apc Association of Proprietary Colleges **Bulletin**

COVID-19 Response Special Edition

New York State's Proprietary Colleges Respond to COVID-19 Pandemic

No one could have predicted that 2020 would bring a global pandemic. COVID-19 challenged every aspect of life, from straining the health care system to shutting down the economy and forcing millions of students into remote learning with very little time to prepare. The members of the Association of Proprietary Colleges responded quickly and decisively to transition their students to remote learning, and in some cases going far beyond to make sure their students had whatever they needed to finish their classes and get through the semester. This APC Bulletin features stories from member colleges about the ways they responded to COVID and helped their students succeed.

More information about how member colleges responded to COVID as well as their reopening plans can be found on www.apc-colleges.org.

Berkeley College Opened Spring Semester Online With Free Laptops for Students

As the pandemic challenges the norms of traditional higher education, Berkeley College continues to provide students with teaching and learning support services and technology to pursue their studies uninterrupted.

In April, the College opened its spring semester fully online, providing free laptops to incoming students and shipping computers to continuing students who requested them at no cost. "The free laptop computer distribution program helps ensure that students have the necessary tools to pursue their studies online and are able to continue their studies uninterrupted," said Michael J. Smith, President of Berkeley College.

Distinguished for its distance learning programs, Berkeley was well prepared to transition from on-site to online modalities. Since the outbreak, departments including Academic Advisement, the Center for Academic Success, the Library, Career Services, Financial Aid, the Office of Military and Veterans Affairs, the Office of Student Development and Campus Life, and Personal Counseling, have provided resources and rapid student support remotely.

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In June, Berkeley College applauded more than 2,200 graduates at a virtual Commencement ceremony. Each graduate was invited to create a Commencement slide featuring a personal message, video or photos to share during the ceremony.

This fall, students returned to campuses in New York and New Jersey and received Welcome Back Care Packs that included Berkeley College masks, hand sanitizers, notebooks, and stress balls.

Students are encouraged to participate in mental health and wellness activities. The Personal Counseling department and student groups such as the Mamas & Papas Club provide outreach to nontraditional students navigating the challenges of caregiving and homeschooling in tandem with school and work responsibilities. Student Development and Campus Life hosts an Online Student Community with daily social events including a "Company and Conversation" chat on Wednesdays; virtual yoga on Thursdays; and a "Feel Good Friday" weekly podcast with the Office of Personal Counseling. The Office of Military and Veterans Affairs offers virtual group fitness classes and webinars on stress management.

To prepare students for the workplace and link them with potential employers, the College regularly hosts virtual career fairs and conducts webinars on remote work skills, and interview and résumé techniques. Preston Washington, a U.S. Army veteran who served two tours in Afghanistan, graduated in May 2020 with a Bachelor of Science degree in Legal Studies. In November, he became employed as a documentation specialist at Eastern Funding LLC, a financial services firm based in New York City.

"It was a stressful year. A lot of companies were not hiring," Washington said. "Berkeley was extremely helpful when it came to the job search. They connected me with a representative from Eastern Funding, and I can see myself growing in the organization for the long-term."

Nicole Decarmine joined Queens Hospital as a mortuary technician earlier this year. A mother of two, Decarmine expects to complete an Associate's degree in Justice Studies in December 2020. "Even though I deal with it (COVID) on a different spectrum than the doctors and nurses, the mortuary team also risks exposure of contracting the virus," she said. "This job is not for the weak – we are strong, and together we make a difference."

Fall semester courses will move online beginning November 30, as a precautionary measure in maintaining health and safety. President Smith remains optimistic about the resiliency of the campus community.

"Through extreme diligence and an emphasis on shared responsibility, Berkeley College has successfully progressed through the fall semester," President Smith said. "We continue to do everything we can to put our students first and to support them on their paths to college degrees."

