

NEW YORK INSTITUTE OF TECHNOLOGY
VANCOUVER, CANADA

School of Management

MASTER OF BUSINESS ADMINISTRATION

Volume 1 – Self Study

Submitted to the Independent External Review Panel

July, 2024

**NEW YORK INSTITUTE
OF TECHNOLOGY**

Vancouver



1. Table of Contents

1. Executive Summary	4
1.1 Organizational Overview	4
1.2 MBA Program Summary	4
1.2.1 Aims, Goals and/or Objectives.....	5
1.2.2 Curriculum Design	5
1.2.3 Career Relevance	5
1.2.4 Delivery Methods.....	5
1.2.5 Contact Information	6
2. Degree Level Standard – Master of Business Administration	6
2.1 Depth and Breadth of Knowledge.....	7
2.2 Knowledge of Methodologies and Research.....	7
2.3 Application of Knowledge	8
2.4 Communication Skills.....	8
2.5 Awareness of Limits of Knowledge	8
2.6 Professional Capacity/Autonomy	9
2.6.1 Initiative, personal responsibility and accountability.....	9
2.6.2 Working effectively with others	9
2.6.3 Behavior consistent with academic integrity.....	10
3. Credential Recognition and Nomenclature	11
4. Curriculum/Program Content	12
4.1 Structure and Length.....	12
4.2 Core and Prerequisite Courses.....	12
4.3 Program learning goals.....	13
4.4 Student Assessment and Learning Goal Alignment	14
4.5 Review Process	14
4.6 Opportunities for Graduates	15
5. Program Delivery / Learning Methodologies	16
5.1 Program Delivery and Methodology.....	16
5.2 Sample Learning Resources, Tools and Technologies	16
5.3 Student Engagement.....	17
6. Admission and Transfer/Residency	18
6.1 Admission Requirements	18
6.2 Waivers.....	18
6.3 Transfers.....	19
6.4 Residency requirements.....	19
7. Faculty.....	20
7.1 Faculty Qualifications, (re)Appointment, Promotion and Evaluation	20
7.2 Enrolment plan	20
7.3 Professional Development for Faculty Members.....	21
7.4 Faculty Scholarly Output / Research Activities	21
7.5 Academic Policies.....	21
8. Program Resources.....	22
8.1 Library Resources.....	22
8.2 Facilities	22
8.3 Information technology.....	22
8.4 Administrative Resources	23

8.5	Student Affairs Staff	23
8.5.1	Career Services Coordinator.....	23
8.5.2	Student Engagement Coordinator.....	23
8.6	Writing Center Coordinator.....	23
9.	Program Consultation.....	24
9.1	Consultations	24
9.2	External Reviews	24
10.	Program Review and Assessment.....	25
10.1	Institutional MSCHE Accreditation and Self-Study.....	25
10.2	Continuous Program Improvement	25
10.3	School of Management Continuous Assessment Process	25

1. Executive Summary

1.1 Organizational Overview

New York Institute of Technology (NYIT), established in New York state in 1955, is an independent, coeducational, comprehensive, not-for profit institution, offering 90 [degree programs](#) in 50 fields to approximately 9,000 students worldwide at Schools of Architecture and Design, Education, Engineering and Computing Sciences, Health Professions, Management, and the Colleges of Osteopathic Medicine, Arts and Sciences, and Interdisciplinary Studies and Education. It has over 100,000 alumni.

NYIT has 3 campuses in the United States. NYIT has operated academic programs in Vancouver, BC since 2000, currently offering 3 masters [programs](#)¹. Although NYIT operates in multiple locations, it is chartered as one institution, governed by a 16-member Board of Trustees. Reporting to President Dr. Henry C. Foley are members of the President's Council, responsible for academics, operations, long-range planning, and other administrative functions. Irene Young EdD was appointed as Executive Director and Vancouver Campus Dean to lead the Vancouver Campus programs in 2016.

The [NYIT mission](#), is to:

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

NYIT has a reputation for excellence. The most recent The Wall Street Journal / Times Higher Education college rankings, ranked NYIT overall at 253 nationally, up from 266 previously, putting NYIT in the top 1/3 of the 796 universities represented. In 2015 the School of Management first received [AACSB](#)² accreditation for all NYIT campuses, including Vancouver, placing it among the top 5% of business schools around the globe. Accreditation has been extended to 2025³. The Vancouver MBA program is supported by 6 full-time faculty members, several qualified adjuncts, and supplemental faculty resources from New York.

1.2 MBA Program Summary

NYIT-Vancouver currently offers 3 streams of MBA: MBA - General (30- credits), MBA - Finance (36 credits) and MBA – Business analytics (36 credits) . Students can also be assigned up to 9 credits, which can be waived if the student has had equivalent courses or work experience.

¹ network computer security, energy management, and business administration

² Association to Advance Collegiate Schools of Business

³ See review report in Appendix 9.2

1.2.1 Aims, Goals and/or Objectives

The goal of the program is to prepare career-ready leaders for a variety of business contexts, by focusing on the application of modern business theories to problems that managers face in public and private sectors of the global economy. The curriculum emphasizes, critical thinking, experiential learning and career-oriented practice and technology use. NYIT's MBA is broad, interdisciplinary, and technology-integrated. It focuses on local contextualized issues relevant to Canadian businesses. Course learning outcomes increase in complexity through the program stressing analysis, synthesis, and evaluation. The program strengthens students' ability to:

- Evaluate and improve business operations and processes;
- Collaboratively address current social and culture-specific business issues; and,
- Utilize information, analyze, and report on environmental business sustainability.

