

June 2007

Baruch College

Chancellor's University Report – Part A: Academic Matters

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## **PART A: ACADEMIC MATTERS**

### **Section AI: Special Actions**

#### **AI:10.1p. Change in Program Title in the School of Public Affairs**

**From:** School District Leader (Program Code 29137; Hegis 0827) on the NY State Education Department Inventory

**To:** Educational Leadership (Program Code 29137; Hegis 0827) on the NY State Education Department Inventory

RESOLVED, that a new advanced certificate in school district leadership be approved at Baruch College subject to financial ability, effective September 1, 2007.

RESOLVED, that the title for the existing program, School District Leader (program code: 29137; Hegis 0827) be changed to Educational Leadership, effective September 1, 2007.

RATIONALE: The state of New York and the Regents have stipulated that if any School District Leadership (SDL) program is defined as a college degree (masters or doctorate) then students may not be awarded the degree until they have taken and passed the state SDL exam. This means Baruch College may not be able to award a degree to students who have completed the requirements for that degree but fail to meet the requirements for the certificate which include passing the state exam.

The New York State department of education recommends that this situation be addressed by creating a separate advanced certificate in School District Leadership. Students may then receive their degree through one program and be recommended to the state when they have completed requirements for SDL certification through a separate, but parallel, one.

By creating a separate SDL program, the MSEd which is currently titled School District Leader program no longer describes the master program. The master in education seeks to prepare leaders for all level of educational administration. The focus is not solely on the district level. Therefore, a change of title to educational leadership is being requested.

This action is an administration clarification of the program that changes no current practice. Rather it clarifies past practices in relation to the regulations promulgated by the State. Therefore, there are no budgetary consequences of this action. The clarification was approved by the program faculty April 24, 2007.

The complete document is on file in the CUNY office of academic affairs.

#### **AI:10.2p. Establishment of the Center for Nonprofit Strategy and Management**

BE IT RESOLVED, that Baruch College is authorized to establish the Center for Nonprofit Strategy and Management at the Baruch College School of Public Affairs effective July 1, 2007, subject to financial availability.

EXPLANATION: Nonprofit organizations are essential to the health and well-being of New York City and the nation. These organizations span a broad range of endeavors, ranging from human services to the environment, from arts to foreign affairs, and from education to health. Professionals in nonprofit organizations teach, advocate, study, innovate, and above all, provide direct services to individuals and communities in this City.

Nonprofit studies are an essential component of professional education for a School of Public Affairs in a city that is home to many national and international nonprofits as well as a large number of local arts, human services, community development, educational, healthcare, arts, and ethnic/immigrant nonprofit organizations. The School's Mission Statement demands no less, requiring that it "enhance the performance of governmental and nonprofit institutions in New York and the nation in the interest of effective and equitable public service and public policy in a diverse society."

The School's Nonprofit Group is already a large and active collection of scholars producing important research and reaching over 1,500 nonprofit organizations annually with service and education programs. Designation as a formal center would: a) codify and focus the activities of the Nonprofit Group; b) expand fundraising opportunities; c) create greater awareness in the sector locally and nationally of Baruch's nonprofit work, and d) foster new research, education, and service projects that would benefit New York.

The Center's focus will be unique. New York lacks a comprehensive academic center that links research with service and focuses on a broad range of sector-wide concerns, including immigrant communities, umbrella organizations, financial management, program evaluation, and succession planning. We will pay special attention to the day-to-day operations of New York nonprofits – from their use of technology to their financial management systems, and we will study a broader range of issues. Through the Center, Baruch faculty will assist governing boards, middle management and executive staff of primarily social service and cultural organizations.

The Center will be self-funding, drawing on fee revenue from its educational and service programs as well as foundation funding and a planned campaign for private giving.

**Section AllI: Changes in Degree Programs**

**AllI:10.1b. The following revision is proposed for the MBA in International Business**

**Program:** MBA in International Business

**Program Code:** 01929

**Effective:** Fall 2007

<b>From</b>	<b>To</b>
<b>Course Description Crs</b>	<b>Course Description Crs</b>
<p><b>Major Courses (12 credits)</b></p> <p>Required*</p> <p>IBS 9760      International Business Analysis      3</p> <p>Or</p> <p>ECO 9741      International Economics I      3</p> <p>Students will take either IBS 9760 or ECO 9741 as the required course within the major and may take the other as their international elective.</p> <p>* Required courses that have been completed at the undergraduate or graduate level with grades of B or better can be replaced by international courses from the list of major courses designated "Choose one course from."</p> <p>Choose two courses from:</p> <p>FIN 9788      International Corporate Finance      3</p> <p>IBS 9769      International Business Strategy      3 (MGT 9880)</p> <p>MKT 9766      International Marketing Management      3</p> <p>Choose one course from:</p> <p>CIS 9230      Globalization and Technology      3</p> <p>FIN 9786      International Financial Markets      3</p> <p>FIN 9788      International Corporate Finance      3</p> <p>IBS 9756      International Business Communication      3 (COM 9656)</p>	<p><b>Major Courses (12 credits)</b></p> <p>Required*</p> <p>IBS 9760      International Business Analysis      3</p> <p>or</p> <p>ECO 9741      International Economics I      3</p> <p>Students will take either IBS 9760 or ECO 9741 as the required course within the major and may take the other as their international elective.</p> <p>* Required courses that have been completed at the undergraduate or graduate level with grades of B or better can be replaced by international courses from the list of major courses designated "Choose one course from."</p> <p>Choose two courses from:</p> <p>FIN 9788      International Corporate Finance      3</p> <p>IBS 9769      International Business Strategy      3 (MGT 9880)</p> <p>MKT 9766      International Marketing Management      3</p> <p>Choose one course from:</p> <p>CIS 9230      Globalization and Technology      3</p> <p>FIN 9786      International Financial Markets      3</p> <p>FIN 9788      International Corporate Finance      3</p> <p>IBS 9756      International Business Communication      3 (COM 9656)</p>

