PART A: ACADEMIC MATTERS

The following recommendations of the Curriculum Committee were approved at the School of Public Affairs Faculty Meeting on December 12, 2013. They will be effective for the Spring 2015 semester, pending approval of the Board of Trustees.

AIII: Changes in Degree Programs

AIII.10:1p. The following revisions are proposed for the MSEd in Higher Education Administration in the School of Public Affairs.

Program Code: 21853

HEGIS Code: 0827.00

Effective: Spring 2015

From	To
~~The Master of Science in Education (MSEd) program in higher education administration offers a curriculum that emphasizes higher education management, student services, personnel management, information systems, and institutional leadership. This program is designed to prepare the student for administrative leadership and supervisory positions in postsecondary institutions, including community colleges, senior colleges, and universities.~~ ~~Students in the MSEd program are required to complete 30 - 33 credits. Students who do not have a minimum of one years experience in an administrative position in higher education are required to complete a 3-credit internship.~~	The Masters of Science in Education, Higher Education Administration (MSEd-HEA) prepares students for leadership and supervisory positions in higher education institutions, as well as in advocacy organizations and research centers focused on post-secondary education. The curriculum covers key aspects of college administration, including governing institutions, organizing academic departments and offices, delivering student services, preparing and implementing budgets, managing collective bargaining, and conducting educational research. Contemporary topics are explored, such as online education, change management, and the globalization of higher education. In addition to SPA faculty, senior CUNY administrators teach in the program.

<table>
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<td>Graduates pursue careers as executives, directors, coordinators, and analysts of programs and services.

A total of 36 credits are required for the degree if an internship is not needed. Students without at least one year of administrative work experience in higher education are required to complete a 3 credit internship for a total of 39 credits. There are 21 required credits and 15 elective credits.

Students have two options for completing the 15 elective requirements for the degree. They may complete a set of general higher education and public administration courses, or they may choose a specialization in institutional research and assessment. The specialization is for students looking for a solid grounding in research methods, statistics, learning assessment, and program evaluation. It is designed for those wanting to work in the growing field of university research and assessment as well as for those seeking to be intelligent users of research reports. Students must complete PAF 9170 in the required core if they opt for the specialization. The specialization requires two courses—PAF 9172 and PAF 9325—and the choice of three analytical courses.</td>
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Course Description Crs	Course Description Crs
Requirements for the MSEd in Higher Education Administration program

Required Courses (21-24 credits)

~~PAF 9302~~ ~~Organizational Behavior in Colleges and Universities~~ 3

PAF 9308 Administrative Services in Colleges and Universities 3

PAF 9317 ~~Seminar on~~ Research for the Educational Administrator 3 | **Requirements for the MSEd in Higher Education Administration program**

Required Courses (21-24 credits)

PAF 9308 Administrative Services in Colleges and Universities 3

PAF 9317 Research for the Educational Administrator 3

Or

Or

PAF 9170 |

PAF 9322	Internship in Higher Education*	3
PAF 9330	~~The Organization and Administration of U.S.~~ Higher Education	3
~~PAF 9331~~	~~The History of U.S. Higher Education~~	~~3~~
PAF 9336	Student Services in Higher Education	3
PAF 9339	The Financing of Higher Education	3
Elective Courses (~~9~~ credits)		
	~~The student must choose three elective courses in consultation with a graduate advisor. One of these 3-credit courses must be chosen from outside the program offerings, either from the MPA program or from another relevant masters program.~~	~~9~~

*The internship is required of candidates who have less than one years experience in an administrative position in higher education. A student with such experience may apply for a waiver of this requirement. The students experience will be evaluated by a graduate advisor before an internship waiver is granted. If the internship is required, it is done as field/site work and independent study with hours to be arranged for consultations with a faculty intern advisor.

Total credits required for the MSEd in Higher ~~30-33~~

Education Administration program

	Research and Analysis 1*	
PAF 9322	Internship in Higher Education Administration**	3
PAF 9330	Introduction to Higher Education Administration	3
PAF 9336	Student Services in Higher Education	3
PAF 9339	The Financing of Higher Education	3
PAF 9120	Public and Nonprofit Management I	3
PAF 9390	Capstone Seminar in Higher Education Administration	3

Elective Courses (15 credits; select five)

PAF 9302	Organizational Behavior in Colleges and Universities	3
PAF 9318	Educational Policy	3
PAF 9325	Institutional Research	
PAF 9332	Information Systems in Higher Education	3
PAF 9333	Curriculum and Instruction in Higher Education	3
PAF 9334	Collective Bargaining in Higher Education	3
PAF 9335	The Community College	3
PAF 9337	Issues in Urban Higher Education	3
PAF 9338	Higher Education, Politics, and Public Policy	3
PAF 9399	Selected Topics in Educational Administration	3
OR	OR	

Requirements for the MSEd in Higher Education Administration program with a Specialization in Institutional Research and Assessment

Required Courses for the Specialization in Institutional Research and Assessment (6 credits)

PAF 9172	Research and Analysis 2	3

	PAF 9325 <u>Institutional Research</u> <u>3</u>
	Elective Courses for the Specialization in Institutional Research and Assessment <u>(9 credits; select three)</u>
	PAF 9130 <u>Economic Analysis and Public Policy</u> <u>3</u>
	PAF 9140 <u>Budgeting and Financial Analysis</u> <u>3</u>
	PAF 9174 <u>Program Evaluation</u> <u>3</u>
	PAF 9177 <u>Selected Topics in Advanced Analytic Methods</u> <u>3</u>
	PAF 9180 <u>Policy Analysis</u> <u>3</u>
	PAF 9318 <u>Educational Policy</u> <u>3</u>
	PAF 9332 <u>Information Systems in Higher Education Administration</u> <u>3</u>
	<u>*PAF 9170 is required of students who select the Specialization in Institutional Research and Assessment</u>
	**The internship is required of candidates who have less than one year's experience in an administrative position in higher education. A student with such experience may apply for a waiver of this requirement. The students experience will be evaluated by a graduate advisor before an internship waiver is granted. If the internship is required, it is done as field/site work and independent study with hours to be arranged for consultations with a faculty intern advisor.
	<u>Total credits required for the MSEd in Higher</u> <u>36-39</u>
	<u>Education Administration program with a Specialization</u>
	<u>in Institutional Research and Assessment</u>
	Total credits required for the MSEd in Higher <u>36-39</u>