There is great labour demand for students with advanced business skills in BC.

1.2.2 Curriculum Design

The program is designed for *Content, Mastery, Career Relevance, and Student Engagement*. It is a course-based, career-oriented program that includes waivable prerequisite courses and non-waivable core courses and electives. The case and problem-based curriculum, capstone and professional development/communications courses prepare students for real-world work scenarios.

1.2.3 Career Relevance

All non-waivable⁴ MBA courses include integration of at least three business disciplines. Students synthesize across disciplines and effect sound decision-making based on best professional practices. All courses and their learning goals are reviewed, evaluated, and endorsed by industry advisory groups for relevance. Course portfolios and an assessment scorecard provide students with evidence of learning that is meaningful to potential employers. Scorecards demonstrate how students have achieved learning goals, course by course.

1.2.4 Delivery Methods

The majority of the program is delivered in a traditional in-class format; however, when suitable, a small number of blended and/or distance learning courses are offered to allow students to experience global learning. Students from all campuses can attend study abroad programs (usually in summer) or transfer to any other NYIT campus.

⁴ All students are required to complete the non-waivable courses, no exceptions or transfer credits are allowed.

1.2.5 Contact Information

Jerry Balentine, D.O.

Provost and Executive Vice President
New York Institute of Technology

Northern Boulevard
Old Westbury, NY, 11735
pbirming#@nyit.edu
Phone: 1.516.6863976

Irene Young, MBA, Ed. D.

Executive Director and Campus Dean,
2925 Virtual Way, Suite #310
Vancouver, BC, V5M 4X5
irene.young@nyit.edu
Phone: 778.783.5905

Sinan Caykoylu, PhD.

Head of the Vancouver MBA program,

2925 Virtual Way, Suite #310
Vancouver, BC, V5M 4X5
scaykoyl@nyit.edu
Phone: 778.783.5909

2. Degree Level Standard – Master of Business Administration

The primary goal of the School of Management’s programs is to teach students to harness information and knowledge on prevalent trends affecting business sustainability and growth in the 21st century, specifically:

- Globalization and the resulting increase in market diversity;
- Opportunity for innovation that derives from these expanded opportunities; and
- The power of technology’s transformational effect on business within this environment.

Students utilize this knowledge to develop integrative strategic initiatives that support business development, add value to an organization, and serve their community. Building on their undergraduate education and business experience with knowledge that is both specialized and at the forefront of the discipline, MBA graduates are prepared to take on leadership roles that require sound judgment, personal responsibility and initiative in complex and unpredictable professional business environments.

2.1 Depth and Breadth of Knowledge

The curriculum is cross-functional and integrated, stressing application of current business theories to solve problems confronting administrators in public and private sectors. The non-waivable⁵ core focuses on financial management, accounting analysis, economics, organizational behaviour, resource planning, marketing strategies, strategic leadership and supply chain management, providing both a deeper exploration of topics than the waivable prerequisites and a systematic understanding and critical awareness of current problems, theories and best practices at the forefront of these inter-related areas. Students in the mMBA achieve additional depth in one or more areas (e.g. marketing research, multinational business management) through 9 credits of electives and a mandatory capstone. Students in the fMBA achieve still greater depth in finance through an additional 15 credits of finance courses.

Learning and assessment is primarily based on demonstration of higher-order processing described by [Bloom’s Taxonomy](#), including analysis, synthesis, and evaluation. The curriculum described in Section 4.1 provides a sound progression, balance between theory and practice, and a suitable workload. Curriculum revisions are made as new information, technology and pedagogical approaches evolve. Faculty in New York and Vancouver both ensure content reflects the changing landscape.

2.2 Knowledge of Methodologies and Research

As a professional, course-based program, students in the MBA do not complete an independent thesis research project. They engage more directly with business research and inquiry directly linked to professional practice.

In all core and elective classes students collect original data from the library or other

⁵ courses required to be taken by all students; no exceptions or transfer credits allowed

electronic sources (e.g. Bloomberg terminal, internet) for their respective research topics (see 5A section of the master syllabuses). The originality of the work of the written assignment is checked through electronic means. All NYIT students are required to take the technical writing course (NYIT 610) to ensure they can deliver original research with proper citation techniques.

2.3 Application of Knowledge

Several core and elective courses include projects and other applications where students apply an existing body of knowledge in order to solve current real problems within the localized business context. For instance, in MGMT 725 (Entrepreneurship and Venture Initiation), students work on real-life cases introduced to them by actual Canadian entrepreneurial businesses. Students are primarily expected, but not limited, to use their finance, accounting, marketing, and management knowledge to find real-world solutions to these businesses' real-world questions. Students have to collect data, develop alternative solutions, evaluate these solutions, and discuss why they decided on a particular set of recommendations. They present their findings both in writing and by presentation to these multinational businesses.