IBS 9762	The Global Competitiveness of the U.S. Economy	3	IBS 9762	The Global Competitiveness of the U.S. Economy	3
IBS 9767	Foreign Markets, Cultures and Regimes	3	IBS 9767	Foreign Markets, Cultures and Regimes	3
IBS 9768	Advanced Topics in International Business	3	IBS 9768	Advanced Topics in International Business	3
IBS 9769 (MGT 9880)	International Business Strategy	3	IBS 9769 (MGT 9880)	International Business Strategy	3
LAW 9740	International Trade and Investment Law	3	LAW 9740	International Trade and Investment Law	3
MGT 9490	International Human Resource Management	3	MGT 9490	International Human Resource Management	3
MGT 9870	International Comparative Management	3	MGT 9870	International Comparative Management	3
MKT 9761	International Commodity Trading	3	MKT 9761	International Commodity Trading	3
MKT 9763	International Trade Operations	3	MKT 9763	International Trade Operations	3
MKT 9764	Internet Marketing and Global Business	3	MKT 9764	Internet Marketing and Global Business	3
MKT 9765	Comparative Marketing Systems	3	MKT 9765	Comparative Marketing Systems	3
MKT 9766	International Marketing Management	3	MKT 9766	International Marketing Management	3
MKT 9774	International Logistics	3	MKT 9774	International Logistics	3
			<u>RES 9950</u>	<u>International Real Estate</u>	<u>3</u>

Rationale: The proposed alteration reflects a new and relevant elective course offered by the Department of Real Estate.

### Section All: Changes in Degree Programs

**All:10.1p.** The following revisions are proposed for the MPA program specializing in Health Care Policy in the School of Public Affairs.

**Program:** MPA- Health Care Policy

**Program Code:** 210200

**Effective:** Fall 2007

From	To
Course Description Crs	Course Description Crs
<b>Requirements for specialization in Health Care Policy</b>	<b>Requirements for specialization in Health Care Policy</b>
<b>Mandatory Courses in Health Care Policy</b>	<b>Mandatory Courses in Health Care Policy</b>
*PAF 9710 [Health Care Delivery in the United States] 3	*PAF 9710 <u>Health and Health Care</u> 3
[PAF 9720 Population-Based Health Planning 3	Subtotal 3
PAF 9725 Health Program, Policy, and Performance Evaluation 3	<b><u>Elective Courses in Health Care Policy</u></b>
PAF 9799 Selected Topics in Health Policy 3]	PAF 9720 Population-Based Health Planning 3
	PAF 9725 Health Program, Policy, and Performance Evaluation 3
	OR
	OR
	PAF 9123 Program Evaluation
	PAF 9730 Comparative Health Systems 3
	PAF 9735 Health Politics and Policy Making 3
	PAF 9766 Health Care Costs and Financing 3

	PAF 9715	Health Care Policy	3
	PAF 9799	Selected Topics in Health Policy	3
	PAF 9180	Policy Analysis	3
	Other	Courses relevant to the track offered at other Schools of Baruch College and/or other CUNY campuses with Advisor approval	
	Subtotal		9
Total credits required for specialization in 12			
Health Care Policy			
		Total credits required for specialization in 12	
		Health Care Policy	

\*PAF 9710 must be taken prior to taking additional courses in this specialization.

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**Rationale:** The health care track has been updated based on an assessment of the knowledge and skills needed by persons entering the field of health policy and administration. Working from this base document, faculty determined that all students should take an introductory course to the track that overviewed each of the areas identified in the base document and then developed elective courses that built expanded on each of the core areas.

**Section AIV: New Courses**

**AIV:10.Ia. Psychology Department**

**Course Number:** PSY 5030

**Title:** Research Practicum in Psychology

**Hours:** 3.0-9.0

**Credits:** 1.0-3.0

**Prerequisites or Co-requisite:** PSY 1001, plus one additional course in Psychology and faculty member permission.

**Course Description:** This course provides students with hands-on experience in psychological research. Students work under the direct supervision of a single faculty member. They participate in a variety of research activities pertaining to the collection and analysis of data, and learn about emerging issues in specific areas of psychological research. This course can be taken more than once, and is graded on a pass/fail basis.

