRAPHY

Admission to either track of the program (DMS or CVT) is on a competitive basis. In addition to completion of a High School Diploma or GED, applicants must meet the following requirements: A short essay stating why the applicant wants to be a sonographer; An interview of the applicant with the Department Chair; Assessment of student's motor skills and physical ability to move the necessary equipment by the Program Director; Two letters of recommendation certifying student's cognitive and affective ability for the program; Clinical background checks and drug/urine tests may also be required by clinical affiliates; T.E.A.S. test with an overall score of 50. Students with remedial English, Reading, and Math classes will not be admitted into the program; Computer skills competencies test prepared by the College; Medical Health Data form signed by a physician and criminal background check prior to entering clinical rotations.

ADMISSIONS REQUIREMENTS FOR RESPIRATORY THERAPY

In addition to the general admission requirements, applicants to the Respiratory Therapy (RT) degree program must achieve a minimum score of 55 on the TEAS examination. Applicants whose first language is not English must demonstrate English proficiency by earning a minimum score of 20 in each section of the TOEFL iBT (for examinations taken prior to January 21, 2026) or a minimum score of 4.0 in each section of the TOEFL iBT (for examinations taken on or after January 21, 2026).

In limited circumstances, Mandl will review requests for exceptions to meeting the above requirements. Students requesting an exception may be asked to provide documentation showing that their education, training, or experience has prepared them for success in the program. All exceptions are reviewed on an individual basis, must comply with applicable regulations and accreditation requirements, and require approval from the Vice President for Academic Affairs and the appropriate Department Chair.

ADMISSIONS REQUIREMENTS FOR SURGICAL TECHNOLOGIST

In addition to the general admissions requirements, applicants pursuing this program must meet minimum scores on the Accuplacer exam of 250 in Reading Comprehension and 250 in Sentence Skills.

Effective beginning with the Spring 2026 semester, elective courses will no longer be accepted for transfer into the Surgical Technology (ST) program. The only exception is Medical Terminology, which may be accepted if it was completed at an accredited institution and a grade of C or higher was earned.

ADMISSIONS REQUIREMENTS FOR DISTANCE EDUCATION PROGRAM

- ***Health Care Administration***
- ***Health Services Management with AI***

Admission Philosophy:

Mandl is dedicated to admitting students with the necessary credentials and a demonstrated capacity or potential that suggests a high likelihood of success in completing our educational programs. Admissions decisions are made on an individual basis, adhering to the policies outlined in this catalog.

Application Timeline:

Prospective students are strongly encouraged to apply for admission as early as possible for their desired program and start date. Early applications facilitate a comprehensive review of credentials and enable a smoother transition into the enrollment process.

Family Engagement:

At Mandl, we extend a warm invitation to the families of our applicants to actively participate in the enrollment process. This engagement serves as a valuable opportunity for families to inquire, gain profound insights into the collegiate journey, and grasp a deeper understanding of the demands of distance education. It allows families to discover effective ways to support their loved ones navigating the intricacies of online learning. We believe that by fostering this collaborative approach, we can collectively contribute to the success and well-being of our students throughout their academic endeavors.

Admissions Process Completion:

To secure admission and begin classes as scheduled, students must complete the full admissions process by the first day of classes. Students who register during the official drop/add period must complete the admissions process no later than the final day of the drop/add period. Failure to meet these deadlines may result in the student's enrollment being deferred to a future start date.

International Student Admission Policy:

Mandl welcomes qualified international students to apply for all programs, with the exception of Distance Education. In compliance with U.S. Immigration and Customs Enforcement (ICE) regulations, international students are not allowed to enroll in a fully online course load if they are residing in the United States. They must participate in a hybrid program that includes both online and in-person classes.

Hybrid Program Requirement:

F-1 students may take a maximum of one class or three credit hours online per semester. All other courses must be completed in person to ensure compliance with the full-time study requirement necessary for maintaining visa status.

Enrollment in Fully Online Programs:

International students wishing to enroll in Mandl's fully online programs must do so from outside the United States. These students would not qualify for an F-1 visa under these circumstances and must apply for the appropriate visa if they intend to come to the U.S. for any on-campus requirements.

For additional information and updates, please refer to:

ICE: www.ice.gov
EducationUSA: educationusa.state.gov

Admission Requirements:

Candidates must have superior academic records. Proof of English language proficiency is required if the candidate's native language is not English.The Office of Admission reserves the right to request additional documentation and to waive certain requirements as part of the admission process.

Visa Documentation:

Upon acceptance into Mandl, all F-1 and J-1 students must submit the necessary documentation to the International Student Office, so that an I-20 or DS-2019 form can be issued, enabling the student to apply for a visa.

Admissions Requirements and Student Readiness Assessment for Distance Education Programs

At Mandl, we recognize the unique strengths and challenges adult learners bring to online learning. To ensure student success in distance education, we implement a two-part approach: clearly defined admissions criteria and a structured assessment of readiness.

Admissions Requirements

- Applicants must meet the same academic requirements as those applying to on-campus programs (e.g., high school diploma or equivalent, transcripts from prior college coursework).
- Applicants must attest to having access to a reliable internet connection and a device capable of supporting video conferencing, LMS access, and document sharing, as stipulated in the requirements listed in the catalog.
- Applicants complete a brief technology self-assessment survey to verify their comfort with email, file management, video conferencing tools, and navigating learning platforms.

Readiness Assessment for Distance Learning

To assess whether students are likely to succeed in a fully online environment, the College requires the following:

- All students must confirm access to a computer or device with internet connectivity capable of supporting participation in online coursework.
- As part of the admissions process, students complete a brief digital readiness assessment to gauge their familiarity with basic technology functions, including email, word processing, internet navigation, and use of a learning management system (LMS).
- Mandatory Online Orientation: All distance education students are required to complete an orientation module prior to the start of classes. This module introduces them to the LMS, outlines expectations for communication, participation, and academic integrity, and provides guidance on time management and online learning strategies.

Note:
Mandl does not use readiness tools as a gatekeeping mechanism. Instead, the College treats them as early interventions to identify and support students before difficulties arise. This approach aligns with our mission to make higher education accessible to adult learners balancing work, family, and school.

Best Practices for Success in Online Education:

Recognizing the increasing prevalence of distance education, Mandl is committed to fostering success in online learning. Students engaging in distance education are advised to adhere to the following best practices:

1. Technology Readiness: Ensure access to a reliable internet connection, updated software, and necessary hardware to participate effectively in online classes.
2. Time Management: Develop a realistic schedule that accommodates coursework, assignments, and live sessions. Establish consistent study habits to maintain a balance between academic and personal commitments.

3. Communication Skills: Actively engage in virtual discussions, communicate with instructors, and collaborate with peers. Utilize available communication channels effectively to seek clarification and support.
4. Self-Motivation: Take initiative in learning, set goals, and stay motivated throughout the online learning experience. Proactively seek resources and support when needed.

Distance Education Requirements:

In addition to the general admissions process, distance education students must fulfill specific requirements, including:

1. Digital Literacy Assessment: Complete a digital literacy assessment to ensure preparedness for online learning environments.
2. Technical Specifications: Meet the technical specifications outlined by Mandl for online courses, including software, hardware, and internet connectivity.
3. Orientation Program: Participate in a mandatory online orientation program to familiarize yourself with the virtual learning environment, resources, and support services.

Online Instruction

Courses in the Healthcare Administration (HCA) and Health Services Management (HSM) program may be delivered through synchronous online instruction—meaning they are conducted entirely online but include scheduled, real-time virtual class meetings. Students are expected to log in and actively participate during these live sessions at designated times each week. This format replicates the structure and interaction of a traditional classroom while providing the convenience of remote access.

At Mandl, synchronous online instruction is designed to enhance engagement and foster a sense of community among adult learners. Instructors use web-based conferencing tools and the college's learning management system to deliver live lectures, facilitate group discussions, conduct case study analysis, and offer opportunities for real-time feedback and interaction. This approach supports the development of critical thinking, leadership, and communication skills—core competencies in the healthcare administration field.

Synchronous instruction also ensures that students remain connected with faculty and peers, encouraging collaborative learning and accountability. It is especially beneficial in a professional program like HCA & HSM, where emerging healthcare topics, policy changes, and management practices are best explored through dynamic, real-time dialogue.

Mandl's approach to synchronous learning considers the scheduling needs of working adult learners while upholding the academic rigor and interactivity necessary for preparing students for leadership roles in healthcare settings. Attendance, participation, and engagement in these live sessions are required and play a key role in student success.

In rare cases, students may be approved to attend asynchronously due to documented extenuating circumstances. Such exceptions must be approved in advance by the Director of Student Services and must comply with all applicable federal guidelines regarding Regular and Substantive Interaction (RSI). Students approved for asynchronous attendance are still responsible for meeting all learning objectives, assignment deadlines, and participation expectations through alternative formats determined by the instructor and aligned with RSI requirements.

Minimum System Requirements

- Operating System Windows 10 or later | macOS 11 (Big Sur) or later
- Processor Dual-core processor or higher
- RAM (Memory) 4 GB RAM or higher
- Hard Drive Storage 128 GB or more
- Internet Connection Broadband connection with a minimum speed of 10 Mbps
- Web Browser Google Chrome (latest version) — keep Chrome updated for the best experience and security

- Audio/Video Integrated or external webcam and microphone
- Software PDF reader | Office suite (e.g., Microsoft Office or Google Docs)

Recommended System Requirements

- Operating System Windows 11 | macOS 13 (Ventura) or later
- Processor Quad-core processor or higher
- RAM (Memory) 8 GB RAM or higher
- Hard Drive Storage 256 GB or more
- Internet Connection 25 Mbps or higher
- Web Browser Google Chrome (latest version)
- Audio/Video High-definition webcam and microphone
- Software Up-to-date antivirus software

Mobile Device Support

- Android Android 10 or later | Google Chrome (latest version) | Minimum 3 GB RAM recommended | Stable Wi-Fi or 4G/5G connection
- iOS (iPhone/iPad) iOS 15 or later | Google Chrome (latest version) | Compatible with iPhone 8 and newer, iPad (6th generation) and newer | Stable Wi-Fi or 4G/5G connection

Note: While mobile devices can be used to access course materials and participate in discussions, a desktop or laptop computer is strongly recommended for completing assignments, assessments, and video sessions for the best experience.

At Mandl, we place great value on the diverse talents and perspectives that each student contributes to our community. Our unwavering commitment is to provide the essential support needed for success in online education. If you have any inquiries or require assistance throughout the application process, we encourage open communication with your dedicated admissions representative.

Upon acceptance as an online student at Mandl, we strongly recommend reaching out to your assigned academic advisor promptly for any questions or assistance you may require. Your academic advisor is here to guide you through your educational journey, ensuring a seamless and enriching experience.

Residency Requirement

Residency is defined as coursework completed at Mandl, not including transfer credit. A minimum of 50 percent of academic credits must be completed in residence. The residency requirement does not apply to students transferring from a program offered at Mandl's physical campus to online.

Disclosure

Mandl is approved to provide distance education coursework in the state of New York.

Throughout the enrollment process, students are required to complete the Application for Admission, which includes their physical address. The determination of a student's physical location is made at the time of enrollment through the Application for Admission. It is mandatory for students to promptly inform Mandl of any changes in their physical address during their enrollment. Requests for address changes must be submitted through the Registrar's office within seven (7) calendar days of the address modification.

It's important to note that a student's ability to successfully complete their program of study may face challenges if they relocate to a state outside of New York. Any such relocation should be communicated to Mandl to assess potential impacts on the student's education.

Student Data Privacy Policy

Mandl School, the College of Allied Health, is committed to safeguarding the privacy of student information throughout the academic lifecycle. This policy outlines how student data is collected, used, protected, and shared in accordance with federal and state regulations, including the Family Educational Rights and Privacy Act

(FERPA), Title IV of the Higher Education Act, the Gramm-Leach-Bliley Act (GLBA), and requirements set by the New York State Education Department (NYSED).

Definition of Student Data

"Student data" refers to any information that identifies or could reasonably identify a student, including:

- Academic records
- Financial aid details
- Contact and demographic information
- Credentials used in online platforms
- Personally identifiable information (PII)

Mandl collects only the data necessary to support academic, administrative, and compliance functions.

Protection of Student Data

Use of Secure Technology Platforms

Mandl uses secure, compliant platforms such as Microsoft Teams and Canvas for online instruction. These platforms are configured to meet or exceed FERPA, Title IV, NYSED, and GLBA standards. Key protections include:

- All digital communications use TLS/HTTPS encryption.
- Student data is encrypted both in transit and at rest.
- Students must create a personalized password upon first login and activate Multi-Factor Authentication (MFA) via the Microsoft Authenticator app.
- All technology partners are regularly reviewed to ensure data privacy compliance.

Access Controls

Access to student data is restricted to authorized personnel with a legitimate educational or operational need. Access levels are governed by role-based permissions and reviewed regularly by Mandl's Online IT Coordinator.

Data Retention and Deletion

Mandl retains student records in accordance with federal and state laws, including a minimum three-year retention period for Title IV records after a student's last year of attendance (34 CFR 668.24). Once records reach the end of their retention period, they are securely deleted or anonymized.

Disclosure of Privacy Practices and Student Rights

Students are informed—prior to enrollment—about how their data will be collected, used, stored, and protected. This information is available in the institutional catalog and on the Mandl website under the Consumer Information tab.

As part of Mandl's transparency and compliance with ABHES Standard V.H.3, students are also notified in writing of any potential impediments to program completion or future employment (e.g., criminal background, licensure requirements).

Training, Oversight, and Compliance

All employees, faculty, and contractors who handle student information must complete ongoing data privacy and security training. Mandl affirms institutional compliance through its Program Participation Agreement (PPA) and routinely audits data practices to remain aligned with FERPA, Title IV, GLBA, NYSED, and accreditation standards.

Incident Response and Data Breaches

In the event of a suspected or confirmed data breach, Mandl will activate its Incident Response Plan, which includes:

- Prompt notification of affected students and appropriate authorities

- Mitigation efforts to reduce potential harm
- Remedial actions to improve systems and prevent recurrence

Cybersecurity and Identity Protection Compliance
Mandl complies with the GLBA Safeguards Rule, maintaining a written Information Security Program that includes regular risk assessments, ongoing monitoring, technical safeguards, and identity theft prevention measures. This program is updated regularly to reflect evolving federal and state cybersecurity guidance.

Departmental Responsibilities
- IT Department: Maintains secure systems, manages access controls, monitors for threats, and supports incident response efforts in alignment with federal data protection standards.
- Registrar and Administrative Offices: Ensure the accuracy and proper retention or disposal of student records.
- All Employees and Contractors: Must adhere to privacy protocols, complete assigned training, and report any suspected violations.

Policy Review
This policy is reviewed and updated annually, or as needed to reflect changes in laws, regulations, or institutional procedures. Revisions are overseen by a designated committee

APPLICATION PROCEDURES

- Secure an application for enrollment from the Admissions Department at the school.
- Enrollees are requested to obtain a copy of their high school transcript(s) of grades to be sent directly to Mandl Admissions Department. Applicants may substitute a copy of their High School diploma. Applicants who have taken the GED or TASC must submit evidence of satisfactory performance on either exam to the Admissions Department.
- The applicant must have a personal interview with the Director or a representative of the Admissions Department.
- Upon acceptance to Mandl, a registration fee is to be paid by the applicant. The fee is non-refundable.

Applicants who have completed their education outside of the United States and who, because of exceptional circumstances, are not able to produce their educational credentials at the time of the interview may submit a notarized declaration of high school graduation that must be dated and signed by the student at the time of admission. If the educational credentials are in a language other than English, it is the responsibility of the student to provide the College with a copy of the credentials translated and evaluated by an evaluation service.

Applicants who have attended other post-secondary institutions may arrange for each institution to mail a transcript to Mandl. Transcripts will be evaluated for the purpose of advanced standing.

Once Mandl has determined that an applicant has met the admissions requirements, an acceptance letter is sent to the applicant. An applicant who does not satisfy the admissions requirements will be notified by the College.

Admission to Mandl is granted only for the semester of acceptance and applicants who do not start as planned must apply to reactivate the application for subsequent terms and may be required to pay an additional application fee.

PLACEMENT AND TESTING

All matriculated students must take placement examinations to determine readiness to engage in college-level work in English and subjects requiring the application of mathematics. Depending on examination results, students may be placed in one or more of two non-credit remedial courses (ENG 003, or MAT 001). Students who decline to take placement examinations, and who do not provide evidence of academic attainment equivalent to the successful completion of the college's remedial courses, are automatically placed into remedial courses at the discretion of the Vice President for Academic Affairs or the Dean of Academic & Student Affairs.

Demonstration of academic attainment equivalent to the successful completion of the college's remedial courses may include one or more of the following:

- A recent official transcript from another accredited institution of higher education indicating successful completion of an equivalent remedial course with a grade of Pass, Satisfactory, or "C" or better, depending on the institution's system of grading.
- Minimum Combined SAT verbal score of 960 or English ACT score of 20.
- Old SAT combined score of 1410.
- Minimum on SAT mathematics score of 530 or Math ACT score of 20.
- A grade of 80 or above on the New York State English Regents' examination taken in the junior or senior year of high school.
- A grade of 75 or above on the New York State Math Regents' examination in Sequential Math 2 or 3 or Math A.
- Applicants whose first language is not English must demonstrate English proficiency by earning a minimum score of 20 in each section of the TOEFL iBT (for examinations taken prior to January 21, 2026) or a minimum score of 4.0 in each section of the TOEFL iBT (for examinations taken on or after January 21, 2026).

Students who provide evidence of a bachelor's degree from an accredited U.S. institution of higher education or equivalent foreign educational institution are exempt from placement testing for academic purposes. Depending on further evaluation, as well as assessment of the student's professional and academic background, those holding an associate degree may be considered for exemption from placement testing. Students who have successfully completed credit-bearing, college-level courses in English and Math at accredited postsecondary institutions are also exempt from placement testing. It is the responsibility of any student with foreign degree(s) to provide the College with a copy of the credentials evaluated by an evaluation service – and translated into English if applicable – in order to be exempted from placement testing.

All remedial course placement decisions are made at the discretion of the Vice President for Academic Affairs or the Dean of Academic & Student Affairs after a careful evaluation of a student's overall academic record prior to matriculation. The decision of the Vice President for Academic Affairs or the Dean of Academic & Student Affairs on these matters is final.

ADVANCED STANDING

An applicant accepted into a degree or certificate program may be granted advanced standing to a maximum of one half of the total number of the program's required credits. Credits gained by advanced standing are considered full college credits and need not be made up by other courses. This will not affect the student's grade point average, but it will affect a students' rate of progress (i.e., attempted credits) in terms of Satisfactory Academic Progress. Advanced standing may be granted by any one or a combination of the following:

TRANSFER CREDIT FROM ACCREDITED INSTITUTIONS

Requests for transfer credit will be considered from other institutions accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA). The institutions must also be recognized by the New York State Board of Education (NYSED) and be accredited by a secondary organization recognized by NYSED. Examples of the latter include, but are not limited to, ABHES and the Middle States Commission for Higher Education.

To be considered for transfer credit, a transcript should be provided to the College for review. Final credit for courses will only be awarded upon receipt of an official transcript that must be submitted to the College prior to the end of the first semester. If the College does not receive an official transcript within said timeframe, then the student will have to successfully complete the courses at Mandl.

Furthermore, the College will evaluate for credit exams from CLEP, DANTE, and/or Excelsior College (Regents), as well as certifications obtained from nationally recognized organizations such as Microsoft, CISCO, and Sun

Systems, etc..... For more information regarding certification evaluation, see the section on **PROFICIENCY EXAMINATION**.

Transfer credit may be granted for coursework recently completed at an accredited postsecondary institution with a minimum grade of C, provided the level and the content are substantially equivalent to that offered at Mandl. Transfer credit is typically awarded for courses applicable to a specific degree or certificate program, and the coursework cannot be generally older than seven (7) years for Liberal Arts courses, no more than two years for science/clinical courses.

The transfer of educational credits for returning Mandl graduates is as follows:

Mandl Graduates returning to obtain an AOS degree will be expected to:

- Take a challenge exam representative of academic fields within the curriculum and achieve a score greater than 70% to be accorded transfer credit from prior academic transcript (scores between 65-69% will be judged on an individual basis in relation to the scores on other sections).

- Demonstrate recent and continuous employment - as a medical assistant or surgical technologist depending on what was the former student's prior enrollment - since graduation with active involvement in clinical skills such as phlebotomy, urinalysis, vital signs, and EKG. If the student is unable to verify such involvement, then all clinical skills courses must be repeated.

The number of credits required to obtain a degree will be determined after the above conditions are evaluated but may be up to the full number of credits – depending on the program - necessary for graduation.

Residency Requirements

Transfer students are required to complete a minimum of fifty-one percent of their degree program in residency taking Mandl courses.

Life Experience

No credit will be granted for internships, field experiences, or externships. However, students can apply to take proficiency exams to seek exemption from Mandl coursework.

Courses from other accredited colleges that are deemed to be pedagogically out of sequence based on Mandl's program curriculum will not be acceptable in transfer or negate prerequisite requirements.

Proficiency Examination

Credit may be granted for coursework where the individual has gained knowledge and mastery of the subject matter or has attained a satisfactory level of proficiency in a skill through life experience. The student will be required to verify his/her level of achievement by means of external examinations such as CLEP, DANTE, Microsoft Office Specialist (MOS) certification, etc., and/or internal final college exams, subject to the approval and authorization of the Department Chairperson and the Vice President for Academic Affairs.

CLEP Advanced Placement Examination

Advanced standing credit can be achieved through the College Level Examination Program (CLEP). In order to sit for the CLEP exam, you would have completed the course +

- Mandl students can earn no more than 15 credits by taking CLEP exams.
- Minimum acceptable CLEP grade for Mandl credits is 50.
- Mandl students cannot earn credits by taking a CLEP exam for a class they previously failed, nor can they earn credits by taking a CLEP exam

INTERNATIONAL STUDENTS

Mandl is authorized under Federal law to enroll F-1 nonimmigrant students.

Foreign students are to submit a transcript of completed secondary studies and/or completed post-secondary studies if applicable. If the educational credentials are in a language other than English, it is the responsibility of the foreign student to provide the College with a copy of the credentials translated and evaluated by an evaluation service.

Mandl may also require evidence of English language ability from all international students whose native language is not English. This evidence may include a satisfactory score on the Test of English as a Foreign Language (TOEFL) or a notarized evaluation by an appropriate functionary of a U.S. bi-national cultural center, which evaluated the candidate's ability to undertake a program of college-level study taught entirely in English. For further requirements, please speak with the Designated School Official (DSO), who is Mrs. Randie Senser.

MATRICULATED STUDENTS

A matriculated student is one who has filed a written application and has been formally accepted for admission by Mandl as a candidate for one of its registered academic programs leading to a degree or certificate.

Matriculated students may apply for financial aid. The conditions that apply to be considered fully matriculated for State award purposes are stated in the Financial Aid section of this catalog. A student is no longer considered matriculated if he or she is academically dismissed.

NON-MATRICULATED STUDENTS

Mandl accepts students who apply to take individual courses without seeking a degree or certificate. Acceptance into courses is determined by an interview with an academic advisor to determine if there are any prerequisites and if they have been satisfied by the applicant. Students who complete individual courses will receive a transcript and a letter of completion. Credits completed as a non-matriculated student may be applied toward a higher credential should the student elect to matriculate into a degree or certificate program at Mandl.

NEW YORK STATE IMMUNIZATION REQUIREMENT

New York State law requires college students who register for six or more credits per semester to be immunized against measles, mumps, and rubella. The law applies to all students born on or after January 1, 1957.

Full-time students will have to show proof of immunity. Proof of immunity consists of:

1. Measles: two doses of live measles vaccine administered after 2 months of age, physician documentation of measles disease, or a blood test showing immunity.
2. Mumps: one dose of live mumps vaccine administered after 12 months of age, physician documentation of mumps disease or a blood test showing immunity.
3. Rubella: one dose of live rubella vaccine administered after 12 months of age or a blood test showing immunity.

Students must provide the required proof of immunization to the Registrar within 30 days - and 45 days for out-of-state students - of the first day of classes for their first semester of attendance. Students who begin attending but fail to provide the required proof may be subject to removal from class and other appropriate disciplinary sanctions.

Students enrolled at the College with six (6) or more credits have the option of obtaining a meningitis immunization. If the student has been immunized for meningitis, then evidence must be provided to the College. If a student has not been vaccinated for meningitis and will not undergo such vaccination, the student must sign documentation stating that they have been provided information about the disease and have elected not to be immunized.

TUITION, FEES AND EXPENSES

Tuition for each term is due on or before the first-class day. However, Mandl may agree to accept payment from a qualified student's financial aid sources in lieu of cash payments of equal amounts, and/or the tuition in installments, if agreed upon by the Bursar/ Student Accounts Office and the student prior to the start of each term. Failure to make full tuition payments at the start of a semester or in an agreed timely manner may result in the student being charged a $200 late fee for the semester, the registration canceled or placed on hold until the student resumes payment obligations, and the student assuming tuition liability and placed into collections. **On-line student access** to classrooms, Mandl e-mail or logins to academic platforms **may be disabled without notice** if there are Bursar, Financial Aid, or Registrar Holds that have not been addressed.

A reduction in credit hour registration may cause either a reduction or loss of financial aid. **(Each semester of enrollment, it is the student's responsibility to make sure that requested documents for financial aid are submitted in a timely manner, that payments are made on a timely basis and obtain a tuition statement, if they have not received one)**. Changes to the student's demographic information, such as current phone and mailing address are the student's responsibility. The changes must be provided to the Registrar's Office.

Tuition and fees and any previous balance must be paid in full each semester before the official registration deadline in order to be cleared for the subsequent semester registration. Deposits made on acceptance of admission are credited to the student's semester account. Mandl reserves the right to change tuition rates, fees, and other charges at its discretion when it is deemed advisable.

Students who owe tuition balances will have registration holds until their student account balances are paid.

TUITION AND FEES:

CREDIT BEARING CERTIFICATE DENTAL ASSISTANT PROGRAM

Tuition for full-time Matriculated Students: For 2026-2027, tuition for full time matriculated students (12 or more credits/remedial hours) is $ 9,500.00 per semester.

Tuition for part-time Matriculated Students: For 2026-2027, tuition for part time matriculated students (less than 12 credits/remedial hours) is $775.00 per credit.

Tuition for Non-Matriculated Students: Non-matriculated students are charged the per credit tuition.

Tuition for Students Taking Excess Credits: Students are charged the per credit tuition for each credit taken in excess of 20 credits in a semester.

Tuition during Externship: The final term in which **only an externship class is taken**, all externship credits will be charged at $400 per credit ($1,600.00).

CREDIT BEARING CERTIFICATE MEDICAL ASSISTANT PROGRAM

Tuition for full-time Matriculated Students: For 2026-2027, tuition for full time matriculated students (12 or more credits/remedial hours) is $8,500.00 per semester.

Tuition for part-time Matriculated Students: For 2026-2027, tuition for part time matriculated students (less than 12 credits/remedial hours) is $750.00 per credit.

Tuition for Non-Matriculated Students: Non-matriculated students are charged the per credit tuition.

Tuition for Students Taking Excess Credits: Students are charged the per credit tuition for each credit taken in excess of 18 credits in a semester.

Tuition during Externship: The final term in which **only an externship class is taken**, all externship credits will be charged at $300 per credit ($1,200).

A.A.S. DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM

Tuition for full-time Matriculated Students: For 2026-2027, tuition for full time matriculated students (12 or more credits/remedial hours) is $ 12,000.00 per semester.

Tuition for part-time Matriculated Students: For 2026-2027, tuition for part time matriculated students (less than 12 credits/remedial hours) is $1050.00 per credit.

Tuition for Non-Matriculated Students: Non-matriculated students are charged the per credit tuition.

Tuition for Students Taking Excess Credits: Students are charged the per credit tuition for each credit taken in excess of 18 credits in a semester.

A.A.S. HEALTH CARE ADMINISTRATION PROGRAM

Tuition for full-time Matriculated Students: For 2026-2027, tuition for full time matriculated students (12 or more credits/remedial hours) is $ 8,500.00 per semester.

Tuition for part-time Matriculated Students: For 2026-2027, tuition for part time matriculated students (less than 12 credits/remedial hours) is $750.00 per credit.

Tuition for Non-Matriculated Students: Non-matriculated students are charged the per credit tuition.

Tuition for Students Taking Excess Credits: Students are charged the per credit tuition for each credit taken in excess of 18 credits in a semester.

Tuition during Externship: The final term in which **only an externship class is taken**, all externship credits will be charged at $400 per credit ($1,200).

A.A.S. HEALTH SERVICES MANAGEMENT WITH AI PROGRAM

Tuition for full-time Matriculated Students: For 2026-2027, tuition for full time matriculated students (12 or more credits/remedial hours) is $ 10,000.00 per semester.

Tuition for part-time Matriculated Students: For 2026-2027, tuition for part time matriculated students (less than 12 credits/remedial hours) is $825.00 per credit.

Tuition for Non-Matriculated Students: Non-matriculated students are charged the per credit tuition.

Tuition for Students Taking Excess Credits: Students are charged the per credit tuition for each credit taken in excess of 18 credits in a semester.

A.O.S. MEDICAL ASSISTANT PROGRAM

Tuition for full-time Matriculated Students: For 2026-2027, tuition for full time matriculated students (12 or more credits/remedial hours) is $ 8,500.00 per semester.

Tuition for part-time Matriculated Students: For 2026-2027, tuition for part time matriculated students (less than 12 credits/remedial hours) is $750.00 per credit.

Tuition for Non-Matriculated Students: Non-matriculated students are charged the per credit tuition.
Tuition for Students Taking Excess Credits: Students are charged the per credit tuition for each credit taken in excess of 18 credits in a semester.

Tuition during Externship: The final term in which only an externship class is taken, all externship credits will be charged at $300 per credit ($1,200).

A.A.S. RESPIRATORY THERAPY PROGRAM

Tuition for full-time Matriculated Students: For 2026-2027, tuition for full time matriculated students (12 or more credits/remedial hours) is $ 13,500.00 per semester.

Tuition for part-time Matriculated Students: For 2026-2027, tuition for part time matriculated students (less than 12 credits/remedial hours) is $1,150.00 per credit.

Tuition for Non-Matriculated Students: Non-matriculated students are charged the per credit tuition.

Tuition for Students Taking Excess Credits: Students are charged the per credit tuition for each credit taken in excess of 18 credits in a semester.

A.O.S. SURGICAL TECHNOLOGIST PROGRAM

Tuition for full-time Matriculated Students: For 2026-2027, tuition for full time matriculated students (12 or more credits/remedial hours) is $ 11,250.00 per semester.

Tuition for part-time Matriculated Students: For 2026-2027, tuition for part time matriculated students (less than 12 credits/remedial hours) is $975.00 per credit.

Tuition for Non-Matriculated Students: Non-matriculated students are charged the per credit tuition.

Tuition for Students Taking Excess Credits: Students are charged the per credit tuition for each credit taken in excess of 18 credits in a semester.

Tuition during Externship: The final term in which **only an externship class is taken**, students are charged a flat-rate tuition of $4,600.00.

OTHER FEES AND EXPENSES

Administration Fee: There is a non-refundable fee of $100.00 that may be assessed to support each matriculated student per semester of instruction.

Application Fee: There is a non-refundable application fee of $50.00 for first-time students in all programs (except Diagnostic Medical Sonography, Respiratory Therapy and Surgical Technology which have non-refundable application fees of $100.00).

