A Non-Traditional Approach to Business Education
Tools of the Traders: Our students enjoy state-of-the-art, real world resources including simulated trading environments.
Our Story of Non-Traditional Approaches

In recent years, the world has witnessed transformative disruptions that challenge traditional approaches in business. From the impact of globalization to more recent disruptions related to COVID-19, the world is responding in ways that create greater resiliency and sustainability. The same is true in higher education, where the number of graduates competing in the job market has steadily risen, and employers are demanding greater applicant competencies, experience, and professional polish. The School of Management continues to respond to these demands by integrating creative, innovative enhancements to ensure that our graduates are highly competitive.
Here are some examples that differentiate the school, and our students, from competitors:

**Student Pre-flection**  
This mandatory submission requires each student to develop a personalized mission statement, professional goals and objectives, and expectations for the School of Management. This contributes toward the school better understanding what each student’s needs are and guides its ability to encourage students in engaging in activities that are aligned with their personal inclinations. Moreover, this plan guides the school in helping each student create a personalized portfolio of activities specific to their individual needs and aspirations.

**Steps-2-Success Platform and Co-Curricular Transcript**  
This unique initiative engages a School of Management student success coordinator, who meets with each student for a regular one-to-one dialogs on choices for co-curricular experiences that build on the pre-flection inclination, strengthen professional development opportunities, and build professional competencies, including networking, leadership, and communication skills, professional polish, and engagement in real-world projects. When students graduate, they receive a co-curricular transcript compiling all of their co-curricular experiences.

**Goal Validation System and Student Assessment Scorecard**  
The School of Management utilizes a technological decision support system to process scores not related to grades. These are extracted from work submitted and assess student performance against well-articulated program goals collaboratively created by the school and employers. This data-driven support system permits a report to be generated and provided to each student that documents their performance against these program goals at graduation. The student scorecard, along with the academic transcript and co-curricular transcript, provides a “triumvirate” of documents to present to employers surpassing what other schools provide. Students can, by way of these documents, demonstrate their grades, performance against stated program goals, and a robust set of co-curricular activities that demonstrate job preparedness.

**TOP 5%**  
of business schools globally earning AACSB accreditation.
Non-Traditional Approach to Business Education
EXPERIENTIAL EDUCATION
Learn by doing as you devise business solutions for real-world scenarios.

STUDENT ADVANCEMENT
Get out in the field to meet with business executives and build professional relationships and leadership skills.
Triple Platforms of Excellence

By encouraging students to engage in many diverse activities that prepare them for the workforce, the School of Management offers its Triple Platforms:

• **Professional Enrichment** allows students to gain real-world knowledge from industry professionals and alumni and to engage with professionals. This platform delivers more than 60 seminars and workshops each semester to develop student professional polish, engage them in dialog on emerging issues in the business world, and participate in lively debates on controversial issues emergent in the business world.

• **Experiential Education** provides opportunities for students to transform theory into practice by engaging in internships, small group consulting experiences with corporations on real-world problems, and challenge cases with diverse groups of students, among other activities.

• **Student Advancement** activities help students develop leadership skills, strengthen networking skills, and socialize with executives and professionals at major companies like Google and on Wall Street.

These innovative co-curricular platforms and their activities are invaluable in contributing to the competencies and professionalism the workforce demands.
Practice, Practice, Practice:
Our students suit up for competitions including the Corporate and Broadridge Challenges—experiential opportunities that prepare them for real-world business scenarios.
The School of Management's academic programs at all campuses are accredited by the AACSB (Association to Advance Collegiate Schools of Business) and the DQAB (Degree Quality Assessment Board, British Columbia), in addition to numerous educational ministries across China.
Student Advisory Board
This unique effort brings together students across all levels and majors to work with the dean in ways that a corporate board operates. Students receive training in how boards work and conduct business research, data analysis, and competitive benchmarking to advise the dean on continuous improvement initiatives for the School of Management. Students who share in this experience are prepared to engage in the leadership of the corporate sector.