**Rationale:** Psychology is an empirically based area of academic study. Exposure to and experience with the research enterprise is a critical component of undergraduate training in psychology. These experiences will build upon traditional coursework by providing students with intimate knowledge of the research process and an enhanced understanding of development and evaluation of psychological theories. Students will also gain an appreciation for the many ethical issues that are involved with psychological research. This course will serve as an elective course for psychology majors. It will supplement the required course work in experimental psychology, statistics, and content areas in psychology. For example, the Department of Psychology is revising its curriculum such that the research methods course occurs in the sophomore or junior year for psychology majors. The proposed course will provide psychology majors the opportunity to continue the structured development of their skills in research methods via a mentoring relationship with a faculty member. The continued developmental activities will better prepare students to understand and contribute in their upper level courses. Moreover, these skills and knowledge can be developed only through experience and one-on-one supervision. Currently students get little direct experience or individualized mentoring in the large introductory psychology course.

Direct involvement in research is a primary evaluative criterion for acceptance into graduate and professional programs, and the personalized faculty-student relationships that typically follow these formal training experiences further enhance students' career opportunities (e.g., by way of letters of recommendations and personal contacts). The Department of Psychology's 2005 survey of our majors indicates that many of our students want to go to graduate school, but have no research experience and have had little interaction with the faculty who are actively conducting research. This course will provide a mechanism for students to connect better with faculty and their research, and it will allow them to enhance their graduate school applications. Moreover, the

skills and knowledge developed through the experience of this course will enhance the job prospects of our majors who do not intend to go to graduate or professional school. According to data from the Department of Labor, jobs requiring research skills will be growing at faster than average rates (e.g., 21%-35%) from 2002-2012. This course will provide students with skills and knowledge that are directly transferable to these jobs.

Currently, the Department of Psychology offers a two-part research practicum course (PSY 3033, PSY 3034). The proposed course is designed to replace these courses. PSY 3033 and PSY 3034 are one-credit courses that involve an official meeting time, which discourages students from registering for the courses. However, many students wish to register for 3 credits, which PSY 3033 and PSY 3034 combined do not provide. Further, the official meeting time prevents many students with course conflicts and part-time students from taking the courses. As a result of both issues, enrollments in PSY 3033 and PSY 3034 are low. Over the past two semesters of offering these courses, the department has been contacted by many students who want hands-on research experience, but cannot enroll due to the credit and time restrictions. PSY 5030 will serve an unmet need of our students. Most other universities and colleges that contain a Psychology Department with a strong research orientation offer a course that is structured in a manner very similar to the proposed course. Informal conversations with colleagues and graduate students suggest that many of them were drawn to careers in psychology by way of research experiences that occurred early in college. An additional benefit of this course is that it will help to attract high quality students to the Weissman School and the Department of Psychology early in their academic careers. We are not restricting the course to psychology major and minors. This course is likely to attract students to the field of psychology and such restrictions would prevent promising undergraduates from gaining exposure to scientific psychology. Attracting these students early is key to adequately preparing them for careers and graduate training in psychology and related fields. The proposed course allows students the freedom to approach specific faculty members and thus may be more effective in facilitating long-term mentoring relationships.

#### **AIV:10.1b. Economics and Finance Department**

**Course Numbers:** FIN 4730

**Title:** Equity Markets: Trading and Structure

**Hours:** 3.0

**Credits:** 3.0

**Prerequisites:** FIN 3610, 3710 and ECO 4000, and a GPA of 2.0 or better in FIN 3610, 3710 and ECO 4000

Course Description: The course is designed to give students a broad understanding of the operations of equity markets, and an in depth knowledge of liquidity, market structure and trading. In equity markets around the world, investors are increasingly concerned with controlling transaction costs, and innovative trading technologies have been introduced. In this context, the course focuses on the operations of exchanges, trading systems and broker/dealer intermediaries, and on the impact of computer technology. Students will evaluate a spectrum of issues regarding the formulation of trading decisions, market structure design, and market structure regulation. Implications for portfolio management will also be discussed. Simulation software is used to provide hands-on experience with making tactical trading decisions in different market structure environments.

Rationale: Equity markets are of major importance to the economy both from a broad economic perspective and for employment. While much attention has been given to portfolio management, little academic attention has been given in the classroom to trading (the implementation of portfolio decisions). This proposed course is designed to overcome this deficiency. Offering the course to undergraduates is also important because many of the job opportunities in trading are primarily available for undergraduates upon the completion of their degrees. The course has previously been taught on the graduate level, but the appropriate materials for it to be offered undergraduate have, until recently, been insufficient. That is no longer a major problem. An appropriate text exists, and trading software is available for use in in-class simulated trading sessions.