The School of Management also participates in and conducts business case competitions where MBA students from all NYIT campuses can compete as teams to use their existing knowledge to recommend solutions to real-world issues presented by the participating corporation.

Students in Vancouver are also encouraged to do practicums / internships, where they can work on specific corporate projects with others. These practicums/internships allow students to develop real business solutions, make presentations to clients, and assess project outcomes. The most recent practicum agreement⁶ and its outcome report⁷ are provided as an Appendix.

2.4 Communication Skills

The General Learning Goal, [1G](#) and the Management-Specific Goal, [3M](#), address oral and written communication for various audiences in interdisciplinary team project contexts. Most courses in the MBA emphasize written and oral communication for various audiences. Team projects strengthen and reinforce communication skills. Most courses require students to prepare written reports, and present technical topics in formal and semi-formal settings. For example, the professional development seminar, BUSI 610, includes seminars and workshops in public speaking and business writing. The Technical Communication course, NYIT 610, teaches and assesses techniques and forms of scientific and technical writing. Students write reports, manuals, memos, analysis essays and a research paper. See Appendix 5.1.

2.5 Awareness of Limits of Knowledge

The

⁶ Appendix 2.1: A recent BUSI 702 (practicum class) agreement.

⁷ Appendix 2.2: Sample BUSI 702 outcome report.

Program learning goals emphasize evaluation including alternative perspectives, limitations of the analyses used, and expectations for the effectiveness of proposed solutions. Learning Goal [2M](#) emphasizes analysis to bridge the gap between abstract theory and practice, while learning goal [2G](#) includes consideration of alternative perspectives, limitations of the analyses used, and expectations for the effectiveness of proposed solutions. In addition, the outcomes also foster students' critical and original thinking; encompassing appropriate processes of enquiry, knowledge generation and sharing. For example, in MGMT 650 (Strategic Leadership), when students present their findings they are expected to describe alternative paths and defend their recommended solution⁸.

2.6 Professional Capacity/Autonomy

The program encourages professional autonomy among its students by requiring them to collect data for an original analysis, taking into account industry, company and country specific issues. For example, in MGMT 605 (Organizational Development and Behavioural Factors) students, when analyzing and making recommendations, have to identify and analyze country specific issues and effectively communicate their recommendations; while recognizing differing socio-economic, ethical and cultural issues as they defending their position (Program Learning Outcomes [2G](#), [2M](#) and [3M](#))⁹. Students also develop and demonstrate the following capacities through their coursework:

2.6.1 Initiative, personal responsibility and accountability

The principles include: the intellectual independence required for continuing professional development; the qualities and transferable skills necessary for employment requiring the exercise of initiative and of personal responsibility and accountability, as well as decision-making in complex situations; the ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and the ability to appreciate the broader implications of applying knowledge to particular contexts.

These principles are embedded in all courses offered, in particular in individual and team projects such as in the course MRKT 620: Business Enterprise Environment.¹⁰

2.6.2 Working effectively with others

Teamwork is emphasized throughout the curriculum. Whenever possible, students are grouped in lecture courses to collaborate on specially designed active learning exercises. Also in a majority of the courses there is at least one team assignment (see master syllabuses Appendix 5.1)

The [multiple disciplines](#) in the School of Management coupled with the variety of Schools

⁸ See section 5 A.1, page 3 of the MGMT 650 syllabus Appendix 5.1

⁹ See section 5 A.1, page 3 of the MGMT 605 syllabus Appendix 5.1

¹⁰ See section 5 A.1, page 3 of the MRKT 620 syllabus in Appendix 5.1

within NYIT¹¹ provide students with various opportunities and encounters. Students at NYIT Vancouver have opportunities to collaborate with faculty and students on other NYIT campuses and in particular with the Vancouver based degree programs in business, computing sciences and energy management.

2.6.3 Behavior consistent with academic integrity

In addition to the general requirement for all NYIT students to be bound by the code of ethics, as stated in the NYIT [Vancouver Student Handbook](#), the MBA Program Outcome [G2](#) implicitly ensures that all students in the program can develop and implement further learning consistently and sensitively while managing highly complex ethical issues leading to informed, fair and valid decisions.

¹¹ Architecture and Design, Management, Health Professions and Arts and Sciences

3. Credential Recognition and Nomenclature

The credential “MBA” is used by institutions and generally understood, world-wide. The NYIT MBA is comparable to MBA’s at other institutions (i.e. Simon Fraser University, University of Victoria, Thompson Rivers University, and University Canada West). To date, we have not had students transfer into or out of the program to other MBA programs. However, our courses are quite similar to those of other MBA programs, and we have written assurances that our transfer credits and degree is recognized by other educational institutions and potential employers¹².

The NYIT MBA is a well-established, first authorized by the New York State Department of Education in 1975. It is accredited by the Association of Advanced Collegiate Schools of Business – International ([AACBS](#))¹³.

External reviews including the AACSB accreditation review validate the quality of the program and the alignment of the curriculum and learning outcomes with industry and educational expectations for an MBA. The Middle States Commission on Higher Education (MSCHE) reviews NYIT’s programs for academic compliance with their [standards](#). MSCHE accreditation was [re-affirmed](#) November, 2019. The MBA program in Vancouver is also reviewed separately by an independent expert panel in accordance with the “[Policy on Quality Assurance](#)” guidelines set by the Vancouver Campus.