	Education Administration program

Rationale: There are several interrelated rationales for all of the above changes. These changes raise the visibility and reputation of the HEA program; make it more attractive to students who are not currently the object of active recruiting; and increase the academic rigor of the program. In addition, they strengthen the ties to other programs in SPA (in particular to the MPA program) relative to both academic offerings and the outside perception of the program and reduce the rigidity of the current program by increasing the number of electives. These changes begin the process of adding optional specializations to the general program—in this case, a specialization in institutional research. From an employment perspective, adding this specialization is sensible since it is in demand and is likely to capture the interest of our students. It is also congruent with the idea of strengthening ties to other SPA programs. Finally, these changes are part of an effort to increase student quality and overall enrollment.

Section AIV: New Courses

AIV:10.1p. The following is a new course in the MPA Program in the School of Public Affairs.

Program Code: 01966

HEGIS Code: 2102.00

Effective: Spring 2015

Course Number: PAF 9184

Title: International Institutions and Global Governance

Hours: 3.0

Credits: 3.0

Prerequisites or Co-requisite: None

Course Description: In a world of globalization and global threats—financial contagion, terrorism, proliferation, climate change, health crises—this course examines the role of international institutions and norms and asks whether they can make the world a safer, more just place. Why did states create global institutions—and why in these forms? How does their structure limit or reinforce their ability to address problems? How do norms develop and change? What is the role of NGOs and of multinational corporations? How must the system adapt to new actors and challenges?

Rationale: Globalization will profoundly affect all of our students: their personal lives, their health and security, their career choices and opportunities. This course will allow

them to master the basics of the global governance system as well as some of the most profound global challenges facing our world. The course will also give students a strong introduction to the workings of large bureaucracies and an understanding of the skills they will need to develop and promote clear policy positions.

This course is an elective for the MPA program, to be offered once per year with a projected enrollment of 20 students.

AIV:10.2p. The following is a new course in the HEA Program in the School of Public Affairs.

Program Code: 21853

HEGIS Code: 0827.00

Effective: Spring 2015

Course Number: PAF 9325

Title: Institutional Research

Hours: 3.0

Credits: 3.0

Prerequisite: PAF 9170

Course Description: This course provides students with an overview of institutional research as both a profession and a mode of inquiry. Students will review the fundamentals of the field in terms of concepts, analytics and management. Additionally, they will also work directly with the analysis and reporting of data.

Rationale: Higher education is under continued and mounting pressure to make sound but difficult decisions in a host or areas, including enrollment management, faculty productivity, strategic planning, compliance, outcomes assessment and institutional effectiveness. As a consequence, Institutional Research has become more important to senior decision-makers in a wide variety of areas in higher education. In the future, the need for competent decision support by means of institutional research will continue to grow. Additionally, the area is maturing as a profession and the field will be well served by an emerging work force that has been specifically trained in the analysis of higher education data and issues.

This course is a core for the Specialization in Institutional Research in the Higher Education Administration program, to be offered once per year with a projected enrollment of 20-25 students.

AIV:10.3p. The following is a new course in the HEA Program in the School of Public Affairs.

Course Number: PAF 9390

Title: Capstone Seminar in Higher Education Administration

Hours: 3.0

Credits: 3.0

Prerequisites or Co-requisites: PAF 9120, PAF 9308, PAF 9317 or PAF 9170, PAF 9330 and PAF 9336

<u>**Course Description:**</u> Advanced seminar in which students produce a semester project drawing from the full course of study toward the Masters of Science in Education, Higher Education Administration (MSED-HEA). Special attention is placed on incorporating aptitudes introduced in the core curriculum. The project may involve policy research, intensive study of an organization, development of a rationale for new or changed service programs, or some combination of these. Open only to MSED-HEA students.

<u>Rationale:</u> The students require a summary Capstone course to complete the MSED-HEA degree.

Section AV: Changes in Existing Courses

AV:10.5p. Changes in Course Number, Title, Description and Prerequisite

FROM: ~~PUB~~ 3100		**To:** <u>PAF</u> 3100	
Title	~~Program Administration in Public Agencies~~	**Title**	<u>Nonprofit Administration</u>
Description	The purpose of the course is to provide an understanding of the nature and function of management in ~~public agencies~~. Emphasis is placed on the processes of defining goals and objectives, organizing and staffing for maximum productivity, and dealing with the important aspects of the ~~agency~~ environment.	**Description**	The purpose of the course is to provide an understanding of the nature and function of management in <u>nonprofit organizations.</u> Emphasis is placed on the processes of defining goals and objectives, organizing and staffing for maximum productivity, and dealing with the important aspects of the <u>nonprofit</u>

			environment.
Prerequisite	~~PUB 1250 and Junior Status.~~	**Prerequisite**	ENG 2150.

Rationale: The change in title and description corresponds to how the course is currently taught. The prerequisite is consistent with the rest of the BSPA courses.

AV:10.6p. Change in Course Description

FROM: PAF 9139 Communication Strategy		**To:** PAF 9139 Communication Strategy	
Description	~~This course builds on PAF 9103, emphasizing strategic issues in communication. Students focus on the management of institutional communication rather than the basics of message design. The goal is to provide public managers with theoretical and practical tools to integrate communicative considerations into institutional decision-making. The course will cover the basics of negotiation, consensus building, media selection, and thematic strategy. Students will learn why an organization needs a communication strategy and how to develop one; how to coordinate messages across a diverse array of policy programs and media; how to research public audiences; basic negotiation skills; consensus building strategies; the principles behind and components of an organizational~~	**Description**	In this class, students learn to design communication campaigns that will change or modify key behaviors; promote a cause, service, or program; or enhance the brand and fundraising capacity of an organization. Course topics will cover areas such as fear appeals, message fatigue, working with diverse audiences, and online and social media advocacy. Students will develop message strategies using techniques drawn from social marketing, persuasion, and political communication.

	communication audit; how to identify legal and institutional constraints on messages; and how to understand the relationship between information and communication.		