Insurance/Background Check Fee: Range from $100 for students in the Diagnostic Medical Sonography, Respiratory Therapy and Surgical Technologist program to cover the cost associated with a background check and insurance for the clinical component of the program.

Cancel Check Fee & Re-Issue Fee: There is a $35 fee assessed to stop payments on an issued check that is lost or misplaced and requires being re-issued.

Change of Program Fee: A **$100 change of program fee** will be assessed for each change of program(s).

Cardiopulmonary Resuscitation (CPR): Each student in the Dental Assistant, Diagnostic Medical Sonography, Medical Assisting, and Surgical Technologist must pass CPR training, and provide evidence of such completion as a prerequisite prior to registering for certain courses. Students may take their training on-site at Mandl for a one-time charge of $100 or select another location of their choosing.

Clinical/Technology Fee: A fee of $150.00 is assessed each semester to provide and maintain technology and clinical supplies support for matriculated students. A fee of $1,250.00 will be assessed to Respiratory Therapy students per every term there is a clinical rotation.

Diagnostic Medical Sonography Fee: At the beginning of the fourth semester, students who have successfully completed DMS 155 are required to register for the SPI certification exam through ARDMS with a registration fee of $250.

Upon completing the DMS program:

- **Track 1** students become eligible to take the ARRT certification exam for sonography with a registration fee of $225.
- **Track 2** students will take the CCI certification exam with a registration fee of $365.

After passing the ARRT certification exam students are eligible to take the ARDMS certification exam. Please note that there is a fee requirement for each exam.

Duplicate Records: For replacements of duplicates, the charges are as follows: duplicate degree or certificate: $25.00; student transcript (unofficial): no charge; and official transcript: $15.00.

Graduation Fee: A **fee of $150.00** is charged to all students filing an application for graduation and is non-refundable.

International Student Fee: A non-refundable fee of $200.00 is charged for additional processing of additional documents and I-20 maintenance.

Late Fee: There is a non-refundable late fee of $200.00 per occurrence for full-time and part-time students who complete their official registration during the late registration period or thereafter.

Late Payments: There is a nonpayment **service fee of $*200.00 that** applies to students whose payments of tuition and fees are delinquent. This fee must be paid in addition to all outstanding bills to regain fiscal good standing and to have all other rights and privileges reinstated, including the right to attend classes, access to certain student records, and use of college facilities.

Re-Entry: There is a **$100.00 fee** for students who are granted readmission.

Registration Fee: There is a $50.00 registration fee per semester for the following programs: Dental Assistant, Healthcare Administration, Health Services Management with AI and Medical Assisting. There is a $100 registration fee per semester for the following programs: Diagnostic Medical Sonography, Respiratory Therapy and Surgical Technologist.

Respiratory Therapy Ancillary Fees: Exams and review fees ($680) for all students in the RT program will be assessed for the Therapist Multiple Choice (TMC) exam, the Clinical Simulation Exam (CSE), and the LindseyJones test and reviews. In addition, students in the Respiratory Therapy program are responsible for obtaining insurance coverage during the clinical component of the program. Please see the Department Chair for additional details.

Returned Checks: For student payments made by check, there is a $35.00 reprocessing fee if the check is returned for any reason, except for an error made by the bank.

Surgical Technologist CST Examination Fee: During the fourth semester, students will be required to submit their AST student membership application online. The membership fee is $45.00. During the 5th semester, students will also need to submit their CST application to NBSTSA to sit for the Board exam, with a fee of $230.00. (Please note fees may change depending on AST & NBSTSA updates)

Physical Exam: Students in Diagnostic Medical Sonography, Respiratory Therapy and Surgical Technologist are required to complete a physical exam by your healthcare provider prior to clinicals.

Uniforms, Books and Supplies: Students are required to purchase their own uniforms. (See DRESS CODE). The estimated cost of books and supplies is $600.00 or more per academic semester (e.g., used/new, on-line/

brick and mortar purchases).

CHANGES OF STATUS DURING FIRST WEEK (DROP/ADD PERIOD)

In the first week of the term, the college permits students to officially drop or add a course with written permission from the Vice President for Academic Affairs and/or Dean of Academics. If, during the add/drop period only, by officially withdrawing from a course or registering for an additional course there is a change to the student's status--either from full time to part time or from part time to full time--billing will be calculated according to the final status at the end of the add/drop period. The student is financially responsible for any changes to his or her status and must consult with the Financial Aid Office regarding adjustments.

REFUND POLICY

PROGRAM CANCELLATION BEFORE COMMENCEMENT OF CLASSES

An applicant has the option of canceling within three business days of signing an enrollment agreement or matriculating at the College, with a full refund of all monies paid. Subsequent to this three-day cancellation period, an applicant requesting cancellation prior to the start of classes is entitled to a refund of all monies paid less a registration fee of 10% of the contract price or $100, whichever is less. The college will refund 100% of prepaid tuition if the student requests the refund in writing before the thirtieth day prior to the commencement of the term for which the tuition was paid.

PROGRAM WITHDRAWAL AFTER COMMENCEMENT OF CLASSES

Any monies paid to the college in excess of the sum due the college will be refunded within 30 days after notification in writing. In the event that such notification is not given in writing, refunds shall be made within 45 days from the date that the college determines that the student withdrew. A student's last day of attendance is defined as the last day a student has had academically related activity including projects, clinical experience, or examinations.

If the student withdraws or is dismissed after instruction has begun, the college will refund tuition in accordance with the following schedule:

75% of the total tuition if withdrawal occurs in the first week;
50% of the total tuition if withdrawal occurs in the second week;
25% of the total tuition if withdrawal occurs in the third week.
No refund will be made if withdrawal occurs during or after the fourth week of class.

Students who do not officially withdraw will be at 100% tuition liability. Please see the Financial Aid Office for specific details pertaining to individual financial aid.

RETURN TREATMENT OF TITLE IV FUNDS WHEN A STUDENT WITHDRAWS FROM SCHOOL

The Bursar's Office is required by federal statute to calculate the percentage of earned Title IV Funds received or pending to be received and to return the unearned funds for a student who withdrew or was terminated.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of aid earned = the number of days in the term completed up to the date of determination that the student withdrew, divided by the total number of days in the term. Any break of five days or more is not counted as part of the days in the term.

If this percentage is greater than 60%, the student earns 100% of the disbursed Title IV funds or aid that could have been disbursed. If this percentage is less than 60%, then the percentage earned is equal to the calculated value.

Funds are returned to the appropriate federal program based on the percent of unearned aid using the following formula:

Aid to be returned = (100% minus the percent earned) multiplied by the amount of aid disbursed toward institutional charges. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds. When Title IV funds are returned, the student may owe a balance to the institution.

If a student earned more aid than was disbursed to them, the institution would owe the student a post-withdrawal disbursement which must be paid within 30 days of the student's date of determination that they withdrew.

Refunds are allocated in the following order:

Unsubsidized Federal Stafford Loan/Unsubsidized Direct Stafford Loan
Subsidized Federal Stafford Loan/Subsidized Direct Stafford Loan
Federal Parent (PLUS) Loan/Direct PLUS Loan
Federal Pell Grant
Other Title IV assistance
NY State Tuition Assistance Grants
Agency, private and institutional aid
the students

FURTHER EXPLANATION ON RETURN OF TITLE IV FUNDS (R2T4) & LOA POLICY

Effective Academic Year: 2026–2027

Administering Office: Financial Aid Department/ Bursar Office

1. **POLICY OVERVIEW**
   Federal regulations assume that a student earns their Title IV financial aid in direct proportion to the percentage of the term they complete. When a student completely withdraws, drops out, or ceases attendance before completing a payment period, Mandl School must calculate the exact amount of "earned" versus "unearned" federal student aid. Any unearned funds must be returned to the U.S. Department of Education.

2. **WITHDRAWAL CATEGORIES & DATE OF DETERMINATION**
   The Date of Determination (DOD) dictates all federal compliance timelines.
   Mandl School categorizes student withdrawals into two groups:

   - **Official Withdrawals:** The withdrawal date is the date the student provides written or oral notice of intent to withdraw to the Financial Aid Director or Registrar. The DOD matches this date.

   - **Unofficial Withdrawals:** If a student ceases attending without notice, Mandl School uses its academic records to find the student's Last Date of Attendance (LDA). The distinction of "WU" will be assigned for students who unofficially withdraw from an enrolled semester. Students who unofficially drop or withdraw that do not take mid-terms with be at 50%. Students who have academic activity past the 50% mark of the semester may be assigned to 51-59% or 60%+. The DOD will be established within 30 calendar days from the end of the semester.

3. **THE R2T4 CALCULATION FORMULA**
   The Financial Aid Department uses the following step-by-step formula to calculate earned aid:

   Percentage of Title IV Aid Earned = (Calendar Days Completed) / (Total Calendar Days in Payment Period)

   - **The 60% Milestone:** If the calculated percentage exceeds 60%, the student has earned 100% of their Title IV aid for that period, and no funds are returned.

- **Exclusion:** Scheduled institutional breaks of five (5) consecutive days or more are excluded from both the numerator and denominator.

4. ORDER OF RETURNING UNEARNED FUNDS

If the calculation shows that Mandl School or the student must return unearned funds, the money is distributed back to the federal accounts in the strict order required by federal law:

1. Direct Unsubsidized Loans
2. Direct Subsidized Loans
3. Direct Parent PLUS Loans
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants

5. POST-WITHDRAWAL DISBURSEMENTS (PWD)

If the student earned more federal aid than what was disbursed at the time of withdrawal, Mandl School will process a Post-Withdrawal Disbursement:

- **Grant Funds:** Mandl School will automatically credit the student's ledger for outstanding institutional charges within 45 days of the DOD.

- **Loan Funds:** Mandl School will issue a written notification to the student (or parent) within 30 days of the DOD, allowing them 14 days to accept or decline the loan disbursement.

6. REGULATORY TIMELINE REQUIREMENTS

Mandl School strictly enforces the following federal administration deadlines:

- **30 Days:** Maximum window to establish a DOD for an unofficial withdrawal.
- **30 Days:** Complete the formal R2T4 worksheet and notify students of loan PWD offers.
- **14 Days:** Return all required unearned federal funds to the U.S. Department of Education.

7. INTERACTION WITH INSTITUTIONAL REFUND POLICY

The R2T4 calculation operates entirely independently from the Mandl School Institutional Tuition Refund Policy. While Mandl School's internal policy dictates what percentage of tuition a student is charged based on their week of withdrawal, the R2T4 policy dictates how much aid is available to cover those charges. If the return of federal aid creates a balance on the student's ledger account, the student is personally responsible for paying the remaining debt to the Bursar's Office. Students who start a given semester will have institutional liability assessed according to the institutional Tuition policy:

- Withdrawal during week 1 = 25% Tuition assessment
- Withdrawal during week 2 = 50% Tuition assessment
- Withdrawal during week 3 = 75% Tuition assessment
- Withdrawal during week 4 = 100% Tuition assessment
- Withdrawal after week 4 = 100% Tuition assessment

8. APPROVED LEAVE OF ABSENCE (LOA) POLICY

An Approved Leave of Absence (LOA) is a temporary interruption in a student's program of study. For R2T4 purposes, a student on an approved LOA is considered to be continuously enrolled and not withdrawn. If an LOA does not meet all federal criteria, the student is treated as an unofficial withdrawal, and the R2T4 calculation date reverts back to their last date of academic attendance.

Federal Criteria for an Approved LOA:

- **Written Request:** The student must request the LOA in writing, signed and dated, using the official Mandl School LOA Request Form.
- **Prior Approval:** The request must be submitted and approved before the leave begins, unless unforeseen circumstances prevent the student from doing so.
- **Reasonable Expectation:** There must be a reasonable expectation that the student will return to complete their program.
- **180-Day Limit:** The total number of days of all approved LOAs combined cannot exceed 180 days within any 12-month period.
- **No Additional Charges:** Mandl School will not assess any additional institutional tuition or fees to the student during or upon return from the LOA.

R2T4 Impact of Approved vs. Unapproved LOAs:

- **If the student returns:** The student resumes their studies exactly where they left off. No R2T4 calculation is required, and financial aid disbursements resume as scheduled.
- **If the student fails to return:** The student is officially withdrawn. The withdrawal date and the start of their loan grace period revert to the Last Date of Attendance (LDA) before the LOA began. This will likely result in an immediate repayment obligation for federal loans.

FINANCIAL AID

Mandl is committed to providing educational opportunities for all qualified students regardless of financial need. A variety of financial aid programs makes it possible for even the neediest student to gain a college education. The college participates in Federal and State financial aid programs.

The amount of money available is based upon the student's financial need, which is determined by subtracting the amount of the family's estimated contribution for college expenses from the estimated cost of attending the college. Financial need for all programs--State, Federal, and institutional--is measured by a comprehensive financial statement, the Free Application for Federal Student Aid Form (FAFSA).

The college will defer any tuition payments due from a student upon application by the student for an approved grant for the expected amount. Funds received by the college on behalf of a student will first be applied towards the student's tuition. After the student's tuition is paid in full, the remaining balance will be refunded.

Financial aid decisions are made for the full academic year on the basis of financial need and the availability of funds. It is important to note that the availability of and eligibility for aid from Federal and New York State programs are not guaranteed from one academic year to the next and that **students must reapply every year**. Also, enrolled students must meet the institution's academic progress standards to continue qualifying for financial aid awards. All financial aid is awarded on the basis of need, regardless of race, color, religion, sex, sexual orientation, age, national or ethnic origin, handicap, marital, parental, or veteran status. Students are encouraged to apply for financial aid at least four weeks before the beginning of the term in order that the funds will be available in the first month.

APPLICATION PROCEDURES

To apply for financial aid, an applicant is required to complete the Free Application for Federal Student Aid (FAFSA), which is used to determine eligibility for all Title IV programs. The FAFSA is completed on-line at https: studentaid.gov and is used to determine eligibility for the Title IV aid including the Federal Pell Grant Program. Mandl's FAFSA Code is 007401, and the College's TAP Code is 7977. The Financial Aid Office will assist students to complete applications and secure necessary documentation.

2026-2027 FAFSA Filing dates to be considered for the 26-27 award year. Any FAFSA corrections or updates must be submitted by 11:59 p.m. CT on Sept. 14, 2027. Mandl requires at least 10 business days prior to the last date to submit 2026-2027 FAFSA corrections and/ or updates to be submitted by 11:59 p.m. CT on Sept. 14, 2026.

Priority FAFSA Filing dates to ensure timely completion of any required verification and/ or processing of financial aid grants and loans**: July 1, 2026 for Fall 2026 –: November 3, 2026 for Spring 2026 : March 4, 2027 for Summer 2027**. Students may continue to submit FAFSAs past the priority dates and will be reviewed on a rolling basis prior to the start date of each semester. FAFSAs received after the priority date(s) may result in the delay of receiving federal and state aid (if applicable) and may not be available by the start of the semester.

ELIGIBILITY FOR FEDERAL STUDENT AID PROGRAMS (2026-2027)

To be eligible for Title IV assistance, a student must meet the following requirements:

- Be enrolled as a regular student (matriculated) in an eligible program of study on at least a quarter-time & half-time basis for federal student loans.
- Be a United States citizen or an eligible non-citizen. Verification of citizenship or eligible non-citizen status may be required.
- Have financial need as determined by a need analysis system approved by the United States Department of Education.
- Provide required documentation for the verification selection process and determination of dependency status.
- Not owe a refund on Federal Pell Grant, FSEOG, or state grant previously received from any college.

- Not be in default on Federal Perkins Loan (formerly NDSL), Federal PLUS, Federal SLS, Federal Stafford Loan, or an Income Contingent Loan previously received from any college.
- Not have borrowed in excess of annual aggregate limits for the Title IV programs.

POLICIES AND PROCEDURES FOR VERIFICATION (2026-2027)

Verification is the process used to check the accuracy of the information that a student gives when applying for Federal Student Aid. The U.S. Department of Education selects certain applications whose data is to be confirmed.

1) Students enrolling for:

Fall 2026- FAFSA received by July 1, 2026: Verification documents must be received by August 18, 2026.

Spring 2027- FAFSA received by November 3, 2026: Verification documents must be received by December 18, 2026.

Summer 2027- FAFSA received by March 4, 2027: Verification documents must be received by April 22, 2027.

2) Students who fail to submit required requested documentation will have their financial aid disbursements placed on hold. Failure to submit the requested documentation by the 30th day of semester start will result in disbursement cancellation.

3) Mandl's Financial Aid Office will notify students in writing via e-mail, and in person of the required documentation. Mandl will notify applicants in writing via e-mail and/or in person letter when the results of verification results in SAI recalculations that change the amount of the applicant's assistance under the title IV, HEA programs

4) Mandl Financial Aid recommends student(s) & parents(s) to utilize the IRS DRT tool to link tax information when the option is available. Other corrections should be made to the SAR data by the applicants. Mandl will make corrections through FSA Partners Connect on-line once proper documents have been submitted. Applicants are instructed to refrain from making additional corrections once Mandl has submitted the corrections.

5) Mandl will make referrals under § 668.16(g) to the Office of Inspector General:

Pursuant to federal regulation 34 CFR 668.16(g), the institution must refer to the Department of Education's Office of Inspector General (OIG) any credible information indicating that an applicant for federal student aid may have engaged in fraud or other criminal misconduct in connection with his or her application. Examples of misconduct may include, but is not limited to, use of false identities, forgery of signatures of certifications and false statements of income, false claims of citizenship, and false claims of independent student status.

Mandl will also refer to the OIG any third-party servicer who may have engaged in fraud, breach of fiduciary responsibility, or other illegal conduct involving federal student aid programs.

Once fraud has been discovered, the director for financial aid and/or assistant director of financial aid will coordinate with both the VP of Academics and Academic Dean of Students, in consultation with legal counsel, as appropriate. Notification to the Office of Inspector General will occur. The Dean of Academics & Director of the Disciplinary Committee will make the appropriate determination with regard to student conduct procedures.

Mandl may contact the appropriate local or state law enforcement agencies upon advisement and when applicable.

In the event of a breach in information security, Mandl will work with Document Solutions, and the OIG will immediately be notified.

Documentation needed to satisfy the verification requirements; and
FAFSA Process & Procedures (Title – IV applicants):

To apply for federal financial aid, a student submits a Free Application for Federal Student Aid (FAFSA) to the Central Processing System (CPS). Because students sometimes make errors on their application, there is a process for verifying applications and making corrections. The HEA Code of Federal Regulations (34 CFR 668.51-61) governs the verification by institutions of information submitted by applicants for student financial assistance under the subsidized student financial assistance programs. Mandl follows all guidance provided for resolving verification.

In accordance with these regulations, Mandl follows all US Department of Education verification regulations.

- Institutional Responsibility: Mandl requires an applicant whose FAFSA information is selected for verification to submit supporting documentation to verify specified data elements of his/her FAFSA, unless the applicant qualifies for a federal exclusion.
- Applicant Responsibility: Mandl's requests documents or information from an applicant under this, the applicant must provide the specified documents or information.
- Mandl Responsibility: Review collected specified documents or information for accuracy and make any necessary corrections to resolve verification.

Selection of Applicants

- **Standard Selection:** As stated previously, to apply for federal financial aid a student submits a FAFSA to the Central Processing System (CPS). The CPS selects which applications are selected for verification. Data-based statistical analysis is used to select for verification those applicants with the highest probability of error on their FAFSA submissions. The CPS sets a Verification Flag on the student's processed FAFSA report to indicate that the student's record has been selected for verification. The processed FAFSA is also known as the Student Aid Report (SAR). CPS will also use a Verification Tracking Flag to place an applicant selected for verification into one of the Verification Tracking Groups

Update or Correction Selection: An aid applicant should be aware that if an update or correction is submitted by the institution to CPS, this may trigger CPS to select the application for additional data elements for verification.

Notification

A student whose FAFSA information is selected for verification will be notified of his/her selected status as follows:

a) CPS will notify the student on his/her Student Aid Report (SAR). Next to the SAI will be an asterisk (or a "N") referring to a comment in the student section of the SAR that tells the applicant that he/she will be asked by the College to provide documentation for verification.
b) The applicant will receive notification from the school on the selection status.
c) After the verification documents have been reviewed and any conflicting information has been resolved, Mandl will then make corrections to the ISIR and resubmit as applicable. If there are no corrections, Mandl will process the student for FSA funding.
d) If a student is selected and placed in a V4 verification group and all documents are collected, Mandl school will then report this information on the FAA Access to CPS Online website.

Information to be verified

For each award year, the Secretary of Education publishes in the Federal Register a notice announcing the FAFSA information that an institution and an applicant may be required to verify. The notice also specifies what documentation is acceptable for verifying FAFSA information. To avoid delay in the processing of federal student aid:

- Be aware that additional documents may be requested to resolve any potential conflicting information.
- The verification worksheet must be signed by all applicable parties.
- If there are discrepancies found between the FAFSA and the documentation submitted, additional documents could be requested later.
- The Federal Register lists the items to verify based upon the Verification Tracking Group to which the applicant is assigned. They are listed in the chart below:

Verification Tracking Flag	Verification Tracking Group Name	FAFSA Information Required to be Verified
V1 (25-26 Simplified FAFSA)	Standard Verification Group (Tax Filers)	• Adjusted Gross Income • U.S. Income Tax Paid • Untaxed Portions of IRA Distributions • Untaxed Portion of Pensions • IRA Deductions & Payments • Tax Exempt Interest Income • Education Credits • Number of Household Members • Number in College
V1	Standard Verification Group (Non-Tax Filers)	• Income Earned from Work • Number of Household Members • Number in College • Verification of Non-filer Status
V2	Not currently in use	
V3	Not currently in use	
V4	Custom Verification Group	• High School Completion Status • Valid government issued ID • Identity/Statement of Education Purpose (not required 2025-2026)
V5	Aggregate Verification Group	All items in V1 and V4
V6	Not currently in use	

NOTE: Federal regulations stipulate that an institution may require an applicant to verify any FAFSA information that it specifies. On occasion, Mandl may require a student to verify any FAFSA information and to provide any reasonable documentation.

Acceptable Documentation: Verification Modification for 2026-2027

The documentation required for verification varies according to the specific FAFSA information being verified. A student selected for verification will need to submit the following acceptable documentation to the client school for FA Solutions to complete the verification process. If a student is unable to submit any of the required documents, the College should contact FA Solutions to discuss possible alternative acceptable documentation.

FAFSA Information	Acceptable Documentation
Household Size*	Independent/Dependent Verification Worksheet
Number in College	Independent/dependent Verification Worksheet
AGI & U.S. Tax Paid	FA-DDX**or IRS Tax Return Transcript***
Untaxed Income (Tax Return Data)	FA-DDX ** or IRS Tax Return Transcript***
Non-Filer Work Income	Independent/ Dependent Verification Worksheet & IRS W-2 Forms along with Verification of Non-filer status letter from IRS
High School Completion	High School Diploma or transcript; GED certificate or transcript; homeschooled credential or transcript; or academic transcript showing two-year program completion
Identity/Statement of Education Purpose	Required: Original government-issued unexpired photo identification (ID) such as a passport or a driver's license. Identity and Statement of Educational Purpose(2026-2027) N/A
Other Information	Other documentation as specified by the CPS

*Household Size: The number of household members for dependent students must now include both of a dependent student's legal (biological or adoptive) parents if the parents live together, regardless of the marital status or gender of the parents.

**IRS Tool: The FA-DDX is the fastest, easiest and most secure method of meeting verification requirements. To verify tax data, the U.S. Department of Education and Mandl encourage students and parents to use the FA-DDX to authorize data from their tax return directly to the FAFSA.

***IRS Tax Return Transcript: If a student or parent does not /cannot authorize use the FA-DDX, they must provide a transcript obtained from the IRS that lists tax account information of the tax filer for prior year, if required. For example: for the 2026/27 award year the tax year would be 2024.

- Requesting a Tax Return Transcript: A student or parent may request an IRS Tax Return Transcript from the IRS, free of charge, in one of the following ways:

- Online by downloading an immediate PDF at www.irs.gov

- By mail after submitting an online request at www.irs.gov

Victims of Identity Theft: When the IRS determines a tax filer has been or likely was a victim of identity theft, there may be a delay in requesting get a tax return transcript until the matter has been resolved, which can take up to a year for complex cases. For a tax filer who is a victim of identity theft, the Mandl will accept for verification a Tax Return Data Based View (TRDBV) transcript along with a signed and dated statement from the tax filers that they are victims of IRS tax-related identity theft, and that the IRS has been made aware of this. The tax filer should also provide the College with a copy of IRS Form 14039, Identity Theft Affidavit, if he/she submitted that form to the IRS.

- **Foreign Tax Filers:** A student or parent who filed an income tax return other than an IRS form, such as a foreign or Puerto Rican tax form, must use the income and tax information (converted to U.S. dollars) from the lines of that form that correspond

most closely to the income information reported on a U.S. income tax return to complete the FAFSA. Foreign tax filers cannot use the FA-DDX process and, therefore, must submit signed copies of their foreign tax returns translated into English with U.S. dollar equivalencies to the Financial Aid Office.

- **Non-filers**: A student or parent who is not required to file a U.S tax return may be required to submit the Verification Worksheet and copies of all IRS W-2 Forms to verify income earned from work. If an individual who is required to submit an IRS W-2 Form is unable to obtain one in a timely manner, Mandl may permit that individual to provide a signed statement that includes:

  a) the amount of income earned from work;
  b) the source of that income; and
  c) the reason that the IRS Form W-2 is not available in a timely manner.

Mandl requires independent students or parent(s) of dependent students to submit a "Verification of Non-Filing" from the IRS that the tax filer did not file an IRS income tax return. The request for "Verification of Non-Filing" can be obtained by the tax filer requesting an IRS Tax Return Transcript as outlined above.

Deadlines and Failure to Submit Documentation

A student whose FAFSA information has been selected for verification must submit all documentation required for verification to the Financial Aid Office by the specific deadlines according to the type of subsidized federal aid received and his/her period of enrollment. In general, students will not be awarded any type of federal and state subsidized aid until the verification process is complete.

- For subsidized federal aid programs, excluding the Federal Pell Grant Program: All required documentation needs to be submitted by the end of the loan period and/or award year.

If the student does not provide the verification documentation by the deadline, Mandl may cancel his/her subsidized federal aid (excluding the Federal Pell Grant Program) for the award year.

If the student then provides the documentation after the deadline, the College will reevaluate the student's eligibility for subsidized aid.

- For the Federal Pell Grant Program: A Pell applicant selected for verification must complete the verification process by the deadline published in the Federal Register. The verification process is complete when the College has received all requested documentation and a valid processed FAFSA report is on file including any necessary corrections to the report.

If the student does not provide the verification documentation or Mandl does not receive the valid processed FAFSA report by the deadline, the student forfeits his/her Pell grant for the award year.

Updating FAFSA Information

- Generally, a student cannot update FAFSA information that was correct as of the date the application was signed because the FAFSA is considered to be a "snapshot" of the family's financial situation as of that date. After the FAFSA is signed, only certain items can be updated under the conditions listed below.

(1) Dependency Status Change: If a student's dependency status changes at any time during the award year, the student must update FAFSA information. Students that are married after completing the FAFSA the status may update their dependency status.

(2) Marital Status Change: Mandl may require a student to update FAFSA information under paragraph (1) or (2) of this section for a change in the student's marital status if Mandl determines that the update is necessary to address an inequity or to reflect more accurately the student's ability to pay.

Correcting Errors on FAFSA Information

► Although a student cannot update FAFSA information that was filed correctly, except under limited conditions as listed-above, errors made on the original FAFSA must be corrected.

As stated previously; to apply for federal aid a student submits a Free Application for Federal Student Aid (FAFSA) to the Central Processing System (CPS). Generally, the FAFSA is submitted through the online process and the student receives from the CPS an electronic summary of his/her processed FAFSA known as the Student Aid Report (SAR).

Upon receipt of the SAR, the student should review all information listed on the SAR and submit for processing any errors reported on the original FAFSA to the CPS.

An electronic summary of a student's corrected FAFSA information will be sent from the CPS to Mandl based on listing Mandl OPEID **007401**. Once received, all FAFSA data, Verification Worksheets, and any supplemental verification documents will then be reviewed by the College to verify the accuracy of the student's FAFSA information and to calculate his/her eligibility for need-based financial aid.

► If a student's FAFSA information changes as a result of the verification process, Mandl will:

- Submit for processing changes to the FAFSA information determined to be in error;
- Recalculate the student's Federal Pell Grant on the basis of the recalculated SAI;
- Adjust the student's financial aid package on the basis of the recalculated SAI

Note: Although Mandl will be able to submit most changes to FAFSA information, on occasion it may be necessary for the student to submit changes directly to the CPS.

Students NOT selected for Verification

If an ISIR comes through, not selected for verification and no comment codes, Mandl will process without further review.

V1 and V5 (income and household data). Mandl will resolve conflicts and review subsequent ISIRS for same.

- The college reserves the right to make exceptions to the above stated policies due to extenuating circumstances, on a case-by-case basis as in compliance with federal regulations and guidelines.

Mandl will verify students flagged for verification of Identity (V4 &V5).

Recap - Identity/ Statement of Educational Purpose (V4 &V5).

V4 / V5 (Identity)

Documents:

- ID: State ID/ Federal ID
- Educational Credentials: E.g., HS Diploma, High School Transcript or GED

FEDERAL STUDENT AID PROGRAMS (LOANS AND GRANTS)

SUBSIDIZED DIRECT LOAN

Federal Subsidized Loans are need-based full amount or prorated loans made available to students by the Department of Education. The maximum amount students can borrow each year is based on their enrollment levels in school. For example, a student can borrow up to $3,500 as a freshman and $4,500 as a sophomore. The Subsidized Stafford **aggregate loan limit for** students enrolled in undergraduate programs of students is **$23,000**. Subsidized Stafford Loans current interest rate is a fixed rate of **6.52 %** (07/01/26-06/30/27). The rate is fixed annual on loans on 07/01/XX of the financial aid year (FAFSA year). All students must complete a Direct Loan Master Promissory Note (MPN). Repayment begins six months after students either: graduate, cease enrollment, or drop below half-time enrollment status.

Note: Certain types of enrollments (e.g. subsequent enrollments of less-than Half-time) may cause you to become responsible for the interest that accrues on your Direct Subsidized Loans when the U.S. Department of Education usually would have paid it.

UNSUBSIDIZED DIRECT LOAN

Federal Unsubsidized Loans are not based on demonstrated need. All undergraduate dependent students can borrow up to $2,000 each year. Independent students and Dependent students that Parent was declined a PLUS loan may borrow an additional $4000. The current interest rate for new direct unsubsidized loans will be at a fixed rate of **6.52%** (07/01/26-06/30/27). The rate is fixed annual on loans on 07/01/XX of the financial aid year (FAFSA year) until 06/30/XX. Interest accrues and can be compounded on this type of loan. Repayment begins at disbursement unless you tell your lender to capitalize your loan. **Undergraduate independent students can receive a combination of unsubsidized and subsidized Stafford Loans, but not to exceed an aggregate amount of $57,500.**

DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

PLUS, Loans are fixed rate loans made available to the parents of dependent undergraduate students to assist with educational expenses. The maximum amount that parents can borrow is equal to the College's Cost of Attendance minus other aid the student receives. 2026-2027 Plus Loans will have financial aid year limit of $20,000. These loans require a credit check, and the parents must complete a Direct Loan Master Promissory Note (MPN). Repayment of both principal and interest may begin 60 days after the final loan disbursement is made, or the parent may choose to defer loan payments until six months after the date the student ceases to be enrolled at least half-time. This loan has a current, fixed interest rate of **9.07%.** Undergraduate dependent students whose parents are not eligible for a PLUS Loan due to exceptional circumstances are eligible for Unsubsidized Stafford Loans at the same level as independent undergraduate students.