¹² Appendix 3.1 NYIT Vancouver MBA endorsements

¹³ See Appendix 9.2 for AACBS accreditation letter

4. Curriculum/Program Content

4.1 Structure and Length

The Management MBA program consists of waivable¹⁴ prerequisite courses (9 credits), non-waivable core courses (24 credits), and electives (6 credits). Without waivable courses, the Management MBA can be completed in minimum 1 year (3 terms). MBA-Finance and MBA-Business Analytics students require 6 additional elective credits. Waiving waivable prerequisites reduces completion time and 90% of our students waive courses. Syllabi for core courses are in Appendix 5.1. Brief course descriptions are available online.

4.2 Core and Prerequisite Courses

Waivable Prerequisites (for both streams of MBA)

These courses ensure all students have the foundation skills and knowledge requisite to success. Courses can be waived in instances where there is comparable undergraduate or graduate knowledge or work experience. Students with undergraduate degrees in business often waive most or all of these courses. These courses are 1.5 credits each.

ACCT 501 Accounting I

ECON 501 Principles of Economics I

FINC 501 Finance

MIST 501 Management Information Systems

QANT 501 Business Statistics

QANT 510 Production and Operations Management

Non-Waivable Core (for both streams of MBA) The non-waivable core is modular, integrated and highly interdisciplinary. Credit for these courses cannot be transferred from another institution.

ACCT 601 Accounting Analysis (3)	MRKT 620 Strategic Marketing and Branding (3)
ECON 601 Managerial Economics for Decision Making (3)	QANT 630 Operations and Supply Change Management (3)
FINC 601 Financial Management (3)	BUSI 610 Professional Development Seminar (0)
MGMT 605 Organizational Development and Behavioural Factors (3)	NYIT 610 Technical Communication (0)
QANT 620 Multiple Criteria Decision Models (1.5)	MGMT 650 Strategic Leadership Capstone (3) or
MIST 610 Enterprise Resource Planning Systems (1.5)	BUSI 650 Business Analytics and Decision Making (3)

¹⁴ The Waiver Evaluation Committee assesses and may waive courses if the student has successfully completed an equivalent course.

4.3 Program learning goals

The program learning goals include *General* (transferable across disciplines) and *Management-Specific* (impacting success in business) goals. Upon successful completion of either program, the student will be able to:

General Learning Goals

- (1G) Work collaboratively in groups;
- (2G) Recognize socio-economic issues, and establish and defend a position supported by ethical reasoning; and
- (3G) Lead effectively, particularly in an uncertain global environment.

Management-Specific Learning Goals

- (1M) Utilize technology support systems to strengthen organizational decision processes;
- (2M) Conduct industry, company-specific, or environmental business analysis using appropriate data and informational resources to bridge the gap between abstract theory and practice; and/or
- (3M) Identify and analyze country-/region-specific contemporary business issues; establish and effectively communicate and support recommendations.

Finance-Specific Learning Goals

Successful graduates of the Finance MBA will also be able to:

- (1F) Apply financial paradigms and concepts that are consistent with the Level I curriculum of the CFA Institute.
- (2F) Compile, analyze, and synthesize financial and other relevant data from multiple electronic sources.
- (3F) Evaluate different investment strategies against the objectives of individuals and/or institutional investors.

Business Analytics Learning Goals

- (1BA) Skills and ability to analyze and implement data-driven business processes, form business inferences and predictions from data, and make optimal and robust business decisions.
- (2BA) Skills to do enhanced statistical analysis, data visualization, database management, machine learning, and social network analytics applications in different business functional areas including marketing, finance, accounting, operations, supply chain, and human resources.
- (3BA) Use Python programming, SQL, Tableau, s to determine which dataset is most useful and how it can be leveraged to solve business problems and increase productivity, efficiency, and revenue.

4.4 Student Assessment and Learning Goal Alignment

Each course has invariant learning goals¹⁵, which are the same at all NYIT campuses and align with and ensure coverage of the program learning goals. Courses also have contextualized learning goals specific to the region of delivery (i.e. BC/Canada) that may supplement and complement the program learning goals. Courses may also have instructor-specific goals related to the expertise of the instructor. These tiers ensure that students are taught uniform relevant knowledge, contextualized globally and locally, and supplemented by instructor expertise.

Each goal has at least 1 Assurance of Learning Validation¹⁶: an activity/product assessed to determine the degree to which students achieve the goal. Validation *Scores* are scaled from 1-5¹⁷ using program rubrics (See Appendix 4.1), and are different than grades. Scores form a criterion from which an instructor ascertains an overall grade for any assessment instrument. The overall assessment the student receives for an instrument is a “grade.” A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

Examinations in class provide feedback to ensure students who have not mastered the requisite skills/knowledge will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of individual testing.

The Integrative Elements and Goals matrix¹⁸ shows, for core courses of the program, (1) which other business elements have been integrated and (2) which general program learning goals are supported.