Berkeley College Commencement June 5, 2020

Total Graduates: 2,243

Master's Degrees: 58

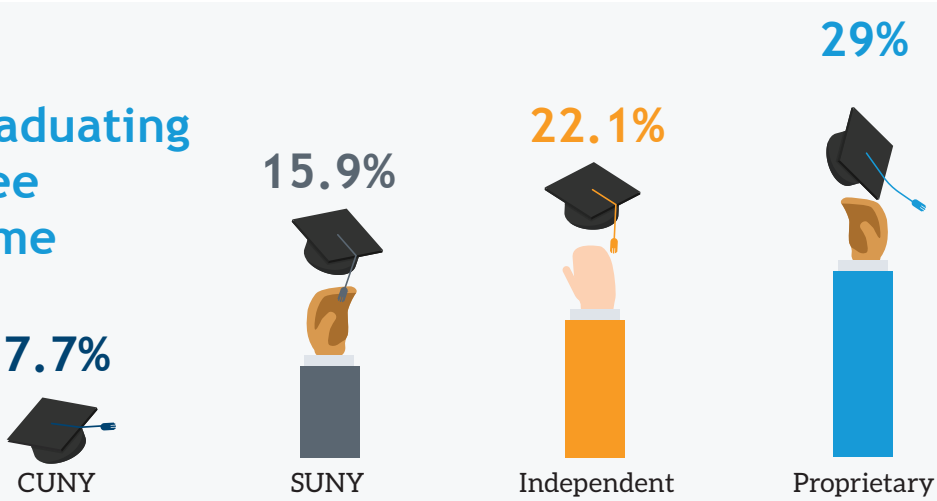
Bachelor's Degrees: 1,108

Associate's Degrees: 907

Certificates: 170

(Clockwise from top left): In June, Berkeley College applauded more than 2,200 graduates, including Student Commencement Speaker El Mehdi Bendriss. Student Magnolia Davis uses a laptop computer provided by Berkeley College to continuing students at no cost. Alumnus Preston Washington, a U.S. Army veteran, became employed as a documentation specialist in November, after Berkeley College Career Counselors connected him with Eastern Funding LLC, a financial services firm based in New York City. Student Nicole Decarmine joined Queens Hospital as a mortuary technician earlier this year, facing the dangers of the COVID-19 pandemic.

Successfully Graduating Associate Degree Students On-Time

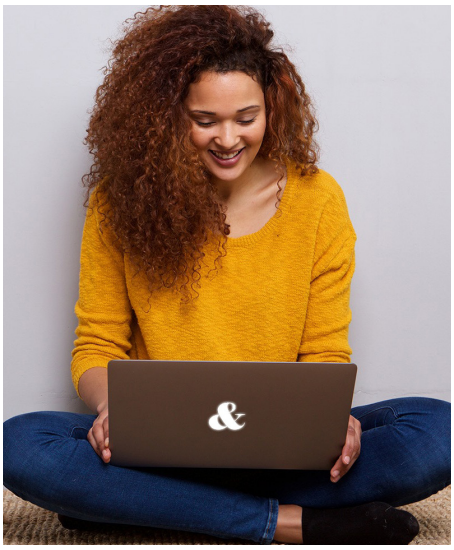


Source: NYS Education Department, 2018

Bryant & Stratton Delivered Remote Classroom Experience

Bryant & Stratton College, like colleges and universities everywhere, was faced with critical decisions on how to respond to circumstances related to the COVID-19 pandemic. With students' and staff's health and safety the top priority, the College reacted quickly to develop and deploy a plan that would continue to support students and their educational pursuits despite the lack of in-person contact. With such uncertainty and a loss of control in so many areas, we knew our students depended on us more than ever and we were not going to let them down.

From an educational delivery standpoint, the College pivoted to a Remote Classroom Experience (RCE) for the Spring term that was in session, and continued RCE through the completion of the Summer term. Since the College already had a strong online education component, we were able to easily share online content with building-based campuses. In addition, the College had been preparing to transition to a blended learning format and had been training faculty for this format for the previous eighteen months. We believe this work and preparation supported a seamless transition.



RCE is a teaching and learning environment where the student can interact with classmates, view and discuss presentations, and engage with instructors remotely from the comfort of their own home. We use a combination of methods to connect students, instructors and classmates through videoconferencing, calls, email and chat. Class schedules don't change. Neither do instructors. And students still have the same classmates every day. It's like having a classroom experience minus the classroom.