#### **AIV:10.2b. Management Department**

**Course Numbers:** MGT 4864

**Title:** Social Entrepreneurship

**Hours:** 3.0

**Credits:** 3.0

**Prerequisites:** MGT 3860 or permission of the Department.

**Course Description:** Social Entrepreneurship is the set of activities involved in creating a private or nonprofit venture with a public or social purpose. This course is designed to prepare students to better understand how social entrepreneurship fits within the larger rubric of entrepreneurship; how social entrepreneurship is unique in its purpose; and how one goes about creating and sustaining a social enterprise. Students will be guided through the process of developing a social venture. Emphasis will be placed on opportunity recognition and how a social entrepreneur refines an idea into a viable opportunity. Other topics to be covered include building an entrepreneurial team, strategic planning, business planning, competitive analysis, marketing, risk management, and financial management. The importance of accountability will be emphasized. The course will be cross-listed with the School of Public Affairs.

**Rationale:** The subject of social entrepreneurship has generated tremendous interest among students of business, public, and nonprofit management across the country. Business schools at most of the major universities in the U.S. now offer at least one course in this subject, and, in some instances, entire academic institutes have been dedicated to social entrepreneurship. It is important for students of business to understand this subject, as it will impact everything from their marketing strategies to the core mission of their enterprises. For students of public affairs, this course will provide valuable insights into how to operate public and nonprofit organizations in more focused and effective ways. The course also offers a unique opportunity to provide a forum for interaction among future business, government and nonprofit leaders.

### **AIV:10.3b. Statistics and Computer Information Systems Department**

**Course Number:** CIS 4620

**Title:** Financial Information Technologies

**Hours:** 3.0

**Credits:** 3.0

**Prerequisites:** CIS 3100 Object Oriented Programming I and CIS 3400 Database Management Systems

**Course Description:** This purpose of this course is to provide students with an understanding of, and practical experience with the information technologies employed by financial services firms that focus on capital markets. Topics covered include information systems for trade order management; order routing, order matching, algorithmic trading, clearing and settlement, risk management, and market data. Students will develop software that interacts with industry-leading commercial financial data providers.

**Rationale:** This course is proposed to enable the SCIS department to offer more specialized instruction in the use of Information Technologies in Financial Markets and capitalize on the facilities provided by the Subotnick Financial Services Center.

### **AIV:10.4b. Real Estate Department**

**Course Number:** RES 9860

**Title:** Real Estate Development

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite or Corequisite:** RES 9776 (FIN 9776)

**Course Description:** This graduate course provides a basic overview of key components and requirements associated with real estate development. Central to this are key investment options and development choices. Market and financial feasibility issues are assessed, as well as deal-level real estate financing issues. The course necessarily platforms upon development trends in the New York region as they affect real estate development options and decisions. Central to the course will be student managed and initiated case studies of actual development projects and decisions, including meetings with actual developers to review and understand their choices, costs and decisions. The course will provide an opportunity to meet with and discuss

development options and decisions by real estate professionals engaged in various sectors of the real estate industry. Students will develop their own deal proposals and present them to a panel of investors at the conclusion of the course.

Rationale: This is a new course created for the new MS in Real Estate Program. RES 9860 will be offered once a year, with an estimated enrollment of 40 students.

**AIV:I0.5b. Real Estate Department**

**Course Number:** RES 9910

**Title:** Analytical Skills for Real Estate Decision Making

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite:** STA 9708 or equivalent

Course Description: The emphasis of this course is on the analytical and quantitative techniques used in commercial real estate financial analysis. To this end, it exposes the student to the major software tools and databases used in commercial real estate for micro-level asset valuation and portfolio analytics. The class includes real data examples and computer laboratory assignments.

Rationale: This is a new course created for the new MS in Real Estate Program. RES 9910 will be offered once a year, with an estimated enrollment of 40 students.

**AIV:I0.6b. Real Estate Department**

**Course Number:** RES 9920

**Title:** Project Management and Construction

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite or Corequisite:** RES 9776 (FIN 9776)

Course Description: This course presents the process of designing and building residential and commercial structures within the New York context. The course includes a focus on design, costing, construction site management, building code and clearance issues, and issues leading to the certificate of occupancy. The course will include case examples from the New York area.

Rationale: This is a new course created for the new MS in Real Estate Program. RES 9920 will be offered once every two to three semesters, with an estimated enrollment of 30 students.

**AIV:I0.7b. Real Estate Department**

**Course Number:** RES 9930 (TAX 9930)

**Title:** Real Estate Taxation

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite:** None. Credit will not be granted for both TAX 9930 and TAX 9871. Not open to students who have completed TAX 9930.

**Course Description:** The course will begin with an introduction to selected basic federal income tax topics. It will then cover: analysis of tax considerations in acquiring real property as an investment, choice of business entity, corporate ownership of real property, depreciation methods and issues, passive activity losses and credits affecting real estate, alternative minimum tax, uniform capitalization rules, installment sales and repossessions, like-kind exchanges and involuntary conversions, leases, rehabilitation and low-income housing credits, qualified residence interest, vacation homes, home office deductions, and homeowners associations. Tax treatment of REITS and REMICS will be discussed as well.