4.5 Review Process

The program uses both external referencing and internal assessment data via input from (1) Business Advisory Boards/Executive Councils at numerous NYIT locations including Vancouver, (2) Stakeholder (faculty, students, alumni, and employers) engagement, and (3) benchmarking with peer and aspirant institutions.

Members of the Business Advisory Boards review samples of student work each year to verify that it achieves the intended result and, in fact, conforms to expectations for mid-management level employees.

The School of Management is accredited by The Association to Advance Collegiate Schools of Business ([AACSB](#)). AACSB [Principles and Standards](#) focus on strategic planning, physical/financial/faculty/staff resources, curriculum, assurances of learning, effectiveness of teaching, impact of scholarship and engagement. The 2020 AACSB institutional review is included in Appendix 9.2.

Detail about our external referencing and internal assessment are provided in [Section 9](#)

¹⁵ Section 5A on each syllabus

¹⁶ Starting at Section 5A1 on each syllabus

¹⁷ 1-poor, 2-fair, 3-good, 4-very good, 5-excellent

¹⁸ *Appendix 4.1: Integrative Elements and Goals matrix*

Program Consultation. Also see [Section 10: Program Review and Assessment](#).

4.6 Opportunities for Graduates

According to [BC's 2023 Labor Market Outlook report](#), close to a million job openings are expected for BC with the largest number of job openings expected for the Mainland/Southwest (569,500 job openings). The 3 occupation groups most in demand from expansion and replacements in BC are: sales and service occupations, business, finance, and administration occupations and management occupations. Plus, Business and data analysts are among the most sought-after positions in the job market. Prospective career options for MBA graduates with this concentration are: marketing manager, management analyst, market research analysts and marketing specialist, project management and business operations specialist, purchasing manager or agent, operations research analyst, transportation, storage, and distribution managers and compensation, benefits, and job analysis specialists. More than three-quarters of the job openings are expected to require post-secondary education and training or a university degree. In this sense, the MBA program can advance opportunities to its students in these areas.

5. Program Delivery / Learning Methodologies

5.1 Program Delivery and Methodology

This course-based, career-oriented program includes face-to face, blended and online instruction that blends theory to practice. The syllabi¹⁹ include specifics concerning pedagogical strategies, technologies and approaches. As a highly applied program, courses rely heavily on collaborative, problem-solving and case-based learning. Service learning, community engagement, discussions, and team/individual projects are engaged widely. The program courses include critical and reflection activities, international perspectives, ethics and social responsibility, time management and independent learning.

Courses are delivered by qualified full – and part – time faculty in Vancouver, supplemented by faculty from New York as needed. New York and Vancouver work collaboratively to assure quality and share resources and content. The Associate Dean of the School of the Management in Vancouver decides the courses to be offered and allocation of faculty.

Student feedback is received through student surveys on specific topics of interest and through the [Noel-Levitz Student Satisfaction Inventory](#) administered in regular cycles across NYIT. See Section 10 Program Review and Assessment for other quality assurance details.

5.2 Sample Learning Resources, Tools and Technologies

Pedagogy is student-centered and technology-enabled²⁰, focused on developing student creativity, productivity and leadership. Students can access enhanced features of Google applications, including Google productivity tools. Online, faculty use screen-capture software to create multimedia presentations and real-time video conferencing tools to enhance the quality of interactions. The Library Resources are extensive. Faculty use the LMS²¹, CANVAS, to optimize instructor/student and student/student interactions. [SafeAssign](#) and [Turnitin](#) are embedded in CANVAS. [Bloomberg terminal](#)²² is available to faculty and students for their research and learning. Appendix 8.3, The Vancouver IT Resources Report details the technical resources at NYIT.

NYIT IT department and Center for Teaching and Learning (CTL) provide the primary source IT support and training for students. During orientation students are introduced to the computer lab and the IT services both the university and the Vancouver campus provides them. Students can report any IT problem they face to “service central” and while at the Vancouver campus for any hardware or software issue they can seek the assistance of CTL’s onsite technical representative. NYIT also provides student loaner laptops and access to necessary software.

¹⁹ Appendix 5.1: The master syllabi for each waivable, non-waivable and select elective courses

²⁰ See Section 8.3 Information technology

²¹ Learning Management System

²² A Bloomberg terminal is a computer system that allows investors to access the [Bloomberg data](#) service, which provides real-time global financial data, news feeds, and messages.

5.3 Student Engagement

Many opportunities exist for professional engagement to support career-oriented learning:

- [*Professional Enrichment Program*](#) – a required speaker series featuring business executives and industry leaders on emerging trends in the business environment;
- [*Practicums and Internship*](#) – students work on real corporate projects, develop business solutions, make presentations to clients and assess project outcomes with other students;
- [*Experiential Education Program*](#) - a hands-on, real-world experience with focused reflection, applying class lessons to practice to strengthen critical expertise; and
- [*Corporate Challenge*](#) - students, as a team, work with fellow students to resolve identified challenges written in a case study format over the period of several weeks as part of a case based competition.

6. Admission and Transfer/Residency

6.1 Admission Requirements

[Admission requirements](#) align with standards at peer institutions. Target students are: students recently completing a bachelor's degree; experienced business professionals seeking careers advancement; and international students seeking multicultural perspectives. Admission criteria is consistent across campuses. However, the campus Associate Dean may recommend proxy methods for meeting criteria locally.