After the decision was made to pivot to RCE, a seven-day training was conducted to prepare our faculty to deliver instruction through RCE. Guidance was provided regarding potential student challenges, so that instructors could build and maintain an atmosphere of compassion and flexibility. Tools were created, such as a repository of remote resources for the faculty and an updated new student orientation to help students acclimate to the new learning environment. The College also believed that the development and implementation of a communication plan was critical to ensuring that students were fully informed about the status of the College and their learning environment on a regular basis.

We anticipated that some students would be lacking the necessary technology to properly participate in RCE, we therefore instituted a laptop loaner program to help fill that technology gap. Laptops and MACs were deployed as needed, and we provided information on how students could access free Wi-Fi if they qualified. We are proud of the way our instructors so quickly embraced this learning environment that was just as new to them as it was to our students. Their role continues to be critical to the success of remote learning. The entire College operation moved to a remote environment that included student services, phone systems, electronic

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signatures, secure file transfers, virtual tours and tutoring.

During this extraordinary time, the College also engaged with the communities we serve by providing PPE to area healthcare facilities. The Western New York campuses made a sizable donation that included masks, gloves and gowns for South Buffalo Mercy Hospital, which is part of Western New York's Catholic Health Network. Both Rochester-based campuses combined to provide gloves, gowns, caps and other PPE to Strong Memorial Hospital as well.

The College has fully embraced the "we are in this together" mentality. To gauge student satisfaction and provide an opportunity for feedback, a survey of all current students was conducted at the end of April. Results were encouraging; 88% responded that the transition to remote learning was good or great and 92% reported that they were adapting to the technology. Several comments included positive and constructive feedback.

One student wrote, *"I love the support from instructors and all the hard work they have put into trying to come up with lesson plans. I love the Skype calls because if I have any questions, I can get them resolved immediately. I don't have to send multiple emails and wait around. This makes it easier! Thank you."*

What's Next?

Given the recent successes of the RCE; the students' comfort and, in some cases, the students' desire to remain in a remote learning environment; and our faculty's adoption of blended learning pedagogical adaptations, it was decided to launch blended learning in a semester format for all programs except Nursing (out of state campuses), Occupational Therapy Assistant and Physical Therapist Assistant. This decision was made based on extensive research that reveals that student learning and institutional outcomes are strong in the blended learning format. The College is confident that the programs that shifted to blended learning will have the same positive student and institutional outcomes that we have experienced with Medical Reimbursement and Coding, which is already taught in a blended format. In addition, shifting to blended learning is consistent with COVID-19-related plans to have students on campus less, thereby naturally increasing social distancing for students, faculty and staff.

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Bryant & Stratton College Commencements

(Western NY, Rochester, Syracuse and Albany)

Total Graduates: 927

Bachelor's Degrees: 127

Associate's Degrees: 642

Certificates: 158

Graduation is a very special time for Bryant & Stratton College's graduates, their families and friends, and faculty and staff. It is a time to celebrate the proud accomplishments of another graduating class. This year, the COVID-19 pandemic presented unique challenges in preserving this special moment for our graduates. Decisions on how to conduct ceremonies were made locally.

Online students' graduation was held on July 18, with Del Reid, one of the founders of the Bills Mafia and founder of 26Shirts.com, serving as commencement speaker. In New York, virtual ceremonies for building-based locations began in Albany, on July 25th with Albany County District Attorney David Soares serving as commencement speaker. Six days later, on July 31, Syracuse hosted their virtual ceremony with New York Assembly member for District #128 Pamela Hunter sharing words of inspiration with graduates. The final virtual ceremony took place on August 21 in Western New York, where David Rust, executive director of Say Yes Buffalo, shared his positive message to our graduates. The Rochester campuses did not have an in-person ceremony due to COVID-19 restrictions and the facility being closed. They did however conduct a drive/walk through ceremony on Wednesday September 2 where students received their diplomas, caps and gowns to celebrate and take pictures with friends and family.