Rationale: The change in description corresponds to how the course is currently taught.

AV:10.7p. Change in Course Number

FROM: PAF ~~9102~~ (previously changed to PAF ~~9175~~) Advanced Analytical Methods	To: PAF 9177 Advanced Analytical Methods

Rationale: The change is due to the inability to recycle course numbers; PAF 9175 was previously used.

AV: 10.8p. Change in Course Number and Description

FROM: PAF ~~9171~~ Human Services Administration		To: PAF 9126 Human Services Administration	
Description	Examination of management approaches and perspectives relevant to client-centered, public organizations (e.g., social services, health care services, employment and training programs, corrections). Special attention is given to administrative structures, institutional perspectives, needs assessment, program management, and the integration of human services.	**Description**	Examination of management approaches and perspectives relevant to client-centered, public and nonprofit organizations (e.g., social services, health care services, employment and training programs, corrections). Special attention is given to administrative structures, institutional perspectives, needs assessment, program management, and the integration of human services.

Rationale: The change places the course number with those of similar courses, and clarifies the description.

AV:10.9p. Change in Course Number

FROM: PAF ~~9175~~ (previously changed to PAF ~~9116~~) Human Resources Policy	To: PAF <u>9125</u> Human Resources Policy

<u>Rationale:</u> The change is due to the inability to recycle course numbers; PAF 9116 was previously used.

AV:10.10p. Changes in Title, Description and Prerequisite

FROM: PAF 9190		To: PAF 9190	
Title	Capstone Seminar	**Title**	<u>Public Affairs</u> Capstone Seminar
Description	Advanced seminar in which students produce a semester project drawing from the full course of study toward the ~~MPA. Special attention is placed on incorporating aptitudes introduced in the core curriculum.~~ The project may involve policy research, intensive study of an organization, development of a rationale for new or changed service programs, or some combination of these.	**Description**	Advanced seminar in which students produce a semester project drawing from the full course of study toward the <u>Masters of Public Administration.</u> The project may involve policy research, intensive study of an organization, development of a rationale for new or changed service programs, or some combination of these. <u>Special attention is placed on incorporating knowledge from the core curriculum.</u>
Prerequisite	~~Completion of the MPA core plus15 additional credits.~~	**Prerequisite**	<u>PAF 9100, PAF 9103, PAF 9120, PAF 9130, PAF 9140, PAF 9170 and PAF 9172</u>

<u>Rationale:</u> The change is in response to the Registrar's request to list the core courses in the MPA program.

AV:10.11p. Changes in Title, Description and Prerequisite

FROM: PAF 9195		To: PAF 9195	
Title	~~Internship in~~ Public Affairs	**Title**	Public Affairs <u>Internship</u>
Description	~~Work assignment requires 150 hours. Class sessions~~	**Description**	This course provides students with real-world

	~~are determined by the instructor, usually 4 meetings per semester.~~ This course provides students with real-world administrative experience in a public or nonprofit organization. It is required for MPA students without any public administration work history. It may be used as an elective course for students with public administration experience. The course is graded on a pass/no-credit basis. The internship pass/no-credit selection does not preclude the completion of another MPA elective course for pass/no-credit. PAF 9195 may be repeated, but only with the permission of the instructor and the Associate Dean of the School of Public Affairs. It is not open to students who have completed PAF 9191, PAF 9192, or PAF 9322.		administrative experience in a public or nonprofit organization. It is required for <u>Masters of Public Administration (MPA)</u> students without at least one year of public administration work experience. It may be used as an elective course for students with a public administration work history. <u>The work assignment requires 150 hours. Class sessions are determined by the instructor.</u> The course is graded on a pass/no-credit basis. The internship pass/no-credit selection does not preclude the completion of another MPA elective course for pass/no-credit. PAF 9195 may be repeated, but only with the permission of the instructor and the Associate Dean of the School of Public Affairs. It is not open to students who have completed PAF 9191, PAF 9192, or PAF 9322.
Prerequisite	Instructor ~~approval required before registration.~~	**Prerequisite**	Instructor <u>permission.</u>

<u>Rationale:</u> The change clarifies the way the course is currently being taught.

AV:10.12p. Change in Title and Description

FROM: PAF 9301		**To:** PAF 9301	
Title	School Leadership ~~and Organizational Management~~	**Title**	Introduction to <u>School Leadership</u>
Description	~~This course introduces~~	**Description**	<u>This course introduces</u>

	~~students to the fundamental concepts of school leadership from an organizational perspective. Students will learn to view schools as educational organizations, and develop skills for analyzing, diagnosing, and solving organizational problems as building leaders. Students will also begin to develop their own leadership vision and apply leadership practices to class assignments and projects. Open to all MS in Education or Advanced Certificate Program students; others with permission of the Office of Student Affairs and Graduate Admissions of the School of Public Affairs.~~		students to the fundamental concepts of school leadership. Students will learn skills for analyzing, diagnosing, and solving organizational problems as school building leaders. Students will also begin to develop their own leadership vision and apply leadership practices to class assignments and projects. Open only to Master of Science in Education students. Students from other degree programs by permission only.

Rationale: The course title and description have been revised to correspond to how the course is currently taught and to specify the students permitted to register for the course.