**Rationale:** This is a new course created for the new MS in Real Estate Program. RES 9930 will be offered once a year, with an estimated enrollment of 50 students. This course will be cross-listed with the Stan Ross Department of Accountancy.

#### **AIV:I0.8b. Real Estate Department**

**Course Number:** RES 9940

**Title:** Real Estate Marketing

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite:** None

**Course Description:** Marketing plays an essential role in real estate as it does in all business. The purpose of this course is to examine the basic principles of marketing and to consider how they apply in the real estate context. In that regard, real estate is a product with similarities to other products, as well as also differing in many relevant aspects. Building on the understandings of similarities and differences, key aspects of marketing strategy as it applies to real estate will be considered. In addition, variations in the role of marketing as related to the particular sector of the industry and segment of consumer or end user considered (e.g., apartment versus office properties; household consumers versus commercial consumers) will also be investigated. International aspects will also be considered since many real estate firms operate globally in terms of ownership, brokerage and/or other services provided. Finally, professional ethical issues will be addressed throughout the course in terms of the various aspects of marketing where they arise, such as in the ethical conduct of marketing research, treating clients fairly and dealing responsibly with other publics and stakeholders.

**Rationale:** This is a new course created for the new MS in Real Estate Program. RES 9940 will be offered once a year, with an estimated enrollment of 40 students.

#### **AIV:I0.9b. Real Estate Department**

**Course Number:** RES 9950

**Title:** International Real Estate

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite:** FIN 9770, RES 9776 (FIN 9776), or IBS 9760

**Course Description:** This course covers the practical issues encountered when conducting real estate investment in another country. Topics covered include return and risk of international real estate investment; international real estate development; global REIT, global mortgage products and mortgage-backed securities (MBS); international taxation; and international real estate brokerage.



Rationale: This is a new course created for the new MS in Real Estate Program. RES 9950 will be offered once a year, with an estimated enrollment of 40 students.

**AIV:I0.10b. Real Estate Department**

**Course Number:** RES 9980

**Title:** Real Estate Entrepreneurship

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite:** RES 9776 (FIN 9776), RES 9860, or MGT 9860

Course Description: This course builds upon the core issues introduced in the fall semester's real estate development course. It is based upon the core assumptions, and theory, that since large parts of real estate are necessarily entrepreneurial, that more complex aspects of real estate entrepreneurship will engage the student in issues of risk evaluation at the 'opportunistic' segment of investment choices and financing. Such higher-risk higher- return acquisition and development options require a clear foundation in key dimensions of due diligence from both debt and equity lenders perspectives, as well as a clear appreciation of the ways in which deal structuring can affect the value of and stability of joint ventures engaged in high yield investing and development.

Rationale: This is a new course created for the new MS in Real Estate Program. RES 9980 will be offered once a year, with an estimated enrollment of 40 students.

**AIV:I0.11b. Real Estate Department**

**Course Number:** RES 9990

**Title:** Real Estate Research and Project

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite:** RES 9776 (FIN 9776) and two other 9000-level RES courses, or departmental permission.

Course Description: This course provides the student with an overview of the seminal and current theoretical and empirical research in real estate economics and finance. The student will complete the course by presenting a research project at the conclusion of the course.

Rationale: This is a new course created for the new MS in Real Estate Program. RES 9990 will be offered once a year, with an estimated enrollment of 20 students.

**AIV:I0.12b. Stan Ross Department of Accountancy**

**Course Number:** TAX 9930 (RES 9930)

**Title:** Real Estate Taxation

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite:** None. Credit will not be granted for both TAX 9930 and TAX 9871. Not open to students who have completed RES 9930.

**Course Description:** The course will begin with an introduction to selected basic federal income tax topics. It will then cover: analysis of tax considerations in acquiring real property as an investment, choice of business entity, corporate ownership of real property, depreciation methods and issues, passive activity losses and credits affecting real estate, alternative minimum tax, uniform capitalization rules, installment sales and repossessions, like-kind exchanges and involuntary conversions, leases, rehabilitation and low-income housing credits, qualified residence interest, vacation homes, home office deductions, and homeowners associations. Tax treatment of REITS and REMICS will be discussed as well.

**Rationale:** This course will be cross-listed with the Real Estate Department. Because the introductory part of the course will cover basic federal income tax matters, this course will not have any pre- or corequisites and will be open to real estate majors and both tax and non-tax majors. The course is expected to enroll approximately 50 students. We plan to make this course available to students starting fall 2008. Once the department begins to offer TAX 9871 Real Estate Taxation, students majoring in taxation will be encouraged not to register for TAX 9930.

#### **AIV:10.1p. New Courses in the MPA program in the School of Public Affairs**

**Course Number:** PAF 9715

**Title:** Health Care Policy

**Hours:** 3.0

**Credits:** 3.0

**Prerequisites or Co-requisite:** PAF 9710

**Course Description:** The purpose of this course is to (1) examine policy issues relevant to four overarching concerns within health care: health status; access to health care; health care quality; and health care costs; and (2) in so doing, provide an understanding of various methods used to analyze health care policy issues and options.