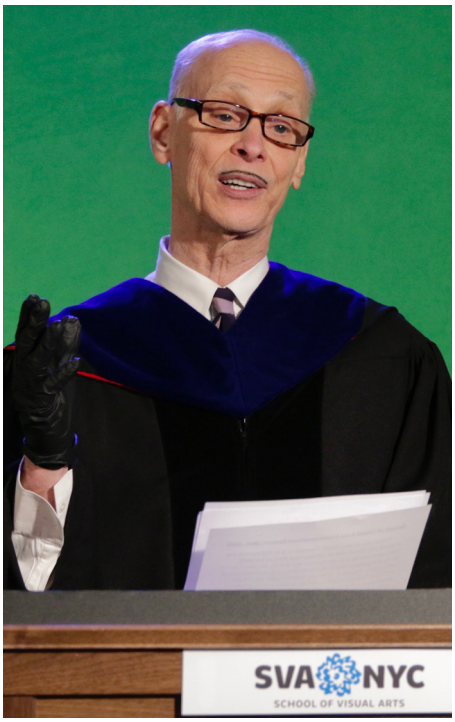
Special social media activities were organized to allow graduates to more actively participate and celebrate graduation season, including a "decorate your cap" contest and picture submissions for a digital mosaic class picture.

John Waters Addresses SVA Virtual Graduation

Award-winning writer, director, artist and cult icon John Waters was the keynote speaker at the College's 45th annual commencement exercises, which was held virtually on May 27, 2020.

President David Rhodes recognized 1220 degree candidates from the College's 31 academic programs.

As the keynote speaker for SVA's commencement exercises, Waters joins a distinguished group including musician and poet Patti Smith, activist and author Gloria Steinem, U.S. Congressman and civil-rights hero John Lewis among many others.



View SVA's commencement

School of Visual Arts Commencement

Total Graduates: 1,220

Master's Degrees: 357

Bachelor's Degrees: 863

Five Towns College Students Thrive Online

As we all know, the Spring 2020 semester has been challenging in epic proportions. The advent of a national emergency declaration and the coronavirus caused the campus to close its doors and send all students, faculty and staff home to work online without much warning. Nonetheless, this caused our FTC population to be spiraled into the world of online learning—scrambling to acclimate to working and learning in an environment soon to be mastered. Perhaps many viewed this event as creating a semester of lost opportunities and events. However, from another and more positive perspective, we would like to consider viewing the Spring Semester of 2020 in a different light.

For instance, students saw and interacted with classmates and professors online in a way that could never have been imagined. Personal connections were made, masterpieces were created, and music was composed. Common Hour Online presented a series of diverse interviews and insight into the intricacies of creative minds in different academic programs. Also, students learned tips and tricks from various instructors across disciplines and observed fellow students perform-exposing their vulnerabilities and sharing their expressive creations. Guests and alumni shared their stories about being college students and professional accomplishments as well.

The virtual campus can boast other successes, too, including: (1) Senior Theatre Showcase; (2) Sound Athletics admission of several new student athletes excited to represent the College on either the soccer, basketball or volleyball teams; (3) Film/Video students leading film screenings and critiquing fellow student projects; (4) Music Division and other students' vocal and instrumental performances by the Gospel Choir, Jazz Orchestra and Ensembles; and (4) Mass Communication students continuing to research, write and report on current events and post on social media.

Undoubtedly, this semester has had logistical obstacles. However, Five Towns College students, faculty and staff demonstrated incredible agility and the competency to master these difficulties. We are all very grateful to the entire community for rising to the challenge successfully.

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In a time when everything has come to a standstill, our College community has pushed forward – growing personally, professionally and proudly.

As this semester comes to a close, FTC students didn't just finish but became stronger, smarter and overcame a challenge of a lifetime. The Five Towns College Board of Trustees, President David Cohen and the entire administration sends their appreciation and good luck wishes to all for a safe and healthy summer and future.

Five Towns College Commencement

Total Graduates: 86

Master's Degrees: 1

Bachelor's Degrees: 77

Associate's Degrees: 8

View Five Towns College's commencement

Jamestown Business College Celebrates 99 Graduates

Jamestown Business College held its 134th Annual Commencement this summer. The college awarded 24 Bachelor in Business Administration Degrees and 75 Associate in Applied Science Degrees.