If you have any questions, please contact the Mandl Financial Aid Office at (212) 247-3434 or call 1-800-4-FED-AID (1-800-433-3243). Additional information and examples are provided at https://studentaid.gov/understand-aid/types/loans.

FEDERAL PELL GRANT

This grant program is designed to assist needy students who desire to continue their education beyond high school. Every student is entitled to apply for a Federal Pell Grant. Eligibility is determined by the student's need, the cost of attendance, and the amount of money appropriated by Congress to fund the program. The amount of the grant is

determined by a standard formula used by the U.S. Department of Education. The maximum award for the 2026-2027 academic year is $7,395 and the minimum is $740. The minimum is 10% of the max award, rounded to the nearest $5. The maximum Pell Grant eligibility is limited to 12 full- time, life-time payments (Pell usage is displayed as a percent up to 600%). The Pell Grant award is based on your SAI-COA & Enrollment intensity. If your SAI is greater than the maximum Pell minus the minimum Pell grant eligibility $740 for the 2026-2027 award year. You the student is not eligible for Pell grant.

Your Pell Grant eligibility based on the *calculated* SAI is determined as follows:

- **If the SAI is 0 or negative, eligibility is for the maximum Pell Grant.**
- If the SAI is greater than 0 but less than the maximum Pell Grant eligibility, the SAI is deducted from the maximum Pell. Unless…
- If the SAI is greater than the maximum Pell minus the minimum Pell Grant eligibility ($740 for the 2026-2027 award year), you are not eligible for Pell under Step 2

Determine the Minimum Pell Grant Eligibility.

Calculated SAI, a student may be eligible for the minimum Pell Grant if any of the following are true:

For dependent students:

- Your parent *is* a single parent with an adjusted gross income (AGI) from their base-year federal tax return that is greater than $0 but less than or equal to 325% of the federal poverty guideline for the family size and state of legal residence reported.
- Your parent *is not* a single parent and has an AGI that is greater than $0 but less than 275% of the federal poverty guideline for the family size and state of legal residence.

For independent students:

- You are a single parent with an adjusted gross income (AGI) from your base-year federal tax return that is greater than $0 but less than or equal to 400% of the federal poverty guideline for the family size and state of legal residence reported.
- You are a parent but *are not* a single parent and has an AGI that is greater than $0 but less than 350% of the federal poverty guideline for the family size and state of legal residence.
- You are *not* a parent, and you/ (and spouse if applicable) has an AGI that is greater than $0 but less than 275% of the federal poverty guideline for the family size and state of legal residence.

A minimum Pell eligibility flag of 1 – 5, respectively, will be returned when one of these above conditions are met

Example of Pell Awards for 25-26: by SAI and intensity

Pell Grant	SAI	Annual	Full-time	11 Crds	10 Crds	9 Crds	8 Crds
Intensity			**100%**	**92%**	**83%**	**75%**	**67%**
SAI -1500 to zero		**7395**	**3698/ 3697**	**3400**	**3070**	**2775**	**2475**

ADULT CAREER AND CONTINUING EDUCATION SERVICES – VOCATIONAL REHABILITATION: ACCES-VR (FORMERLY VESID)

Students with disabilities seeking vocational training are encouraged to contact their nearest ACCES office for information and official forms and procedures.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR MAINTAINING ELIGIBILITY FOR FINANCIAL AID

All students are required to make satisfactory progress toward the completion of the degree or certificate. Academic progress standards must also be met to continue qualifying for financial aid awards. Academic progress is reviewed at the end of each semester and is measured both qualitatively by grade point equivalent, and quantitatively, by the amount of time required to complete the program of study.

The college's satisfactory academic progress requirements are included in the Academic Policies section of this catalog.

ELIGIBILITY FOR STATE STUDENT AID PROGRAMS

To receive payment under New York State financial assistance programs students must be:

- A United States citizen or eligible non-citizen.
- A New York State resident for 12 consecutive months prior to the term for which TAP funds are being sought.
- Have graduated from high school in the United States, or possess a GED, or has earned a high school equivalency diploma by passing the Test Assessing Secondary Completion (TASC) formally known as the GED (Students who have graduated from a foreign high school must take and pass a certified ability- to-benefit examination in order to qualify for TAP. For information regarding this examination, please contact the Admissions Office.).
- Enrolled as a full-time student or part-time student 6 or more credits.
- Enrolled in an approved program of study.
- In good academic standing.
- Not in default on any student loan or made the required payment under the Renewed Eligibility for Financial Aid program.
- Have a minimum tuition liability of at least $200 per academic year ($100 per semester).
- Within the income limits.
- Have a C (2.0) cumulative GPA after four semesters of TAP payments.

STATE FINANCIAL AID PROGRAMS

NEW YORK STATE TUITION ASSISTANCE PROGRAM

Students enrolling in a full-time or part-time (6 or more credits)program may apply for awards that range from $100 to $4,500 per academic year. Awards may not exceed cost of tuition and are subject to State funding and award levels.

To apply for TAP students generally complete the FAFSA and the New York State TAP application. Express TAP Application (ETA) either paper version or on-line at https://www.tap.hesc.ny.gov/totw/.

BUREAU OF INDIAN AFFAIRS AID TO NATIVE AMERICANS— HIGHER EDUCATIONASSISTANCE PROGRAM

To be eligible, the applicant must:

- Be an enrolled member of an American Indian, Eskimo or Aleut tribe, band or group recognized by the Bureau of Indian Affairs.
- Be enrolled in or accepted for enrollment as an undergraduate in an approved college or university
- Be pursuing at least a two-year degree; and
- Demonstrate financial need.

Depending on availability of funds, grants may also be made to graduate students and summer session students. Priority is given to applicants in the following order:

1) Continuing awards.
2) Applicants enrolled on reservations; and
3) Applicants already enrolled.

Application forms may be obtained from and submitted to the Bureau of Indian Affairs, Federal Building, Room 523, 100 South Clinton Street, Syracuse, NY 13260-0043. An application is necessary for each year of study.

Application deadlines, strictly adhered to, are: (1) for the fall semester, July 15; (2) for the spring semester, October 15; and (3) for the summer semester, April 15. An official need analysis from the college financial aid office is also required each year. Moreover, each first-time applicant must obtain tribal enrollment certification from the enrollment clerk which records enrollment for the tribe.

Awards are contingent upon funds available and are based on financial need. Award amounts are equal to the difference between total student expenses and financial assistance from all other sources, as indicated by financial aid administrators.

VETERANS ADMINISTRATION EDUCATIONAL BENEFITS (VA)

Many programs of educational assistance benefits are available to those who have served in the active military, naval or air service and to their families. These programs include the following:

- Veterans Educational Assistance
- Post-Vietnam Era Veterans' Educational Assistance
- All-Volunteer Force Educational Assistance
- Vocational Rehabilitation for Service-Disabled Veterans Receiving Unemployability VA Compensation
- Survivors and Dependents Educational Assistance
- Vocational Training for Certain Veterans Receiving VA Pension

Detailed information on all veterans' benefits can be obtained from the Veteran Certifying Officer (VCO) / Financial Aid Officer or from offices of the Veterans Administration.

Note: Veteran Students who receive educational benefits and require school certification of attendance and cost (i.e., 19-2222 Forms) ***must*** verify attendance regularly (at least once a month) with the Veteran Certifying Officer (VCO) located in the Financial Aid Office. Lack of attendance or poor attendance will be reported to the VA Regional Office no later than 30 days of determination of last attendance.

VA PAYMENT COMPLIANCE

In accordance with Title 38 US Code 3679 subsection (e), Mandl adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation and Employment (CH. 31) benefits, while payment to the institution is pending from the VA. This school <u>will not:</u>

- Prevent nor delay the student's enrollment.
- Assess a late penalty fee to the students.
- Require the student to secure alternative or additional funding.
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class.
- Provide written request to be certified.

- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

MISCELLANEOUS AWARDS

The following additional programs are available to students who qualify. Contact the Financial Aid Office for further information.

- Regents Awards for Children of Deceased or Disabled Veterans
- Regents Awards for Children of Deceased Police Officers, Firefighters and Corrections Officers
- Regents Awards for Children of Deceased State Corrections
- Officers & State Civilian Employees of Correctional Institutions

STATE STUDENT FINANCIAL AID ACADEMIC STANDING REQUIREMENTS FOR MAINTAINING ELIGIBILITY

To receive payment under New York State student financial aid programs, students must maintain good academic standing. Failure to pursue a program of study or to make satisfactory academic progress can result in the student not being eligible for State financial aid.
Good academic standing consists of two elements:

1. Pursuit of Program, a requirement that a student complete a certain percentage of credits each term.
2. Satisfactory Academic Progress, a requirement that a student accumulates a specified number of credits and achieves a specified cumulative grade point average each term.

If an award recipient fails to maintain both elements of good academic standing, payment of any award for subsequent terms is suspended until the student is reinstated in good academic standing.

1. Pursuit of Program: Program pursuit is defined as receiving a passing or failing grade in a certain percentage of a full-time course load. The percentage increases from 50 percent of the minimum full-time load in each term of study in the first year for which an award is made, to 75 percent of the minimum full-time load in each term of study in the second year for which an award is made, to 100 percent of the minimum full-time load in each term of study in the third and each succeeding year for which an award is made. Withdrawal grades (W) are not counted towards meeting the program pursuit requirement. The minimum full-time course load per term is 12 credits.

2. Satisfactory Academic Progress (TAP): Minimum satisfactory academic progress requirements to receive payment of awards are different from the satisfactory academic progress requirements for academic purposes, which are outlined in detail in the Academic Policies section of this catalog.

Before being certified for this payment	A student must have accrued at least this many semester-hour credits	With at least this grade point average.
1st	0	0.0
2nd	6	1.3
3rd	15	1.5
4th	27	1.8
5th	39	2.0
6th	51	2.0

For answers to questions regarding TAP, students are to visit the College's Financial Aid Office.

ACADEMIC GRADE LEVEL PROGRESSION POLICY

In order for a student to progress to the Sophomore Level, they need to have successfully completed 24 semester credits (or equivalent credits) at the end of their most recently completed semester.
This total of completed credits can include non-credit bearing remedial courses.

Students enrolled in the degree program must complete the program within three years of program entry or financial aid will be jeopardized. Certificate program students must complete within one and one-half years of program entry. If students enrolled in either the degree, or certificate, program do not meet the above progression standards within the maximum time frame, and then no educational credential will be awarded.

Students who are on academic probation or who have been advised that they are not making satisfactory academic progress may request in writing a review of such determination. After an initial review by the Financial Aid Office, an appeal, if appropriate, may be made to the Financial Aid Director. Mitigating or special circumstances may be considered during the initial review and appeal.

WAIVER

A student who fails to meet the minimum standards for academic progress may apply for a waiver. Students are permitted one TAP waiver throughout their undergraduate career. In order to apply for a waiver, a student must present documentation of exceptional or extraordinary circumstances, which must be approved by the Financial Aid Office.

REINSTATEMENT

Students who lose their eligibility for financial aid but are not eligible for a waiver may apply to make up their deficiencies as a non-matriculated student without the benefit of financial aid or by being reinstated to the college after an absence of one calendar year. In the latter case, if it is mathematically impossible for the student's percentage of completed coursework to reach the required level by the end of the first semester after reinstatement or if, in the judgment of the Vice President for Academic Affairs, it is highly improbable for the student's percentage of completed coursework to reach the required level, the student will be refused reinstatement.

A student can re-establish eligibility if he/she is securing the cumulative grade point average 2.0 before or during the Title IV aid period by completing incompletes and receiving a letter grade. The student will then resume receiving aid for the current aid period after re-establishing eligibility.

In addition, in order to be reinstated after an approved appeal, students must be in good financial standing. Any prior or past due balances must be paid prior to reinstatement and subsequent registrations.

ACCEPTABLE METHODS OF PAYMENT:

Mandl accepts cash, check, and money orders as methods of payment for all tuition and fees. Credit cards payments are not accepted at this time. Full payment of all tuition and fees, or the establishment of Financial Aid, is due on the first day of class. Students who experience financial difficulty may make special arrangements with the Financial Aid Office for regularly scheduled payments. Unless the Director has determined otherwise, payments paid 30 days or more late may result in registration and administrative holds until payments are current. All unpaid tuition payments delinquent for six or more weeks may be turned over to a collection agency.

STUDENT SERVICES

ORIENTATION

Before classes begin, all new students receive a comprehensive orientation to the college. During the orientation, which typically lasts from two to three hours, all relevant aspects of the college are covered, including academic programs, facilities and resources, faculty and staff, and rules and regulations.

A copy of the Student Handbook, as well as catalog, is distributed to each student upon enrollment and its contents are discussed, but the College encourages students to review the publication themselves. The Handbook includes sections on student services, dress code, college rules and regulations, grading system, internships, financial aid, disciplinary action, standards of satisfactory progress, readmission policy, and crime prevention policy.

ACADEMIC ADVISING

The Academic Advisement Center is the College's main resource center and the primary academic advisement provider for all students: new, currently attending or returning to the College. The Center is led by the Dean and staffed by a core of trained professional advisors. Current and returning students are seen on a walk-in basis and via appointments. The Office of Academic Advisement, located on the fifth floor is responsible for the overall coordination and direction of the advising program at the College. (If required, students may be referred to the Learning Resource Center (LRC) for tutorial assistance.)

The mission of the academic advising program at Mandl is to assist students in the development of meaningful educational plans that are compatible with their academic goals. Further, it is to fully inform students regarding requirements in their areas of concentration and to expose students to the variety of course and degree options offered by the College.

Earning a college degree requires the student to make a commitment to academic achievement and to make the necessary educational decisions. Academic Advisors assist all students with wide range of concerns from educational decision-making to personal, social, or family problem solving. The Advisement Center advisors listen to students and offer help in the following areas:

- counsel students with low grade point averages
- educational planning
- study skills enhancement
- changing area of concentration (major)
- review of academic standing
- test anxiety and relaxation techniques
- life skills balancing life, work and home and
- clarifying goals and decision-making.

CAREER DEVELOPMENT CENTER

Mandl has an experienced placement department with a myriad of employer contacts that will further ensure a successful employment outcome for Mandl students. The College provides free placement services to its graduates and alumni. These services include assistance in writing resumes, advice concerning interviewing techniques, referrals to employers, and help with setting up appointments. Career Services personnel counsel and advise students throughout the placement process, record all job leads, develop new employment opportunities, survey graduates and employers, and maintain placement records.

Although Mandl does not guarantee the placement of graduates, Mandl's Career Services Department will assist students every step of the way in an attempt to identify and secure an appropriate position.

LEARNING RESOURCE CENTER

The Mandl Learning Resource Center (LRC) is supervised by the Director of the Learning Resource Center. Students may come to the LRC to use personal computers and receive assistance in their coursework and related assignments. In addition, tutoring by faculty and staff is available to all students experiencing academic difficulties. Faculty may recommend that a student seek tutorial assistance if the student requires additional academic assistance outside the classroom.

ARTICULATION AGREEMENTS

Articulation agreements match coursework between schools so that Mandl graduates are ensured the maximum transfer credits for courses taken at Mandl. These arrangements typically reduce the number of credits Mandl graduates will have to complete to obtain the baccalaureate degree at our partner colleges.

Mandl currently maintains articulation agreements with certain colleges and universities. Under these articulation agreements, Mandl degree recipients meeting the grade and course requirements of designated four-year institutions are granted transfer credits to fulfill major or elective requirements. Transferability of certain Mandl courses may vary by programs offered by the receiving institutions. Mandl students who apply to transfer must also go through the school's transfer admissions process and, therefore must meet all applicable requirements and deadlines pertaining to admissions, orientation, registration, and payment of tuition and fees. Students should consult the Admissions Department of the receiving institutions in advance to determine the number of Mandl credits that will be transferred and applicable to student's intended program of study.

Mandl has articulation agreements with the following colleges:

- Berkeley College
- College of Westchester
- Excelsior University
- Metropolitan College of New York
- Monroe College (Bronx Campus)
- St. Joseph's College
- Western Govern University

Credit Transfer to Another Post-Secondary Institution

The acceptance of credits is always at the discretion of the institution to which a student is attempting to transfer credits. Mandl students must understand that there may be articulation agreements in place at the time the student enters that may not be in place when the student graduates or desires to attend a particular school. The nature of Mandl's courses is intended for career preparation, students must assume that credits for courses taken at Mandl may not be transferable to other institutions with a non-vocational or occupational emphasis, or with an accrediting body different from Mandl's. No Mandl employee can represent that another institution will accept any courses for credit outside of the articulation agreements in place at the time of the inquiry. Students interested in attempting to transfer credits to another institution should contact the Office of Academic Affairs.

ACCESSIBILITY AND DISABILITY ACCOMMODATION POLICY

At Mandl, we are dedicated to fostering an inclusive and supportive environment that ensures all students, regardless of their mode of instruction, have equal access to our educational programs and activities. In compliance with federal, state, and local laws, we provide reasonable accommodations to students with disabilities to promote their academic success and personal development.

Legal Framework

Our policy is guided by the following federal, state, and local laws and regulations, all of which are applicable to private colleges:

- Americans with Disabilities Act (ADA) of 1990: Title III of the ADA prohibits discrimination against individuals with disabilities by private colleges, ensuring access to all public accommodations, including educational institutions.
- Section 504 of the Rehabilitation Act of 1973: Ensures that no qualified individual with a disability is excluded from, denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance. Mandl, as a recipient of federal funds, adheres to these requirements.
- New York State Human Rights Law (NYSHRL): Prohibits discrimination against individuals with disabilities in educational institutions, including private colleges.
- New York City Human Rights Law (NYCHRL): Provides additional protections and accommodations for individuals with disabilities in New York City, applicable to both public and private institutions.

Policy Statement

Students with documented disabilities, as defined by the ADA, Section 504, and state and local laws, are eligible to receive reasonable accommodation.

Disabilities include, but are not limited to, physical, sensory, psychological, chronic health, and learning disabilities.

Requesting Accommodations

- Students seeking accommodation must submit a request to the Office of Accessibility Services (OAS) as soon as possible. Early notification is encouraged to ensure timely provision of accommodation.
- The request must include current and appropriate documentation from a qualified healthcare provider that outlines the nature of the disability and the recommended accommodation. **Documentation should be recent enough to reflect the student's current condition and needs.**

Contact Information:

Office of Accessibility Services
Mandl School, The College of Allied Health
Ms. Ana Tejada, Dean of Academic & Student Affairs
Phone: 212.247.3434 ext.136
Email: atejada@mandlacademics.com

The Accessibility Coordinator will work closely with the student through an interactive process to identify reasonable accommodation. This collaborative effort includes input from faculty, staff, the student, and, when applicable, the student's medical provider to determine the most effective accommodations.

Accommodation is determined on a case-by-case basis, considering the student's specific needs and the academic requirements of their courses.

Once accommodation is approved, the Accessibility Office will coordinate with the relevant faculty and staff to implement the accommodation. Faculty and staff are expected to cooperate and facilitate the provision of approved accommodation.

The Accessibility Coordinator will provide ongoing support to ensure the accommodation is effective and address any concerns or adjustments needed.

All information and documentation regarding a student's disability are kept confidential. Access to this information is restricted to individuals directly involved in the accommodation process.

Grievance Procedures:

Students who believe their accommodation requests have not been adequately addressed or who experience discrimination based on their disability may file a grievance with Mandl's Office of Accessibility Services or with the Vice President of Institutional Effectiveness.

The grievance procedure involves an investigation and resolution process, ensuring that all complaints are addressed promptly and fairly.

Students also have the right to file a complaint with the Office for Civil Rights (OCR) within the U.S. Department of Education. Contact information for the OCR is provided below.

Office for Civil Rights Contact Information:

U.S. Department of Education
Office for Civil Rights
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Phone: 1-800-421-3481
TDD: 1-800-877-8339
Email: OCR@ed.gov

Mandl is committed to providing an inclusive learning environment that supports the academic success and well-being of all students. We encourage students with disabilities to take advantage of the resources and accommodations available to them and to reach out to the Office of Accessibility Services for support and assistance.

ACADEMIC POLICIES

REQUIREMENTS FOR GRADUATION

- A minimum cumulative GPA of 2.0
- File a Graduation Application
- Complete all records, files, and examinations as necessary
- Comply with all Mandl regulations
- Fulfill all financial obligations to the college
- Successfully complete an externship (if required)
- Complete a Student Loan Exit Interview with the Financial Aid Department (if applicable)

STUDENT CONDUCT

DRESS CODE

All students enrolled in and attending lab courses during the day are required to wear a full-dress white uniform in Medical Assisting, green uniform in Dental Assistant, purple uniform in Diagnostic Medical Sonography, burgundy uniform in Health Care Administration, navy blue uniform in Respiratory Therapy, and a light blue uniform in Surgical Technologist, along with the appropriate footwear, which is white, closed, nursing type shoes. Flip-flops and Crocs are not considered to be in accordance with the dress code and are prohibited from being worn on campus.

White lab coats must be worn by all students during clinical courses. Students enrolled in evening and Saturday lab courses must wear a white lab coat over their "street clothes." This policy is in effect on field trips and externships as determined by the location. At all other times, students must be dressed in business casual attire. For further information on the dress code, please see your respective Department Chairperson.

BEHAVIOR

Commensurate with the academic atmosphere that prevails throughout Mandl, all students are expected and required to conduct themselves in keeping with the highest standards. Any unseemly behavior that tends to distract other students and disrupt routine class procedure, such as eating in class, using unauthorized electronic devices during class, or bringing young children onto the college's premises or into the classroom, among other actions, will not be tolerated. Such conduct will be considered just cause for student disciplinary action, including dismissal of a student from Mandl.

Although not an exhaustive list, Specific behaviors that may cause immediate dismissal from Mandl include:

- Unwarranted violence towards anyone on campus
- Willful destruction or defacement of college or student property.
- Entering and Exiting the College from a non-Mandl entrance.
- Improper or illegal conduct (see student handbook for further details).
- Use or possession of alcoholic beverages, illegal drugs, or firearms.
- Cheating, plagiarism, or any act of academic dishonesty.
- Theft of student or college property.

Students dismissed from the college because of poor conduct may not receive a certificate or degree.
A student who is dismissed from the college and appeals the dismissal may be considered for readmission on the President's review of the reasons for the dismissal.

Additional information regarding Mandl policies governing student behavior may be found in the Mandl Student Handbook.

ACADEMIC INTEGRITY POLICY

Academic integrity is a cornerstone of the educational mission at Mandl. It requires honesty, responsibility, and fairness in all academic endeavors. Every member of the Mandl community shares in the responsibility to uphold these principles.

Faculty are expected to educate students about academic integrity and report any suspected violations. Students are responsible for understanding and adhering to academic integrity standards and are encouraged to report suspected violations to a faculty member, Department Chairperson, Dean of Student and Academic Services, or the Vice President for Academic Affairs.

All academic work must be the original product of the identified individual(s). Academic dishonesty undermines the integrity of the learning process and includes, but is not limited to, the following violations:

- Cheating, plagiarism, or unauthorized collaboration.
- Assisting others in academic dishonesty.
- Stealing or circulating exam materials.
- Submitting work completed by another individual.
- Fabricating data or sources.

Consequences of Academic Integrity Violations

- First Violation: A grade of "F" on the assignment or exam in question. This "F" will be included in calculating the final grade for the course.
- Second Violation: May result in suspension for one or more semesters, a failing grade for the course, or, in cases of egregious dishonesty, permanent dismissal from the College.

Program-Specific Policies: Some academic departments at Mandl have stricter academic integrity policies in place to reflect professional, ethical, and accreditor standards. These policies will be communicated clearly to students by the respective Department Chairpersons. Students enrolled in such programs may be subject to immediate dismissal from the program following a violation, regardless of whether it is a first offense.

Students dismissed due to academic integrity violations may request reinstatement by applying to the Vice President for Academic Affairs. Decisions made by the Vice President are final and not subject to appeal.

Program-Specific Requirements and Mandatory Orientation

Students enrolled in the Diagnostic Medical Sonography (DMS), Respiratory Therapy, and Surgical Technology programs must be aware that each program maintains its own academic requirements, professional conduct standards, and criteria for academic progression. These include, but are not limited to, program-specific expectations for academic integrity, behavior in classroom and clinical settings, and eligibility to advance to the next semester.

Attendance at the academic New Student Orientation is mandatory for all incoming students in these programs. The orientation provides critical information about program policies, procedures, and expectations.

Complete details about program-specific rules and requirements are published and discussed at orientation and are available from each Department Head. Students are responsible for reviewing and adhering to these requirements.

STUDENT CONDUCT EXPECTATIONS

Mandl School expects all students to conduct themselves in a professional, respectful, and lawful manner at all times. These expectations are critical to maintaining a safe and supportive learning environment for everyone.

Violations of the Student Code of Conduct may include, but are not limited to:

- Failing to comply with the directions of authorized college officials.
- Refusing to identify oneself when requested by a college official.
- Smoking Cigarettes and/or marijuana anywhere on campus or within the building. Same policy applies to vaping.

- Possession of dangerous materials or weapons.
- Sexual harassment or misconduct.
- Use, sale, or distribution of illegal drugs or substances.
- Acts of bigotry, discrimination, or hate speech.
- Disorderly conduct or inciting violence.
- Unauthorized entry or misuse of college facilities or property.
- Theft, vandalism, or property damage.
- Being under the influence of drugs or alcohol on campus.
- Forging or falsifying college records or documents.
- Providing falsified documentation to any college official; this includes medical documentation, clinical hours, or any externship-related materials.
- Cyberbullying, on-campus behavior that constitutes bullying, or any behavior that makes another member of the college feel unsafe or targeted.
- Interfering with the educational process or operations of the institution.
- Threatening, intimidating, or physically or verbally abusing other members of the Mandl community.
- Endangering the safety or well-being of individuals on campus.
- Gambling on campus premises.
- Misusing or tampering with safety or emergency equipment.
- Violating any official college policy or regulation.

Violations of the Student Code of Conduct may result in disciplinary action including warnings, probation, suspension, dismissal, or dismissal without recourse.

Hazing Prevention and Reporting Policy

Mandl is committed to providing a safe and respectful learning environment for all students. Hazing is prohibited and will not be tolerated.

Mandl is a non-residential college and does not have intercollegiate athletics, fraternities, or sororities. However, hazing can occur in connection with many types of student groups and activities. For this reason, this policy applies to all students and to any student club, organization, group, association, or other student activity recognized or established by the College.

Hazing includes any intentional, knowing, or reckless act committed by one person or a group of people against another person, regardless of whether that person agrees to participate, when the activity is connected to joining, participating in, becoming affiliated with, or maintaining membership in a student organization or group and causes or creates a risk of physical or psychological injury.

Examples of hazing may include physical abuse, forced physical activity, sleep deprivation, humiliation or degrading treatment, threats or intimidation, exposure to extreme conditions, forced or coerced consumption of alcohol, drugs, food, or other substances, coerced criminal conduct, or any other activity that creates a reasonable risk of physical or psychological harm. A student's willingness to participate does not make hazing acceptable.

Hazing is prohibited on Mandl property and at any off-campus location when the conduct is connected to a College-recognized student organization, group, or activity. Students and others may not organize, participate in, encourage, direct, assist with, or knowingly support hazing. Retaliation against anyone who reports possible hazing or participates in an investigation is also prohibited.

Any student, employee, or member of the Mandl community who experiences, witnesses, or becomes aware of possible hazing is encouraged to report the concern promptly to Dean Tejada, the Dean of Academic and Student Services, or to a Campus Security Authority (CSA). In an emergency or when there is an immediate threat to

health or safety, call 911.

A person does not need to determine whether conduct meets the legal definition of hazing before making a report. Students are encouraged to report any concerning behavior so that Mandl can review the situation and respond appropriately.

Mandl will review reports of possible hazing promptly and fairly. Depending on the circumstances, the College may take immediate steps to address safety concerns, gather information, interview individuals who may have relevant information, and determine whether College policy was violated.

Students found responsible for hazing will be subject to disciplinary action under the Student Code of Conduct. Depending on the circumstances, sanctions may include a warning, probation, suspension, dismissal, loss of recognition or privileges, restrictions on activities, or other appropriate action. Mandl may also contact law enforcement or other authorities when appropriate.

Mandl provides hazing prevention and awareness information appropriate to its student population and campus structure. Prevention efforts may include information provided through student orientation, student activities, Campus Security Authority training, the College website, and the Annual Security Report(ASR).

In accordance with the federal Stop Campus Hazing Act and the Jeanne Clery Campus Safety Act, Mandl collects required information about reported hazing incidents and includes applicable hazing statistics in its ASR.

Mandl maintains appropriate records of hazing reports, investigations, findings, prevention efforts, and required federal reporting. The College will periodically review this policy and its hazing prevention and reporting practices to ensure continued compliance with applicable federal and New York State requirements.

Supplemental Academic Integrity Standards for Online Learning
To further support a culture of integrity and align with best practices in higher education, Mandl incorporates the following standards into its academic integrity framework:

Mandl may utilize secure technologies, including online proctoring platforms, to verify student identity and maintain the integrity of exams and assessments online environments. Students are expected to:

- Complete exams and assessments independently unless otherwise instructed.
- Keep cameras and microphones on during remotely proctored exams when required.
- Follow all directions provided by the proctor, instructor, or exam administrators.

Online Students are required to review and sign the Academic Integrity Statement at the start of each term or prior to high-stakes assessments, affirming their commitment to honest academic conduct.
Mandl reserves the right to submit all or some written assignments through plagiarism detection software. Submissions are expected to reflect original work; improperly cited or copied material may be flagged for review and disciplinary action.

Each course syllabus will clearly communicate academic integrity expectations, including permitted collaboration, citation standards, and any assignment-specific policies. Instructors will provide examples and guidance on proper citation and research practices.

To promote understanding and compliance:

- Academic integrity resources will be made available to students through the LMS (Learning Management System), workshops, or orientation materials.
- Students are encouraged to ask questions when unclear about what constitutes acceptable academic behavior.

All members of the Mandl community share in the responsibility of maintaining academic integrity. Students and faculty are encouraged to report suspected violations. All reported violations will be reviewed in accordance with institutional procedures.

POLICY ON AI ASSISTANCE IN ASSESSMENTS

Mandl expects all graded work to reflect a student's own knowledge and skills. For that reason, the use of Artificial Intelligence (AI) to complete or assist with any quiz, test, exam, practical evaluation, or other graded assessment is not permitted unless specifically authorized *in writing* by the instructor for that assignment. This policy applies to all students—whether enrolled in on-campus, online, or hybrid courses.

This prohibition includes any type of AI-enabled device or program. Examples include AI glasses (including prescription AI glasses), smart eyewear, smart watches, AI-driven apps, browser extensions, or any other unapproved technology or service. The policy also prohibits the use of a second device, another person, or any AI platform to provide assistance during an assessment.

For on-campus assessments, proctors and instructors will require students to store all prohibited devices before the assessment begins and may inspect to ensure none are in use. **Possessing or using an AI-enabled device during an exam will result in removal from the assessment and an immediate grade of zero.**

For online assessments, exams may be monitored through webcam, screen recording, activity logs, or other integrity tools. Students must keep their face, hands, and workspace visible to the camera for the duration of the exam. The use of any unapproved AI tool, even while testing at home, constitutes a violation.

Any student who violates this policy—whether in an on-campus, online, or hybrid course—**will receive a zero on the assessment**. The violation may also result in failing the course and other penalties set by the student's academic department.

Students requiring assistive technology due to a documented disability must arrange approved accommodation in advance through the Dean's Office and Accessibility Services.