Applicants require:

1. A bachelor's degree (or equivalent) from an accredited college or university
2. An official transcript with a minimum 3.0 GPA;
 - a. If the student's GPA is less than 3.0, a strong composite GMAT score may be sufficient
3. Evidence of scholastic capacity and motivation to pursue graduate work as determined by a review of credentials;
4. English proficiency demonstrate via:
 - a. IELTS Academic: Overall band score of 6.5 (NOT GENERAL) with a minimum of 6.0 in Speaking and Writing. IELTS indicator is not accepted.
 - b. TOFEL iBT: 88 with minimum of 18 in Speaking, 21 in Writing. TOEFL iBT home is accepted.
 - c. Pearson Academic (PTE): Overall 65; minimum 60 in Speaking and Writing.
 - d. Successful completion of the University Pathway Program from one of our partner schools (must be completed in-person)

MBA ENGLISH REQUIREMENTS STARTING FALL 2024

	Overall	Speaking	Writing
IELTS	6.5	6.0	6.0
TOEFL	88	18	21
PTE	65	60	60

6.2 Waivers

New York Tech Vancouver's general MBA program consists of the pre-requisite/waivable, required/non-waivable, and elective courses. General MBA consists of 30 credits plus a Graduate Communications course. There are up to 9 additional pre-requisite/waivable credits that some students might be assigned depending on their background education or work experience. These pre-requisite courses are designed to ensure that students have the necessary foundational knowledge before taking the required courses. Students who are assigned pre-requisites are provided alternative and flexible options ([Flexible Prerequisite Course Options for MBA](#)).

6.3 Transfers

A maximum of 6 graduate credits from an accredited institution may be transferred and applied towards elective requirements. Only courses where a B grade or higher is achieved will be considered for transfer. Credits applied toward another degree may not be transferred. Courses presented for transfer must be submitted with official transcripts and completed within 5 years of initial acceptance into the program.

6.4 Residency requirements

Students must complete all 24 non-waivable core credits at NYIT.

7. Faculty

The School of Management is led by the academic dean, who is supported by an Associate dean in Vancouver²³. The Vancouver program has 6 full-time faculty; 2 full professors, 2 associate professors, and 2 assistant professors²⁴. Part-time adjunct faculty are hired as needed for individual courses. New York faculty supplement Vancouver as needed and work collaboratively in issues of program quality, policy, direction and other matters.

7.1 Faculty Qualifications, (re)Appointment, Promotion and Evaluation

The academic dean (re)appoints faculty based on [policy](#) after analysis, review and recommendation by the Campus and Associate Deans. Recommendations are made in compliance with AACSB [faculty qualifications criteria](#)²⁵. Full-time faculty require a terminal degree in the field and maintenance of qualifications for their classification²⁶ in every 5-year period. The standard full-time faculty teaching load is 21 credits per year²⁷.

Faculty evaluations are described in the [Vancouver Faculty Handbook](#), and in the Policies Manual. Evaluations impacting reappointment, promotion to new ranks, and professional development, are conducted by the Associate Dean for each full-time faculty annually, and includes a peer evaluation of teaching and a Mahara Portfolio documenting evidence of scholarship, service, credentials, etc. Annual 1:1 planning meetings²⁸ with the Associate Dean and each full-time faculty document faculty teaching, scholarship, and service goals. Outcomes are benchmarked against goals and recommendations are made toward ongoing development and success.

The Associate Dean deploys adjunct faculty guided by the adjunct's teaching evaluations, and qualifications according to the school's standards for academically and professionally qualified faculty members. See Appendix 7.3. The specifications for the aforementioned classifications have been used elsewhere by the school's administration in support of attainment of AACSB accreditation.

7.2 Enrolment plan

Each MBA intake (September, January and May) includes 30-40 students for a steady state of enrolled 150-200 students. At least 60% of instruction will be overseen by full-time faculty.

²³ Appendix 7.1: Roles and responsibilities of Associate / Assistant Dean

²⁴ Appendix 7.2: Full-time faculty resume's

²⁵ See page 29 onward

²⁶ Appendix 7.3: Academic and professional qualification criteria

²⁷ Release time is available for scholarly activities and other roles

²⁸ Appendix 7.4: Sample faculty annual plan template

7.3 Professional Development for Faculty Members

Annual faculty evaluations are conducted for the purposes of reappointment and promotion decisions. These evaluations include assessment of appropriate and ongoing professional development and are tracked through an e-portfolio. Professional development is addressed in the Vancouver Faculty Handbook.

Scholarship is demonstrated in both applied and traditional academic ways. Evidence of faculty scholarship includes research projects and grants, papers and publications, and other demonstrations of professional competence appropriate to a discipline. Vancouver faculty professional development awards are granted through 1) Travel Funds to present at a Conference (max \$2,500), 2) the Vancouver Research Grants (max \$5,000), and 3) Vancouver Global Impact Research Grant (max \$50,000). Faculty can also receive financial support from the school to attend one conference annually to present an intellectual contribution and can request additional support for other professional development activities. NYIT recognizes faculty scholarship, through its annual Faculty Scholars' Reception, Faculty/Staff Achievements, and the NYIT Magazine.