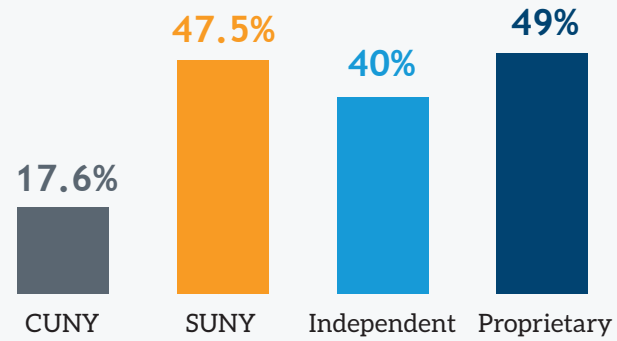
Due to COVID-19 and the need to social distance, the college held several small outdoor ceremonies in Jamestown, Dunkirk, and Salamanca to recognize graduates. Graduates, family, and friends were excited to be able to participate in-person.

The ceremony was particularly special for Abraham Robinson who graduated from JBC after previously attempting college. Abraham stated, "It was the best and most resourceful period of my life thus far."

Abraham wanted to let others know that time waits for no one and that they are capable and can do whatever they set their minds to.

Abraham complimented Instructors Mr. Martin and Mrs. Pogorzelski for the motivation they provided him to succeed and put him on the path to his dream job of becoming a Chief Executive Officer for a company.

On-Time Bachelor Degree Graduation Rates for Black, Non-Hispanic Students



Source: NYS Education Department, 2018

How Higher Education Fares During the Coronavirus Pandemic

LIM College discusses its strategy for educating and supporting its students during the coronavirus pandemic.

It may have felt like school would be out forever — but with virtual learning and a swift, well-executed pivot, it was business as usual for LIM College.

The Manhattan-based private college offers a curriculum that merges real-world experience with academic study. When its campus — and the city — had to temporarily close due to the coronavirus pandemic, LIM College had to think and act fast.

Here, Lisa Springer, LIM College Provost; Michael Richards, dean of student affairs, and Nina Fiddian-Green, assistant vice president of career and internship services, talk about LIM College's strategy to successfully pivot and support its students throughout the coronavirus pandemic.

How has the coronavirus pandemic affected higher education at large?

Lisa Springer: Every institution of higher education has been affected by the need to move all their teaching and learning to being remote. We at LIM College were able to make the transition relatively

Lisa Springer, LIM College Provost. Photo courtesy of LIM College - Mark McQueen.

seamlessly and quickly in part because we already had a robust online program as part of a wide array of on-ground, online, and the combination of both formats of classes, as part of our curriculum.

A core value at LIM is keeping students at the center of everything that we do. The faculty, embracing this tenet, were extremely open to this shift, knowing, as they did, that it was through moving to remote learning that we would be able to support our students and their continued academic achievement.

In fact, even before the coronavirus had sufficiently spread in the New York Metropolitan area to require the lockdown, we had already asked our faculty to prepare their courses for the online format. So, when shelter in place was mandated by the government, we had already begun our preparations. Our classes were not delayed or interrupted. On-ground components of classes such as guest speakers, student competitions, and attendance at industry summits can be presented via video conferences.

The shift has required an enormous amount of work from all the faculty and staff throughout our college. We are very proud of the continued high quality of education we have been able to deliver to our students.

What changes have been made to keep up with the curriculum?

L.S.: We have not made changes to the curriculum based on the pandemic. Our curriculum remains the same. The means by which we deliver our education has changed. In the Spring semester and summer sessions, all our courses were

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delivered remotely, through a combination of synchronous and asynchronous sessions. This fall, we offered students a choice of hybrid in-person, hybrid virtual, or fully online courses.

Initially, it was not easy, but our students have been very flexible. Class attendance has been steady. Students are engaged when they are in class. Our students have done a terrific job of transitioning to online/remote learning and finding new and creative ways to engage with each other and LIM. In addition, the Office of Student Affairs developed opportunities for social engagement with numerous virtual events.

Michael Richards, Dean of Student Affairs at LIM College.

Are there any virtual services being offered to students that are targeted to health and wellness?