AV:10.13p. Change in Description

FROM: PAF 9302 Organization Behavior in Colleges and Universities		**To:** PAF 9302 Organization Behavior in Colleges and Universities	
Description	~~Examination of~~ behavioral science ~~and its contributions to administration, with emphasis on~~ educational administration. Human relations principles will be developed through an ~~examination~~ of problems in formal and informal organizations, in communication and participation, and in the	**Description**	This course applies the behavioral sciences to higher education administration. Human relations principles will be developed through an analysis of problems in formal and informal organizations, in communication and participation, and in the development of understanding, cooperation,

	development of understanding, cooperation, and motivation. ~~Open only to students in the MSEd in Higher Education Program.~~ Not open to students who have completed PAF 9120 or 9309.		and motivation. <u>Open only to Master of Science in Education students. Students from other degree programs by permission only.</u> Not open to students who have completed PAF 9120.

<u>Rationale:</u> The change clarifies the way the course is currently being taught.

AV:10.14p. Change in Title and Description

FROM: PAF 9306		**To:** PAF 9306	
Title	Human ~~Capital~~ Management ~~for the Educational Leader~~	**Title**	Human <u>Resource</u> Management <u>in Education</u>
Description	In order to develop human capital in schools? in particular to strengthen the talent of the teacher workforce? districts must effectively recruit, hire, assign, train, organize, evaluate, and pay teachers. This case-based course provides students with the hands-on, practical experience of developing the talent of a district's teachers. In the process, we will study the best practices of districts around the country. It is highly recommended that students have taken coursework in organizational theory and education policy. Students lacking this grounding may be assigned additional	**Description**	<u>This course focuses on the methods used to effectively recruit, train, and evaluate administrative staff in schools. There is an emphasis on developing the role of the teacher in human resource decision-making. Open only to Master of Science in Education students. Students from other degree programs by permission only.</u>

	reading.		

Rationale: The change clarifies the way the course is currently being taught.

AV:10.15p. Change in Title and Description

FROM: PAF 9307		To: PAF 9307	
Title	Data Analysis for School Improvement	Title	School Performance Measurement
Description	This course prepares future school leaders to collect, analyze, and make strategic decisions about preK- 12 school and pupil quantitative and qualitative data, including: test scores and other performance data, survey and demographic data, and teacher observations. Students will learn how to reconcile contrasting forms of data and how to use data to design and implement changes that will lead to improved school and pupil outcomes. Open to all MS in Education or Advanced Certificate Program students; others with permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.	Description	This course prepares administrators to effectively collect, measure, and evaluate school data. Students will learn how to use data to make strategic decisions that directly influence school improvement and student achievement. Provides information on survey and demographic data, how to evaluate pupil test scores, and teacher observations. Open only to Master of Science in Education students. Students from other degree programs by permission only.

Rationale: The change clarifies the way the course is currently being taught.

AV:10.16p. Change in Title and Description

FROM: PAF 9309		To: PAF 9309	
Title	Instructional Leadership in Educational Organizations	Title	Instructional Leadership in Schools
Description	This course introduces	Description	This course addresses the

	participants to the challenge of instructional leadership in today's schools. Modern school leadership demands a unique combination of skills in organizational design and change management fused with a detailed knowledge of teaching and learning. Using a combination of lectures, discussions, case materials, simulations, and experiential practice, this class aims to assist students in building the diverse set of skills and knowledge needed by school leaders. Topics covered include school leadership, organizational analysis and design, building professional community, teacher evaluation, and the implementation of organizational change. This course includes 25 hours of field work. These field work hours will count toward your administrative internship. Open to all Master of Science in Education, Advanced Certificate Program, and Master of Public Administration students; others with School of Public Affairs permission.		critical role of the school leader to supervise and manage the quality of instruction and student achievement. It focuses on staff supervision, the cultivation of strategic plans and school culture, as well as the implementation of effective teaching methods. Open only to Master of Science in Education students. Students from other degree programs by permission only.

Rationale: This change improves the description of the course as it is taught and specifies the students permitted to register for the course.

AV:10.17p. Change in Title and Description

FROM: PAF 9310	To: PAF 9310

Title	School Leadership and Organizational	Title	School Leadership and Organizational Management
Description	This course introduces students to the ~~fundamental concepts of school leadership from an organizational perspective. Students will learn to view schools as educational organizations, and develop skills for analyzing, diagnosing, and solving organizational problems as building leaders. Students will also begin to develop their own leadership vision and apply leadership practices to class assignments and projects. Open to all MS in Education or Advanced Certificate Program students; others with permission of the Office of Student Affairs and Graduate Admissions of the School of Public Affairs.~~	Description	This course introduces students to the theory of organizational management and systems-thinking. It focuses on school planning, implementation, and evaluation. Open only to Master of Science in Education students. Students from other degree programs by permission only.

Rationale: The word management was missing from the title. This change also improves the description of the course as it is taught and specifies the students permitted to register for the course.

AV:10.18p. Change in Title and Description and Prerequisite

FROM: PAF 9311		To: PAF 9311	
Title	~~School-~~Community Relations	Title	Community Relations in Education
Description	~~Exploration of~~ the relationship of the school to the communities that it serves, including interrelationships with parents' associations, the community school board,	Description	This course explores the relationship of the school to the communities that it serves, including interrelationships with parents' associations, the community school board,

	community leaders, city-wide and neighborhood media, the business community, and other elements in the neighborhood. Strategies for citizen involvement and tactics for achieving coordinated teamwork among social, governmental, and community ~~agencies and~~ organizations, and the schools are examined ~~for the dual purpose of establishing a positive climate for instruction of children as well as creating a force for positive change to improve instruction.~~		community leaders, city-wide and neighborhood media, the business community, and other elements in the neighborhood. Strategies for citizen involvement and tactics for achieving coordinated teamwork among social, governmental, and community organizations, and the schools are examined. <u>Open only to Master of Science in Education students. Students from other degree programs by permission only.</u>
Prerequisite	~~PAF 9301, PAF 9302.~~	**Prerequisite**	<u>None</u>

<u>Rationale:</u> This change improves the description of the course as it is taught and specifies the students permitted to register for the course.