**Rationale:** This class has run successfully under PAF 9799 Selected Topics for the past two years. It is now being made a standing course in the health care track.

#### **AIV:10.2p. New Courses in the MEd program in the School of Public Affairs**

**Course Number:** PAF 9342

**Title:** Political Policy Analysis in Education

**Hours:** 3.0

**Credits:** 3.0

**Prerequisites or Co-requisite:** none, although the course assumes either professional familiarity with schools OR some prior coursework, or work experience in public affairs that is policy oriented.

**Course Description:** Using cases involving schools, districts, states, and the federal government as well as non-governmental organizations, students learn to use the tools of political policy analysis to assess the political feasibility as well as technical attractiveness of policy alternatives.

**Rationale:** Education is increasingly becoming integrated with other fields in public affairs, driven by two decades of outcomes-based and privatizing reforms, and by dissatisfaction with narrowly defined professionalism. Persons working in school systems whether or not they are certified or seeking certification need an understanding of education's uniquely decentralized and fragmented governance structure and of how important political analysis (as opposed to technical, administrative evaluation) is to shaping the formation of education policy. In addition, the class is relevant to non-education students who want a common language with which to communicate about the improvement of education policy.

This course does not overlap with any other graduate level education policy course. Currently only PAF 9318, entitled Analysis of Education Policy, offers students a window into the arena of educational policy, but it focuses on the evaluation of contemporary education policy debates and already well-articulated positions. The proposed course makes a distinctive contribution by focusing on the policy formation process and the application of the political policy analysis tools used by experts to craft policy solutions and get them enacted. Moreover, cases chosen for the proposed course intentionally avoid contemporary educational debates in order to limit the student's likelihood of having a predetermined position on the issues involved. The two courses make good compliments to one another.

Other political policy analysis courses do not address the education sector, an important omission because education is uniquely governed in the United States: it is highly decentralized and also fragmented with many overlapping levels of policy makers.

### Section AV: Changes in Existing Courses

#### AV:10.1a. Change in Description

<b>FROM: MTH 2205 Applied Calculus II</b>		<b>TO: MTH 2205 Applied Calculus II</b>	
<b>Description</b>	This course will include the first and second derivative tests, optimization, <del>including Lagrange multipliers,</del> exponential and logarithmic functions, Riemann sums, areas antiderivatives and business applications. This course is not open to students who have completed MTH 2201, 2206, 2207 or 2610.	<b>Description</b>	This course will include the first and second derivative tests, optimization, exponential and logarithmic functions, Riemann sums, areas, antiderivatives and business applications. This course is not open to students who have completed MTH 2201, 2206, 2207 or 2610.

Rationale: The course was difficult to finish as it contained too much material. The material on functions of several variables, including Lagrange multipliers was deleted after discussions with the Department of Economics and Finance, as their students take more advanced courses where this material is introduced.

#### AV:10.2a. Change in Description

<b>FROM: MTH 2207 Applied Calculus &amp; Matrix Applications</b>		<b>TO: MTH 2207 Applied Calculus &amp; Matrix Applications</b>	
<b>Description</b>	This course <del>provides all the calculus in MTH 2206 and includes the matrix algebra found in MTH 2004.</del> Topics to be discussed include algebra of matrices; inverses; linear systems of equations; Gaussian elimination; intuitive and geometric definitions of the limit; derivatives of algebraic, exponential and logarithmic functions; optimization problems; related rates; <del>and curve sketching.</del> <del>It is recommended that students who intend to pursue further studies in mathematics register for MTH 2040 or 2030 instead of MTH 2007.</del> (Not open to students who have completed MTH 2000, 2006, 2010, 2011, 2107 or 2030.)	<b>Description</b>	This course <u>contains the calculus included in MTH 2003 and MTH 2205</u> and the matrix algebra found in MTH 2003. Topics to be discussed include algebra of matrices; inverses; linear systems of equations; Gaussian elimination; intuitive and geometric definitions of the limit; derivatives of algebraic, exponential and logarithmic functions; optimization problems; related rates; <u>curve sketching and an introduction to integration.</u> (Not open to students who have completed MTH 2003, 2205, or 2610.)

Rationale: The material on functions of several variables, including optimization using Lagrange multipliers was deleted after discussions with the Department of Economics and Finance. An introduction to integration will be substituted for this deletion.