SURVEILLANCE POLICY

Mandl is committed to ensuring a safe and secure environment for all members of our community. As part of our safety measures, the college reserves the right to employ electronic surveillance measures in common areas across the campus, including classrooms, hallways, lounges, cafeterias, libraries, laboratories, and outdoor areas.

Students and staff should be aware that they do not have an expectation of privacy in these areas, as the college reserves the right to monitor and record activities for security purposes. Surveillance footage is used exclusively for maintaining campus safety, investigating incidents, and complying with legal obligations.

In accordance with federal and New York State privacy laws, Mandl is dedicated to protecting individual privacy rights and ensuring that surveillance practices are conducted lawfully. For more information on our surveillance policy, please refer to the full policy available through the Dean's Office.

Policy on Recording of Classes, Clinicals, and Externships

Mandl is committed to protecting student privacy and the confidentiality of education records in accordance with the Family Educational Rights and Privacy Act (FERPA). Mand's policies on recording are designed to safeguard student information and ensure compliance with federal privacy requirements.

Classroom and Instructional Settings:

Students may not record, photograph, livestream, or otherwise capture any class session or instructional activity unless they receive prior written approval from Mandl. This includes, but is not limited to, lectures, laboratories, simulations, examinations, small-group discussions, guest presentations, and any real-time instructional session, whether conducted in person or online.

These restrictions apply to all recording methods and devices, including phones, tablets, laptops, smart devices, wearable technology, and screen-capture tools.

These expectations protect student privacy, respect faculty ownership of instructional materials, and ensure compliance with applicable federal law. While New York State law permits recording in limited circumstances, it does not create a general right to record classes at a private college. Any recording of academic activities must comply with Mandl's policy, enrollment requirements, and federal privacy protections.

Clinical, Laboratory, and Externship Settings:

Because clinical, laboratory, and externship environments involve patient privacy, safety, and professional standards, recording is never permitted in these settings.

Students may not record or capture images or sound at clinical sites, laboratories, simulation spaces, externship locations, or any affiliated healthcare or professional environment. This prohibition applies at all times, even when no patients or identifying information appear to be present. Students must also comply with all clinical site or externship rules, including any requirements that are more restrictive than College policy.

Unauthorized recording in these settings may result in immediate removal from the site and disciplinary action under Mandl's policies.

Students who receive approval to use recording technology as a disability-related accommodation may not record in clinical, laboratory, or externship environments. When accommodation is needed in these settings, Mandl will work with the student to provide reasonable alternatives that meet educational needs while preserving privacy and safety.

Accessibility Accommodations (Non-Clinical Settings):

Students who require recording as a disability-related accommodation may request approval through Mandl's ADA/Accessibility process. When approved, recordings are permitted only for the student's personal academic use and may not be shared, posted, uploaded, or retained beyond the end of the course.

Faculty are informed only that an accommodation has been approved. Faculty and staff may not disclose to others that a student is recording due to an accommodation.

Approved Recordings:

In limited circumstances, recording may be authorized for a specific educational purpose with written approval from both the instructor and Mandl. Verbal permission is not sufficient. Approved recordings may be subject to conditions regarding use, storage, and retention. Unless otherwise stated in writing, recordings must be deleted at the conclusion of the course.

Recordings may not be shared with others or uploaded to any platform—including social media, websites, or AI tools—without written authorization from the College and consent from any identifiable individuals.

Policy Enforcement and Non-Retaliation:

Recording or sharing instructional, clinical, or externship activities without approval is a violation of Mandl's policy and may result in disciplinary action under the Student Code of Conduct. Violations occurring in clinical or externship settings may also result in immediate removal from the site.

Mandl will not retaliate against any student who asks questions about this policy, requests an accommodation, or raises a good-faith concern related to privacy, accessibility, or compliance.

POLICY ON VIDEO AND AUDIO RECORDING IN ONLINE CLASSES

To ensure a respectful and transparent online learning environment, Mandl has established the following policy regarding the recording of video and audio during online classes. This policy aims to provide clarity on the use of video and audio recordings for academic purposes, ensuring compliance with federal, state, and local privacy laws.

Video and Profile Image Recording:
Students who participate in online classes with their cameras on or use a profile image are consenting to have their video or image recorded. These recordings are intended solely for creating a reference for students enrolled in the class, including those who are unable to attend live sessions.
If a student does not consent to having their profile or video image recorded, they must keep their camera off and avoid using a profile image during the class sessions.

Audio Recording:
Students who un-mute their microphones and participate orally are consenting to have their voices recorded.
If a student does not consent to having their voice recorded, they must keep their mute button activated and communicate exclusively through the "chat" feature, which allows for live text-based questions and comments.

Prohibition on Unauthorized Recording:
Students are strictly prohibited from recording class sessions, including lectures, discussions, and any other activities, without the explicit permission of the faculty member and the college. Unauthorized recording is a violation of Mandl's policies and may result in disciplinary action.

Any recordings made by students with permission must be used solely for personal educational purposes and cannot be distributed, shared, or posted in any form.

Instructors will inform students at the beginning of the semester that the session will be recorded.
Recordings will be used solely for educational purposes and will be accessible only to students enrolled in the course.

Any use of a class recording by a student shall be for educational purposes only. Students may not record a class on their own, in any format, without prior express authorization from the college and may not copy, reproduce or distribute any recording that they access. Students requesting the use of assistive technology as an accommodation should contact:

Ms. Ana Tejada
atejada@mandlacademics.com
212.247.3434 ext. 136

Failure to adhere to this policy may result in disciplinary actions as per Mandl's student conduct guidelines. The institution reserves the right to amend this policy as necessary to maintain an effective and compliant online learning environment.

SUBSTANCE ABUSE POLICY

At Mandl, we are committed to maintaining a safe and healthy environment for all members of our community. As part of this commitment, we strictly prohibit the unlawful possession, use, or distribution of alcohol and illicit drugs on campus or during any college-sponsored activities. This policy is in accordance with the Drug-Free Schools and Campuses Regulations, NYS Education Law Article 129-B, and Pell Grant regulations.

This policy is guided by the following federal and state laws and regulations:

Drug-Free Schools and Campuses Regulations (EDGAR Part 86): Requires institutions of higher education to adopt and implement programs to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

NYS Education Law Article 129-B: Addresses campus sexual violence and requires colleges to adopt comprehensive procedures and guidelines to combat sexual assault, including policies on alcohol and drug use amnesty. Relevant sections include:

Section 6442: Policy for alcohol and/or drug use amnesty, encouraging students to report incidents without fear of punishment for substance use violations.

Section 6447: Requires ongoing education about sexual violence, which includes addressing the role of substance use.

Pell Grant Regulations: Under the Higher Education Act, students convicted of drug-related offenses may lose eligibility for federal student aid, including Pell Grants.

Prohibited Conduct:

The unlawful manufacture, distribution, dispensation, possession, or use of controlled substances or alcohol on college property or as part of any college activity is strictly prohibited.

Being under the influence of alcohol or illicit drugs in a manner that negatively affects the individual's ability to participate in academic activities or campus life is also prohibited.

The college will provide substance abuse prevention programs and resources for students and employees. These programs will include information on the health risks associated with drug and alcohol use, legal sanctions, and available support services.

The college will conduct biennial reviews of its substance abuse prevention programs to determine their effectiveness and implement necessary changes.

The college encourages individuals to seek help voluntarily before substance abuse leads to disciplinary action.

Disciplinary Actions:

Students found to be in violation of this policy will be subject to disciplinary actions in accordance with the Student Code of Conduct. Sanctions may include, but are not limited to, suspension, expulsion, and referral for prosecution.

Students convicted of drug-related offenses may lose eligibility for federal student aid, including Pell Grants, in accordance with federal regulations.

Federal and state laws impose significant penalties for the illegal possession, use, or distribution of alcohol and drugs. These penalties can include fines, imprisonment, and loss of federal student aid.

The college will cooperate fully with law enforcement agencies in the investigation and prosecution of drug and alcohol-related offenses.

The use of illicit drugs and the abuse of alcohol can result in significant health issues, including addiction, liver disease, heart disease, and impaired cognitive and motor functions. For comprehensive information on these health risks, please refer to the Alcohol and Other Drugs (AOD) document, which is produced and distributed to the college community annually on or before October 1st.

The college will annually distribute this policy to all students and employees, ensuring awareness and compliance.

Contact Information:

For more information or to seek help, please contact:

Title IX Coordinator:
Ms. Ana Tejada, Dean of Academic & Student Affairs
Phone: 212.247.3434 ext.136
Email: atejada@mandlacademics.com

Mandl is dedicated to promoting a safe, healthy, and supportive environment. We urge all members of our community to adhere to this policy and take advantage of the resources available to prevent and address substance abuse.

ATTENDANCE POLICY

Students are expected to attend class regularly in every course for which they have registered. Regular attendance is necessary to ensure continuity of educational process and to develop proper work habits, a feeling of success through mastery of skills, interest in college and a sense of responsibility. Excessive absences may negatively affect students' academic progress.

Students enrolled in the following programs: Diagnostic Sonography, Respiratory Therapy and Surgical Technologist have clinical practice which is integral to the success of the program. Attendance at all clinical/laboratory sessions is mandated by accreditation standards. A student who is absent greater than 10% of the clinical hours each semester may appear before the faculty to determine appropriate action, which may include dismissal from the program. If a student needs make-up for a clinical experience, the student may be charged a fee. Students who fail clinical rotation for any reason will not be able to complete their program in the prescribed time frame.

The students should look at class attendance in the same light as they view the need to attend work. If an employee does not appear for work regularly and on time, termination may be expected. Therefore, the student who does not attend classes regularly and on time may expect failure.

Policy on Bicycles, Scooters, and Similar Devices

To maintain a safe and professional environment conducive to learning, bicycles, scooters (including electric scooters), skateboards, hoverboards, and similar personal transport devices are not permitted on Mandl's premises, including classrooms, hallways, stairwells, and other indoor premises.

This policy is not intended to restrict or interfere with the use of mobility aids or other assistive devices that are required due to a disability. In compliance with the Americans with Disabilities Act (ADA) and applicable state and local disability laws, students, faculty, staff, and visitors with disabilities may use wheelchairs, mobility scooters, or other necessary assistive devices on Mandl's premises.

Individuals who require the use of a mobility device as an accommodation are asked to contact the ADA Coordinator to ensure appropriate support and access

COURSE LOAD

A full-time matriculated student takes a course load of at least twelve, but not more than eighteen credit hours per semester. A part-time course load is considered to be less than twelve credits per semester. A credit is an academic unit that represents 15 hours of lecture, 30 hours of laboratory work, or 45 hours of externship during the course of a semester, which is typically 15 weeks. A student who wishes to register for eighteen or more credits in a semester must receive prior authorization to do so from the Vice President for Academic Affairs.

GRADING SYSTEM

The grading system, which is utilized by faculty and used to compute a student's grade point average (GPA), is as follows:

Grade	% Equivalent	Numerical Value
A	95-100 (excellent)	4.00
A-	90-94	3.67
B+	87-89	3.33
B	84-86 (very good)	3.00
B-	80-83	2.67
C+	77-79	2.33
C	74-76 (satisfactory)	2.00
C-	70-73	1.67
D	65-69 (low pass)	1.00
D.	Fail (MAS courses only)	0.00
F	Below 65 (fail)	0.00
F*	Failed course subsequently repeated successfully	
WU	Withdrew unofficially	0.00
WU*	Withdrawn course subsequently repeated successfully	
W	Withdrawal officially	N/A
I	Incomplete	N/A
P	Passing grade	N/A
F	Failing grade	N/A
AU	Audit, no credit	N/A

Please note that suspension(s) may appear noted on your academic transcript, but do not carry a grade, nor does it carry quality points. For information on appealing this notation, please see Student Appeal Procedure for Transcripts.

No credit will be granted for incomplete work. A grade of I (Incomplete) will only be awarded in exceptional circumstances, such as illness or family emergency and only in the case of work due at the end of the term, such as a final paper or final examination. The grade can be given to a student who has almost satisfied the course requirements (i.e., at least 70% of the course requirements). With the exception of externship courses, coursework should be submitted within the first two weeks of the next semester to remove, and I grade. If coursework is not submitted, the I grade will become an F grade. And I grade for an externship course can be assigned if the minimum hours to satisfy the course hour requirement have not been completed. The student will need to complete the incomplete credit requirements **within 60 days**. An I grade must always be accompanied by **due date of completion**. The instructor or the Externship Coordinator will attest to due date of completion by obtaining the consent and the signature of the student. If the incomplete credit requirement is not completed by the due date, the I grade will revert to an F. An Incomplete grade can only be assigned by the instructor of the course. Students must apply for an Incomplete grade in writing with appropriate documentation of the illness or emergency to the instructor or Department Chairperson. In order to inform students of their academic progress, progress reports are provided to all students at the midterm and the end of each semester. Transcripts are electronically maintained indefinitely.

A grade of C or better is required for any CDA, HCA, MAS, RCP and a grade of C+ for DMS Program (BIO, CVT, DMS, MAT, PHY) and ST Program (ALH155, BIO, SRG) designated courses. A student in these programs must retake any of the courses in which he/she receives a grade lower than C or C+.

Examinations that are missed for a valid reason must be made up within five days unless permission for an extension is received from the Department Chairperson, and/or the Vice President for Academic Affairs.

ACADEMIC AND GRADING POLICIES FOR DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM

Certain courses within Mandl's academic programs are designated as core requirements that must be successfully completed in order for a student to advance to the next semester.

Students must achieve a grade of C+ or better in all CVT, DMS, MAT, & PHY courses in order to proceed in the Diagnostic Medical Sonography program and to graduate with an AAS degree in Diagnostic Medical Sonography.

Academic continuation in the DMS program requirements:

- A grade of C+ or better is required in all BIO, MAT, PHY, and DMS courses. To advance to the second semester, students must complete the first semester on their first attempt. Students who fail BIO, MAT, or PHY, will no longer be able to continue onto the DMS program.
- After semester two, students must retake any BIO, DMS & CVT courses in which he /she receives a grade lower than C+. Courses may be repeated ***once***. Subsequent failures (lower than a C+) will result in dismissal from the Diagnostic Medical Sonography program.
- Students may not receive more than three grades lower than a C+ in courses designated as BIO, DMS/CVT.

ACADEMIC AND GRADING POLICIES FOR RESPIRATORY THERAPY PROGRAM

Certain courses within Mandl's academic programs are designated as core requirements that must be successfully completed in order for a student to advance to the next semester.

Students must achieve a grade of C or better in all respiratory therapy, math, and science courses in order to proceed in the Respiratory Therapy program and to graduate with an AAS degree in Respiratory Therapy. Students who fail to achieve a grade of C in Respiratory Therapy major courses (RCP) may repeat that course ***once***. Subsequent failures will result in dismissal from the Respiratory Therapy program.

Academic continuation in the RT program requirements:

- Students must pass SCI101 on the first attempt to be able to move to the second semester. Students who fail SCI101, will no longer be able to continue onto the RT program.
- A grade of C or better is required in all RCP courses. Students must retake any RCP course in which they receive a grade lower than C.
- Students may not receive more than three grades lower than a C in courses designated as RCP.

* **The minimum grade for a repeated RCP course is "C+". A second grade of less than 77 "C+" course will result in dismissal from the program.**

ACADEMIC AND GRADING POLICIES FOR SURGICAL TECHNOLOGIST PROGRAM

Certain courses within Mandl's academic programs are designated as core requirements that must be successfully completed in order for a student to advance to the next semester.

Students must achieve a grade of C+ or better in all BIO & SRG courses including ALH155 (Medical Terminology) in order to proceed in the Surgical Technology program and to graduate with an AOS degree in Surgical Technology.

Academic continuation in the ST program requirements:

- To advance to the second semester of the ST program, students must complete the first semester of BIO, SRG on their first attempt. Students who fail any BIO or SRG course, will not be allowed to continue in the ST program.
- After the second semester, a student must retake any SRG course in which he/she receives a grade lower than C+.

***The minimum grade for a repeated ALH155, BIO & SRG course is "B-". A second grade of less than 80 "B-" course will result in dismissal from the program.**

Each program outlines specific courses and course requirements that must be passed or fulfilled for academic progression. Students are responsible for reviewing their program's curriculum sequence and working with their program director to ensure compliance with progression requirements.

GRADE APPEAL POLICY AND PROCEDURE

An Appealable Grade is a final course grade that the student claims does not reflect what he/she has earned according to the criteria for grading as outlined by the instructor of the course and indicated in the course syllabus. In all cases, the student may not appeal the professional judgment of the faculty member, and the policy in the course syllabus shall prevail in determining the grade.

Reasons that constitute an Appeal of final grade are as follows:

Arbitrary
An appeal based on an arbitrary evaluation must address seemingly random actions or an evaluation based upon chance. It is seen as an unreasonable act of will on the part of the instructor.

Capricious
An appeal based on a capricious evaluation must address the grading method and outcome as being impulsive and governed by no apparent reason.

Prejudice
An appeal based on a prejudicial evaluation must address a preconceived judgment, directed towards an individual, a group, a race, a gender, or their supposed characteristics.

Error
An appeal based on simple human error.

Student Grade Appeal Procedure

Step 1: A student who believes a final grade is in error should first discuss the issue with the instructor (in person or by written letter) or, if the instructor is unavailable, with the head of the department. If the student and instructor fail to reach an agreement, he/she shall proceed to the next step.

Step 2: The student must submit a written appeal to the Department Chairperson prior to the beginning of the subsequent semester. The Department Chairperson may contact the instructor for further documentation. If the student is dissatisfied with the decision of the Department Chairperson, the student may take his/her appeal to the next level.

Step 3: The student may appeal in writing to the Vice President of Academic Affairs with all relevant documentation included. The Vice President of Academic Affairs may ask the Grievance Committee to review the case. Based on the committee`s recommendations, the Vice President of Academic Affairs will make the final decision and that decision concludes the appeal process.

Please note that by appealing your grade, this opens an investigation into a grade change. This may result in receiving a LOWER grade than the one given.

STUDENT APPEAL PROCEDURE FOR TRANSCRIPTS

For those students seeking to appeal the removal of a suspension noted on a transcript, you will need to submit a Removal Request in writing to the Registrar's Office within 30 days of receiving your transcript with the suspension noted. Upon receipt of your request, the Registrar's Office has 45 days to respond to the student in writing and provide a decision on whether or not to grant or deny the appeal. The decision of the Registrar's Office is final, and no further appeals will be considered.

REMEDIAL COURSEWORK: PASS/FAIL GRADES

Students may be assigned to take one or more remedial courses in English, reading, or mathematics on the basis of placement examinations they take upon admission into the college. The purpose of these courses is to address and improve student academic ability to perform college-level work and thus succeed in his or her program of study.

No quality points are assigned to remedial courses as they are not credit-bearing and do not count toward completion of the academic program. They do, however, count as semester hours in determining a student's course load for the

term and towards attempted credit hours. The grades awarded for these courses are either P (Pass) or F (Fail). A remedial course that is failed must be repeated.

AUDITING

Auditors attend classes for the purpose of acquiring knowledge without earning a course grade or credits toward a degree or certificate. Auditors are admitted on a space-available basis and are excused from testing and examinations. Auditors may not change status after the fifth week of classes. Auditors do not receive credit for the course. Audited courses are signified by AU on the transcript.

WITHDRAWAL FROM A COURSE

Official Withdrawal from a Course During Semester Weeks 2-10: Following the Drop/Add Period in the first week but prior to the beginning of the sixth week of the semester, a student who has a serious and urgent reason and who can provide documentation supporting the need to withdraw from the course may request an official withdrawal from a course. The student receives a "W" (Withdrawal) grade, which appears on the transcript but is not used in computing the GPA.

Unofficial Withdrawal: By not attending a course for which a student is registered or ceasing to attend a class, the student is assigned a grade of "WU" (Withdrawal-Unofficial), which appears on the transcript and counts as a failing grade. The "WU" grade is used in computing the GPA for the semester and in the calculation of attempted credit hours.

GRADE POINT AVERAGE (GPA)

GPA is calculated by multiplying the numerical value of a letter grade by the number of credits for the course, yielding the "quality points" for the course, and then taking the sum of the quality points and dividing by the sum of the credits attempted. Example: a grade of B in a 3-credit course is worth 9 points. If a student takes four, three-hour courses (12 credit hours) and receives one A, two Bs, and a C, this is translated into 36 quality points to be divided by the 12 credit hours. The resulting GPA would be 3.0. The cumulative GPA is derived by dividing the total number of hours taken while at the college into the total number of points earned for those courses.

DEAN'S LIST

Full-time students who have a semester grade point average of 3.50 – 3.79 will be named to the Dean's List for that semester. Each student must successfully complete a minimum of 12 credit hours exclusive of remedial courses. A student may not qualify for the Dean's List if the student is enrolled in a remedial course during the semester and does not have an additional 12 credit hours of courses that count towards the required completion of a degree or certificate. The only exception made to the full-time requirement is if a student is in his/her last semester on externship.

HONOR ROLL LIST

Any students who have a semester grade point average of 3.00 – 3.49 will be named to the Honor Rolls List for that semester.

PRESIDENT'S LIST

Full-time students who have a semester grade point average of 3.80 or better will be named to the President's list for that semester. Each student must successfully complete a minimum of 12 credit hours exclusive of remedial courses. A student may not qualify for the President's List if the student is enrolled in a remedial course during the semester and does not have an additional 12 credit hours of courses that count towards the required completion of a degree or certificate. The only exception made to the full-time requirement is if a student is in his/her last semester on externship.

GRADUATION WITH LATIN HONORS

Students in degree and credit-bearing programs may graduate with Latin Honors if they achieve the following grade point averages upon completion of their program of study:

Cum Laude…….3.50-3.74 GPA
Magna Cum Laude…….3.75-3.89 GPA
Summa Cum Laude……3.90-4.0 GPA

TRANSCRIPTS

In order to request a transcript, either a student copy or an official transcript, the student is to submit to the Registrar a written request including the student's signature on the document.

The request should include the name of the student, including any previous name used when the student attended Mandl, the program the student attended, and when graduated or last attended. In addition, the student should include the student's present address, a daytime telephone number, and an email address.

If the transcript is to be official, then the student must include the exact Address and Office of the institution, agency, organization, or school that the transcript should be issued. If the student is presently enrolled, there is no charge for the transcript.

If the student is no longer enrolled or has graduated, the cost to process a transcript request is $15 which must be paid as either a money order made out to Mandl School, or cash paid to the Bursar's Office who will issue a receipt. The processing time is approximately 5-10 business days from receipt of the transcript in the Registrar's Office.
The college will provide official transcripts in accordance with New York State Law.
Transcript Notation Policy

This policy outlines the criteria and circumstances for the placement of notations on students' transcripts in disciplinary cases involving alleged crimes of violence. This policy applies to all Mandl students enrolled at the College. In disciplinary cases involving alleged crimes of violence as defined by Jeanne Clery Act, The College will place a notation on the student's transcript following the completion of the investigation and conduct process.

1. In cases where a student has been found responsible and is dismissed by the College, the following transcript notation will be added: ***"Dismissed after a finding of responsibility for a code of conduct violation"***. Notations for dismissal shall not be removed.
2. In cases where a student has been found responsible and is suspended by the College, the following transcript notation will be added: ***"Suspended after a finding of responsibility for a code of conduct violation"*** Notations for suspension must remain on the student's transcript for a minimum of one year following completion of suspension.
3. In cases where a student has withdrawn from the College while conduct charges are pending and such student declines to complete the disciplinary process, the following transcript notation will be added: ***"Withdrew with conduct charges pending"***.

If a finding of responsibility for a conduct violation covered by this policy is vacated for any reason, then the transcript notation will be removed. In cases of withdrawal, if (i) the student is readmitted to the College; (ii) the investigation and conduct process is fully completed; and (3) the student is found not responsible, then the transcript notation will be removed.
Students that withdraw and decline to complete the student conduct process forfeit any right to resume the conduct proceedings at any point in the future.

Conduct charges are considered "pending" once a student is informed in writing that there are allegations that the student has violated the College's code of conduct.

If a definitive proof of a student respondent's non-responsibility can be determined, any transcript notification shall be removed. Only a definitive proof can vacate a finding of responsibility.

Appeals
Students who are suspended may appeal, in writing, to the Dean of Students and Academic Services to remove the transcript notation. Such appeals may be submitted at least one year following completion of the suspension. Students must satisfy any and all conditions of the suspension prior to submitting an appeal. A student may attach documents in support of the appeal.

Students who are dismissed or withdraw are not eligible to appeal. Those students who are expelled or withdrew with notifications on their transcripts, will leave the College with the status of "not in good standing" and will be ineligible for readmission absent any vacating of a finding of responsibility.

The Vice President of Academic Affairs will determine whether to uphold or overturn the transcript notation. Appeals may be granted to the extent that the student has satisfied the criteria above and the student is in good academic and disciplinary standing. Such determination will be completed within approximately 30 days and the student will be informed of the result in writing.

In the event that the Vice President of Academic Affairs is unavailable or perceived by the College to have a potential conflict of interest that may unduly influence the determination, the College, in its sole discretion, may designate a substitute decision-maker.

Replacement of Diploma or Letter of Completion

If the original diploma was lost or damaged, the student is to submit a written request for a Duplicate certificate or letter to the Registrar's Office with the appropriate replacement fee.
The request should include the name of the student, including any previous name used when the student attended Mandl, the program the student attended, and when the student graduated. In addition, the student should include the student's present address, a daytime telephone number, and an email address.

- If the student graduated in a diploma or certificate program from Mandl prior to 2000, then the student could only receive a letter of completion which will require payment of $15.00 money order or cash paid to the Bursar's Office.

- If the student graduated from Mandl 2000 to the present, the graduate must pay a $25 replacement fee, which must be either money order or cash, paid to the Bursar's Office.

- The processing time for the replacement document could take at least 2-3 weeks, from the time of the receipt of the request and fee received in the Registrar's Office.

Transcripts, Graduation, Degree Conferral, Diplomas, Financial Obligations

A student is considered to have completed an academic program when all required coursework, credits, laboratory requirements, clinical experiences, externships, and any other academic or program requirements have been successfully completed.

Mandl will withhold the conferral and release of the physical degree or certificate when a graduate has an outstanding financial obligation to the College.

Official transcripts will be provided in accordance with New York State law. A transcript will not be withheld, conditioned upon payment, or treated less favorably because a student or graduate owes a debt to the College.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students at Mandl are required to make satisfactory progress toward the completion of a degree or certificate. Academic progress standards must also be met to continue qualifying for state financial aid awards (see page 31 for

chart). Academic progress is measured both qualitatively by grade point equivalent, and quantitatively, by the amount of time required to complete the program of study.

Academic progress standards apply to all students, full-time and part-time, and regardless of whether or not students are in receipt of financial aid. If at any time during a student's program, the institution evaluates that he/she is not satisfactorily meeting academic progress, then the student will receive notification of such information. If receiving financial aid, the student will also be notified of how not meeting SAP affects his/her funding. Policies governing probation and academic dismissal are strictly and uniformly enforced.

MAXIMUM TIME ALLOWED TO COMPLETE PROGRAM

The maximum time within which students are allowed to complete their program is based on total credit hours. Students are allowed 150% of the published time (total credit hours) to complete their program. This applies both to degree and certificate programs. The maximum time frame (MTF) for each program is as follows:

Program	Maximum Time Frame
Dental Assistant	63 credits attempted
Diagnostic Medical Sonography	127 credits attempted
Health Care Administration	90 credits attempted
Medical Assisting (Certificate)	67 credits attempted
Medical Assisting (Degree)	90 credits attempted
Respiratory Therapy	102 credits attempted
Surgical Technologist	93 credits attempted

Periods during which the student has discontinued enrollment at the college, will not be considered in calculating the maximum time frame.

COVID-19 related flexibilities for satisfactory academic progress (SAP)

COVID-19 Related Withdrawals (SAP Calculation)

How Do We Treat COVID-19 Related Withdrawals in Our SAP Calculation?

COVID-19 related withdrawals are attempted credit hours that the student was unable to complete, just like other withdrawals. Due to COVID-19, the difference in treatment relates only to the quantitative (pace) component of SAP.

Quantitative/Pace Component: Under Section 3509 of the CARES Act and the May 15th Electronic

Announcement, for the quantitative (pace) evaluation of SAP, Mandl will exclude any attempted credits a student was unable to complete as a result of COVID-19. This includes all COVID-19 related withdrawals during the payment period or period of enrollment for which the SAP evaluation is taking place. The CARES Act and Electronic Announcement do not limit this just to withdrawals on or after March 13, 2020.

Up-date: Covid-19 National emergency end date: May 11, 2023.

Mandl students are not required to submit a SAP appeal for the school to exclude the COVID-related withdrawal from the quantitative evaluation. However, to exclude the attempted credits from SAP, Mandl must reasonably determine whether a student's failure to complete those credits was the result of a COVID-19 related circumstance. Allowable circumstances include, but are not limited to:

- Illness of the student or family member.
- Need to become a caregiver or first responder.
- Economic hardship.
- Added work hours.
- Loss of childcare.
- Inability to continue with classes via distance education; and
- Inability to access wi-fi due to closed facilities.

If Mandl temporarily ceased operations during the payment period or period of enrollment being evaluated for SAP, Mandl can exclude all attempted credits from the SAP evaluation for all COVID-related withdrawals during that payment period/period of enrollment. In addition, the R2T4 guidance in the May 15th announcement allows schools to assume a student was a COVID-19 related withdrawal if the school moves students from ground-based instruction to distance learning, closes campus housing or other campus facilities, or experiences other interruptions in instruction. Note: it is the National Association of Financial Aid Administrators' (NASFAA's) understanding that, if this it is a reasonable determination for R2T4 purposes, it can be a reasonable determination for SAP purposes.

During COVID-19 national emergency, Mandl will not require students to file a SAP appeal,

In cases where Mandl is not able to reasonable determine COVID -19 related withdrawals, an attestation from the student may be requested. The student attestation may be a simple statement or notation /(or) statement on the withdrawal form. The student attestation should indicate that he, or she was impacted by COVID-19 and a why explanation.

COVID-related course withdrawals will continue to be excluded cumulatively in future SAP evaluations.

EFFECT OF REMEDIAL COURSEWORK

While these courses count as semester hours in determining a student's course load for the term, they are not credit bearing and do not count toward completion of the academic program; therefore, they are not used in calculating the cumulative GPA. Any remedial hours will count as hours attempted and be added to the maximum time frame allowed for the course of study. Remedial courses may be individually attempted no more than two times during a program. Unsuccessfully completing or passing the same remedial course two times may result in termination from the institution, subject to an academic review by the Vice President of Academic Affairs.

EFFECT OF REPEATED COURSES

All required courses in an academic program are credit bearing and must be passed to meet graduation requirements. In addition, students must achieve a minimum grade of C, or C+ depending on the program, in major courses to meet graduation requirements; therefore, any course that is failed, or major courses with a grade lower than C or C+ must be repeated. Such a course may only be retaken once. Both courses, however, count towards attempted hours. When a course is repeated, the higher grade is used to compute the grade point average (GPA); however, both grades appear on the academic transcript with the previously failed course noted with an asterisk "*".

EFFECT OF ADVANCED STANDING

Transfer credits or credits awarded by examination are not included in the calculation of the student's cumulative GPA but are included as credit hours attempted and successfully completed in measuring the student's progress toward completion of the program.

SAP POLICY FOR DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM

Students must maintain a minimum per term GPA of 2.50 or higher to progress through the Diagnostic Medical Sonography program and be eligible for graduation.

SAP POLICY FOR SURGICAL TECHNOLOGIST PROGRAM

Students must maintain a minimum per term GPA of 2.30 or higher to progress through the Surgical Technologist program and be eligible for graduation.