AV:10.19p. Change in Title and Description

FROM: PAF 9312		**To:** PAF 9312	
Title	Legal and Policy Issues ~~for the Educational Leader~~	**Title**	Legal and Policy Issues<u> in Education</u>
Description	This course examines the legal ~~constraints and precedents that affect school-site administrators. It includes the legal~~ framework of education governance in the United States ~~and~~ constitutional, legislative, labor, and administrative law that ~~applies to education institutions.~~ Special emphasis is ~~put~~ on New York State law ~~and on the~~	**Description**	This course examines the legal framework of educational governance in the United States. <u>It focuses on the</u> constitutional, legislative, labor, and administrative laws and policies that <u>apply to public, private, and charter schools.</u> Special emphasis is <u>placed</u> on New York State law. <u>Open to Master of Science in Education students. Students from</u>

| | legal definitions and precedents for equity issues. Open to all MPA or MS in Education or Advanced Certificate Program students; others with permission of the Office of Student Affairs and Graduate Admissions of the School of Public Affairs. | | other degree programs by permission only. |

Rationale: This change improves the description of the course as it is taught and specifies the students permitted to register for the course.

AV:10.20p. Change in Title and Description and Prerequisite

FROM: PAF 9313		To: PAF 9313	
Title	Practicum in Supervision	Title	Capstone Seminar for the School Building Leader
Description	Each student is required to prepare a minimum of ten class observation reports each of which will be analyzed in accordance with criteria for effective supervision developed by the class. In addition, opportunities to take part in simulations and videotape presentations will be available.	Description	This is an advanced seminar in which students produce a semester project drawing from the full course of study toward the Masters of Science in Education in Educational Leadership (MSED-EL). The project may involve policy research, intensive study of an organization, development of a rationale for new or changed service programs, or some combination of these. Special attention is placed on incorporating aptitudes introduced in the core curriculum. Open only to MSED-EL students.
Prerequisite	PAF 9310 and PAF 9314.	Prerequisite	PAF 9301, PAF 9309, PAF 9310, PAF 9312, PAF 9314, and PAF 9319.

Rationale: This change improves the description and title of the course as it is taught and specifies the students permitted to register for the course.

AV:10.21p. Change in Title and Description

FROM: PAF 9314		To: PAF 9314	
Title	~~Instructional Leadership~~	**Title**	<u>Strategies in Classroom Management</u>
Description	This course provides leadership strategies for improving classroom instruction and student achievement in ~~pre-K-12~~ school settings. Topics include~~:~~ leading and organizing for curriculum development, guiding staff toward using multiple instructional strategies to meet the needs of all learners, and promoting the use of meaningful and frequent assessment of student learning. ~~Coursework for this class includes teacher observations in pre-K-12 settings.~~ ~~Open to all MPA or MS in Education or Advanced Certificate Program students; others with permission of the Office of Student Affairs and Graduate Admissions of the School of Public Affairs.~~	**Description**	This course provides leadership strategies for improving classroom instruction and student achievement in school settings. Topics include leading and organizing for curriculum development, guiding staff toward using multiple instructional strategies to meet the needs of all learners, and promoting the use of meaningful and frequent assessment of student learning. <u>Open to Master of Science in Education students. Students from other degree programs by permission only.</u>

Rationale: The title was changed to clarify the focus of the course. This change also improves the description of the course as it is taught and specifies the students permitted to register for the course.

AV:10.22p. Change in Title and Description and Prerequisite

FROM: PAF 9315	To: PAF 9315

Title	Seminar on Problems of Administration of the Urban School	Title	Charter School Administration
Description	Advanced course dealing with the same general areas as PAF 9310, namely, the planning, organization, operation, and coordination of departments; services and facilities; staff selection and assignment; pupil guidance; and programming the school. Business functions such as finances, food services, purchasing of textbooks and supplies, transportation, and plant planning and operation are considered. A problem-oriented approach is based upon selected case studies in the literature as well as case studies developed by participants.	Description	Examines the challenges of administering charter schools. The history of the charter school movement is explored, with a special focus on New York City. The courses explores problems in the management of charter schools, including the planning, organization, operation, and coordination of departments; services and facilities; finances; staff selection and assignment; pupil guidance; and performance measurement. Open only to Master of Science in Education students. Students from other degree programs by permission only.
Prerequisite	PAF 9310. This course will only be offered if there is sufficient demand.	Prerequisite	None.

Rationale: This change improves the description and title of the course as it is taught and specifies the students permitted to register for the course.

AV:10.23p. Change in Title and Description and Prerequisite

FROM: PAF 9316		To: PAF 9316	
Title	Seminar on Problems of Supervision of the Urban School	Title	Urban School Problems
Description	Advanced course dealing with the same general areas as PAF 9313 and PAF 9314, namely, curriculum development and	Description	This course examines school problems using case studies. The problems and cases are selected by the instructor.

	improvement, training and professional development and growth of staff members, and evaluation of teachers and pupils, as well as innovations and modern approaches that have been advanced to meet the current demands for the restructuring of educational priorities, needs, and goals. A problem-oriented approach is based upon selected case studies in the literature as well as case studies developed by participants.		Open only to Master of Science in Education students. Students from other degree programs by permission only.
Prerequisite	PAF 9313, PAF 9314. Students interested in this course should see an academic advisor.	**Prerequisite**	None.

Rationale: This change improves the description and title of the course as it is taught and specifies the students permitted to register for the course.

AV:10.24p. Change in Description and Prerequisite

FROM: PAF 9319 School Finance and Budgeting		**To:** PAF 9319 School Finance and Budgeting	
Description	This course addresses major issues in educational finance and budgeting with particular focus on equity policy in New York State and New York City. Financial topics include federal, state and local tax structures and resource allocation rules, in view of recent court rulings and legislation. Budgeting includes allocating school resources to meet school goals and priorities within	**Description**	This course addresses major issues in educational finance and budgeting with a particular focus on New York State and New York City. Financial topics include federal, state and local tax structures and resource allocation rules. This course also offers instruction on how to find and access additional sources for school revenue, such as through grant writing. Open only to MSED

FROM		To	
	federal, state and local guidelines for tax levy and categorical funding. This course also offers instruction on how to find and access additional sources for school revenue, including through grant writing. Open to all MPA or MS in Education or Advanced Certificate Program students; others with permission of the Office of Student Affairs and Graduate Admissions of the School of Public Affairs.		and MPA students. Students from other degree programs by permission only.
Prerequisite	Open to all MPA or MS in Education or Advanced Certificate Program students; others with School permission.	**Prerequisite**	None.