Michael Richards: Our Office of Student Affairs has worked diligently to ensure online services targeted at student health and well-being are being offered. This includes ongoing access to mental health counseling, as well as emotional support group sessions. We've also offered yoga, meditation and online workout sessions.

How are fashion business students completing their required internships in the New York City fashion and retail industry?

N.F.-G.: In March, the rapid spread of COVID-19 halted internships in the business of fashion not just in New York City, but also around the world. At LIM, internships and for the Spring 2020 semester were either moved online or suspended.

In response to this, we swiftly created a five-week internship and Senior Co-op course supplement for students whose internships were impacted by the pandemic. This internship replacement learning experience offered a way for students to complete their internship and Senior Co-op requirements for the semester and it took the place of the remaining hours a student would otherwise be doing at their internship or Co-op site.

This fall, our new "Fashion Forward" program offers students a project-based career development experience by blending academics, real-world experiences, and industry

Nina Fiddian-Green, Assistant Vice President of Career and Internship Services.

partner connections. Most notably, we are partnering with Authentic Brands Group and The Phluid Project on interactive projects to keep our students immersed in the business of fashion and prepare them with the skills and knowledge needed to

LIM College Commencement

Total Graduates: 544

Master's Degrees: 219

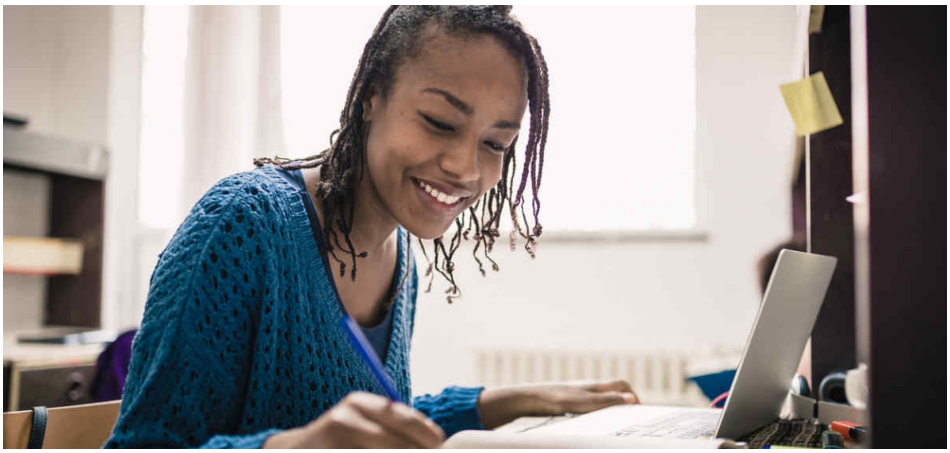
Bachelor's Degrees: 311

Associate's Degrees: 14

View LIM's commencement video on TikTok

Monroe College Distributes CARES Act Emergency Relief Grants for Struggling Students

In response to the COVID-19 pandemic, Monroe College, a national leader in educating urban and international students, will distribute at least $6.1 million of CARES Act emergency relief grants to help students who experienced financial hardships in the wake of the coronavirus pandemic.



Monroe received $5.7 million in CARES Act Higher Education Emergency Relief Funds (HEERF) earmarked for students. The College received $11.4 million in total. Institutions are required to distribute at least 50% to students. Eligible full-time students received a $1,000 cash grant on Friday, with part-time students receiving a pro-rated amount based on their course load.

"Our team worked incredibly hard to get these much-needed funds into the hands of our students as quickly as possible," said Marc Jerome, president of Monroe College. "More than 90% of the grant recipients live near our New York campuses in the Bronx and New Rochelle – two of the pandemic's hardest hit areas. We know that their families are struggling and that we had to do everything we could to help them."

As part of its comprehensive efforts to support student success, Monroe also invested $100,000 in a newly established Student Laptop Program to provide a laptop to many students in need. Monroe's Bronx campus is located in the poorest Congressional district in the country. As many students did not have a computer at home, they struggled to keep up with their classes when instruction transitioned to the online environment during the spring semester as the public health crisis escalated. They connected to their classes via their phones, which was not ideal.