The Center for Teaching and Learning (CTL) supports faculty in their work as teacher-scholars by cultivating reflective practice and promoting the scholarship of teaching and learning. The center serves as a resource for best practices in skillful, appropriate, and effective uses of technology in education. Particular attention is paid to how social, linguistic, and cultural diversity affects and enriches the student experience. CTL resources and training opportunities for faculty can be accessed [online](#).

7.4 Faculty Scholarly Output / Research Activities

Annual faculty evaluations, used for reappointment and promotion decisions, include assessment of scholarly output tracked through an e-portfolio. Evidence of faculty scholarship at NYIT-Vancouver includes research projects and grants, papers and publications, and demonstrations of professional competence appropriate to a discipline such as exhibitions.

The program follows the [AACSB standards](#) and guidelines for creative research and intellectual contributions²⁹. Intellectual contributions are original works that advance theory, practice, and/or teaching of business. Contributions are scholarly when based on accepted academic research principles and are disseminated to appropriate audiences. Particular attention must be paid to the quality of research as measured against international standards, as well as to achieving research relevance, to building effective partnerships at home and abroad, and to developing the institution's capacity to meet the needs of society.

7.5 Academic Policies

Policies and guidelines related to academics and faculty can be found in our [database of policy](#) and in the Vancouver Faculty Handbook. These include policy on academic freedom; academic honesty; academic integrity; faculty development; intellectual property; ranks and qualifications; faculty credentials; discipline, grievance and appeals; and curriculum development; among other items.

²⁹ See Page 51 of the AACSB Standards

8. Program Resources

8.1 Library Resources

NYIT has a comprehensive online library system with a total of 70,209 ebooks and 146,000 e-journals, accessible 24/7 to all members of the NYIT community. The E-library sufficiently supports the MBA program³⁰. A listing of all of the library's databases is available [online](#). More details on the resources and services available are found on the Library [Homepage](#).

NYIT holds an online NYIT library orientation for all new students each term. This is recorded and it is available through the canvas orientation portal for anyone who was not able to attend.

8.2 Facilities

Facilities are spacious and well-appointed. Each classroom has appropriate equipment and necessary resources³¹, including white boards, and digital projection equipment. All campus areas provide wireless connectivity. The current IT/AV equipment provision meets the learning needs of the students for the coming 3 years, with software upgrades installed as they come to the market.

All administrative and faculty offices have a computer and Internet access. Software licenses provide office productivity applications (word processing, databases, spreadsheets, and presentation). The computer lab is equipped with hardware and software appropriate to the courses offered.

8.3 Information technology

Program-specific academic software and licenses are provided by NYIT New York. NYIT uses course management software, anti-plagiarism software, statistical applications, and other broadly useful applications in support of its academic programs.

IT support for NYIT-Vancouver covers all computer hardware and software, databases, communication networks, computer laboratories, multi-media and audio-visual equipment, and instructional technology, computerized projection facilities, and tele/videoconferencing facilities. In addition to on-line support provided by Service Central in New York, local technical support is also available to faculty, staff and student. Maintenance and support staff are kept up-to-date through ongoing training, offered with each update/upgrade of equipment and software. User support is offered when faculty or staff experience problems with a system or software.

Each budget cycle provides for the purchase, updating, and upgrading of IT resources. The Campus Dean together with the Associate Dean of the program are responsible for ensuring technological advances are incorporated into the planning cycles and operational strategies and that they support the instructional programs.

³⁰ Appendix 8.1: MBA program library report

³¹ Student desks can be moved to provide whatever seating arrangement may be desired by the faculty to support teaching and learning objectives, including organizing desks to facilitate small group interactions and projects including movable desks.

8.4 Administrative Resources

Serving as the Academic Dean's designee, the Associate Dean in Vancouver leads the program's development. He is supported by other faculty who fulfill administrative assignments in support of the program, while simultaneously maintaining their responsibility, as faculty, in teaching, scholarship, and service. For example, The Director of Experiential Education in Vancouver is responsible for developing learning activities, available to students outside of classes that contribute industry-relevant research and experience to students' co-curricular programs and help to create a collaborative learning environment among students and external stakeholders.

8.5 Student Affairs Staff

The Office of Student Affairs provides several services and resources to NYIT graduate students. The Director of Student Affairs is a student's primary point of contact for academic and career advising.

8.5.1 Career Services Coordinator

[Career Services](#) supports students through resources, programs and services to enhance their career-oriented education, to access opportunity, and to develop confidence and skills for professional success. A full-time Vancouver coordinator is available to assist students with career and professional preparation and assist graduates in securing employment.

8.5.2 Student Engagement Coordinator

A Student Engagement Coordinator in Vancouver assists with providing academic counseling and is directly responsible for [student life activities](#) outside of the classroom. The position also acts as a liaison between faculty and staff in Vancouver and the New York based student affairs team.

8.6 Learning Center Coordinator

NYIT Vancouver's full-time [learning center](#) supports the delivery of the mandatory technical communication class, workshops and drop-in services. The Learning Center Coordinator works with Deans and Faculty to support each degree program and includes ad hoc testing of student English proficiency for admissions decisions. The Coordinator works closely with individual course instructors to integrate writing center services into specific student assignments.