Rationale: This change improves the description of the course as it is taught and specifies the students permitted to register for the course.

AV:10.25p. Change in Title and Description and Prerequisite

FROM: PAF 9320		**To:** PAF 9320	
Title	Internship and Seminar I	**Title**	Educational Leadership Internship I
Description	The internship in the fall semester consists of 150 hours in schools, plus three hours of seminar session every other week (for three credits). These field work hours will count towards your administrative internship.	**Description**	Part I of this two-course internship provides students with real-world administrative experience in an educational organization. The internship in part I consists of 300 hours in a work assignment. Open only to Master of Science in Education students.
Prerequisite	15 credits completed in the program. Open to all	**Prerequisite**	Instructor permission.

	students in the School of Public Affairs; others with permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.		
Hours	1 and 1/2 hours	**Hours**	3 hours

Rationale: This change streamlines the title of the course, improves the description of the course as it is taught, reflecting the required number of hours, and specifies the students permitted to register for the course.

AV:10.26p. Change in Title and Description and Prerequisite

FROM: PAF 9321		**To:** PAF 9321	
Title	Internship ~~and Seminar~~ II		Educational Leadership Internship II
Description	~~The internship in the spring semester consists of 150 hours in schools, plus three hours of seminar session every other week (for three credits). These field work hours will count towards your administrative internship.~~	**Description**	Part II of this two-course internship provides students with real-world administrative experience in an educational organization. The internship in part II consists of 300 hours in a work assignment.
Prerequisite	~~15 credits completed in the program. Open to all students in the School of Public Affairs; others with permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.~~	**Prerequisite**	PAF 9320
Hours	Hours as scheduled	**Hours**	3 hours

Rationale: This change streamlines the title of the course, improves the description of the course as it is taught, reflecting the required number of hours, and specifies the students permitted to register for the course.

AV:10.27p. Change in Title and Description and Prerequisite

FROM: PAF 9341	**To:** PAF 9341

Title	~~Advanced Topics in~~ Special Education Administration ~~and Supervision~~	Title	Special Education Administration
Description	~~In-depth examination of the role of the special education administrator as a coordinator of special programs and services to handicapped and other students in light of the numerous federal, state, and local legislative requirements governing the education of children with special needs. Among the topics covered will be an exploration of interdisciplinary team functioning, supervision of professional and nonprofessional personnel, funding and resources for special education programs, and the integration of handicapped and non-handicapped children in a variety of school settings.~~	Description	<u>An examination of school programs and services for students with disabilities. Among the topics covered will be disabilities law, supervision of special education personnel, sources of program funding, and the mainstreaming of children in a variety of school settings.</u>
Prerequisite or Corequisite	~~PAF 9340.~~	Prerequisite:	<u>None.</u>

<u>Rationale:</u> The change in description clarifies how the course is being taught. The prerequisite is no longer applicable to the way the course is currently taught.

AV:10.28p. Change in Title and Description and Prerequisite

FROM: PAF 9323		**To:** PAF 9323	
Title	Practicum for School District Leaders~~, Part I~~	Title	Practicum <u>I</u> for School District Leaders
Description	This course is the first of a two-course required sequence ~~in the~~ School District Leader (SDL)	Description	This course is the first of a required two-course sequence <u>for</u> School District Leader (SDL)

	advanced certificate program. Students will complete six structured individual projects that demonstrate competency in providing support services to schools, crisis management accountability, student performance data analysis, managing finances to support achievement, adult learning and curriculum development, board and stakeholder negotiations, and, in the process, self-improvement for continuous learning. Together, the two competency-based courses, PAF 9323 and PAF 9324, meet the internship requirements for the New York State SDL professional certification.		certification. The first part of the practicum sequence consists of 300 hours in a work assignment. This course is for students who have achieved School Building Leader (SBL) certification. Open only to Master of Science in Education students.
Prerequisite	Near completion of all other SDL program.	**Prerequisite**	Instructor permission.

Rationale: This change streamlines the title of the course, improves the description of the course as it is taught, and specifies the students permitted to register for the course.

AV:10.29p. Change in Title and Description and Prerequisite

FROM: PAF 9324		**To:** PAF 9324	
Title	Practicum for School District Leaders, Part II	**Title**	Practicum II for School District Leaders
Description	This course is the second of a two-course required sequence for students in the School District Leader (SDL) advanced certificate program. Students complete the remaining four structured individual projects introduced in Part	**Description**	This course is the second of a required two-course sequence for School District Leader (SDL) certification. The second part of the practicum sequence consists of 300 hours in a work assignment.

	~~l. Together, the two competency-based courses, PAF 9323 and PAF 9324, meet the internship requirements for the New York State SDL certificate.~~		
Prerequisite	PAF 9323. ~~Open only to SDL students.~~	**Prerequisite**	PAF 9323.

Rationale: This change streamlines the title of the course, improves the description of the course as it is taught, and specifies the students permitted to register for the course.

AV:10.30p. Change in Description and Prerequisite

FROM: PAF 9308 Administrative Services in Colleges and Universities		**To:** PAF 9308 Administrative Services in Colleges and Universities	
Description	This course exposes students to the functions and organization of a broad range of administrative offices, processes, and responsibilities. It places the shared governance culture of higher education in the context of modern management theory and practice. It will describe how the organizational design of various colleges and universities are used to compare and contrast not only structures, but leadership and institutional cultures ~~as well. Students will demonstrate and practice specific tools such as budgeting, cost accounting, metrics and benchmarking.~~	**Description**	This course exposes students to the functions and organization of a broad range of administrative offices, processes, and responsibilities. It places the shared governance culture of higher education in the context of modern management theory and practice. It will describe how the organizational design of various colleges and universities are used to compare and contrast structures, leadership, and institutional culture.
Prerequisite	~~PAF 9330 or permission of instructor.~~	**Prerequisite**	None.