EFFECT OF WITHDRAWALS, INCOMPLETES, AND FAILURES

For purposes of this standard, credit hours attempted shall mean credit hours for which a student is enrolled at the end of the Drop/Add Period in the first week of a semester. All withdrawals, incompletes, and failures are used to calculate credit hours attempted. A student's GPA is affected in the following manner for varying types of

withdrawal: "W" (Withdrawal) grades do not affect the calculation of the student's GPA, whereas the "WU" (Withdrawal—Unofficial) grade counts as a failing grade and is used in computing the GPA for the semester. Incomplete (I) grades are not used in calculating a student's GPA, while a failing (F) grade does affect the calculation of a student's GPA.

SAP EVALUATION POINTS

For academic monitoring purposes and to support students who may be in need of assistance, academic progress is reviewed at the midterm and end of each semester. There are, however, mandatory SAP evaluation points at which a student is required to meet at least the minimum academic standards to remain enrolled as a regular student. Mandatory SAP evaluations are conducted at least once each academic year, and at the end of each semester. It is important to note that if a mandatory SAP evaluation point will occur during a semester, the evaluation will be performed at the end of the previous semester.

MINIMUM STANDARDS OF ACADEMIC PROGRESS: GPA

A student must meet the following minimum cumulative GPA requirements: 1.5 GPA at 50% of the maximum time allowed to complete the program; 1.75 at 75% of the maximum time allowed to complete the program; and 2.0 at graduation.

MINIMUM STANDARDS OF ACADEMIC PROGRESS: COURSE COMPLETION RATE

Minimum successful course completion standards also apply during the program to ensure that students can complete the academic program within the maximum time allowed. At a minimum per term, a student must successfully complete 67% of the credit hours attempted. At 50% of the maximum time allowed to complete program, a student must have successfully completed 60% of the credit hours attempted. At 75% of the maximum time allowed to complete program, a student must have successfully completed 70% of the credit hours attempted.

ACADEMIC WARNING

If a student is unable to meet the minimum standards of academic progress as it relates to course completion rate and/or GPA at the end of a term, then a student is placed on academic warning. This status is applied for one semester, and if receiving federal financial aid, he/she is considered to be on financial aid warning as well. The student in this status will continue to be eligible to receive federal funds without having to conduct an appeal.

ACADEMIC PROBATION AND DISMISSAL

The purpose of academic probation is to improve student retention and ensure that students can successfully complete a program within the maximum time frame. If after one term, a student placed on academic warning is still not making SAP, then the student will be notified that they are no longer progressing successfully in the program.

A student who disagrees with the application of the SAP standards may appeal the decision. Such an appeal must be done in writing and addressed to the Vice President for Academic Affairs within ten (10) calendar days of being notified of academic dismissal and the appeal process for probation. If an appeal is made by the student, the rationale for such an appeal must be as a result of mitigating or special circumstances and must include supporting documentation. In addition, the student must detail why they failed to meet SAP, and what has changed that will now allow the student to meet SAP. Mitigating or special circumstances to be considered may include the following:

- Natural disaster
- Serious illness requiring hospitalization
- Death of an immediate family member
- Financial hardship such as an eviction

The above list is not comprehensive, but rather contains examples of what may have adversely affected a student's academic progress.

IMPORTANT INFORMATON RELATING TO COVID-19 and SAP

Circumstances related to an outbreak of COVID-19, including, but not limited to, the illness of a student or family member, compliance with a quarantine period, or a general disruption from such an outbreak may form the basis of a student's SAP appeal." In other words, if your ability to maintain Satisfactory Academic Progress is affected by the COVID-19 outbreak, such circumstances will be taken into consideration when evaluating an Appeal for Reinstatement.

Upon receipt of the appeal, the institution has ten (10) calendar days to review it. The student will receive a notice in writing disclosing the outcome of his/her appeal within fourteen calendar days of initial receipt by the College of the student appeal. The decision of the Vice President is final and may not be further appealed.

If the institution approves the appeal because it determines that the student may be capable of meeting SAP standards in the subsequent term. In that case, the student will then be placed on academic probation. If a student's academic probation places a student on financial aid suspension, the student must apply for a financial aid appeal to be considered for a "Financial Aid Probation." Financial Aid probation allows a student to receive title iv for an additional semester. During this probationary period, the student will receive academic advisement, including a plan developed in conjunction with Academic Affairs personnel. Such a plan may include attending tutoring services, repeating coursework, and meetings with instructors to help improve academic performance to meet SAP.

To be removed from academic probation, the student must achieve the minimum academic progress standards in relation to GPA and the course completion rate in the subsequent semester.

At the end of the probationary term, if a student is still not meeting SAP, the student will be subject to immediate dismissal from the College. (Students who do not meet Sap at the end of a financial aid probationary period will no longer have eligibility for Title IV aid such as Pell grant and direct loans.

DISMISSAL

A student may be dismissed by the College for any of the following reasons:

1. Academic – inability to maintain Satisfactory Academic Progress (SAP) and/or program requirements;
2. Academic Dishonesty – Refer to the Academic Integrity Policy.
3. Professionalism – behavior outside of the Code of Conduct;
4. Misconduct – noncompliance with the Mandl Student Code of Conduct;
5. Financial – failure to meet financial obligations;
6. Required documents for enrollment – failure to submit required documents;

Students dismissed for academic reasons may generally apply for re-entry into the college, Students who fall outside of this policy will be required to obtain written permission from the Vice President of Academics Affairs or the Dean of Academic & Student Affairs on a case-by-case basis. When a student is approved for re-entry, the student must meet minimum academic progress standards and comply with all school policies to be considered for re-entry into a matriculated program. Students dismissed for misconduct, depending on severity of their actions, may not be considered for re-entry or re-admission.

All appeals under this section should be formally addressed to the Vice President of Academic Affairs.

ACADEMIC REINSTATEMENT

A student who is academically dismissed has the following options to apply for academic reinstatement:

1. If approved by the Vice President for Academic Affairs, a student who has been dismissed for academic reasons may continue as a non-regular student for a period of time not greater than one semester in order to retake courses or to practice skills at which the student was previously unsuccessful. The student will not be eligible for financial aid and will be charged tuition consistent with stated tuition policies. If during this time the student demonstrates, after retaking courses over a period of at least one semester, that he/she is

academically and motivationally prepared to return to the college, the student may be reinstated as a regular student and will be placed on academic probation for one term with receipt of financial aid. In order to be removed from this probation, the student must be meeting SAP at the end of the semester.

2. The student may reapply to the college after an absence of one calendar year. Reinstatement is subject to the following conditions: (i) it must be mathematically possible for the student's percentage of completed coursework to reach the required level by the end of the first semester after reinstatement; (ii) in the judgment of the Vice President for Academic Affairs, the student has the motivation to progress satisfactorily, and it is highly probable that the student's percentage of completed coursework will reach the required level by the end of the first semester after reinstatement.

FINANCIAL AID REINSTATEMENT

Financial Aid Satisfactory Academic Progress (SAP) Appeal
Title-IV Funds

1. Students that do not meet the required (SAP) requirement will be placed on Financial Aid Warning for Title-IV Funds for the subsequent semester. Students are required to meet the Satisfactory Academic Progress (SAP) upon conclusion to of the following semester. Students who meet the SAP will be removed from Financial Aid Warning.
2. Students who do not meet the SAP requirement after being on Financial Aid Warning will be placed on Financial Aid Suspension. Requests to appeal the Financial Aid Suspension must be due to extenuating circumstances.
3. Appeals must address the affected term/ terms and circumstances that resulted in the student not establishing SAP. Further the appeal must include action/ actions plan that will assist the student meeting SAP. Students should meet with the Department of Academic Affairs.
4. All appeal requests and documents must be received no later than the last day to add/drop for that semester. Appeal requests must be in writing to the Director of Financial Aid. Appeal decisions are final and cannot be appealed.
5. Financial aid appeals that are approved will remove the student from Financial Aid Suspension and placed on Financial Probation. A student on Financial Aid Probation will receive Title-IV financial aid (e.g., Direct Loans & Pell grant) for the semester. The student's SAP will be reviewed at the conclusion of the semester for further eligibility.

LEAVE OF ABSENCE (LOA)

Mandl recognizes that students may face circumstances beyond their control requiring a temporary break in their studies. The following policy outlines the conditions and procedures for requesting a Leave of Absence (LOA).

General Policy for All Students:

An LOA is a temporary interruption in a student's program of study that is formally requested by the student and approved by the college. Students must be in good academic and financial standing to request an LOA.

Request Process:

- Students should submit a written request to the Dean's Office, including the reason for the LOA, the expected duration, and provide supporting documentation.
- LOA requests must be submitted at least two weeks before the start of the anticipated leave, unless in cases of emergency.
- Approval is subject to administrative review, and students will be notified of the decision within five business days.

Policy for Students Receiving Federal Financial Aid and NYS TAP:

In compliance with Title IV regulations and NYS TAP guidelines:

- An LOA may only be granted for extenuating circumstances such as medical emergencies, family crises, or military service.
- The LOA must not exceed 180 days in any 12-month period, as stipulated by Title IV regulations.

Impact on Financial Aid:

- During the LOA, federal financial aid disbursements, including Pell Grants and loans, are suspended.
- NYS TAP recipients must be aware that an LOA may affect their eligibility for future awards. TAP requirements mandate continuous enrollment unless the LOA is approved for acceptable reasons under NYS guidelines.
- Students on an LOA are considered enrolled but are not actively participating in coursework.
- Failure to return at the end of the approved LOA period will result in withdrawal from the program, triggering Title IV loan repayment requirements and potential recalculation of aid eligibility.

Policy for International Students:

In accordance with SEVIS and F-1 visa regulations:

An LOA may only be granted for documented medical reasons or other emergencies recognized by U.S. Citizenship and Immigration Services (USCIS). International students must consult with the Designated School Official (DSO) before requesting an LOA to understand its implications for their immigration status.

Impact on Visa Status: During an LOA, students may lose F-1 visa status unless they remain in compliance with USCIS requirements. If students leave the U.S. during their LOA, they may be required to obtain a new visa before returning to resume their studies.

Enrollment and SEVIS Reporting:

International students on an LOA will be reported to SEVIS as "on leave." Students must inform the DSO of their return at least thirty days prior to resuming coursework.

WITHDRAWAL

A full-time student who withdraws from all registered courses will be considered to have withdrawn from the college. To officially withdraw from the College, a student speaks with a representative in the Financial Aid Office and completes a Program Withdrawal Form, as well as completes a loan exit counseling form, if applicable. If the student contacts the College via email or by phone, then the institution will process the withdrawal paperwork. Once the paperwork has been completed, the College will contact the student to confirm that an official withdrawal has been processed.

Although Mandl does not, and is not, required to keep attendance, the College will use as the student's last day of attendance, whatever evidence is on file to demonstrate the student's academically related activity at the institution. As for the date of determination, the College will use the date of official withdrawal notification. For those students who unofficial withdraw, within 30 days from the last date of the semester Mandl will establish the date of determination. Once a student attends in a semester for which he or she is registered, the student is financially liable according to the terms of the refund policy.

READMISSION

- Students in good academic and financial standing who officially withdrew are required to apply for readmission prior to registration.
- Students who were not in good financial standing at the time of withdrawal may apply for readmission only after the money due to the college has been paid.
- Students who failed to notify the college officially of the intent to withdraw must petition the Vice President for Academic Affairs in writing for readmission and receive approval from the Director of Financial Aid.

STUDENT GRIEVANCE PROCEDURES

Mandl School, the College of Allied Health, is committed to creating and maintaining an environment in which all students have the opportunity to succeed academically and personally. This Student Grievance Policy outlines the procedures for addressing and resolving student complaints and grievances in a fair and timely manner, in accordance with New York State Education Department (NYSED) and federal guidelines.

This policy applies to all students enrolled at Mandl. It covers grievances related to academic matters, administrative services, and student conduct, as well as issues involving faculty, staff, or other students. **Please note that grievances related to Title IX, sexual harassment, sexual assault, other Clery Act categories, violations of the Americans with Disabilities Act (ADA), or grievances against faculty members should follow specific procedures as outlined below.**

Definitions

- **Grievance**: A formal complaint by a student regarding any action, decision, or policy that they believe to be unfair, unjust, or in violation of their rights.
- **Complainant**: The student who lodges a grievance.
- **Respondent**: The individual or department against whom the grievance is lodged.

Informal Resolution

Students are encouraged to first attempt to resolve any grievances informally. This might involve:

- Discussing the issue directly with the person or department involved.
- Seeking mediation or conflict resolution assistance from the Office of the Dean of Academic and Student Affairs or the relevant department head.

If the issue is not resolved informally, the student may proceed to the formal grievance process.

Formal Grievance Procedure

Filing a Grievance

- The student must submit a written grievance to the Office of the Dean of Academic and Student Affairs within 30 (thirty) calendar days of the incident that prompted the grievance. The grievance should include:
    - A detailed description of the issue.
    - Any relevant documentation.
    - The outcome the student seeks.

Review of Grievance

- Upon receiving the grievance, the Office of the Dean of Academic and Student Affairs will acknowledge receipt within 5 (five) business days and begin a preliminary review.
- If the grievance is deemed to have merit, the Office of the Dean of Academic and Student Affairs will initiate a formal investigation.

Investigation

- The Office of the Dean of Academic and Student Affairs will designate an impartial investigator or a committee to investigate the grievance.
- The investigation may include interviews with the complainant, the respondent, and any witnesses, as well as a review of relevant documents and policies.
- The investigation should be completed within 30 (thirty) business days of the grievance being filed.

Decision

- Once the investigation is complete, a written report will be prepared, summarizing the findings and providing a recommended course of action.
- The final decision will be communicated to the complainant and the respondent in writing within 10 (ten) business days of the conclusion of the investigation.
- If the grievance is upheld, appropriate corrective action will be taken.

Grievances Related to Sexual Harassment, Clery Act Categories, ADA, and Faculty

- **Sexual Harassment and Clery Act Categories**: For grievances involving sexual harassment, sexual assault, or any other Clery Act categories, students must follow the specific procedures outlined in the **Annual Security Report (ASR)**. These procedures comply with Title IX regulations and the Clery Act, ensuring that such cases are handled with the utmost care, confidentiality, and in accordance with federal guidelines.
- **Americans with Disabilities Act (ADA)**: Grievances related to disability accommodations or perceived violations of the ADA should be brought directly to the **Accessibility Coordinator**. The Accessibility Coordinator will work with the student to resolve the issue in accordance with ADA requirements and ensure that the student's rights are fully protected.
- **Grievances Against Faculty**: Complaints or grievances against faculty members should be handled in accordance with the specific policies and procedures established for addressing faculty conduct. These procedures are designed to ensure fairness and due process for all parties involved.

Appeals

- If the student is not satisfied with the outcome, they may appeal the decision to the Vice President of Academics within 10 (ten) business days of receiving the decision.
- The appeal must be in writing and must state the reasons for the appeal.
- The Vice President will review the appeal and issue a final decision within 10 (ten) business days.
- Students may appeal the Vice President's decision to the President of the College within 10 (ten) business days of receiving the decision.

Protection Against Retaliation

- Mandl strictly prohibits retaliation against any student who files a grievance in good faith. Any form of retaliation will be subject to disciplinary action.

Record Keeping

- The Office of the Dean of Academic and Student Affairs will maintain records of all grievances and their outcomes for a minimum of 5 (five) years, in accordance with NYSED and federal regulations.

Contact Information

For questions or to file a grievance, students can contact:

- Office of the Dean of Academic and Student Affairs
- Address: 254 W 54th St, New York, NY 10019
- Phone: 212.247.3434 ext.136
- Email: atejada@mandlacademics.com

For ADA-related grievances, contact:

- Office of the Dean of Academic and Student Affairs
- Address: 254 W 54th St, New York, NY 10019

- Phone: 212.247.3434 ext.136
- Email: atejada@mandlacademics.com

If a student's grievance is not resolved to their satisfaction after following the college's internal procedures, they may file a complaint with the New York State Education Department (NYSED). Please contact NYSED using the information below:

Mailing Address:
New York State Education Department
Office of College and University Evaluation
Room 975 Education Building Annex
Albany, NY 12234

Phone: 518-474-1551
Email: ocueinfo@nysed.gov

Students should only contact NYSED after exhausting all institutional grievance procedures and providing documentation of such efforts.

Policy Review

This policy will be reviewed annually to ensure compliance with NYSED and federal guidelines. Any updates or changes will be communicated to the college community.

CPR CERTIFICATION REQUIREMENT

Students matriculated in the Dental Assistant, Diagnostic Medical Sonography, Medical Assisting, Respiratory Therapy, and Surgical Technologist programs must obtain CPR Certification both to fulfill degree requirements and/or to satisfy prerequisites for specific major course requirements. For information on how to obtain CPR certification, including area testing organizations, see your respective Department Chairperson.

TESTING AND REMEDIATION

Unless waived from doing so, all entering students take placement examinations to determine readiness to engage in college-level work in English and subjects requiring the application of mathematics. Students will take all three subtests—Writing Skills, Reading Skills, and Numerical Skills—and specific scores will be required for placement into remedial courses, as well as to exit from the courses. These courses are mandatory for all students whose scores indicate that they need to improve their basic skills.

The following remedial courses will be offered:
ENG 003 Basic Skills Reading & Writing
MAT 001 Basic Skills Mathematics

Students who fail a remedial course will be allowed to repeat it once. If they fail a second time, they may be dismissed from the institution, subject to an academic review by the Chair of Arts & Sciences and/or Vice President for Academic Affairs.

EXTERNSHIPS

Mandl has a long tradition of offering externships to students. Externships are an integral and critical component of all proposed degree and certificate programs. Mandl believes strongly in reinforcing the link between college and work by placing students in positions before they graduate that allow them to hone the skills they have developed in their coursework, to integrate theory and practice, and to reflect upon their experiences in an academic setting.

The Externship/Clinical Coordinator is responsible for identifying and developing the externship sites and for evaluating each site for the Medical Assisting (MA) program. The 4-credit externship course requires a minimum of 240 hours on-site, or an average of 16 hours per week in a 15-week semester. Dental Assistant (DA) students must complete a 300-hour externship, Health Care Administration (HCA) students a 135-hour externship, Respiratory Therapy (RT) have to complete two externship components with each being 480 hours, Diagnostic Medical Sonography (DMS) have to complete two externship components with each being 540 hours and Surgical Technologist (ST) students on externship must complete 500 hours and a minimum of 120 cases. Externship usually occurs after the completion of all other coursework. Proof of current BCLS Certification is required of all students before entering clinical rotation, except those in the HCA programs. This is available at the college and is eligible for financial aid if qualified. RT students have additional CPR certifications and should speak with the Dept. Chair for further details. It is the responsibility of the student to maintain current certification. Students are solely responsible for fulfilling the conditions of their externships, for working the required number of hours, and for completing weekly timesheets.

Each program externship includes periodic meetings with faculty advisors at the college. Students have the opportunity to discuss their experiences at the workplace, to receive guidance from the faculty concerning problems that arise, and to reflect on the relation between the theory and skills learned in the classroom and their experiences on the job.

A portion of the advising process is devoted to job placement activities such as discussing workplace expectations and behaviors, developing interviewing skills, preparing resumes, and writing application letters.

Externship Clinical Remediation Policy

Students who demonstrate deficiencies in clinical knowledge, skills, professional behavior, or patient safety may be removed from the clinical setting and referred for remediation.

Remediation

- Students are permitted **one (1) opportunity for remediation**.
- A written remediation plan will be created outlining required actions, which may include laboratory practice, skills validation, written assignments, or other corrective measures.
- All remediation requirements must be successfully completed by the assigned deadline before the student may return to clinical.
- Return to clinical is contingent upon approval form the faculty and Department Chair in consultation with the Vice President of Academic Affairs and or the Dean of Academics and Student Services.

Second Referral to Remediation

If a student is removed from clinical and referred for remediation a second time during the same semester:

- The student will be dismissed from the clinical rotation.
- The student will receive a final grade of **"F"** for the course.
- No additional remediation will be permitted for that course.

Clinical Placement After Failure

Students who fail a clinical course:

- May be required to complete additional laboratory remediation.
- Are **not guaranteed clinical placement** in the following semester.
- Will be placed on a waitlist.
- Students progressing in sequence will receive priority for clinical placement.

Students are expected to maintain safe practice, professional conduct, and satisfactory clinical performance at all times.

ACADEMIC PROGRAMS

There has been a removal of information made to this section effective July 1, 2019.

DEGREE AND CERTIFICATE PROGRAMS

Mandl offers the following residential and full distance education programs, which are registered by the New York State Education Department (***Please note the following: enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. If the institution decides to terminate or cancel a program, students enrolled in the particular program(s), will be contacted by the College by phone and by mail)**:*

Residential Degree Programs

Diagnostic Medical Sonography—Associate of Applied Science (A.A.S.) Degree (85 Credits), HEGIS Code 5207.00

Health Care Administration—Associate of Applied Science (A.A.S.) Degree (60 Credits), HEGIS Code 5299.00

Medical Assisting—Associate of Occupational Science (A.O.S.) Degree (60 Credits), HEGIS Code 5214.00

Respiratory Therapy—Associate of Applied Science (A.A.S.) Degree (68 Credits), HEGIS Code 5215.00

Surgical Technologist-Associate of Occupational Science (A.O.S.) Degree (62 Credits), HEGIS Code 5211.00

Full Distance Education Degree Program

Health Care Administration—Associate of Applied Science (A.A.S.) Degree (60 Credits), HEGIS Code 5299.00

Health Services Management with AI—Associate of Applied Science (A.A.S.) Degree (63 Credits), HEGIS Code 5299.00

Certificate Programs

Dental Assistant-Certificate-Licensure Qualifying (42 Credits), HEGIS Code 5202.00
Medical Assisting—Certificate (45 Credits), HEGIS Code 5214.00

A.A.S. in Diagnostic Medical Sonography (85 Credits)
(Program Length: Track One 90 Weeks/ Total Clock Hours: 2115)
(Program Length: Track Two 90 Weeks/ Total Clock Hours: 2130)

Description and Program Objectives

The mission of Mandl School- The College of Allied Health's Associate of Applied Science Degree (A.A.S.) program in Diagnostic Medical Sonography (DMS) is to provide a quality and overall comprehensive education in sonography in a learner-centered environment. As a result, the graduates will obtain required knowledge and skills needed to perform quality sonograms; serve as integral members of the health care team by providing the physician accurate sonographic images that the physician utilizes to diagnose patients' illnesses; think critically and problem-solve to meet the required examination protocol and technical needs of patients; and embrace the

concept that learning is a life-long experience in order to maintain currency in the dynamic field of sonography.

Mandl's DMS Degree consists of two parallel tracks: Track 1 will concentrate on specialties in Abdomen and Ob/Gyn and Track 2 will concentrate on specialties in vascular technology and adult echocardiography. Both tracks are designed to prepare entry-level sonographers for employment in Imaging departments, Radiology, Cardiology and Vascular offices and specialty practices, with each being a length of six semesters for completion.

The A.A.S in DMS program tracks is designed for students who wish to explore the field of sonography, as well as those who have made a career decision to seek certification from the American Registry of Diagnostic Medical Sonographers (ARDMS). Diagnostic medical sonographers are highly specialized members of the health care team who provide patient services using ultrasound under the direction of a physician. Sonographers provide care essential to diagnostic ultrasound imaging by operating equipment and performing examinations for medical diagnosis. Sonographers have an in-depth knowledge of physics, disease processes, physiology, cross-sectional anatomy, positioning and sonographic techniques necessary to create ultrasound images. The Associate degree will offer the student a well-structured academic and clinical program. Students are trained to be skilled health care professionals and use their education and training to create images of the internal body structures to aid physicians to make medical diagnosis.

The Goals of the Diagnostic Medical Sonography program are:

- To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the abdominal sonography-extended concentration.
- To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the obstetrics and gynecology concentration.
- To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the adult cardiac concentration.
- To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the vascular concentration.
- To maintain high retention, as well as ensure adherence to the highest academic and professional standards by students and graduates.
- To serve as a resource for clinical agencies in the tristate area.
- To provide an educational experience that promotes effective communication skills, critical thinking abilities, and professionalism, including soft skills.
- To promote the development of core values and ethical standards necessary for the delivery of quality, patient-centered care.
- To provide a clinical educational experience that enables students to perform routine sonographic procedures and related functions specific to General Diagnostic Medical Sonography and Echocardiography as well as Cardiovascular sonography.

Discipline Specific Learning Outcomes and Competencies:

At the conclusion of the program or a student's selected course of study (track), he or she will:

- Demonstrate the ability to perform diagnostic quality general abdomen, obstetrics, or adult cardiac, and vascular (as applicable) sonographic examinations.

- Evaluate the normal, abnormal, and normal variant sonographic appearances of organs and structures

of the abdomen, superficial structures, non-cardiac chest, and the gravid and non-gravid female pelvis or the adult heart and the vascular system (as applicable).

- Be a skilled medical sonographer who actively applies acceptable principles and techniques within the fields of Diagnostic Medical or Cardiac Sonography and cardio-vascular technology throughout his or her career.
- Function in the capacity as an entry-level sonographer; acquiring diagnostic ultrasound images of the patient's anatomy to aid the physician in the diagnosis of various pathological conditions.
- Act in the best interests of the patient and the institution through the prudent use of safety measures, techniques, and equipment to prevent harm to patient, facility or oneself.
- Act within the Ultrasonography Scope of Practice as outlined by the Society of Diagnostic Medical and cardio-vascular Sonographers.
- Exercise independent judgment and discretion in the technical performance of medical imaging procedures.
- Assimilate pertinent clinical information, ultrasound findings and knowledge of normal and abnormal conditions into a cohesive and complete ultrasound examination for interpreting physicians.
- Communicate effectively with patients, family members, hospital staff, and the general public, and demonstrate professionalism in all actions and communications.
- Be eligible to sit for and be able to pass the American Registry of Diagnostic Medical Sonography (ARDMS) specialty certification exams upon graduation.

The goals of the Mandl's DMS program tracks are to respond to the expectations of the communities of interest served by the programs. Such constituencies include students, graduates, faculty, employers (institutions and physicians), patients, and the profession of Sonography.

PROGRAM REQUIREMENTS

A.A.S. Diagnostic Medical Sonography Track One

Concentration in General & OB GYN
Sonography Prepares students for RDMS
Credentials

Core Requirements (23 credits)

ALH175	Law and Ethics for Allied Health Professionals	3 credits
BIO115	Anatomy & Physiology I	4
BIO215	Anatomy & Physiology II	4
ENG101	English Composition	3
MAT102	Advanced College Math	3
PHY101	Fundamental of Physics	3
SPH101	Interpersonal Communications	3

Elective General Education Courses (3 Credits)

PSY101	Introduction to Psychology	3 credits
SOC101	Introduction to Sociology	3

Major Requirements (59 Credits)

DMS100	Intro to Sonography, Medical Terminology & Patient Care	3 credits
DMS105	Ultrasound Physics	4
DMS110	Cross Sectional Anatomy/ Superficial Structures	3
DMS115	Ultrasound Physics II	3

DMS120	Pathophysiology (Abdomen) I	3
DMS125	Pathophysiology (OB/GYN) I	3
DMS130	Pathophysiology (Abdomen) II	3
DMS135	Pathophysiology (OB/GYN) II	3
DMS140	Pathophysiology (OB/GYN) III	2
DMS145	Advanced Topics	2
DMS150	Pathophysiology Superficial Structures	3
DMS155	SPI Registry Review for Specialty Exams	1
DMS500	Registry Review	2
DMSC100	Diagnostic Medical Sonography Clinical I	12
DMSC200	Diagnostic Medical Sonography Clinical II	12
TOTAL CREDITS		**85**

A.A.S. Diagnostic Medical Sonography Track Two

Concentration in Vascular Technology & Adult Echocardiography Prepares students for RDCS & RVT Credentials

Core Requirements (23 credits)

ALH175	Law and Ethics for Allied Health Professionals	3 credits
BIO115	Anatomy & Physiology I	4
BIO215	Anatomy & Physiology II	4
ENG101	English Composition	3
MAT102	Advanced College Math	3
PHY101	Fundamental of Physics	3
SPH101	Interpersonal Communications	3

Elective General Education Courses (3 Credits)

PSY101	Introduction to Psychology	3 credits
SOC101	Introduction to Sociology	3

Major Requirements (59 Credits)

CVT120	Echocardiography I	3 credits
CVT125	Vascular Pathology I	3
CVT130	Echocardiography II	3
CVT135	Vascular Pathology II	3
CVT140	Cardiovascular Pharmacology	3
CVT145	Cardiovascular Clinical Research	4
CVT500	Registry Review	2
CVTC100	Cardiovascular Technology Clinical I	12
CVTC200	Cardiovascular Technology Clinical II	12
DMS100	Intro to Sonography, Medical Terminology & Patient Care	3
DMS105	Ultrasound Physics	4
DMS110	Cross Sectional Anatomy/ Superficial Structures	3
DMS115	Ultrasound Physics II	3
DMS155	SPI Registry Review for Specialty Exams	1
TOTAL CREDITS		**85**

PROGRAM PROGRESSION REQUIREMENTS:

1. A minimum G.P.A. of 2.5 in each semester of the program
2. Prior to the start of the program, students will have to have a physical examination, immunizations, and a recommendation from the examining physician that s/he is physically fit for the program and subsequent clinical affiliation.
3. **Minimum Grade Requirement:** The Sonography student must achieve a minimum grade of "C+" (77%) in all courses registered as DMS, CVT, BIO and PHY and MAT. Students must also maintain an overall GPA of 2.5 each semester. Students not meeting program grade requirements will be terminated.
4. Students must complete and pass all competencies satisfactorily.
5. Successful completion of all required clinical hours and clinical courses as established for each specialty during each semester is a pre-condition for progressing into the program.
6. All Students in the DMS program, must successfully pass the ARDMS SPI exam prior to being placed into clinical rotations in their respective concentrations. Students will be given a maximum of two consecutive semesters within which to pass the SPI exam, prior to being placed in clinical rotations.

Students that do not meet the requirements of the program may repeat the core courses only once. Two failures of any one course with designations of CVT, DMS, BIO, PHY, MAT will be considered an automatic dismissal from the program.

Program Estimated Costs*

Tuition and fees for entire program:	$72,750.00
Books and supplies for entire program:	$ 3,600.00
On-campus room and board:	Not offered

Graduates from this program had 94% of educational debt, the median debt from program graduates during the July 1, 2025-June 30, 2026, period is:

- Federal Loans $30,186.00
- Private Educational Loans $ N/A
- Institution Financing Plan $ N/A

Program Success

The normal time to complete this program is 90 weeks/6 semesters 73 % of graduates during the July 1, 2025-June 30, 2026, period completed the program in this time frame.

Program Outcomes

The job placement rate for students who completed the program is 68%.

This rate was calculated using the accrediting body formula for July 1, 2024-June 30, 2025. The institution's accrediting body is the Accrediting Bureau of Health Education Schools (ABHES).

A.A.S. in Health Care Administration (60 Credits)
(Program Length: 60 Weeks/Total Clock Hours:1185)
Residential & Full Distance Education

Description and Program Objectives

The Associate of Applied Science (AAS) in Health Care Administration (HCA) introduces students to the knowledge and skills necessary to obtain entry level positions in health care. Mandl School provides students with an in-depth understanding of the health care sector and the essential competencies needed for health care administration practice. The HCA program includes comprehensive training in health care administration and technical skills tailored to meet the current and future needs of the healthcare industry. Discussion of relevant legislative and regulatory issues related to the healthcare industry is also a major component of this up-to-date, real-world curriculum.