After sharing whatever laptops were available, Monroe purchased 250 laptops to help many of these students succeed in the virtual classrooms.

President Jerome noted: "The heart-warming, grateful emails from students who benefited from the emergency relief grant or laptop program underscore the incredible need in the community for significant relief from the financial stress that coronavirus has caused. I am so proud of our team for their great work to provide assistance so quickly through these two initiatives."

Among the comments he received from students:

"...Just wanted to say thank you for that financial help. You have no idea how much (the grant) helped my family... We all got laid off from our jobs and have had it hard due to COVID 19."

"...My mom just called and said she got the laptop. It came! I can't wait to start doing my assignments without any

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problem or difficulty. Thank you for being my support system. I'm grateful!"

"...Thank you from the bottom of my heart. It's been very hard for me to get my life back on track...(The grant) helps to bring a little ease to my financial burden."

" ...I am writing this email to thank you for providing us with a laptop during the time when we needed it the most, (thanks to) the uncertain and sad event of the pandemic forcing us to take online classes."

College of Westchester Helps Open Door Medical Center

View the College of Westchester's commencement

We all know how much medical facilities are in need of Personal Protective Equipment (PPE) and when we read an article in The White Plains Patch of one in dire need, we knew we had to help. Especially one who sees their primary mission as keeping the people of Westchester and Putnam Counties healthy and strong, regardless of their ability to pay.

Supplies including exam gloves, face shields, goggles, alcohol and antiseptic wipes, disposable digital thermometers and sleeves and antibacterial soap were gathered and sent to Open Door Family Medical Center in Ossining.

Charles Boklan, Director of Security at CW, delivered supplies to Open Door Family Center in Ossining.

College of Westchester Commencement

Total Graduates: 145

Bachelor's Degrees: 70

Associate's Degrees: 75

Monroe College Confers Degrees On 2,600 Students Representing 84 Countries at 86th Annual Commencement

Monroe College, a national leader in educating urban and international students, held its 86th Annual Commencement today at Radio City Music Hall in midtown Manhattan. Degrees were conferred on more than 2,600 students representing 84 countries.

Two separate ceremonies were held to accommodate the families and friends of the students earning Associate, Bachelor's or Master's degrees and professional certificates.

The 1,375 graduates participating in the morning ceremony completed programs of study in the Allied Health Professions, School of Business and Accounting, and School of Nursing. Nivia Camara, a valued member of the College's staff who held a number of operations positions during her 49-year tenure at the College, served as Grand Marshal of the processional. New York State Assembly Member Victor M. Pichardo gave the keynote address. He represents the 86th Assembly District.

The afternoon ceremony conferred degrees on 1,253 graduates from Monroe's School of Criminal Justice, School of Education, School of Hospitality Management, and School of Information Technology. Sandi Feliciano, a senior member of the College's IT department and director of its Help Desk, led the processional as Grand Marshal, an honor reflecting her three decades of service to the College. New York City Council Member Ritchie J. Torres gave the keynote address. He represents the 15th Council District in the Central Bronx.

The College's three-semester academic calendar enables Monroe students to earn 45 or more college credits per year (compared to the 30 credits college students typically earn per year at other institutions). That means that many of the graduates today earned their Bachelor's degree in three years or their Associate degree in less than two years.

Graduates in the Class of 2019 represented 84 countries. In addition to students from the U.S. and its territories, there were sizable contingents from Antigua and Barbuda, Bahamas, China, Dominica, Dominican Republic, India, Jamaica, Bahamas, Saint Kitts and Nevis, and Nepal participating in today's ceremonies.

Monroe College Commencement

Total Graduates: 574

Master's Degrees: 372

Bachelor's Degrees: 1,019

Associate's Degrees: 1,202

Certificates: 35

View More College's commencement

Plaza College: Getting by with a little help from...Darwin?

View Plaza College's commencement

In the days following the global spread of the novel coronavirus referred to as COVID-19, Plaza College began enacting plans to continue academic operations in the event that the epidemic spread to the United States. Although it seemed unlikely at the time, just a few weeks later the virus would be raised to the status of pandemic by the World Health Organization.