Rationale: PAF 9330 is changed and is no longer applicable as a prerequisite for this course.

AV:10.31p. Change in Description and Prerequisite

FROM: PAF 9317		To: PAF 9317	
Title	~~Seminar on~~ Research for the Educational Administrator	**Title**	Research for the Educational Administrator
Description	~~Study of the tools and strategies required by the educational administrator to provide leadership for research in educational institutions and to be an intelligent consumer of research studies. The~~ determination of a problem amenable to research, appraisal of techniques aimed at solution, construction of a research proposal, obtaining and handling data, and evaluation of findings ~~into educational practices are considered.~~	**Description**	<u>This course examines the tools and strategies used in educational research. Students learn to be intelligent consumers of research studies. All stages of the research process are addressed:</u> the determination of a problem amenable to research, appraisal of techniques aimed at solution, construction of a research proposal, obtaining and handling data, and evaluation of findings.

Rationale: This change improves the description and title of the course as it is taught.

AV:10.32p. Change in Title and Description and Prerequisite

FROM: PAF 9322		To: PAF 9322	
Title	Internship in Higher Education	**Title**	Internship in Higher Education <u>Administration</u>
Description	~~The internship is intended for students who lack the one year of prior full-time experience in a higher education administrative or supervisory position.~~ This internship ~~will provide~~ part-time administrative	**Description**	This internship provides part-time administrative experience in higher education institutions. <u>It is intended</u> to extend administrative knowledge, skills, and sensitivity through a range of on-the-

	experiences in higher education institutions ~~and is designed~~ to extend administrative knowledge, skills, and sensitivity through a range of on-the-job tasks and duties. ~~Regularly arranged meetings are held with a faculty intern advisor. The purpose of these meetings is to reflect on and analyze the preceding administrative and supervisory experiences and to plan for the effective utilization of the phase of the internship.~~ ~~A minimum of 300 intern hours, experiences, or the equivalent is required. The internship can occur at anytime during the student's program. The internship must be approved by faculty advisor.~~		job tasks and duties. <u>The work assignment requires 150 hours. Class sessions are determined by the instructor. This course is required for Masters of Science in Education in Higher Education (MSED-HEA) students with less than one year of work experience in higher education administration. It may be used as an elective course for students with higher education administration experience. The course is graded on a pass/no-credit basis. The internship pass/no-credit selection does not preclude the completion of another elective course for pass/no-credit. PAF 9322 may be repeated, but only with the permission of the instructor and the Associate Dean of the School of Public Affairs. It is not open to students who have completed PAF 9191, PAF 9192, or PAF 9195.</u>
Prerequisite or Corequisite	~~The internship must be approved by faculty advisor.~~	**Prerequisite**	<u>Instructor permission.</u>

<u>Rationale:</u> The change specifies the grading policy and the number of hours of work required in the MSEd-HEA internship course.

AV:10.33p. Change in Title and Description

FROM: PAF 9330		**To:** PAF 9330	
Title	~~The Organization and Administration of U.S.~~ Higher Education	**Title**	<u>Introduction to Higher Education Administration</u>

Description	Examination of colleges and universities as unique organizations. An introduction to higher education governance, focusing on the participants, processes, and problems in institutional decision making.	Description	This course examines the structure and history of American higher education. The existing institutional structure of higher education will be studied, focusing on the main actors and their roles with respect to questions of governance and institutional decision-making. Key policy issues relating to the historical and structural development of higher education will be discussed.

Rationale: This course will now become the main introductory course in the Higher Education Administration program. As such, it will serve as a survey course examining the history and structure of higher education in the United States, incorporating policy questions and issues. The proposal is to merge the course with 9331, History of US Higher Education. This will condense the generalized portion of the curriculum and permit more focus on specializations and electives. The course will also introduce policy issues, but is not intended to replace the more comprehensive PAF 9338 (Higher Education, Politics, and Public Policy), which may continue to be offered as an elective.

AV:10.34p. Change in Description

FROM: PAF 9332 Information Systems in Higher Education Administration		**To:** PAF 9332 Information Systems in Higher Education Administration	
Description	Study of the concepts of information systems in institutions of higher education and the processes for developing institutional objectives, identifying informational requirements, and analyzing the designing systems. The course focuses on the information function and on an analysis of analytical and managerial tools available to the college, university, university system, and	**Description**	This course examines information systems in institutions of higher education. It explores the processes for developing institutional objectives, identifying informational requirements, and analyzing systems. The course focuses on the information function and on an analysis of analytical and managerial tools available to the college, university, university system, and higher education

	higher education government agency administrator.		government agency administrator.

Rationale: The change in description clarifies how the course is being taught.

AV:10.35p. Change in Description and Prerequisite

FROM: PAF 9333 Curriculum and Instruction in Higher Education		**To:** PAF 9333 Curriculum and Instruction in Higher Education	
Description	~~Examination of~~ the academic program and instructional systems in post-secondary education. ~~Philosophical issues as well as current problems are covered.~~ The nature and interrelationship of general education and specialized education, liberal arts, and vocational education will be examined.	**Description**	This course examines the academic programs and instructional systems in post-secondary education. The nature and interrelationship of general education and specialized education, liberal arts, and vocational education will be considered. The course looks at distance learning and the increasing globalization of higher education.
Prerequisite:	~~PAF 9331.~~	**Prerequisite:**	None.

Rationale: The change in description clarifies how the course is being taught. PAF 9331 is no longer a part of the HEA core, and is no longer applicable as a prerequisite for this course.