#### AV:10.3a. Change in Description

<b>FROM: ANT 4800 Anthropological Analysis</b>		<b>TO: ANT 4800 Anthropological Analysis</b>	
<b>Description</b>	<p>This course will analyze the world's natural, cultural, economic, and political geography, using a regional perspective. Spatial, historical, and social analyses of resources, populations, and patterns of interaction will be used to consider contemporary global issues. Each of the world's major regions will be considered in turn.</p> <p>For students with two other upper-level (3000-level or above) Sociology or Anthropology courses, this may serve as a capstone for either the Sociology or the Anthropology Tier III minor.</p>	<b>Description</b>	<p><u>This course focuses on the comparative study of human societies and cultures, with particular attention to the close study of individual societies and communities – that is, the classic anthropological method of ethnography. Emphasis is also given to integrating multiple aspects of human activity and thought, including cultural, social, political, economic, religious, and philosophical phenomena. Anthropological perspectives are applied to the understanding of such contemporary issues as international affairs, immigration, ethnic conflict, human rights, religious movements, health and illness, and economic development.</u> For students with two other upper-level (3000-level or above) Sociology or Anthropology courses, this may serve as a capstone for either the Sociology or the Anthropology Tier III minor.</p>

Rationale: This is a correction to the June 2006 Chancellor's Report; the incorrect course description was submitted.

**AV:10.1b. Change in Title and Description**

<b>FROM: ACC 4360</b>		<b>TO: ACC 4360</b>	
<b>Title</b>	Internal Auditing I Conceptual and Institutional Framework	<b>Title</b>	Internal Auditing: Enterprise Risk Management
<b>Description</b>	<p>Corporate Governance is essential to the strategic management of risk and uncertainty facing a business. Internal Audit is an integral part of this strategic management. The Audit Committee sets policy; the internal audit department operationalizes these policies, and reports back to the Audit Committee. Thus, without the internal auditor, there would be no effective corporate governance system.</p> <p>The first internal audit course provides students with a broad understanding of the context within which internal auditing functions. Critical knowledge areas include: the profession's conceptual framework, role &amp; responsibilities of management, corporate governance, external audit, the audit committee. Students will be introduced to Internal Control Theory, Test Design concepts, and Best Practices. Written and oral assignments throughout the course emphasize the importance of communication skills for internal auditors. 4 hours, 4 credits. Prerequisites: ACC 3100, ACC 3200 and ACC 3202, and a minimum overall GPA of 2.5 in all 3000 level accounting courses taken at Baruch.</p>	<b>Description</b>	<p><u>This course focuses on the central role that internal auditors play in the management of risk, most specifically in the efficient allocation of scarce resources. It introduces the professional frame of mind, knowledge, skills and techniques that are required for an internal auditor to successfully fulfill his/her role, to apply project and engagement management concepts, and to form judgments and make decisions in an uncertain environment. Course objectives include understanding: internal controls and security, risk assessment and assurance, auditor/internal auditor obligations and regulation, and the professional role of internal auditors in economic organizations. Written and oral assignments throughout the course emphasize the importance of communication skills for internal auditors. This course may be taken before or after ACC4361. 4 hours, 4 credits. Prerequisites: ACC 3100, ACC 3200 and ACC 3202, and a minimum overall GPA of 2.5 in all 3000 level accounting courses taken at Baruch. Note: a minimum of 8 credits of 3000 level accounting courses must be taken at Baruch College. (Effective Fall 2006, for students who take their first 3000 level accounting course in Fall 2006 or thereafter).</u></p>

	Note: a minimum of 8 credits of 3000 level accounting courses must be taken at Baruch College. (Effective Fall 2006, for students who take their first 3000 level accounting course in Fall 2006 or thereafter)		

Rationale: These changes to the course descriptions for ACC 4360 and ACC 4361 reflect an updating and realignment of what is actually taught in each course that allows the courses to be taken in either order, as reflected in the change of the prerequisites.

**AV:10.2b. Change in Title and Description**

<b>FROM: ACC 4361</b>		<b>TO: ACC 4361</b>	
<b>Title</b>	Internal audit II: Internal audit Application and Practice	<b>Title</b>	Internal Auditing: Application and Practice
<b>Description</b>	The second course in Internal Auditing acquaints students with internal audit processes and Best Practices. It gives hands-on experience in planning and conducting internal audit engagements. Students will build on the theory & techniques introduced in Internal Audit I. In addition students will obtain a direct working knowledge of audit sampling and software. Written and oral assignments throughout the course emphasize the importance of communication skills for internal auditors. 4 hours, 4 credits. Prerequisites: ACC 3100, ACC 3200 and ACC 3202, and a minimum overall GPA of 2.5 in all 3000 level accounting courses taken at Baruch. Note: a minimum of 8 credits of 3000 level accounting courses must be taken at Baruch College. (Effective Fall 2006, for students who take their first 3000 level accounting course in Fall 2006 or thereafter).	<b>Description</b>	<u>This course in Internal Auditing acquaints students with internal audit processes and Best Practices. It gives hands-on experience in planning and conducting internal audit engagements. In addition students will obtain a direct working knowledge of audit sampling and software. Written and oral assignments throughout the course emphasize the importance of communication skills for internal auditors. This course may be taken before or after ACC 4360. 4 hours, 4 credits. Prerequisites: ACC 3100, ACC 3200 and ACC 3202, and a minimum overall GPA of 2.5 in all 3000 level accounting courses taken at Baruch. Note: a minimum of 8 credits of 3000 level accounting courses must be taken at Baruch College. (Effective Fall 2006, for students who take their first 3000 level accounting course in Fall 2006 or thereafter).</u>

Rationale: These changes to the course descriptions for ACC 4360 and ACC 4361 reflect an updating and realignment of what is actually taught in each course that allows the courses to be taken in either order, as reflected in the change of the prerequisites.