Given the rapidly growing emphasis now placed on the electronic management of medical records both in health care facilities and in insurance companies, Mandl students receive specific education about and training in the areas of electronic coding and billing, health care delivery systems, health-related finances and accounting practices. Employment in Health Care Administration is expected to grow faster than average according to the U.S. Bureau of Labor Statistics. Successful degree candidates will be prepared to sit for national examinations that qualify one to be a certified medical coder.

The objective of the Health Care Administration Program is to provide students with a learning environment that will enable them to acquire requisite skills such as:

- Apply financial techniques in health care information settings
- Use coding conventions, terms, and abbreviations
- Code procedures according to CPT and ICD-M guidelines
- Assess health care information systems
- Analyze patient health services while controlling costs and maximizing profits
- Apply medical billing and insurance procedures
- Obtain an understanding of health care policy, ethics, and law
- Develop and apply coding problem solving and data quality control evaluation skills

PROGRAM REQUIREMENTS

Core Requirements (21 credits)

ALH175	Law and Ethics for Allied Health Professionals	3credits
BIO125	Medical Terminology with Basic Human Anatomy	3
ENG101	English Composition	3
ENG103	Business Communications	3
MAT101	College Math	3
OFT101	Computer Concepts	3
SPH101	Interpersonal Communications	3

Elective General Education Courses (9 Credits)

ALH225	Nutrition and Health Education	3 credits
ENG102	English Literature	3
HIS101	Introduction to American History	3
PSY101	Introduction to Psychology	3
SOC101	Introduction to Sociology	3
SOC105	Sociology of Gender	3
SOC205	World Cultures	3
SOC210	Sociology of Death and Dying	3

Major Requirements (30 Credits)

ALH215	Understanding Health Insurance	3 credits
ALH305	Pharmacology for Allied Health Professionals	3
HCA101	Introduction to Health Care Management	3
HCA120	ICD Coding	3
HCA130	CPT Coding	3
HCA180	Health Records	3
HCA200	Computerized Medical Billing	3
HCA210	Hospital Coding	3
HCA220	Health Care Finance	3
HCA295	Health Care Administration Externship	3
TOTAL CREDITS		**60**

Program Estimated Costs*

Tuition and fees for entire program:	$34,400.00
Books and supplies for entire program:	$ 2,400.00
On-campus room and board:	Not Offered

(*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.)

Program Financials

Graduates from this program had N/A% of educational debt; the median debt for program graduates during the July 1, 2025 --June 30, 2026, period is:

- Federal Loans $ N/A
- Private Educational Loans $ 00.00
- Institution Financing Plan $ 00.00

Program Success

The normal time to complete this program is 60 weeks/4 semesters N/A % of graduates during the July 1, 2024- June 30, 2025, period completed the program in this time frame.

NOTE: For privacy reasons, the above information is not required to be disclosed because there were less than ten (10) graduates in the program.

Program Outcomes

The job placement rate for students who completed the program is N/A.

This rate was calculated using the accrediting body formula for July 1, 2024-June 30, 2025. The institution's accrediting body is the Accrediting Bureau of Health Education Schools (ABHES).

A.A.S. in Health Services Management with AI (63 Credits)
(Program Length: 75 Weeks/Total Clock Hours:990)
Full Distance Education

Description and Program Objectives

The Associate of Applied Science (A.A.S.) in Health Services Management with Artificial Intelligence (AI) prepares students for entry-level administrative and coordination roles in healthcare organizations. The program combines essential training in healthcare operations—such as scheduling, compliance, billing, and patient support—with foundational exposure to artificial intelligence and data analytics tools that are rapidly transforming healthcare management.

Designed for working adults and nontraditional learners, the program is offered fully online, with day and evening course schedules available to provide flexibility while maintaining the academic rigor and engagement of Mandl's on-campus programs. Courses incorporate interactive learning experiences, virtual collaboration, and personalized support to ensure students stay connected to faculty and peers throughout their studies.

Students gain the knowledge and practical skills necessary to contribute to efficient, patient-centered healthcare environments and to adapt to the evolving digital health landscape. Graduates are prepared for employment in hospitals, medical offices, insurance providers, and healthcare technology organizations, or may continue their studies in bachelor's programs in health services administration or business.

Program Objectives

The A.A.S. in Health Services Management with Artificial Intelligence program is designed to prepare students for the complex demands of administrative and analytical work in today's healthcare environments. Graduates will gain a foundation in healthcare systems, medical office operations, billing and compliance, and patient service coordination—skills that align with the needs of employers across New York State and beyond.

In addition to mastering these core administrative competencies, students will learn to apply artificial intelligence tools and data analytics techniques to real-world healthcare situations. Through these applications, they will develop the ability to interpret data, support informed decision-making, and contribute to improving the efficiency and quality of patient care.

Throughout the program, students will also strengthen their professional communication, critical thinking, and ethical reasoning abilities. These skills will prepare graduates to collaborate effectively as members of interdisciplinary healthcare teams and to continue their education in bachelor's degree programs in health services administration or business.

PROGRAM REQUIREMENTS

Core Requirements (21 credits)

BIO125	Medical Terminology with Basic Human Anatomy	3credits
ENG101	English Composition	3
ENG201	Technical & Business Writing	3
SPH101	Interpersonal Communications	3
PSY101	Introduction to Psychology	3

Elective General Education Courses (9 Credits)

ALH225	Nutrition and Health Education	3 credits
ENG102	English Literature	3
HIS101	Introduction to American History	3

SOC101	Introduction to Sociology	3
SOC105	Sociology of Gender	3
SOC205	World Cultures	3
SOC210	Sociology of Death and Dying	3

Major Requirements (39 Credits)

HCA101	Introduction to Health Care Management	3 credits
HSM100	Introduction to Health Insurance	3
HSM105	Introduction to AU in Health Care	3
HSM110	Health Care Law & policy	3
HSM115	Introduction to Macroeconomics	3
HSM120	Medical Office Management with Computer	3
HSM125	Finance & Budgeting for Healthcare Administrators	3
HSM130	Principles of Business Management	3
HSM135	Data Analytics & AI in Healthcare	3
HSM140	Healthcare Marketing & Communications	3
HSM145	Leadership in Healthcare Communications	3
HSM150	ICD-10-CM & CPT Coding Principles	3
HSM155	Capstone Healthcare Management	3
TOTAL:		**63**

Program Estimated Costs*

Tuition and fees for entire program:	$40,000.00
Books and supplies for entire program:	$ 0.00
On-campus room and board:	Not Offered

(*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.)

Program Financials

Graduates from this program had N/A% of educational debt; the median debt for program graduates.

- Federal Loans $ 00.00
- Private Educational Loans $ 00.00
- Institution Financing Plan $ 00.00

Note: To date, this program has no graduates. Inaugural class starts for this program is projected for January 2027.

Program Success

The normal time to complete this program is 75weeks/5 semesters. To date, the program does not have any graduates; therefore, the percentage of students who complete the program in the normal time cannot yet be calculated. The Inaugural class start for this program is projected for January 2027.

Program Outcomes

The job placement rate for students who completed the program is N/A.

This rate was calculated using the accrediting body formula for July 1, 2024-June 30, 2025. The institution's accrediting body is the Accrediting Bureau of Health Education Schools (ABHES).

Note: To date, this program has no graduates. Inaugural class starts for this program and is projected for July 2027.

A.O.S. in MEDICAL ASSISTING (60 Credits)
(Program Length: 60 Weeks/ Total Clock Hours: 1200)
Description and Program Objectives

Rapid changes in health care delivery have increased the demand for competent medical assistants. Graduates of the Medical Assisting curriculum are prepared for employment in a variety of medical and health care settings. Specifically, medical assistants are ready to assist in clinical areas, to perform laboratory tests, and to assume a variety of office administration responsibilities.

The goal of this program is to produce graduates who possess the necessary knowledge of clinical skills and office procedures to be an efficient medical assistant. The coursework has been designed to build clinical laboratory procedures and administrative skills. Clinical duties taught include collecting and preparing laboratory specimens, performing basic laboratory tests, drawing blood (phlebotomy), preparing patients for x- rays, taking electrocardiograms (EKG's), and assisting in office emergencies. Medical assistants take medical histories, record vital signs, explain treatment procedures, prepare patients for examination, and assist during the exam.

Students build a professional vocabulary of medical terminology, basic knowledge of anatomy/physiology, and medical ethics, concepts, and basic medical assisting theory. Laboratories are well equipped with modern instrumentation to allow varied training. Many graduates of the medical assisting program will immediately assume positions as medical assistants in clinics, hospitals and other health care facilities, private doctor's offices, or insurance organizations.

PROGRAM REQUIREMENTS

Core Requirements (35 credits)

ALH165 (formerly MAS 115)	Medical Terminology	3 credits
ALH175 (formerly HUM 101)	Law and Ethics for Allied Health Professionals	3
ALH215 (formerly MAS 215)	Understanding Health Insurance	3
ALH305 (formerly MAS 211)	Pharmacology for Allied Health Professionals	3
BIO110 (formerly MAS 110)	Anatomy & Physiology I	4
BIO120 (formerly MAS 111)	Microbiology	3
BIO220 (formerly MAS 210)	Anatomy & Physiology II	4
ENG101	English Composition	3
ENG201	Technical & Business Writing	3
OFT101	Computers Concepts	3
SPH101	Interpersonal Communications	3

Elective General Education Courses (6 Credits)

ALH225	Nutrition and Health Education	3 credits
ENG102	English Literature	3
HIS101	Introduction to American History	3
PSY101	Introduction to Psychology	3
SOC101	Introduction to Sociology	3
SOC105	Sociology of Gender	3
SOC205	World Cultures	3
SOC210	Sociology of Death & Dying	3

Major Requirements (19 Credits)

MAS101	Hematology Studies and Phlebotomy Procedures	3 credits
MAS102	Urology and Urinalysis Procedures	3
MAS105	Introduction to Patient Care	3
MAS205	Cardiovascular Exams and Procedures	3
MAS208	Specialized Clinical Procedures	3
MAS295	Externship	4
TOTAL CREDITS		**60**

Program Estimated Costs*

Tuition and fees for entire program:	$34,350.00
Books and supplies for entire program:	$ 2,400.00
On-campus room and board:	Not Offered

(*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.)

Program Financials

Graduates from this program had 92% of educational debt; the median debt for program graduates during the July 1, 2025-June 30, 2026, period is:

- Federal Loans $16,864.00
- Private Educational Loans $ 00.00
- Institution Financing Plan $ 00.00

Program Success

The normal time to complete this program is 60 weeks/4 semesters. 6% of graduates during the July 1, 2025-June 30, 2026, period completed the program in this time frame.

Program Outcomes

The job placement rate for students who completed the program is 72%.

This rate was calculated using the accrediting body formula for July 1, 2024-June 30, 2025. The institution's accrediting body is the Accrediting Bureau of Health Education Schools (ABHES).

MEDICAL ASSISTING—Certificate (45 Credits)
(Program Length: 45 Weeks/ Total Clock Hours: 930)

Core Requirements (26 credits):

ALH165 (formerly MAS 115)	Medical Terminology	3 credits
ALH175 (formerly HUM 101)	Law and Ethics for Allied Health	3
ALH215 (formerly MAS 215)	Understanding Health Insurance	3
BIO110 (formerly MAS 110)	Anatomy & Physiology I	4
BIO220 (formerly MAS 210)	Anatomy & Physiology II	4
ENG101	English Composition	3
ENG201	Technical & Business Writing	3
OFT101	Computers Concepts	3

Major Requirements (19 Credits)

MAS101	Hematology Studies and Phlebotomy	3 credits
MAS102	Urology and Urinalysis Procedures	3
MAS105	Introduction to Patient Care	3
MAS205	Cardiovascular Exams and Procedures	3
MAS208	Specialized Clinical Procedures	3
MAS295	Externship	4
TOTAL CREDITS		**45**

Program Estimated Costs*

Tuition and fees for entire program:	$25,800.00
Books and supplies for entire program:	$ 1,800.00
On-campus room and board:	Not offered

(*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.)

Program Financials

Graduates from this program had 100% of educational debt; the median debt for program graduates during the July 1, 2025-June 30, 2026, period is:

- Federal Loans $13,462.00
- Private Educational Loans $N/A
- Institution Financing Plan $N/A

Program Success

The normal time to complete this program is 45 weeks/3 semesters. 9 % of graduates during the July 1, 2025- June 30, 2026, period completed the program in this time frame.

Program Outcomes

The job placement rate for students who completed the program is 72%.

This rate was calculated using the accrediting body formula for July 1, 2024-June 30, 2025. The institution's 6accrediting body is the Accrediting Bureau of Health Education Schools (ABHES).

A.A.S in Respiratory Therapy (68 Credits) (Program Length: 75 Weeks/Total Clock Hours: 1875)

Description and Program Objectives

The Respiratory Care Program of the Mandl School is a two-year Associate of Applied Science Degree Program, nationally accredited by Commission on Accreditation for Respiratory Care (CoARC) and the Accreditation Bureau for Health Education Schools (ABHES).

Qualified students admitted to the Respiratory Care Program will complete the professional didactic, laboratory and clinical courses necessary to fulfill the requirements established by the National Board for Respiratory Care (NBRC) for advanced level education. At successful conclusion of the program, each student earns an Associate of Applied Sciences Degree (A.A.S.) in Respiratory Care, which is awarded by the college. Graduates are then permitted to take the therapist multiple choice and clinical simulation credentialing exams given by the National Board for Respiratory Care (NBRC). Successful completion qualifies the graduate to practice respiratory care in a variety of health care settings.

Our nation's dynamic, fast-paced health care field is evolving rapidly and requires well-trained educated, licensed respiratory therapists and respiratory therapy technicians to staff hospitals, sleep labs and other health- related facilities. Employment in Respiratory Therapy is expected to grow rapidly according to the U.S. Bureau of Labor Statistics. The Associate in Applied Science in Respiratory Therapy introduces students to the knowledge and skills necessary to obtain positions in respiratory care as respiratory therapists. At the direction of a licensed physician, a respiratory therapist evaluates and treats cardiopulmonary (lungs and heart) health. This includes teaching

patients and their families about treatment and maintenance of pulmonary health problems, including the use of respiratory therapy equipment and medications.

There are two levels of respiratory therapist: the certified respiratory therapist (CRT) and the registered respiratory therapist (RRT). Upon graduation from the Associate of Applied Science degree program in Respiratory Therapy at Mandl, graduates are eligible to take a voluntary national examination to obtain respiratory therapy credentials. The graduate must take the Therapist Multiple Choice (TMC) Examination first. There are two established cut scores for the TMC Examination. Achieving the low-cut score awards the Certified Respiratory Therapist (CRT) credential. Candidates who achieve the high cut score become eligible to take the Clinical Simulation Examination (CSE).

PROGRAM MISSION

The mission of Mandl's Respiratory Therapy Program is to educate respiratory therapist who will have a significant role in the delivery of respiratory care in a variety of health care settings, including acute and long- term care, and ambulatory care. The mission of the Respiratory Therapy AAS Program is to educate and train students to meet standards of practice for entry and advanced level respiratory therapists, practicing under a physician in hospital departments of respiratory care, anesthesiology, or pulmonary medicine, respiratory therapy clinics, nursing homes, offices of physicians, and through firms that provide respiratory equipment for home health care, professional offices, and other health care facilities. Graduates will have the opportunity to develop their potential and provide competent respiratory care through the application of theory, and natural and behavioral science concepts basic to respiratory care, family and public.

PROGRAM GOALS & LEARNING OUTCOMES

The goal of the Respiratory Therapy program is to assist individuals in developing the knowledge, values, ethics, and skills essential to society and the profession. The educational process prepares these individuals to become creative, critical thinkers who are technologically proficient. The program fosters collegiality, collaboration, leadership, lifelong learning, and the development of a professional identity. The curriculum is structured to create student independence, personal development, professional accountability, and continuous learning.

The scope of respiratory care requires specialized knowledge and skills based on theory, research, and practice. Respiratory Therapists are accountable to patients, society, and the profession for the quality of care provided.

Mandl's faculty believes that respiratory therapists need to acquire specific foundations for competencies which illuminate the structure and priorities of the curriculum. An optimal learning environment is characterized by faculty and student commitment to excellence in teaching, clinical practice, community service, and scholarship. Teaching and learning are interactive processes. Faculty facilitates learning and competency development through multiple educational strategies across the domains of cognitive (knowledge), psychomotor (skills) and affective (behavior) interactions. Students, as adults, are encouraged to take responsibility as self-directed learners. They are encouraged to seek consultation as they develop the ability to understand the complexity of respiratory therapy practice and health care. Evaluation of learning is an ongoing process shared by faculty and students.

Respiratory Care courses provide the knowledge and clinical experience required for students to develop skills in social and interpersonal relationships, participate in interdisciplinary health care teams, work with patients across the lifespan, understand health care and respiratory therapy needs of patients and apply appropriate respiratory care skills to help patients achieve self-care whenever possible.

Teaching-learning strategies are designed to develop creative independent critical thinkers who are technologically proficient and able to implement the components of self-care when working with patients. Students have individual and unique learning needs and abilities, faculty, therefore, use teaching strategies that include simulation, evidenced based practice, technology, and one on one encounter to guide students from the simple to the complex, as students' progress through the curriculum. The faculty believes that learning is a continuous process which allows students to acquire knowledge and skills and develop the ability to make appropriate judgments. Learning is a life-long pursuit.

Goals:

The overarching goal is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRT's), including:

1) To prepare graduates with knowledge in treatment, management, and care of adult, pediatric and neonatal patients with breathing, cardiovascular, and sleep abnormalities.
2) To prepare students with the skills that will enable them to administer gas therapy, humidity therapy, aerosol therapy, and hyperinflation therapy; assist with mechanical ventilation, special therapeutic and diagnostic procedures, cardiopulmonary resuscitation, airway management techniques; pulmonary function testing, arterial blood gas analysis, polysomnography, and follow therapeutic protocols.
3) To prepare competent entry-level respiratory care practitioners who demonstrate appropriate cognitive knowledge, psychomotor skills, affective behaviors, and ethical foundation to successfully practice the profession of respiratory care and meet employer expectations; and
4) To develop and utilize appropriate selection methods such that attrition is minimized, and graduate success meets the program competency goal of successfully completing the Therapist Multiple Choice exam (TMC) offered by National Board of Respiratory Care (NBRC).

Learning Outcomes:
Upon successful completion of the courses in this discipline, the student will have acquired the following knowledge and skills:

1. Demonstrate mastery of psychomotor learning in respiratory care as evidenced by positive employer feedback on evaluation instruments.
2. Demonstrate mastery of psychomotor learning in respiratory care as evidenced by successful completion of comprehensive laboratory practical examinations and demonstration of safe and knowledgeable clinical practice in the local community
3. Demonstrate mastery of psychomotor learning in respiratory care as evidenced by positive feedback from program graduates themselves at least one-year post graduation.
4. Demonstrate mastery of the affective learning domain as evidenced by appropriate display of professional behaviors while engaging in clinical patient care settings.
5. Demonstrate mastery of the affective learning domain as evidenced by positive ratings of professional behaviors on national evaluation instruments by local employers and advisory board members.
6. Demonstrate the cognitive, psychomotor, and affective skills necessary to assist the physician in the diagnosis, treatment, and management of patients with cardiopulmonary diseases and disorders.
7. Demonstrate appropriate critical thinking skills, time management skills, interpersonal communication skills, and technical skills necessary to provide competent respiratory care in multidisciplinary care settings.
8. Demonstrate appreciation for, communication between, and understanding among people with different beliefs and backgrounds and demonstrate sensitivity to the professional needs of all racial and ethnic groups.
9. Demonstrate respect for and protection of the legal and personal rights of the patients they treat and promote disease prevention and wellness in local work settings and the community at large.

PROGRAM REQUIREMENTS

Core Requirements (16 credits)

BIO120	Microbiology	3 Credits
ENG101	English Composition I	3
PSY101	Introduction to Psychology	3
SCI101	Integrated Sciences for Respiratory Therapy	4
SPH101	Interpersonal Communications	3

Elective General Education Courses (6 Credits)

ALH225	Nutrition and Health Education	3 Credits

ENG102	English Literature	3
HIS101	Introduction to American History	3
SOC101	Introduction to Sociology	3
SOC105	Sociology of Gender	3
SOC205	World Cultures	3
SOC210	Sociology of Death and Dying	3

Major Requirements (46 Credits)

ALH175	Law and Ethics for Allied Health Professionals	3 Credits
BIO110	Anatomy and Physiology I	4
BIO220	Anatomy and Physiology II	4
RCP110	Respiratory Therapy Principles and Applications I	3
RCP115	Respiratory Therapy Practicum Experience I	6
RCP120	Respiratory Therapy Principles and Applications II	3
RCP130	Cardiopulmonary Pharmacology	3
RCP140	Cardiopulmonary Physiology	3
RCP150	Cardiopulmonary Diseases	3
RCP210	Respiratory Therapy Principles and Applications III	4
RCP215	Respiratory Therapy Practicum Experience II	6
RCP220	Respiratory Therapy Principles and Applications IV	4

TOTAL CREDITS	**68**

Program Estimated Costs*

Tuition and fees for entire program:	$68,150,.00
Books and supplies for entire program:	$ 3,000.00
Separate Fee for Applicant Testing:	$ 189.00
Separate Fee for Background Screening:	$ 100.00
On-campus room and board:	Not offered

***The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.)**

Program Financials

Graduates from this program had 93% of educational debt; the median debt for program graduates during the July 1, 2025-June 30, 2026, period is:

- Federal Loans $25,424.00
- Private Educational Loans $ 00.00
- Institution Financing Plan $ 00.00

Program Success

The normal time to complete this program is 75 weeks/5 semesters. 61% of graduates during the July 1, 2025-June 30, 2026, period completed the program in this time frame

Program Outcomes

The job placement rate for students who completed the program is 76%.

This rate was calculated using the accrediting body formula for July 1, 2024-June 30, 2025. The institution's accrediting body is the Accrediting Bureau of Health Education Schools (ABHES).

A.O.S. in Surgical Technologist (62 Credits) (Program Length: 75 Weeks/ Total Clock Hours:1550) Description and Program Objectives

Mandl's Surgical Technologist program has been designed to provide students with a high level of education that will enable them to acquire the (1) knowledge, (2) technical skills, and (3) behavioral components necessary in preparation for the NBSTSA Certified Surgical Technologist (CST) exam so graduates may be able to obtain entry-level positions in the field of surgical technology. The program will prepare competent entry-level professionals in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students will perform at an acceptable level meeting stated academic, clinical, and professional criteria.

The surgical technology student is given a broad background in the basic sciences of anatomy, physiology, medical terminology, pharmacology, pathophysiology, and microbiology to serve as the foundation for the advanced subjects to follow.

Upon successful completion of the Surgical Technology degree program requirements, graduates will:

1. Demonstrate the knowledge of medical terminology, surgical procedures, and anatomy and physiology to the student's role as a surgical technologist and recognize their relationship to safe patient care
2. apply the principles of safe patient care in the preoperative, intraoperative, and postoperative surgical settings, as well as asepsis across the spectrum of common surgical experiences
3. develop and apply fundamental surgical technology skills through practice and evaluation in the laboratory and clinical settings
4. demonstrate professional responsibility in performance, attitude, and personal conduct in the classroom and clinical setting
5. Students will have the ability to provide a safe patient environment by being proficient in:
    1. OR Environment
    2. Aseptic Technique
    3. Chemical Agents
    4. Sterilization
    5. Operation of Equipment
    6. Instrumentation
    7. Transport of Patient
    8. Positioning
    9. Skin Preparation
    10. Drainage Tubes and Devices
    11. Surgical Procedures
    12. Drugs and Calculations
6. All students will register for, take, and pass the NBSTSA National Certification Exam.
7. Graduates will be qualified competent entry level CST personnel.

Students graduating in Surgical Technologist program cannot work as certified surgical technologists in NEW YORK unless they are CST certified by NBSTSA/AST.

The Surgical Technology Program makes use of a fully equipped clinical skills lab with standard operating room equipment. Students may be required to **obtain a physical examination to include PPD and Hepatitis B series vaccination prior** to their externship. By the end of the classroom instruction and externship, you will have received the training necessary to allow you to assume certain responsibilities in the operating room, including instrument setup, assisting the surgeon, and assisting with post-operative dressings.

PROGRAM REQUIREMENTS

Core Requirements (23 credits)

ALH175	Law and Ethics for Allied Health Professionals	3 credits
BIO230	Applied Anatomy & Physiology I	4
BIO240	Applied Anatomy & Physiology II	4
ENG101	English Composition	3
ENG201	Technical & Business Writing	3
OFT101	Computer Concepts	3
SPH101	Interpersonal Communications	3

Elective General Education Courses (3 Credits)

ALH155	Medical Terminology	3 credits
ALH225	Nutrition and Health Education	3
ENG102	English Literature	3
HIS101	Introduction to American History	3
PSY101	Introduction to Psychology	3
SOC101	Introduction to Sociology	3
SOC105	Sociology of Gender	3
SOC205	World Cultures	3
SOC210	Sociology of Death and Dying	3

Major Requirements (36 Credits)

SRG 110	Microbiology and Asepsis	4 credits
SRG 111	Surgical Technology and Fundamentals	3
SRG 112	Pharmacology and Anesthesia	2
SRG 113	Perioperative Principles I	4
SRG 114	Perioperative Principles II	2
SRG 115	Pathophysiology	2
SRG 210	Surgical Procedures I	3
SRG 211	Surgical Procedures II	4
SRG 212	Surgical Procedures III	4
SRG 213	Advanced Surgical Topics	2
SRG 295	Externship	6
TOTAL CREDITS		**62**

Program Estimated Costs*

Tuition and fees for entire program:	$50,250.00
Books and supplies for entire program:	$ 2,400.00
On-campus room and board:	Not offered

(*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.)

Program Financials

Graduates from this program had 97% of educational debt; the median debt for program graduates during the July 1, 2025-June 30, 2026, period is:

- Federal Loans $22,395.00
- Private Educational Loans $ 00.00
- Institution Financing Plan $ 00.00

Program Success

The normal time to complete this program is 75 weeks/5 semesters. 80% of graduates during the July 1, 2025-June 30, 2026, period completed the program in this time frame.

Program Outcomes
The job placement rate for students who completed the program is 71%.

This rate was calculated using the accrediting body formula for July 1, 2024-June 30, 2025. The institution's accrediting body is the Accrediting Bureau of Health Education Schools (ABHES).

Credit Bearing Certificate in Dental Assistant – Licensure-Qualifying
(42 Credits) (Program Length: 45 Weeks/Total Clock Hours: 1020)
Description and Program Objectives

The Mandl Dental Assistant credit-bearing, licensure-qualifying program includes patient care, experiences in a fully equipped, on-site facility and externship experiences in clinics and dental offices. This program trains you in all aspects of working with a dentist, including patient care, office and laboratory duties. Our balance of hands-on experience with classroom instruction covers all aspects of dental assistant skills and related theory. Whether you use your dental assistant training for a career in back-office patient care or in an administrative capacity, you are well prepared at the program's completion. As a dental assistant, you will prepare patients to see the dentist, assist the dentist with back-office patient care during patient care, and care for the treatment room and instruments, including all infection control procedures. You will be responsible for taking and processing dental x-rays, performing basic laboratory procedures and providing patient education.

Dental Assistants are employed in fulfilling careers at places such as: dental offices, dentist clinics, private and government hospitals, state and local public health departments, dental schools, and dental laboratories. This program offers modern, hands-on training with our well-equipped dental lab. You will learn skills such as patient education, back-office patient care assisting, laboratory procedures, and front office management. Dental Assistants are highly valued by the dental profession and have a choice of work environments from private offices to hospitals and clinics. They are involved in a variety of duties including managing the front office, preparing the patient, taking radiographs, and mixing dental materials. Now with expanded function, they not only assist chairside, but perform certain procedures in the mouth.

Mandl's curriculum prepares students for licensure as a registered dental assistant (R.D.A.). Students applying for this 42-credit program that includes 300 hours of externship, must be of good moral character, have earned a high school diploma or G.E.D., and be at least 18 years of age.

To qualify for licensure as a registered dental assistant, an applicant shall upon graduation, fulfil the following requirements:

1. File an application with the department (see links) and fill in forms #1 and #5.
    a. http://www.op.nysed.gov/prof/dent/dentcdalic.htm
    b. http://www.op.nysed.gov/prof/dent/dentcdaforms.htm
    c. http://www.op.nysed.gov/prof/dent/dentasst.htm

2. Pay the fee of $45 to the department for initial certification and a fee of $50 for each triennial registration period.
3. Complete a licensure-qualifying program in dental assisting approved by NY State (Mandl's curriculum).
4. Pass an examination for licensure. There are two ways to obtain the licensure for Mandl students. (Not eligible for Pathway I)
    1. Pathway II: An applicant who graduates from a New York registered dental assisting program, or the equivalent, but does not meet DANB's requirement to take the DANB CDA exam (because the program was not accredited by the Commission on Dental Accreditation and the applicant has less than two years' experience) must pass New York State's three-part New York Professional Dental Assisting (NYPDA) examination and DANB's Infection Control (ICE) and Radiation Health and Safety (RHS) examination components.

2. Pathway III: An applicant who graduates from a New York registered dental assisting program, or the equivalent, but does not meet DANB's requirement to take the DANB CDA exam (because the program was not accredited by the Commission on Dental Accreditation and the applicant has less than two years' experience) must pass New York State's three-part New York Professional Dental Assisting (NYPDA) examination (administered by DANB), which consists of New York Infection Control (NYI) and New York Radiography (NYR) components.

A student who meets all requirements for admission to the licensure examination for registered dental assistant, that student is also eligible to apply for a limited permit as registered dental assistant. The purpose is to enable an applicant who has met all licensure requirements except the examination requirement to perform the work of a licensed registered dental assistant. With the limited permit, the student can practice dental assisting in New York under the direct personal supervision of a licensed dentist. The permit is valid for one year and may be renewed for one additional year.

An individual may request an application packet that includes all forms and instructions from the New York State Education Department, Office of the Professions, Division of Professional Licensing Services, 89 Washington Avenue, Albany, NY 12234-1000; phone 518-474-3817; fax: 518-474-1449; e-mail: op4info@nysed.gov or access licensing information and forms from NY State Web site.

PROGRAM REQUIREMENTS

Core Requirements (15 credits)

ALH175	Law and Ethics for Allied Health Professionals	3 credits
ALH225	Nutrition and Health Education	3
ENG103	Business Communications	3
OFT101	Computer Concepts	3
SPH101	Interpersonal Communications	3

Major Requirements (27 Credits)

CDA101	Oral Anatomy and Physiology	2 credits
CDA102	Dental Materials	3
CDA103	Dental Specialties and Procedures	3
CDA115	Dental Assisting, I	2
CDA120	Microbiology/Bloodborne Pathogens	2
CDA203	Dental Assisting II	3
CDA210	Pharmacology and Dental Emergencies	1
CDA220	Oral Pathology	2
CDA230	Dental Office Management	1
CDA240	Dental Radiology I	2
CDA250	Dental Radiology II	2
CDA295	Externship	4

TOTAL CREDITS **42**

Program Estimated Costs*

Tuition and fees for entire program:	$20,950.00
Books and supplies for entire program:	$ 1,200.00
On-campus room and board:	Not offered

(*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.)

Program Financials

Graduates from this program had N/A% of educational debt; the median debt for program graduates during the July 1, 2025-June 30, 2026, period is:

- Federal Loans $ N/A
- Private Educational Loans $ 00.00
- Institution Financing Plan $ 00.00

NOTE: For privacy reasons, the above information is not required to be disclosed because there were less than ten (10) graduates in the program.