Fortunately, the College had already taken measures to keep the campus and its community safe during the initial stages of the pandemic. Hand sanitizing stations were placed around campus, classrooms were outfitted with high fidelity cameras and microphones, and faculty and staff were well underway in training for a possible shift to the virtual environment. But one big question mark remained for one of Plaza's most in-demand, exclusive, and complex programs.

Administrators were left to come up with creative, yet effective ways to continue training 120 Dental Hygiene students on the critical hands-on clinical procedures their very career is based on – without the ability to put a live patient in the chair in front of them. Usually, the student hygienists would solicit their friends and family members or be assigned a public appointment to be their patient for the day, allowing them to practice any and all skills and competencies they were trying to master. The Clinic went from servicing approximately 1,000 patients per semester to servicing zero.

That's where the College learned to lean on Darwin to help keep their students on track. No, not the evolution guy; the manikin head made by Kilgore International that allows students to clip full sets of artificial teeth into it and practice any skill they would otherwise be able to perform on a human patient. Right down to removable gums to measure any "left-behind" calculus and pliable silicone cheeks, they are eerily-modeled to replicate how it really feels to work inside a mouth. Plaza College placed a significant investment into 24 Darwin heads – 4 pediatric and 20 adult – to outfit the Clinic and provide students with clinical practice as close to live patients as possible during a global pandemic.

The Darwin models are so realistic that even the Commission on Dental Competency Assessments has currently shifted the national clinical board exam from live patient cleanings to Darwin demonstrations for the first time ever. Thanks to Plaza's students' ability to continue their clinical practice without disruption and their familiarity with the equipment, the investment truly "paid-off" in the end. The Dental Hygiene graduating class of 2020 earned a 100% pass rate on the CDCA clinical exam.

How Technology Helped Swedish Institute Through COVID-19

In the days leading up to COVID-19 being officially declared a global pandemic, the executive committee at Swedish Institute began taking steps to prepare for a possible closure. We mobilized a committee to develop a strategy to enable virtual learning and operating remotely. A large part of what made this sudden migration to online learning a relatively smooth transition was the technology that we had implemented 6 years prior.

In 2014, our executive team had the vision and foresight to recognize that technology was transforming the healthcare industry, which is why we became an early adopter of technology to best prepare our students for their future healthcare careers. By 2015, we had become a fully iPad-enabled campus, meaning that every student and instructor at Swedish Institute is equipped with their own iPad, enabling them to work easier, communicate faster, engage interactively, and have 24/7 access whether they are in the classroom or at home.

So when the possibility of a COVID-19 lockdown began to look like a probability, our committee quickly began training faculty, students and staff to utilize their iPads for online classes and meetings, and we successfully migrated our learning & staff operations to a virtual environment.

In June, we began planning for Phase 1 of re-opening our buildings, We developed a safety plan which outlined in detail the steps we would take to re-open safely and prevent the spread of COVID-19, and in July we opened our doors for the first set of on-campus clinical lab classes, which are required for the students in our Nursing, Massage Therapy, Surgical Technology & Medical Assisting programs to complete their program.

6 years ago, we had the foresight to see how something like the iPad would be a learning equalizer and give everyone the same access to education. 6 months ago, we saw overnight precisely how essential technology is going to be in the new digital world that we are all living in. We are currently planning the migration to a robust Learning Management System (LMS) that will deliver the best quality learning application in distance education for our students as we continue daily to monitor the developments of COVID-19.

From our inception in 1916 to our migration to digital education a century later, our mission at Swedish Institute remains a constant: to educate our students to become skilled and ethical healthcare professionals, and to provide them with innovative learning that is designed to meet the needs of an ever-evolving market.

We're proud to represent 12 degree granting proprietary colleges

Berkeley College - Est. 1931

Bryant & Stratton College - Est. 1854

The College of Westchester - Est. 1915

EBI Career College - Est. 1858

Five Towns College - Est. 1972

Island Drafting & Technical Institute - Est. 1957

Jamestown Business College - Est. 1886

LIM College - Est. 1939

Monroe College - Est. 1933

Plaza College - Est. 1916

School of Visual Arts - Est. 1947

The Swedish Institute - Est. 1916

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