9. Program Consultation

9.1 Consultations

The School of Management's Executive Council in New York works collaboratively with the Academic Dean as a school-wide Steering Committee. The council reviews, advises, and provides input on existing processes and programs, future directions and potential strategic initiatives. This is the group that initially externally referenced the revised MBA program for overall high quality across numerous dimensions.

In Vancouver the School of Management is guided by a local Business Advisory Board³². This board, working collaboratively with the local Associate Dean, provides feedback on local concerns and advises on academic programs, strengthening and leveraging opportunities, and advancing the school's strategic plan and mission. The School of Management also holds an annual Stakeholders' Conference where students, faculty, employers, and alumni from various campuses discuss relevant issues as they impact the school and its students.

9.2 External Reviews

In 2015, the School of Management earned [AACSB accreditation](#). In February 2020 the accreditation was successfully extended for another five years³³. To receive accreditation all business programs across all campus locations were required to demonstrate compliance with 20 rigorous quality [standards](#). This included an external review involving interviews and discussion with representative stakeholder groups, at each campus location (including Vancouver), to validate findings and discuss the uniformity of quality and equal access of opportunity, to scale, for all students and stakeholders of the School of Management. After numerous observations, meetings with key stakeholders and document examination the AACSB peer-review team was convinced, without any reservation, that the Vancouver campus delivered the MBA degree with the same high-quality standards as in New York. The accreditation review, therefore, confirmed that the Vancouver MBA program offers its students high-quality management education with standardized student support, student engagement activity, and career services benefits among other things that are available to every NYIT School of Management student.

³² *Appendix 9.1: Business Advisory Board members for the NYIT- Vancouver MBA degree*

³³ *Appendix 9.2: AACSB accreditation extension letter*

10. Program Review and Assessment

10.1 Institutional MSCHE Accreditation and Self-Study

NYIT is accredited by the Middle States Commission on Higher Education (MSCHE). NYIT continuously self-assesses and formally reports every five years on its compliance with the Middle States' seven standards. NYIT used the most recent (2019) self-study process as an opportunity to engage the campus community in a collective analysis of the institution's standing with respect to the seven MSCHE [standards](#) and 15 requirements of affiliation. The Self-Study Steering Committee was guided in its analysis by the following desired outcomes:

- To produce evidence of the degree to which NYIT meets the [MSCHE accreditation standards](#) and requirements of affiliation in the context of its mission;
- To produce a report that brings data, analysis, and discussion of NYIT's achievements and failures to the fore, and makes them an essential part of the president's focus on creating a climate of trust;
- To offer recommendations for improvement grounded in a clear vision for the institution, evidence-based analysis of strengths and weaknesses, and institution-wide engagement in identifying the steps needed to advance the mission of NYIT; and
- To leverage the insights gained from the self-study process to optimize strategic planning.

10.2 Continuous Program Improvement

NYIT has recently shifted to a new Continuous Program Improvement (CPI) in all academic department and students support units to improve educational effectiveness. CPI emphasizes a data-informed decision-making process to guide departments for overall quality improvement that leads to the improvement of students' learning, college experiences, and achievement. Its meetings are open and minutes are posted.

10.3 School of Management Continuous Assessment Process

The MBA program assessment process aims to (1) involve faculty, students, staff, external professionals, and alumni in a critical discourse of constituents of the program, and (2) communicate the program and its progress to external evaluators. Its major objective is to ensure that students receive overall high quality management education.

The learning outcomes of each course, linkages to program learning goals, and assessment methodologies and instruments are specified in the Master Syllabus for each course. Assessment of program-level goals is done through having all instructors enter "Criterion Scores" into a computer-based system (the school's Goal Validation System) which are tabulated and analyzed by course leaders and an overall Assessment Director who presents findings to program faculty at an annual retreat that includes all relevant course leaders (from all locations) and the school's administration, as well as other invited stakeholders.

Assessment of course-level learning goals occurs through scores given to assignments selected specifically to provide evidence of one or more course goals. In addition, planned student portfolio review by external industry experts and the school's Business Advisory Board validates the extent to which course-level goals are achieved.

Assessment of content mastery is also done through a stand-alone assessment tool, the ETS Major-Field Examination as a required pre- and post-testing instrument. The test results give benchmarked outcomes (relative to peers) and also help gauge the degree of improvement attributed to the academic program.

Indirect assessment instruments -- surveys of students, faculty and employers, are administered on specific topics of interest to management and/or faculty to help gauge overall program effectiveness. Additional surveys, such as the [Noel-Levitz Student Satisfaction Inventory](#) are administered in regular cycles by NYIT institution-wide, and provide data that enables comparison across campuses, as well as views to trends over time.

Lastly, the School of Management uses data provided by NYIT's New York offices of Career Services and Institutional Research to determine overall measures of student success in the workplace, and across other areas that define and speak to overall program quality. Alumni information is tracked through databases: Raiser's Edge, Constant Contact and iModules. NYIT alumni employment is also tracked globally through the NYIT Alumni LinkedIn page which currently has over 100,000 alumni connected to it. In Vancouver the Student Services office tracks alumni through requesting regular updates and inviting them to school and campus events.

End of Document