Student Ambassador Association
Student Ambassadors work directly with the dean to engage in dialog with alumni, business leaders, and the professional community to promote the School of Management and speak about its value-adding contributions to the academic sector and society. Through this unique training, ambassadors are prepared to support their future company’s value proposition and communicate to corporate stakeholders the value of the firm and how it makes meaningful contributions to its customers and societies. This is something that all stakeholders and companies value, no matter their sector or goals. Moreover, students make connections with professionals that often lead to internships or jobs.
Zutoring and the Retention Director
For the purpose of facilitating each student’s ability to receive personalized tutoring from qualified faculty, the school has employed its unique “Zutoring” (Zoom tutoring) platform. Students can request meetings with a faculty meeting in a Zoom format at prescribed/announced meeting times, and receive individualized attention that helps ensure their success in the classroom. Moreover, the school employs a retention director to engage in dialog with each student periodically to discuss challenges and remediate student concerns. In these ways, the school ensures personalized support for success in the classroom and identifies challenges students might have and continuously works to resolve them.

Faculty and Peer Mentoring
It is critical that students develop professional and personal relationships as a part of their educational experience. Toward that end, the school employs two mentoring platforms:

• Each student is assigned a faculty mentor who meets with mentees periodically during the semester. This ensures that students have connections with faculty and can discuss challenges or issues faced in their classes, studies, or curriculum.

• The school’s peer mentoring platform connects an upperclassman with each freshman or transfer student, offering a peer-to-peer outlets to discuss experiences and challenges with fellow students.

Both platforms offer channels for guidance, advice, and support, ensuring that all new students are comfortable and engaged.
Faculty-Student Engagement Lunches

These lunches are scheduled each semester and encourage students to join faculty members in an informal setting. These gatherings strengthen the rapport between students and faculty, engaging everyone in lively conversations about emerging business issues in the faculty member’s field of expertise, items related to teaching and learning, or other social dialog. It is a unique way to “break the ice” and helps students and faculty members develop a harmonious and, hopefully, long-lasting rapport.

Annual Stakeholders’ Conference, Annual External Assessment Retreat, and Industry Impact Committee

The School of Management employs numerous innovative tools to assess the quality of its programs through the lens of the employment market, including:

• **Stakeholders Conference**: an annual conference for students, alumni, employers and other professionals to discuss continuous improvement for the school in identified areas.

• **External Assessment Retreat**: engaging employers and professionals in an off-campus dinner to review the work of our students. The professionals engage with students and provide feedback to the school on whether the program goals appear to be met; this feedback is used to drive continuous improvement.

• **Industry Impact Committee**: following the completion of a project completed with a company, students and school representatives meet with each company to determine what affect or impact the outcomes had on the company.

These efforts supplement traditional assessment tools and ensure that the academic quality and outcomes of the school are of the highest quality—and align with corporate expectations—in order to enhance the opportunities our student have following graduation.

Flexible Admissions Standards and Strong Student Professional Development Support

The school does not require the GMAT for admission to its M.B.A. program, signaling its belief that admission is a collaborative discussion with students that moves beyond specific scores. Once admitted, students receive considerable support toward advancing their professional goals by having the school support payment for professional development activities, such as professional association memberships (e.g., Accounting: Beta Alpha Psi), conference attendance (e.g., Advertising Week), presenting research at academic venues (e.g., Academy of Management), workshops and online seminars to secure market credentials (e.g., Bloomberg Market Certification), and meetups (e.g., SHRM). Students are traditionally charged fees for these activities, but the school pays for them to ensure students have every opportunity to engage in activities that increase their market competitiveness upon graduation.
Instructor-Specific Learning Goals and Dean’s Student Interns

Because all students benefit from participating in actual research, the school has adopted instructor-specific learning goals for faculty to inject their research into select classes and for students to become a part of that research. Moreover, students who want to develop a collaborative research stream with a faculty member can participate in the Dean’s Student Intern program. Motivated students can engage in research with faculty members and receive a scholarship! This provides students with access to research aligned with the corporate sector.

Contextualized Education

We ensure each student has a strong, uniform set of competencies upon graduation while supporting their learning within the context of location, background, or occupation. Toward that end, the school employs contextualized learning goals so that a student’s education is contextualized to location or professional connection. For example, students joining us from PSE&G take courses contextualized to the regulatory sector; medical students’ education is contextualized to osteopathic medicine; and our Vancouver students’ coursework is contextualized to local and regional practices. In this way, our students’ education is directed toward their careers and localized markets!
New York Tech’s carefully curated, non-traditional curricular approach provides you with unique opportunities, skills, and experiences—as well as valuable skills that will set you apart in today’s business world.
Recognized for engaged students, great teaching, vibrant community, and successful outcomes.

RANKED #34
Best Regional Universities (North)

Annual stakeholder conferences and an engaged alumni and faculty network provide students with professional connections for life.
STATEMENT ON NON-DISCRIMINATION

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