AV:10.36p. Change in Description

FROM: PAF 9334 Collective Bargaining in Higher Education		**To:** PAF 9334 Collective Bargaining in Higher Education	
Description	This course will provide students with a working knowledge ~~and history~~ of collective bargaining in the United States ~~and Higher Education that will serve as a foundation for the course. Topics to be covered include collective~~	**Description**	This course will provide students with a working knowledge of collective bargaining in the United States. The various collective bargaining units found on a traditional college campus will be examined, such as faculty,

	bargaining theory, terminology, and the various collective bargaining units found on a traditional college campus, such as faculty, administrative, trades, clerical, and more recently research and graduate assistants. Future trends in higher education collective bargaining will also be covered.		administrative, trades, clerical, and graduate assistants. Historical events and future trends in higher education collective bargaining are covered.

Rationale: The change in description clarifies how the course is being taught.

AV:10.37p. Change in Description and Prerequisite

FROM: PAF 9335 The Community College		To: PAF 9335 The Community College	
Description	Designed for administrators of all levels currently employed in community colleges, technical institutions, and adult education as well as those preparing for such careers. The course is also intended for educators who seek more knowledge of the important role of community colleges and their relationship to four-year colleges and the communities served.	Description	This course examines the structure and administration of community colleges, technical institutions, and adult education programs. It looks at the relationship between community colleges and four-year colleges.
Prerequisite:	PAF 9330 and PAF 9331, or permission of instructor.	Prerequisite:	None.

Rationale: The change in description clarifies how the course is being taught. PAF 9330 and PAF 9331 has been changed and are no longer applicable to the course.

AV:10.38p. Change in Description

FROM: PAF 9336 Student Services in Higher Education	To: PAF 9336 Student Services in Higher Education

Description	~~Analysis of~~ student support services provided in colleges and universities ~~based upon theory and current practices.~~ Emphasis ~~will be placed~~ on contemporary issues and problems of humanizing effective delivery systems in the urban nonresidential institution.	Description	This course focuses on student support services provided in colleges and universities. The emphasis is on contemporary issues and problems of humanizing effective delivery systems in urban nonresidential institutions.

Rationale: The change in description clarifies how the course is being taught.

AV:10.39p. Change in Description

FROM: PAF 9337 Issues in Urban Higher Education		**To:** PAF 9337 Issues in Urban Higher Education	
Description	This course focuses on issues and problems of higher education in ~~the city as distinct from those of higher education in general.~~ It will cover such subject areas as the development of the ~~city in~~ American ~~society; the changing demography between the city and higher education institutions, both antagonistic and symbiotic;~~ the impact of immigration; the debate over access and quality~~; and current trends, experiments, ideas, important existing legislation and budgetary considerations, and administrative mechanisms.~~	Description	This course focuses on issues and problems of higher education in cities. It will cover such subject areas as the role of education in development of the American city; the impact of immigration on schools; the debate over access and quality in neighborhoods; and the ways educational programs are employed in urban economic development.

Rationale: The change in description clarifies how the course is being taught.

AV:10.40p. Change in Description

FROM: PAF 9338 Higher Education, Politics, and Public Policy		To: PAF 9338 Higher Education, Politics, and Public Policy	
Description	Provides an in-depth examination of public policymaking for higher education in the United States. Emphasizes state-level policymaking for higher education but also surveys federal and local ~~policymaking in America's inter-governmental system. Treats~~ the implications of the political setting of higher education for institutional leadership.	**Description**	<u>This course</u> provides an in-depth examination of public policymaking for higher education in the United States. <u>It</u> emphasizes state-level policymaking for higher education but also surveys <u>the role of</u> federal and local governments<u>. It explores</u> the implications of the political setting of higher education for institutional leadership.

<u>Rationale:</u> The change in description clarifies how the course is being taught.

AV:10.41p. Change in Prerequisite

FROM: PAF 9339 The Financing of Higher Education		To: PAF 9339 The Financing of Higher Education	
Prerequisite:	~~PAF 9330.~~	**Prerequisite:**	<u>None</u>

<u>Rationale:</u> PAF 9330 is no longer needed as a prerequisite in the revised HEA program

AV:10.42p. Change in Description and Prerequisite

FROM: PAF 9342 Political Policy Analysis in Education		To: PAF 9342 Political Policy Analysis in Education	
Description	~~A case-based~~ course designed for ~~MPA and MSEd~~ students interested in applying policy analysis tools to education. ~~Cases involve schools, districts, state or federal government and non-governmental organizations.~~ Students learn to assess the political feasibility as well as the technical attractiveness of	**Description**	<u>This</u> course <u>is</u> designed for students interested in applying policy analysis tools to education. Students learn to assess the political feasibility as well as the technical attractiveness of policy alternatives in <u>education.</u>

	policy ~~alternatives.~~		
Prerequisite	~~Grad 8 status or permission of instructor~~	**Prerequisite:**	<u>None.</u>

Rationale: The change in description clarifies how the course is being taught. The prerequisite is no longer applicable to the way the course is currently taught.

AV:10.43p. Change in Description and Prerequisite

FROM: PAF 9399 Selected Topics in Educational Administration		**To:** PAF 9399 Selected Topics in Educational Administration	
Description	~~Focuses on major substantive areas of~~ educational administration. Topics ~~vary from offering to offering.~~	**Description**	<u>This course examines policy and managerial issues in</u> educational administration. <u>The topics will be selected by the instructor.</u>
Prerequisite	~~Grad 8 status or permission of the Office of Graduate Admissions and Student~~	**Prerequisite:**	<u>None.</u>

Rationale: The change in description clarifies how the course is being taught. The prerequisite is no longer applicable to the way the course is currently taught.

Section AVI: Courses Withdrawn

Program Code: 20526

HEGIS Code: 2102.00

Effective: Spring 2015

AVI:10.1p. The following is a course deletion in the BSPA Program in the School of Public Affairs.

PAF 3701 Building Cities: Markets and Government

Rationale: This course duplicates PAF 3343.