Program Success

The normal time to complete this program is 9 months. N/A% of graduates during the July 1, 2025-June 30, 2026, period completed the program in this time frame.

NOTE: For privacy reasons, the above information is not required to be disclosed because there were less than ten (10) graduates in the program.

Program Outcomes

The job placement rate for students who completed the program is 71%.

This rate was calculated using the accrediting body formula for July 1, 2024-June 30, 2025. The institution's accrediting body is the Accrediting Bureau of Health Education Schools (ABHES).

COURSE DESCRIPTIONS

In the section that follows is a brief description of each course within the Certificate and Degree programs offered by Mandl including the number of credits and any prerequisite course(s) that must be taken and successfully completed before registering in the course.

General Education courses listed in this catalog are offered every term, while clinical courses are offered every other semester; however, the college reserves the right, without prior notice, to change the semester in which a course is offered and to cancel a course due to lack of enrollment.

ALH 155 (Surgical Technology)
Medical Terminology 3 credits; 45 lecture hours

Introduction to Medical Terminology is designed to help students become familiar with the meanings of medical terms that are most often used in the medical profession, with emphasis on terminology relevant to surgical procedures, anatomy, physiology, and pathology. Students begin to develop their medical vocabulary by first learning the basic elements, or word parts, that form most medical terms, then develop the ability to accurately interpret, spell, pronounce, and apply medical vocabulary in academic and clinical contexts.

ALH 165 (formerly MAS 115)
Medical Terminology 3 credits; 45 lecture hours

Introduction to Medical Terminology is designed to help students become familiar with the meanings of medical terms that are most often used in the medical profession, support ongoing learning and vocabulary development. Students begin to develop their medical vocabulary by first learning the basic elements, or word parts, that form most medical terms. Understanding medical terms will also familiarize students with human structure and function, as well as basic disease processes of various systems

Prerequisite: None

ALH 175 (formerly HUM 101)
Law and Ethics for Allied Health Professionals 3 credits; 45 lecture hours

In this course, students are introduced to and explore the implications of law and ethics for allied health professionals. Standards of conduct for physicians, as well as guidelines for medical assistants, are covered. Discussion of laws for health professionals, requirements to practice medicine, legal documentation, record-keeping, and cultural differences are included. Students engage in discussions of applicable sections of the Code of Federal Regulations (42CFR).

Prerequisite: None

ALH 215 (formerly MAS 215)
Understanding Health Insurance 3 credits; 30 lecture hours/30 lab hours

Students will compare employer sponsored and self-funded health plans. Describe the major features of group health plans regarding eligibility, portability and required coverage. Students will discuss provider payment under PPO (Preferred Provider Organization), HMO (Health maintenance Organization), POS (Point of Service Plans), and Indemnity Plans. Describe the coverage provided by each of the four parts of the Medicare program and describe the federal Medicaid eligibility requirements. Discuss the eligibility requirements for CHAMPUS & CHAMPVA. Introduction to health care claims, superbill and completion of CMS 1500 claim, HIPAA privacy rules and regulations. Reimbursement of the claim including postings and running balances.

Prerequisite: None

ALH 225
Nutrition and Health Education 3 credits; 45 lecture hours

Students are introduced to nutritional needs for healthy living and disease prevention. Students will learn the role of nutrients and eating disorders. Students will explore contemporary nutrition issues, analyze dietary plans as well as understand basic principles of nutrition. After completing this course, students will gain sufficient knowledge to educate patients, and to integrate nutrition into the care and treatment of patients.

Prerequisite: None

ALH 305 (formerly MAS 211)
Pharmacology for Allied Health Professionals 3 credits; 45 lecture hours

This course emphasizes the basic principles of pharmacology and its branches. Students will gain knowledge on dosage calculation and will be able to describe the enteral and parenteral routes of drug administration. Also, students will be able to define the five controlled substances schedules, and give examples, as well as be able to explain storage and record-keeping for controlled substances. Through lectures, students acquire knowledge on the legal implications for a person who prepares, prescribes, and administers medications.

Prerequisite: ALH165 and BIO110 Prerequisite: ALH305 for HCA Program

BIO 110 (formerly MAS 110)
Anatomy & Physiology I 4 credits; 60 lecture hours

This course is designed to give the student the concepts of the structure and function of the human body. It also provides a sound basis for understanding the abnormalities, malfunctioning, and treatments undertaken in the healing of disease and sickness. It includes a thorough study of the structure and function of the body, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, and the senses.

Prerequisite: None

BIO 115
Anatomy & Physiology I 4 credits; 60 lecture hours

This course is designed to give students the concepts of the structure and function of the human body. It also provides a sound basis for understanding the abnormalities, malfunctioning, and treatments undertaken in the healing of disease and sickness. It includes a thorough study of the structure and function of the body cells, tissues, integumentary system, skeletal system, muscular system, nervous system, and the senses. It also includes the study of the abdomen, pelvis, and cardiac system.

Prerequisite: None

BIO 120 (formerly MAS 111)
Microbiology
3 credits; 45 lecture hours

The student will be familiar with the fundamentals of Microbiology for Health Careers. This subject is essential to understanding how to prevent the transmission of disease-producing microorganisms. Knowledge of how these microorganisms exist, grow, and multiply provide a basis upon which to learn techniques for the prevention and control of disease.

Prerequisite: None

BIO 125
Medical Terminology with Basic Human Anatomy 3 credits; 45 lecture hours

This course is designed to help students become familiar with the structure and function of the human body, including student of body cells and tissues, body systems including the sensory, skeletal, muscular, integumentary, and nervous systems, paired with the meanings of medical and dental terms that are most often used in the

medical/dental profession. Students will develop their understanding of human anatomy and medical vocabulary by first learning the basic elements that form most medical terms.

Prerequisite: None

BIO 215
Anatomy & Physiology II 4 credits; 45 lecture hours/ 30 lab hours

This course is designed to give the student an understanding of the structure and function of the human body. It also provides a sound basis for understanding the abnormalities, malfunctioning and treatments undertaken in the healing of disease and sickness. It includes a detailed study of the structure and function of the endocrine system, the cardiovascular system, the lymphatic system, the respiratory system, the digestive system, the urinary system and the reproductive system.

Prerequisite: BIO115

BIO 220 (formerly MAS 210)
Anatomy & Physiology II 4 credits; 60 lecture hours

This course is designed to give the student an understanding of the structure and function of the human body. It also provides a sound basis for understanding the abnormalities, malfunctioning, and treatments undertaken in the healing of disease and sickness. It includes a thorough study of the structure and function of the endocrine system, the cardiovascular system, the lymphatic system, the respiratory system, the digestive system, the urinary system and the reproductive system.

Prerequisite: BIO 110

BIO 230
Applied Anatomy & Physiology I 4 credits: 60 lecture hours

This course presents the structure and function of the human body, gross anatomy, microscopic anatomy and histology. It also explores human physiology. This course is one part of two parts and will cover the following areas of biology: the chemical level of organization, cell structure and function, the tissue, the integumentary system, the skeletal system, and the muscular system.

Prerequisite: None

BIO 240
Applied Anatomy & Physiology II 4 credits: 60 lecture hours

This course is a continuation of BIO230 and explores the structure and function of the human body. It includes a thorough study of body cells and tissues and body systems including sensory organs, endocrine system, cardiovascular system, the lymphatic system, the digestive system, the urinary system, the reproductive systems and development and inheritance.

Prerequisite: BIO 230

CDA 101
Oral Anatomy and Physiology 2 credits; 30 lecture hours

This is a lecture course designed to introduce students to various landmarks of the face and oral cavity, as well as regions of the face, skin, and lips, dentition periods. Students will have an understanding of the Angle's classification, dental arches, occlusions, definition of Curve of Spee and Curve of Wilson, tooth morphology and tooth numbering systems and Charting.

Prerequisite: None

CDA 102
Dental Materials 3 credits; 15 lecture hours/60 lab hours
This is a lecture and laboratory course designed to introduce students to a variety of dental materials and laboratory procedures. Students will learn the basic principles of materials and techniques of selected dental materials fundamental to restorative and preventive dentistry. The student will become proficient in the recognition, manipulation, and management of dental materials used in all aspects of the practice of dentistry.

Prerequisite: None

CDA 103
Dental Specialties and Procedures 3 credits; 15 lecture hours/60 lab hours

This is a lecture and laboratory course designed to introduce students to the areas of patient care in Operative Dentistry. This includes dental specialties in Endodontics, Orthodontics, Pedodontics, Periodontics, and Oral Surgery procedures. Students will be introduced to the instrumentation, armamentarium and patient management procedures, as well as the dental assistant's role in these treatments' procedures. Students learn the terminology, theory, and sequence of operative procedures and have hands-on experience working with all the elements involved.

Prerequisites: CDA 115 and CDA 120

CDA 115
Dental Assisting, I 2 credits; 15 lecture hours/30 lab hours

This is a lecture and laboratory course designed to introduce the student to the profession of dentistry, the dental health team and the clinical area, also referred to as the dental operatory. Students will become acquainted with the procedures and instrument armamentarium of four handed dentistry as well as learn how to efficiently transfer instruments and dental materials. Students will also gain an understanding of dental equipment; how expensive, complex and delicate it is and how to take care of the equipment on a daily basis.

Prerequisite: None

CDA 120
Microbiology/Bloodborne Pathogens 2 credits; 30 lecture hours

This is a lecture course designed to introduce students to OSHA guidelines and regulations, infection control and disease transmission. Students will explore the implications of regulatory and advisory agencies. This course will focus on principles and techniques of disinfection. Students will also learn principles of instrument processing and sterilization.

Prerequisite: None

CDA 203
Dental Assisting II 3 credits; 15 lecture hours/60 lab hours

A continuation of Dental Assisting I, emphasis is placed on the clinical application of previous information and skills obtained. Through specific clinical assignments the student will experience all phases of dentistry with practical experiences in four handed dentistry and dental operatory maintenance. The student will also be experienced in patient education techniques as well as chairside dental laboratory skills.

Prerequisite: CDA 115

CDA 210
Pharmacology and Dental Emergencies 1 credit; 15 lecture hours

This is a lecture course designed to introduce students to the fundaments of drug interaction, route of administration of certain drugs, substance abuse of prescription medication, controlled substance act, pain

control and method of anesthesia. Students also learn emergency supplies, equipment and the signs and symptoms, prevention and treatment of medical emergencies that could occur in the dental office setting and New York state laws and regulations.

Prerequisite: CPR Certification

CDA 220
Oral Pathology 2 credits; 30 lecture hours

This lecture-based course deals with the fundamentals of oral pathologies in the oral cavity. Some diseases may originate in the oral cavity and occur as highly specific lesions, which must be recognized, diagnosed, and treated by the dental team. This course will discuss the differences between normal and abnormal conditions that appear in the mouth. The dental assistant will become familiar with common oral diseases and their causes, the clinical course, prognosis, and prevention of these diseases.

Prerequisite: CDA 101

CDA 230
Dental Office Management 1 credit; 15 lecture hours

This is a course that provides students with an overview of office management and business skills. Students will gain an understanding of dental office management, bookkeeping systems, different types of dental insurance, and its purpose, electronic submission of insurance claims, and ADA coding. Students will also gain an understanding of appointment scheduling, and telephone techniques.

Prerequisite: OFT 101

CDA 240
Dental Radiology I 2 credits; 15 lecture hours/30 lab hours
This is a lecture, laboratory and clinical course to give students an understanding of ionizing radiation, basic principles of x-ray generation, image formation, radiation safety and biological effects of radiation. The student will learn types of radiographs, exposure and processing techniques of diagnostic dental films, patient and operator protection, infection control, quality assurance, film mounting and radiographic anatomy.

Prerequisite: None

CDA 250
Dental Radiology II 2 credits; 60 lab hours

A continuation of Radiology I, students build upon and apply their knowledge of previous information and skills obtained. The emphasis is on the quality control of radiographs, selection of appropriate radiographic procedures, recognition of anatomic landmarks, proper film mounting, and the skill to differentiate normal and abnormal dental conditions. Experience is obtained through clinical practice within the radiology lab.

Prerequisite: CDA 240

CDA 295
Externship 4 credits; 300 externship hours

Field experience under the supervision of a cooperating employer and t h e College. Students apply the knowledge and skills they have gained in the classroom.

Prerequisite: Approval by Department Chairperson and/or Clinical Coordinator

CVT 120
Echocardiography I 3 credits; 30 lecture hours/ 30 lab hours

This course is designed to introduce Cardiovascular Technology students to the foundations of echocardiography

and provides discussions on cardiac ultrasound and its use in the evaluation of normal cardiac anatomy and physiology. Students learn and practice echocardiographic scanning protocols. Basic machine mechanics, basic physics as related to ultrasound, two-dimensional, M-mode, and Color Doppler techniques are covered. Topics will include study of normal structure and function of cardiovascular system, cellular structure and function, the circulatory system, hemodynamics, electrophysiology, cardiac function, cardiac cycle, cardiac output and the regulation of cardiovascular function. The lab includes an introduction to basic scanning protocol, proper patient positioning, and correct ergonomics. Imagining planes and windows are explained.

Prerequisite: None

CVT 125
Vascular Pathology I 3 credits; 30 lecture hours/ 30 lab hours

This course discusses the different aspects of vascular pathophysiology. It includes an in-depth discussion of various vascular diseases and treatment options. Emphasis is placed on a thorough understanding of the basic principles underlying the Doppler examination and clinical application using color and spectral Doppler. The function and regulation of the blood vessels, cellular structure and function, electrical activity and cardiovascular integration and adaptation are also discussed. Topics include pathophysiology of arterial circulation of the extremities, extra-cranial and intra-cranial circulation, and bypass grafts.

Prerequisite: None

CVT 130
Echocardiography I 3 credits; 30 lecture hours/ 30 lab hours

An advanced study of normal structure and function of the cardiovascular system, arterial and venous blood pressure, systemic vascular resistance, response to exercise, neurohumoral control, blood flow distribution, and microcirculation. This course includes all forms of non-invasive cardiovascular evaluation with emphasis on performance and instrumentation of M-mode., two-dimensional and Doppler echocardiography. Emphasis is placed on obtaining quality echocardiograms. Topics include valvular heart disease, cardiomyopathies, systemic and pulmonary heart disease, pericardial diseases, cardiac transplantation, cardiac tumors and masses, diseases of the aorta, pericardial diseases and other related topics.

Prerequisite: CVT120

CVT135
Vascular Pathology II 3 credits; 30 lecture hours/ 30 lab hours

A continuation of CVT125 and topics will include evaluation of pathology with emphasis on extra cranial and intracranial circulation of the brain, and abdominal circulation including hepato-portal, splenic, mesenteric and renal duplex. Normal and pathological conditions are discussed in correlation with physical and clinical findings. Students actively participate in laboratory scanning. Lab sessions include experience and competency testing in vascular sonography. A discussion of quantitative measurements and application of 2D, color and spectral Doppler; and recognition of the sonographic appearance of cardiac disease.

Prerequisite: CVT125

CVT 140
Cardiovascular Pharmacology 3 credits; 30 lecture hours/ 30 lab hours

This course is an introduction to the principles of pharmacology. Topics include general classification of drugs, types of administration of drugs, adverse effects and drug interactions, and dosage computation. The course is a basic study of pharmacology pertaining to cardio-vascular drugs in the context of cardiovascular pathology and related diseases, including signs and symptoms and treatment options.

Prerequisites: BIO115 and BIO215

CVT 145
Cardiovascular Clinical Research 4 credits; 45 lecture hours/ 30 lecture hours

This course is a study of cardiovascular scientific research tools, including utilization of library resources, data collection, statistical interpretation of data and skilled scientific writing. Students will be given the option to pursue special area interest in research and clinical specialty.

Prerequisites: CVT 120 and CVT 125
Co-Requisite: CVT130 and CVT135

CVT 500
Registry Review for Specialty Exams 2 credits; 30 lecture hours

This course is intended for the complete registry review and to prepare the students to take the Registry Specialty Exam in vascular and adult echocardiography certification exams. This course explains the issues related to the echocardiography professional and the legal and ethical considerations of the profession; demonstrate registry preparedness and develop management strategies and documents timed mock registry exams are administered using multiple choice formats. Correct and incorrect responses are discussed in depth. Sonographic professional principles and scope of practice including legal and ethical issues for the sonographer and the development of management procedures are reviewed. Lab will include application of advanced techniques and instrumentation.

Prerequisite: Completion of all courses

CVTC100
Cardiovascular Technology Clinical I 12 credits; 540 extern hours

This course provides clinical experiences which allow the student to perform noninvasive adult echocardiography exam under the direct supervision of a qualified technologist or physician. The clinical site may be a laboratory in a hospital, imaging facility, or a private office setting. Prior to going on externship students will go through an orientation at the campus and students will be instructed on professional behavior expected, attendance, dress code, and other regulations. Students will prepare and present a case encountered during clinical rotation to the class.

Prerequisites: Successful Completion of Semester 4 with a grade "C+" or higher

CVTC 200
Cardiovascular Technology Clinical II 12 credits; 540 extern hours

This course provides clinical experience which allows the students to integrate didactic knowledge with practical cardiovascular principles and techniques. This course includes clinical rotations, clinical conferences, discussions of critical decision making, case presentation and analysis and presentations from external experts in the field, including the Medical Director of the program.

Prerequisite: Successful Completion of Semester 5 with a grade "C+" or higher

DMS 100
Introduction to Sonography, Medical Terminology and Patient Care 3 credits; 45 lecture hours

This course introduces students to the profession of sonography and the role of sonographer and prepares students to be part of health-care team. An understanding of medical terminology is important for effective communication in the technical world of ultrasound. Emphasis will be placed on medical terminology, blood and fluid regulations, ethical and legal aspects and professional issues relating to registry, accreditation, professional organization and the history of the profession.

Prerequisite: None

DMS 105
Ultrasounds Physics I 4 credits: 45 lecture hours/ 30 lab hours

This course presents the basic concepts and principles of ultrasound physics as a foundation for understanding image interpretation. Topics include ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission, and resolution of sound beams. Students learn by way of lecture, solving sample problems, including scanning in student lab.

Prerequisite: PHY101

DMS 110
Cross Sectional Anatomy/ Superficial Structures 3 credits; 45 lecture hours

This course introduces students to human anatomy as seen in the transverse, coronal, and sagittal planes. Anatomy of the brain, thorax abdomen, and pelvis are studied. It enables the students to distinguish anatomy being imaged, important for sonographic competence and communicate effectively with the radiologist. This course provides students with a working knowledge of anatomy and pathologies encountered in sectional imaging modalities.

Prerequisite: DMS 100

DMS 115
Ultrasound Physics II 3 credits; 30 lecture hours/ 30 lab hours

This course is a continuation of DMS105. It reinforces concepts learned and presents more advanced concepts in ultrasound theory and instrumentation, fluid hemodynamics, color-flow Doppler spectral analysis, mechanics of ultrasound production and display, various transducer designs and construction, and safety and bio-effects. Emphasis is placed in preparing students to pass the ARDMS registry exams.

Prerequisite: DMS 105

DMS 120
Pathophysiology (Abdomen) I 3 credits; 30 lecture hours/ 30 lab hours

This course introduces the basic anatomy of the abdomen in conjunction with the corresponding sonographic images and imagining planes. Various diseases at different stages of progression of the abdominal organs are presented along with their sonographic presentation. Proper abdominal scanning protocols are covered. This course introduces abdominal anatomy, sonographic appearance and procedures, pathology and pathophysiology for diagnostic medical sonography.

Prerequisite: DMS 100

DMS 125
Pathophysiology (OB/GYN) I 3 credits; 30 lecture hours/ 30 lab hours

This course introduces students to the basic anatomy of female pelvis in both the gravid and the non-gravid states; female reproductive and urogenital systems as they pertain to ultrasound examination. Starting with the basic female reproductive system, the course expands into early pregnancy sonographic evaluation. Normal and abnormal anatomy and physiology instrumentation setup, patient preparation, proper scanning technique, and normal and abnormal findings are presented.

Prerequisite: DMS 100

DMS 130
Pathophysiology (Abdomen) II 3 credits; 30 lecture hours/ 30 lab hours

This course introduces the cause and effect of the various disease states of organs, superficial structures and vessels in the abdomen. To meet this objective, general anatomy will be reviewed, the relationship of one organ system to another will be discussed, and the pathologic process of a disease will be traced including its clinical

manifestation, relevant laboratory data, diagnostic tools used to evaluate the disease and its ultimate culmination. The course familiarizes the students with the sonographic images that are representative of the diseased and non-diseased states of the abdominal organs, superficial structures, muscular-skeletal structures and vasculature. This course also examines the study of human disease: enable students to demonstrate an understanding of the etiologies, risk factors, diagnostic criteria, treatment modalities, and potential complications most commonly associated with particular pathophysiological states.

Prerequisite: DMS 120

DMS 135
Pathophysiology (OB/GYN) II 3 credits; 30 lecture hours/ 30 lab hours

This course is a continuation of DMS 125 with emphasis on second trimester, third trimester, maternal and fetal complications involved in Obstetrical sonography. This course includes specific indications for obstetrical ultrasound examinations, interpretation of lab values, pathophysiology, image analysis, and differential diagnosis.

Prerequisite: DMS 125

DMS 140
Pathophysiology (OB/GYN) III 2 credits; 30 lecture hours/ 0 lab hours

This course is a continuation of DMS 135 and discusses maternal disease and fetal abnormalities, including scanning techniques, patient history, lab data, transducer selection, and scanning protocols.

Prerequisite: DMS 135

DMS 145
Advanced Topics 2 credits; 30 lecture hours/ 0 lab hours

Topics in this course address the skills, knowledge, attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course is designed to improve student efficiency. The instructors will provide lectures on special topics like basic vascular, pediatric and neonatal sonography with an emphasis on the neonatal brain, spine, hip and abdominal pathologies.

Prerequisite: DMS 130

DMS 150
Pathophysiology Superficial Structures 3 credits; 30 lecture hours/ 30 lab hours

This course discusses specific pathophysiological issues of superficial structures like breast, thyroid, scrotum and abdominal wall. It includes an in-depth discussion of normal and pathological superficial structures as related to scanning techniques, patient history, laboratory data, transducer selection and scanning protocols. This course provides students with a working knowledge of anatomy and pathologies encountered in sectional imaging modalities.

Prerequisite: DMS 110

DMS 155
SPI Registry Review 1 credit; 15 lecture hours

This course provides a review of the topics of Ultrasound Physics. This review is to prepare students who wish to take the registry SPI exam at the end of their third semester. Timed mock registry exams are administered using multiple choice format. Correct and incorrect responses are discussed in depth. Emphasis is placed in preparing students to pass the SPI registry exam.

Prerequisites: DMS 105 and DMS 110

DMS 500
Registry Review for Specialty Exams 2 credits; 30 lecture hours

This course will provide a complete review of the necessary information to assist students in preparation for their abdominal and OB/GYN certification exams. Timed mock registry exams are administered using multiple choice formats. Correct and incorrect responses are discussed in depth. Sonographic professional principles and scope of practice including legal and ethical issues for the sonographer and the development of management procedures are reviewed. Lab will include application of advanced techniques and instrumentation. This course is intended for the registry review and to prepare the students to take the Registry Specialty Exam in abdomen and OB/ GYN.

Prerequisite: Completion of all Courses

DMSC 100
Diagnostic Medical Sonography Clinical I 12 credits; 540 extern hours

The clinical internship supplements the student's experience in the classroom and allows the students to utilize their skills and techniques at an approved medical facility. Direct supervision is provided by a clinical professional. Internship is about a health-related work-based learning experience that enables the student to apply specialized theory, skills and concepts in a real-life setting

Prerequisites: Successful Completion of Semester 4 with a grade "C+" or higher

DMSC 200
Diagnostic Medical Sonography Clinical II 12 credits; 540 extern hours

The clinical internship supplements the student's experience in the classroom and allows the students to utilize their skills and techniques at an approved medical facility. Direct supervision is provided by a clinical professional. Internship is about a health-related work-based learning experience that enables the student to apply specialized theory, skills and concepts in a real-life setting

Prerequisite: Successful Completion of Semester 5 with a grade "C+" or higher

ENG 001
Basic Skills Writing 0 credits; 45 lecture hours

This course deals with the fundamentals of clear writing for students who need additional development in English. Students learn the basics of sentence and paragraph construction and the development of expository essays. Special attention is given to paragraph and essay parts – topic sentences, transitions, supporting details, introductions, thesis sentences, etc. Students learn practical approaches to finding and reducing errors in their own writing and in grammar and editing exercises. The course also includes reading of expository selections designed to stimulate writing and model effective prose compositions.

Prerequisite: Placement exam

ENG 002
Basic Skills Reading 0 credits; 45 lecture hours

The emphasis of this course is on improving reading comprehension of college-level materials through the use of a variety of short readings that include essays, articles, and textbook chapters. Students will learn to apply study skills and critical thinking skills to improve their ability to read, analyze, and remember pertinent information and details. Study skills for college success will be taught and practiced. Students will also practice classroom skills such as listening, note-taking, formulating and asking questions, participating in discussions, and studying for and taking exams.

Prerequisite: Placement exam

ENG003
Basic Skills Reading & Writing 0 credits; 45 lecture hours

This course deals with the fundamentals of reading and writing for students who need additional development in English. Students learn the basics of sentence and paragraph construction and the development of expository essays. Special attention is given to paragraph and essay parts – topic sentences, transitions, supporting details, introductions, thesis sentences, etc. Students learn practical approaches to finding and reducing errors in their own writing and in grammar and editing exercises. Students will also learn to apply study skills and critical thinking skills to improve their ability to read, analyze, and remember pertinent information and details. Study skills for college success will be taught and practiced. The course also includes reading of expository selections designed to stimulate writing and model effective prose compositions.

ENG 101
English Composition 3 credits; 45 lecture hours

This course takes an analytical approach to the development and improvement of college-level writing. Students practice their expository writing skills through critical interpretation of essays and articles. Emphasis is placed on students' ability to express their ideas using clear, succinct, Standard English prose.

Prerequisites: By placement exam or ENG 001 and ENG 002

ENG 102
English Literature 3 credits; 45 lecture hours

The course stresses a critical awareness of genre, theme, and style, focusing on selections in poetry, drama and fiction. Students will read both contemporary and traditional literature from classic texts, as well as a variety of modern short stories, essays, and poems. Major genres, literally terms, and conventions will be explored. Students will be introduced to literary criticism drawn from a variety of perspectives and taught to utilize methods of literary analysis in their own writing.

Prerequisite: None

ENG 103
Business Communications 3 credits; 45 lecture hours

In this course, students will develop and strengthen oral and written communication skills. The students will understand the importance of becoming an effective business communicator in today's changing workplace.

Prerequisite: None

ENG 201
Technical & Business Writing 3 credits; 45 lecture hours

This is a practical course that aims to sharpen the student's ability to communicate with clarity and effectiveness in a professional environment. Students will learn and practice using the basic elements of technical writing, including the formulation of memos, preparation of reports, and the development of a career portfolio. The career portfolio will include a cover letter, resume and other written materials required for a successful job search. Group work will enable students to learn constructive teamwork as they assist team members with revising and editing their writing. The course will also emphasize the importance of informative and persuasive expression of facts and ideas in clear, succinct Standard English.

Prerequisite: By placement exam or ENG 001 and ENG 002

HCA 101
Introduction to Health Care Management 3 credits; 45 lecture hours

This course is designed to provide students with the foundational knowledge required for health care administrators and managers in the area's pf financial management, public relations, human resource management, leadership and organizational behavior, and legal and ethical issues. Students will investigate current trends and critical issues and explore the best ways to respond to these issues against the background of

principles learnt in this course.

Prerequisite: None

HCA 120
ICD Coding 3 credits; 15 lecture hours/60 lab hours

This course focuses on the basic principles of coding disease and procedures using the International Classification of Disease 9th Edition: Clinical Modification (ICD-9-CM). Emphasis will be placed on basic coding rules, principles, guidelines, use of symbols, and conventions.

Prerequisite: ALH215 & BIO125

HCA 130
CPT Coding 3 credits; 15 lecture hours/60 lab hours

The purpose of this course is to introduce the student to the process of accurate and complete medical procedure coding as a work-based, task-oriented function and as an important part of health care delivery in all types of health care facilities. Experience in interpreting of various types of patient medical records for the proper procedure codes will be given along with an introduction to the special complexities that need to be considered when coding for each bodily system or medical specialty. The student will also gain experience in the use of procedure code modifiers and learn how these can be used to maximize reimbursement.

Prerequisite: ALH215 and BIO125

HCA 180
Health Records 3 credits; 30 lecture hours/30 lab hours

This course introduces students to health information theory supplemented with hands-on simulation and projects. Topics include, but are not limited to, the content, uses and format of the health record; the methods of storage, retrieval and retention of health information; the preparation and uses of indexes and registers; documentation requirements; and the role of health information in reimbursement, quality improvement, and other important functions.

Prerequisite: ALH215

HCA 200
Computerized Medical Billing 3 credits; 30 lecture hours/30 lab hours

This course introduces the student to the computerized medical office. Using practice management software, students will become skilled at appointment scheduling, patient registration, online eligibility, procedure posting, payment posting, secondary insurance billing, patient billing, and patient collection. Report generation and file maintenance will also be covered.

Prerequisite: ALH215 and OFT101

HCA 210
Hospital Coding 3 credits; 15 lecture hours/60 lab hours

This course provides a conceptual and practical picture of the world of hospital billing from patient intake through the entire billing process, covering inpatient and outpatient coding and billing. An overview of the new ICD-10-CM coding system will also be provided, as well as practice exercises and case studies to test your knowledge.

Prerequisite: ALH215, BIO125, and HCA120

HCA 220
Health Care Finance 3 credits; 30 lecture hours/30 lab hours

This course provides an introduction to accounting and financial management and serves as a fundamental

course in financial administration for healthcare organizations. Students will gain a basic understanding of how debit and credit entries affect the five basic accounts (assets, liabilities, equity, revenues, and expenses) as well as demonstrate how financial statements are created and used in the business environment. Topics will include identifying transactions of the five basic accounts, posting to the general ledger system, adjusting entries, and completing the accounting cycle. Students will learn current assets, fixed assets, and current liabilities, including payroll liabilities, and they will also study the role of internal control, introductory financial statement analysis, and subsidiary ledgers. The primary objective of this course is to impart administrative/managerial knowledge and financial/accounting theory and technique required in healthcare organizations within today's evolving environment.

Prerequisite: None

HCA 295
Health Care Administration Externship 3 credits; 135 externship hours

Field experience under the supervision of a cooperating employer and t h e College. Students apply the knowledge and skills they have gained in the classroom.

Prerequisite: Approval by Department Chairperson and/or Clinical Coordinator

HIS 101
Introduction to American History 3 credits; 45 lecture hours

This course is designed to give the student an understanding of the political, social, and economic development of our nation from the colonial period to the present. This course is intended to enrich the student's knowledge and appreciation of American history. Moreover, the course will introduce the fundamental events, forces, and ideas that have shaped the United States and its political institutions. Success in this course requires more than just remembering dates and specific amounts of information. The goal is for the student to develop an awareness of the significance of the events and changes that occurred over time in the building of this nation.

Prerequisite: None

HSM 100
Introduction to Health Insurance 3 credits; 45 lecture hours

Students will compare employer sponsored and self-funded health plans. Describe the major features of group health plans regarding eligibility, portability and required coverage. Students will discuss provider payment under PPO (Preferred Provider Organization), HMO (Health maintenance Organization), POS (Point of Service Plans), and Indemnity Plans. Describe the coverage provided by each of the four parts of the Medicare program and describe the federal Medicaid eligibility requirements. Discuss the eligibility requirements for CHAMPUS & CHAMPVA. Introduction to health care claims, superbill and completion of CMS 1500 claim, HIPAA privacy rules and regulations. Reimbursement of the claim including postings and running balances.

Prerequisite: None

HSM 105
Introduction to AI in Health Care 3 credits; 45 lecture hours

This course introduces students to the principles and applications of artificial intelligence (AI) in healthcare administration. Students will explore AI's role in optimizing healthcare operations, enhancing patient management, and improving decision-making. The course emphasizes practical, workplace-relevant skills that meet industry demands, preparing students for entry-level roles in healthcare management with an AI focus.

Prerequisite: None

HSM 110
Health Care La & Policy 3 credits; 45 lecture hours

This course examines healthcare regulations, compliance, and policy-making processes, with a focus on the legal environment of healthcare in New York State. Students will learn about federal and state laws, the regulatory landscape, ethical considerations, and the policy-making processes that impact healthcare organizations.

Prerequisite: None

HSM 115
Introduction to Macroeconomics 3 credits; 45 lecture hours

An introductory course that studies the behavior of the economy as a whole. The course explores the supply and demand model, the measurement of macroeconomic indicators (Gross Domestic Product, unemployment, inflation, and growth) and macroeconomic theories of economic fluctuations. Other topics covered include the role of federal government and the Federal Reserve in the economy through fiscal and monetary policies, and the basic framework of international trade.

Prerequisite: None

HSM 120
Medical Office Management with Computer Applications 3 credits; 45 lecture hours

This course provides students with a comprehensive overview of day-to-day medical office operations alongside foundational training in computer applications used in healthcare settings. Students will develop the administrative, technical, and communication skills necessary to support patient care teams, manage office workflow, maintain accurate records, and ensure compliance with healthcare regulations. Emphasis will be placed on proficiency with Microsoft Office applications and basic electronic health systems.

Prerequisite: None

HSM 125
Finance & Budgeting for Healthcare Administrators 3 credits; 45 lecture hours

This course provides a foundational understanding of financial management principles specific to healthcare operations. Students will explore practical topics such as budgeting, cost analysis, financial reporting, and revenue cycle management. Advanced concepts like capital budgeting are simplified for accessibility, ensuring the course is tailored to students in a 2-year degree program. The curriculum emphasizes real-world applications relevant to healthcare employers in New York State.

Prerequisite: None

HSM 130
Principles of Business Management 3 credits; 45 lecture hours

This course provides an overview of foundational business concepts and applies them to healthcare organizations. Students will explore topics such as organizational structures, leadership, operations management, and strategic planning. The curriculum is designed to prepare students for entry-level business roles in healthcare, aligning with in-demand skills sought by New York State employers.

Prerequisite: None

HSM 135
Data Analytics & AI in Healthcare 3 credits; 45 lecture hours

This course explores the use of data analytics and artificial intelligence (AI) to optimize administrative efficiency and enhance patient outcomes in healthcare settings. Students will gain foundational knowledge of analytics and AI tools, focusing on skills that healthcare employers demand, such as data visualization, forecasting, and reporting. The course incorporates an introduction to basic statistics to ensure accessibility for all students.

Prerequisite: None

HSM 140
Healthcare Marketing & Communications 3 credits; 45 lecture hours

This course teaches strategies for effective marketing and communication within healthcare environments. Students will explore key principles of healthcare marketing, patient engagement strategies, digital marketing tools, and compliance with healthcare communication regulations. The curriculum emphasizes practical, real-world skills to prepare students for entry-level roles in healthcare marketing and communications, aligning with employer expectations in New York State.

Prerequisite: None

HSM 145
Leadership in Healthcare Communications 3 credits; 45 lecture hours

This course equips students with the practical skills needed to lead teams, manage change, and ensure regulatory compliance in dynamic healthcare environments. Topics include communication, team building, decision-making, ethical leadership, legal compliance, and crisis management, with a focus on job-ready skills for entry-level positions in healthcare administration and management.

Prerequisite: None

HSM 150
ICD-10-CM & CPT Coding Principles 3 credits; 15 lecture hours/60 Lab hours

This course provides an in-depth study of diagnostic and procedural coding using the ICD-10-CM, CPT, and HCPCS Level II coding systems. Students will gain hands-on experience with coding software and explore the intersection of coding and billing/reimbursement processes. Emphasis is placed on accurate and ethical coding practices, understanding official coding guidelines, and preparing for certification exams.

Prerequisite: None

HSM 155
Capstone in Healthcare Management 3 credits; 30 lecture hours/30 lab hours

This capstone course provides students with the opportunity to integrate and apply healthcare administration and business concepts through a comprehensive project. Students will address real-world challenges, demonstrate regulatory compliance (specific to NYS laws), and develop professional portfolios to prepare for entry-level positions in healthcare management.

Prerequisite: Completions of all HSM courses

MAS 101
Hematology Studies and Phlebotomy Procedures 3 credits; 30 lecture hours/30 lab hours

Hematology is the study of blood and its constituents, functions of blood, and the blood forming organs. Upon completion of this course, the student will have a full understanding of the functions and composition of blood, the anatomy and physiology of blood cells and their relationship to illness, and the different procedures and collection devices used for blood. Proper WBC and RBC preparation for the diagnosis of disease are to be discussed. The care and use of the microscope in the clinical laboratory are to be discussed. There is to be extensive discussion and demonstration of techniques where applicable of infection control and universal precautions as mandated for the healthcare worker by CDC, OSHA, and CLIA.

Prerequisites: BIO 110 and CPR Certification

MAS 102
Urology and Urinalysis Procedures 3 credits; 30 lecture hours/30 lab hours

Urinalysis is the examination of the appearance and condition of the urine both grossly and microscopically. It is the study of its chemical constituents to detect a wide variety of diseases or conditions and to follow the results

of treatment. The examination of the urine includes: the description of the types of urines collected, physical properties, chemical properties ("dipstick"), and microscopic properties. The organic and inorganic composition of urine is to be discussed with respect to the normal and disease states.

Prerequisite: None

MAS 105
Introduction to Patient Care 3 credits; 30 lecture hours/30 lab hours

This course is designed to give the student the ability work on the EMR, to prepare a patient and examination facilities properly, obtain correct vision, height and weight, and vital sign measurements, the proper first aid response to a stimulated situation involving bleeding, shock, convulsion, etc.…. The course includes a thorough study of preparation for routine examinations, visual screening and vital signs, assisting at examinations, assisting with medications and first aid in the medical office.

Prerequisite: None

MAS 205
Cardiovascular Exams and Procedures 3 credits; 30 lecture hours/30 lab hours

This course is designed to give the students the ability to understand and perform the basic concepts of electrocardiography. It also provides instruction on surgical and advanced interventions for the cardiac patient. This course is made up of lectures, motion pictures and demonstration, and will address the understanding of anatomy and physiology of the heart and related disorders, principles of the electrocardiograph machine and practice in the use of it, the use of the Holter Monitor, Stress Testing, and recording of vital signs.
Prerequisites: BIO 110 and CPR Certification

MAS 208
Specialized Clinical Procedures 3 credits; 30 lecture hours/30 lab hours

This course will explore the breadth and depth of specialized procedures such as: Eye and Ear, Gastrointestinal, Cardiovascular, Pulmonary, Gynecology and Obstetrics Evaluation and care of the pediatric and geriatric patient. Patient screening for the Musculoskeletal system. Medical and Surgical asepsis, assisting with minor office surgeries and wound care procedures.

Prerequisites: MAS 105 and CPR Certification

MAS 295
Externship 4 credits; 240 externship hours

Field experience under the supervision of a cooperating employer and the College. Students apply the knowledge and skills they have gained in the classroom.

Prerequisite: Approval by Department Chairperson and/or Clinical Coordinator

MAT 001
Basic Skills Math 0 credits; 45 lecture hours

This course introduces students to basic mathematical and computation concepts including whole numbers, fractions, decimals, ratios and proportions, percentage calculations, measurement systems, geometry, statistics, signed numbers, and fundamentals of algebra.

Prerequisite: Placement exam

MAT 101
College Math 4 credits; 45 lecture hours/30 lab hours

The study of essential arithmetic, intermediate algebra, and geometry, including a survey of linear equations,

polynomials, algebraic fractions, and quadratic equations. Emphasis is given to problem solving and the practical application of mathematical concepts.

Prerequisite: Placement exam or MAT 001

MAT 102
Advanced College Math 3 credits; 45 lecture hours

This course is a study of intermediate algebra and geometry, including a survey of linear equations, polynomials, algebraic fractions, and quadratic equations. Emphasis is given to problem solving and the practical application of mathematical concepts. In addition, this course will discuss systems of linear equations with matrix and determinants, radical expressions, conic sections, sequences and series.

Prerequisite: None

OFT 101
Computer Concepts 3 credits; 45 lecture hours

This course will provide an introduction to computers and computer applications. Students will also learn how to produce, format, and edit documents using MS Word, create a basic spreadsheet using MS Excel, and be introduced to presentation and database software. Professional netiquette and email procedures will also be covered.

Prerequisite: None

PHY 101
Fundamentals of Physics 3 credits; 45 lecture hours

This course is an introduction and study of principles and applications of concepts in mechanics, energy, heat, wave motion, sound, and modern physics. It provides students with a thorough understanding of the basic concepts of physics and the methods scientists use to explore natural phenomena, including observation, evaluation of evidence, and employment of mathematical analysis.

Prerequisite: None

PSY 101
Introduction to Psychology 3 credits; 45 lecture hours

Psychology is a study of human behavior, functioning, and interrelationships based on consideration of important concepts, methods, and theories of psychology. The focus is on such topics as the interaction between the brain and behavior, human growth and development, sensation and perception, emotion and motivation, the nature of thinking and learning, theories and types of personality, abnormal behavior, group and social interaction, and the psychological influences of society on the individual.

Prerequisite: None

RCP110
Respiratory Therapy Principles and Applications I 3 credits; 30 lecture hours/30 lab hours

This course presents a far-reaching examination of the respiratory system, and the functional science theories essential to respiratory care. Students will examine topics such as airway management, acid-base analysis, and respiratory illnesses. Laboratory will include exercises and practice to compliment the lecture portion of this course, along with competency skill checks.

Prerequisite: BIO110 SCI101

RCP115
Respiratory Therapy Practicum Experience I 6 Credits 480 extern hours

This course provides the practical learning experience in all phases of non-critical, acute respiratory care procedures. Students actively participate, under close supervision in such areas as chest x-ray interpretation, physical assessment, and therapeutic administration of medical gases, aerosolized medications, ventilator management, chest physiotherapy, intermittent positive pressure breathing, bi-level and continuous positive airway pressure, and prophylactic deep breathing. Additional clinical experiences will focus on pulmonary functioning testing, conducting and analyzing electrocardiograms, drawing and analysis of arterial blood gases, and assisting the physician with special procedures. A letter grade of "C" or better is required for graduation.
Prerequisite: RCP110 RCP120
Co-requisite: RCP210

RCP120
Respiratory Therapy Principles and Applications II 3 credits; 30 lecture hours/30 lab hours

This course presents an intensive study of the application and management of mechanical ventilation. Students will become familiar with the various modes and equipment specific to mechanical ventilation and airway ventilation. Includes establishing the need for mechanical ventilation, non-invasive versus invasive mechanical ventilation, the physiologic basis of ventilatory support, physical principles of positive pressure ventilation, physical assessment of the critically ill patient, interpreting basic waveform graphics, and respiratory monitoring in the intensive care unit. The course includes an overview of techniques of intubation and airway management.

Prerequisite: RCP110

RCP130
Cardiopulmonary Pharmacology 3 Credits; 45 lecture hours/0 laboratory hours

This course is designed to familiarize the student with medications commonly used in Cardiopulmonary Care. It includes patient assessment of need, indications, contraindications, actions, side effects and hazards for each medication discussed. The student will also identify age-appropriate dosing and routes of administration for each drug. The course includes an introduction to the pharmacological aspect of Advanced Cardiac Life Support according to the Guidelines of the American Heart Association.

Prerequisite: SCI101
Co-requisite: RCP110

RCP140
Cardiopulmonary Physiology 3 Credits; 45 lecture hours/0 laboratory hours

This course emphasizes the cardiopulmonary system and acid-base balance applied to and correlated with patient pathology. A study of physiologic mechanisms of the cardiopulmonary system, including a review of the anatomy of the pulmonary and circulatory systems; ventilatory mechanics, gas diffusion, physiology of internal and external respiration, oxygen transport, carbon dioxide elimination, acid-base balance, ventilation perfusion relationships; and the neurologic control of ventilation.

Prerequisite: BIO220

RCP150
Cardiopulmonary Diseases 3 Credits; 45 lecture hours/0 laboratory hours

This course focuses on pathophysiology, assessment, treatment, and evaluation of patients with cardiopulmonary disease. Explores cardiopulmonary and neuromuscular physiology and pathophysiology. It also introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is on clinical signs and symptoms along with diagnoses, complications, prognoses, and management.

Prerequisite: BIO220

RCP210
Respiratory Therapy Principles and Applications III 4 credits; 45 lecture hours/30 lab hours

This course presents an intensive study of the application and management of mechanical ventilation. Students will become familiar with the various modes and equipment specific to mechanical ventilation and airway ventilation. This course includes establishing the need for mechanical ventilation, non-invasive versus invasive mechanical ventilation, the physiologic basis of ventilatory support, physical principles of positive pressure ventilation, physical assessment of the critically ill patient, interpreting basic waveform graphics, and respiratory monitoring in the intensive care unit. The course includes an overview of techniques of endotracheal and or tracheal intubation and airway management.

Prerequisite: RCP120

RCP215
Respiratory Therapy Practicum Experience II 6 Credits 480 extern hours

This course is an advanced clinical experience in respiratory care in a variety of settings including intensive care for the patient in the acute care setting, and management and monitoring of the patient receiving mechanical ventilation. This includes establishing the need for mechanical ventilation, non-invasive versus invasive mechanical ventilation, the physiologic basis of ventilatory support, physical principles of positive pressure ventilation, physical assessment of the critically ill patient, interpreting basic waveform graphics, and respiratory monitoring in the intensive care unit. Students also gain familiarity with initiating respiratory therapy for the neonatal and pediatric care populations and rotate between critical and non-critical care units within these two populations. Rotations in home care, pulmonary rehabilitation, and polysomnography (in an accredited sleep lab or similar facility) will also be provided.

Prerequisites: RCP 110 RCP 115 RCP120 and RCP210
Co-requisite: RCP220

RCP 220
Respiratory Therapy Principles and Applications IV 4 credits; 45 lecture hours/30 lab hours

Explores current issues affecting the profession of respiratory care. This course also provides an in-depth overview of adjunctive mechanical ventilation, neonatal and pediatric patient therapeutic procedures for treatment of congenital and cardiovascular disorders, smoking cessation, pulmonary rehabilitation, disaster planning, specialty physician-assistive procedures and polysomnography.

Prerequisite: RCP210

SCI101
Integrated Sciences 4 credits; 45 lecture hours/30 lab hours

This course integrates fundamental principles of chemistry and related physical laws as applied to the allied health professions. Elementary algebra will be presented including operations on polynomials and rational expressions, laws of exponents, factoring, graphing of equations and inequalities, and systems of equations. Laboratory will include chemistry and physics experiments as they relate to the allied health professions.

Prerequisites: None

SOC 101
Introduction to Sociology 3 credits; 45 lecture hours

In this introductory course, students will explore the study of social life, social change, and the social causes and consequences of human behavior. The study of Sociology examines the structure of groups, organizations, and

societies, and how people interact within these contexts. The course will develop the student's understanding of how culture, socialization and social structure impact human behavior. Institutions of society, including religion, economy, political structures, family, gender, and the workforce will be studied. The effect of sociological factors on health and health care will also be addressed.

Prerequisite: None

SOC 105
Sociology of Gender 3 credits; 45 lecture hours

In this course, students will examine the socialization process and societal institutions to analyze how they impact the formation of gender roles within society. The course will introduce students to basic concepts such as gender, sex, sexuality, gender difference, and gender socialization. The course will also examine how gender concepts and behaviors shape and are shaped by larger social institutions including class divisions, ethnicity, advertising, economic systems, and governments. Diverse theories that address issues of gender differentiation and gender inequality will be explored.

Prerequisite: None

SOC 205
World Cultures 3 credits; 45 lecture hours

This course is an introduction to the anthropological study of the diversity of contemporary human cultures. Through readings, films, and lectures, students will explore a wide variety of peoples and cultures around the world. In the process of studying the diversity of peoples in the world, students will analyze their own cultures, and its beliefs and values and life ways, as well as its relationship to other cultures. By better understanding the values and beliefs of members of other cultures, students will be able to gain a more insightful understanding of their own culture and come to better appreciate the ways in which their own culture subtly shapes their perceptions of the world.

Prerequisite: None

SOC 210
Sociology of Death and Dying 3 credits; 45 lecture hours

This course explores the ethics, ideas, and laws of death and dying in the context of American society. Attitudes on death, Health care and illness in relation to death, ways of dealing with death, and making death through suicide will be explored and studied throughout the course, all in the context of ethics and laws in modern society.

Prerequisite: None

SPH 101
Interpersonal Communication 3 credits; 45 lecture hours

This course in public speaking and basic communication theory is designed to increase students' self-confidence and communicative ability. Focusing upon the preparation and delivery of informative and persuasive speeches, the course emphasizes the development of vocal quality, diction, listening skills, and audience assessment.

Prerequisite: None

SRG 110
Microbiology and Asepsis 4 credits; 45 lecture hours/30 lab hours

This course covers microbiology and the identification of basic equipment used to understand microorganisms, their structure and characteristics and the conditions that affect the life and death of microorganisms and their relationship between humans and pathogenic and non-pathogenic bacteria, factors that enable pathogens to invade a host and cause disease. The wounding and healing process is covered as well as the fundamentals of contamination, sanitization, disinfection and sterilization of instruments, supplies and items used in OR.

Prerequisite: None

SRG 111
Surgical Technology Fundamentals 3 credits; 15 lecture hours/60 lab hours

This course introduces the students to the broad field of surgical technology. It is a prerequisite course to entry into clinical training sequence of courses. The historical development of surgical technology is covered including identification of different types of health care facilities, various agencies, their management and effect on health delivery including understanding procedures for accrediting hospitals and educational programs; surgical team member's role; professional organizations and other materials relevant to OR practice. The principles and techniques of disinfection and antisepsis are also covered.

Prerequisite: None

SRG 112
Pharmacology and Anesthesia 2 credits; 30 lectures hours/0 lab hours

This course covers the medications required in surgical procedures, their terminology, classification, actions/effects, and abbreviations, conversion equivalent units of one system to another, simple math measurements, delivery, dose calculations, drug preparations, care and handling. Preoperative medications, types and phases of anesthesia, its selection, delivery, medications, devices, and complications are also covered.

Prerequisite: None

SRG 113
Perioperative Principles I 4 credits; 30 lecture hours/60 lab hours

This course covers skills that are specifically those of the first scrub role. This course teaches the principles and practice of scrub role in an active hands-on manner in the OR of Mandl School with special emphasis on creation and maintenance of the sterile field, identification of basic instruments by type, function, and name and their care, handling and assembly, identification and preparation of surgical supplies, identification, preparation and handling of sutures, identification, preparation and handling of needles, identification, assembling and handling of accessory and special equipment, and principles of draping.

Prerequisite: None

SRG 114
Perioperative Principles II 2 credits; 15 lecture hours/30 lab hours

This course covers skills that are not specifically those of the first scrub role. The principles and practice of the circulator are examined as well as the proper and safe execution of procedures and use of equipment. Special emphasis is on non-sterile as well as sterile field, identification of basic instruments by type, function, and name and their care, handling and assembly, identification and preparation of surgical supplies, identification, preparation and handling of sutures, identification, preparation and handling of needles, identification, assembling and handling of accessory and special equipment, and the principles of draping.

Prerequisite: None

SRG 115
Pathophysiology 2 credits; 15 lecture hours/30 lab hours

This course covers general pathological concepts including cell pathology, tumor, infection and disease that upset homeostasis. Diseases and disorders of each body system including the diagnostic tests used for identification of the disease are addressed.

Prerequisites: BIO 230 and 240

SRG 210
Surgical Procedures I 3 credits; 15 lecture hours/60 lab hours

This course covers basic surgical interventions "level 1" with emphasis on common diseases and surgical procedures in relation to Endoscopic procedures, general surgery, obstetric and gynecological, ophthalmic, otorhinolaryngologic, oral and maxillofacial, plastic and reconstructive, genitourinary, orthopedics, cardiothoracic, peripheral vascular, and neurosurgical procedures. This course takes place in operating room in the Mandl School. Hands on experiences in planning for, setting up, carrying out, and breaking down a case, and preparing and handling supplies and instruments common to most surgical procedures are the focus of this course.

Prerequisites: BIO 230 and 240

SRG 211
Surgical Procedures II 4 credits; 30 lecture hours/60 lab hours

This course presents an in-depth study of basic surgical interventions "level II" with emphasis on common diseases and surgical procedures in relation to endoscopic procedures, general surgery, obstetric and gynecological, ophthalmic, otorhinolaryngologic, oral and maxillofacial, plastic and reconstructive, genitourinary, orthopedics, cardiothoracic, peripheral vascular, and neurosurgical procedures. This course takes place in operating room in the Mandl School. Hands on experiences in planning for, setting up, carrying out, and breaking down a case are covered as well as preparing and handling supplies and instruments common to most surgical procedures.

Prerequisites: BIO 230 and 240

SRG 212
Surgical Procedures III 4 credits; 30 lecture hours/60 lab hours

This course covers basic surgical interventions "level III" with emphasis on common diseases and surgical procedures addressed in SRG 210 and SRG 211. This course takes place in operating room in Mandl School. Hands on experience in planning for, setting up, carrying out, and breaking down a case, and preparing and handling supplies and instruments common to most surgical procedure are the focus of this course.

Prerequisites: BIO 230 and 240

SRG 213
Advanced Surgical Topics 2 credits; 15 lecture hours/30 lab hours

This course covers the basics of electricity and physics and their application in the operating suites in terms of appliances, machinery and atmosphere and their safe usage, including a study of basic of surgical robotics and new developments in surgical procedures by their usage.

Prerequisite: None

SRG 295
Surgical Technologist Externship 6 credits; 500 externship hours

Field experience under the supervision of a cooperating employer and the College. Students apply the knowledge and skills they have gained in the classroom, while complying with AST Core Curriculum in completing a minimum of 120 cases in various surgical areas and 500 clinical hours at the hospital or medical facility.

Prerequisite: Approval by Department Chairperson

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Associate Director of Career Services ……..…... Ms. Lanish Alston

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The Mandl Board of Trustees is responsible for the overall academic and fiduciary management of the college. The Board works with the senior administration of the college to assist in realizing its institutional mission and educational philosophy. It sets college policies and procedures and participates in and monitors the college's strategic planning process, identifying, establishing and evaluating the mission goals and objectives on an ongoing basis.

The members of the Board of Trustees represent a broad range of academic and managerial expertise, including professionals in various allied health fields. The Board Members are:

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Melvyn Weiner.....President

Nettie Weiner.....Chief Financial Officer and Board Treasurer

Stuart Weiner.....Vice President of Operations

FACULTY and COURSES OF INSTRUCTION[†]

Arts and Sciences Department

Monteiro, Sandra
Assistant Dean of Student Services
Interim Chairperson, Arts & Sciences
M.PHIL, M.A., B.A., University of Goa, India (English)
(English Literature)

Islam, Fabiha*
BA. Columbia university
(Computer Science)

Osoria, Manuel*
B.A., Universidad Mundial Dominica (Dominicana Republic) (Business Education)

Ayala, Herminzul*
M.A., B.A., Brooklyn College
(English)

La Guisa, Mary*
M.S., B.S., College of Staten Island (English Secondary Education)

Spellen, Elizabeth
B.A., Queens College
(Applied Mathematics)

Debenedetto, John
M.A., Hunter College (Theater)
B.A., Rutgers University (English)

Okonkwo, Peter
M.S., Columbia University
(Molecular Biology & Nutrition)
B.A., University of Southern California

Streeter, Steven*
M.F.A, Brown University (Creative Writing)
B.A., Columbia University (English Literature)

Dental Assistant Department

Mullokandov, Gabriel*
D.D.S., Tadjick State Medical & Dental University
(Tadjickistan)

Diagnostic Medical Sonography

Yaqoob, Asma
Chairperson/ Program Director
M.B.B.S., Rawalpindi Medical College (Doctor of Medicine & Surgery)

Kumari, Meena*
Lab Assistant
A.A.S. Mandl School DMS

Nokhal, Lamiaa*
M.D., Mansoura University, (Egypt) (Doctor of Medicine)

Ahmad, Nadia*
M.B.B.S., Fatina Jinnah Medical College (Doctor of Medicine & Surgery)

Mohammed, Shanelia
Lab /Clinical Assistant
A.A.S., Mandl School DMS

Yassin, Mona*
M.D., M.Sc., Cairo University (Egypt) (Doctor of Medicine)

Health Care Administration Department

Reid-Jackson, Sharon
Chairperson
M.P.H., University of the West Indies (Public Health Education)

Clayton-Rowe, Lynval*
D.H.A, Virginia University of Lynchburg (Healthcare Administration)
M.P.H., Grand Canyon University (Public Health)
B.P.S., Medgar Evers College (Healthcare Administration)

Anderson, Christina*
M.Ph.., Rutgers University
B.S. University of Missouri

Imafidon, Jessica*
M.H.A., Hofstra University (Healthcare Administration)
B.A., SUNY University at Buffalo (Communication)

[†] (Note: Part-time, adjunct instructors are indicated by an asterisk *)

Health Care Administration Online Division

Alvarado, Luis*
B.S., Universidad Nacional de Trujillo, (Peru) (Accounting)
A.S., Hostos Community College (Computer Science)

Antonyan, Gohar*
M.A., Brooklyn College CUNY (Mathematics)

Baxley, Glenn*
Ph.D., Trident University (Education)
M.A., B.A., National University (English)

Budhram, Vashti*
Ed.D., M.Ed., American College of Education
B.S., University of Guyana (Education Administration
A.A.S., Mandl School (Healthcare Administration)

DieuDonne, Jean*
M.S., M.B.A., Long Island University (Business Administration)
B.S., Brooklyn College (Health Information Mgmt.)

Dunn, Ronda*
MHI, University of Cincinnati (Health Informatics)
B.S., University of Cincinnati (Health Information Management)

Knapp, Luis*
Ed.D., Liberty University (Higher Ed. Admin)
M.B.A., Liberty University (Healthcare Mgmt.)

Lee. Bonnie*
M.S.Ed., College of Staten Island (TESOL)
B.A., College of Staten Island (Linguistics)

Mohamed, Sheirin Hammouda*
M.D., Mansoura University (Egypt)

Osarenkhoe, Nigel*
Ph.D., University of Phoenix (Healthcare Admin)
M.Ph., City University of NY (Public Health)

Potts, Tamica*
Ed.D., Grand Canyon University (HCA)
M.B.A., American Intercontinental University (Healthcare Management)
A.O.S., ASA College (Medical Assistant)
A.O.S., ASA College (HCA)

Wright, Kathy*
M.H.A., B.S., Capella University (Healthcare Administration)

Medical Assisting Department

Elseginy, Mohamed
Chairperson
M.B.B.Ch., Alexandria University (Egypt) (Medicine and Surgery)

Fleming, Calvin M.D.,
Ross University (Doctor of Medicine)
B.S. South Carolina State University (Biology)

Morris, Sherry
D.O., New York College of Osteopathic Medicine (Doctor of Osteopathy)
B.S. Bowling Green State University (Physical Education)

Nishu, Rifath*
M.B.B.S., Mahsa University (Doctor of Medicine & Surgery)

Robinson-Holmes, Rayna*
M.S., Mercy College (Organization Leadership)
B.A., Lehman College (Psychology)

Uddin, Akm
M.B.A., St. Joseph's College M.P.H., University of Dhaka (Bangladesh) (Public Health)
B.M.M.S., University of Chittagong (Medicine and Surgery)

Williamson, Diana*
M.B.A., John Hopkins University
M.P.A., South University (Public Administration)
B.D., M.Sc., Icahn School of Medicine

Respiratory Therapy Department

Beauvil, Victor, RRT **Chairperson/RT Program Director**
Ph.D., Walden University (Epidemiology)
M.P.A., Long Island University (Public Administration Healthcare Mgmt.)
B.S., Nyack College (Organizational Mgmt.)

Hossain, Zeema, RRT
Director of Clinical Education
M.S., SUNY Downstate Medical Center (Medical Informatics)
B.S., SUNY Stony Brook University, Respiratory Care)

Sampson, Rachel*
M.P.H., New York Medical College
B.S., St. Francis College

Surgical Technologist Department

Mingo, Alicia CST
Interim Department Chair
Clinical Coordinator
Ph.D., M.P.H., Walden University (Public Health Epidemiology)

Brown, Desirae, CST
Certificate, Sanford Brown Institute (Surgical Technology)

Cowell, Coleen* CST
A.A.S., Kingsborough Community College (Surgical Technology)

Gordon-Braham, Tonia*CST
MHA, Global University of Arizona Healthcare Administration

Green, Leon, CST
B.A., Berkeley College (Business Administration)
A.O.S., Mandl School (Surgical Tech)

Lapoterie, Claudine*, CST
A.O.S., Mandl School (Surgical Technologist)

McKoy, Lynette*CST
B.A., John Jay College Forensic Psychology

Reason, Vonnette*CST
B.B.A.,Monroe College
A.A.S., Kingsborough Community College (Liberal Arts)

Samuels, Denise *CST
Certificate, Down State University (Surgical Technology)

Thompson, Zeando*CST
Certificate, CWE/Health Care Institute (Surgical Technician)

(Note: Part-time, adjunct instructors are indicated by an asterisk *)

DIRECTIONS TO CAMPUS

Mandl is located at 254 West 54th Street, in the heart of Manhattan's Theater District, and is easily accessible by public transportation using the Metropolitan Transit Authority's subway and bus routes.

By Subway, stations closest to the school are:

- Seventh Ave. (B, D and E lines)
- 57th Street (N, Q, R, and W lines)
- 59th Street (A, B, C, D, and #1 lines)
- 50th Street (C, E, and #1 lines)

By Bus:

- #20 and 104 buses stop at 52nd Street and Eight Avenue northbound and 55th Street and Broadway southbound.
- For those coming from New Jersey, the #10 bus stops at Pennsylvania Station and the Port Authority Bus Terminal and the E train stops at the World Trade Center – PATH station. Those coming from Westchester can take the #104 bus, which stops, in front of Grand Central Station.

From Westchester:

- Take Metro North to Grand Central Station/42nd Street and take the # 7-line subway westbound to 42nd Street/Times Square
- Transfer to the uptown C or E line and exit at the 50th Street Station (see above)

From Long Island:

- Take the Long Island Railroad to New York Pennsylvania Station/4th Street.
- Take the subway C, E and #1 line uptown to 50th Street Station (see above)

From New Jersey:

- Most New Jersey Transit buses arrive at New York Port Authority Bus Station, located at 42nd Street and 8th Avenue. One may reach Mandl School using either MTA subway or buses as indicated above.
- New Jersey Transit Rail Lines arrive at New York Pennsylvania Station/34th Street. One may reach Mandl School by taking the C, E and #1-line subway uptown to 50th Street.

By Automobile:

- One may reach Mandl by driving eastbound from Manhattan's West Side Drive on 54th Street. The school is just past 8th Avenue on the right-hand side.
- Please be advised that on street parking in this active mid-town location is quite limited; several privately operated garages are nearby but can be expensive. Thus, whenever possible, we strongly recommend the use of public transportation.