**AV:10.3b. Change in Course Description**

<b>FROM: ACC 5100</b>		<b>TO: ACC 5100</b>	
<b>Title</b>	Accounting Internship	<b>Title</b>	Accounting Internship
<b>Description</b>	<del>Coordinated and supervised internship in accounting. Students will work in accounting positions in the accounting functions of commercial and public organizations. Each student will receive work assignments similar to the day-to-day assignments of full-time accountants</del>	<b>Description</b>	<u>Coordinated and supervised internship in accounting. Students will work in accounting positions in the accounting functions of commercial and public organizations. Each student will receive work assignments similar to the day-to-day assignments of full-time accountants in the organization. An</u>

<p>in the organization. An accounting department faculty member and members of the employing organization will conduct periodic reviews of student performance with the student. Extensive use will be made of the Internet and the Stan Ross Department of Accountancy Web site. Each student will submit a report covering the nature of the work accomplished and the lessons learned. (Open only to students majoring in accountancy. A student may take no more than 3 credits in Accounting Internship. The grade received in Accounting Internship does not count toward the determination of the major GPA.)</p>	<p><u>accounting department faculty member and members of the employing organization will conduct periodic reviews of student performance with the student. (Open only to students majoring in accountancy. A student may take no more than 3 credits in Accounting Internship. The grade received in Accounting Internship does not count toward the determination of the major GPA.) Graded on a pass/fail basis.</u></p>
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Rationale: The faculty believes that pass/fail is an appropriate basis for assessing student performance in this one credit internship, consistent with the Business 3000-series of 1 credit internships.

**AV:10.4b. Change in Course Prerequisites**

<b>FROM: ECO 1001</b>	<b>TO: ECO 1001</b>		
<b>Prerequisite:</b>	MTH 2001 or equivalent	<b>Pre-requisite</b>	Pre-Calculus or Pre/Co- requisites: Calculus

Rationale: The registration system cannot confirm prerequisites that have been taken in high school. Therefore, the prerequisite preparation of some students is not recognized. To avoid this administrative problem we have added a co-requisite of calculus for Eco 1001. Students who are registered for calculus have completed pre-calculus.

**AV:10.5b. Changes in Course Title, Description and Prerequisites**

<b>FROM: FIN 5000</b>		<b>TO: FIN 5000</b>	
<b>Title</b>	<b>Independent Research and Reading in Finance</b>	<b>Title</b>	<b>Independent Research in Finance</b>
<b>Description</b>	<p>A tutorial offered to qualified students in their junior or senior year who wish to pursue either independent research or reading in an area or topic not adequately covered in the course offerings. To enroll, a student must obtain both the chairperson's consent and that of an instructor who will agree to act as supervisor.</p>		<p>A course open to juniors or seniors majoring in finance who wish to pursue independent research in an area or topic not otherwise covered in the course offerings. The coursework will include a comprehensive term paper. To enroll, a student must obtain both the chairperson's consent and that of a full-time instructor who agrees to serve as the student's academic advisor. This course may not be included in the 24-credit major in finance.</p>
<b>Prerequisites</b>		<b>Prerequisites</b>	<p>FIN 3610, FIN 3710, and ECO 4000, and a GPA of 2.0 or better in FIN 3610, FIN 3710, and ECO 4000.</p>

Rationale: In recent semesters several students who do not qualify to take finance courses in the Zicklin School have requested permission to register in FIN 5000 as an alternative to the courses. Our proposed change makes clear that the Independent Research course is open only to finance majors. Also, the course description and title are updated to bring them into conformance with current practice.

**AV:10.6b. Changes in Course Title, Description and Prerequisites**

<b>FROM: FIN 5610-5611</b>		<b>TO: FIN 5610-5611</b>	
<b>Title</b>	<b>Training Program I and II</b>	<b>Title</b>	<b><u>Internship in Finance I and II</u></b>
<b>Description</b>	Students work under supervision in cooperating agencies, trade associations, private finance, and research organizations. Students are required to prepare a term report analyzing the economic problems of interest to the organization to which they are assigned. This report, as well as demonstrated job accomplishments and attitude, will form the basis for rating the student. The cooperative training class may meet one hour a week for orientation lectures and group discussions. (Open only to day session seniors majoring in economics or in finance and investments who obtain permission of the department. This program may not be included in the 24-credit major in economics or finance and investments.) 1 class hour; 20 work hours; 3 credits each	<b>Description</b>	<u>Students work in a supervised internship in finance. Students are required to write a series of reports on their internship duties and progress, and a term report in which they analyze in detail an aspect of their work that relates closely to their academic studies in finance. Open only to seniors who are majoring in finance; who are in good academic standing; and who obtain permission of the department. These courses count as free electives, and may not be included in the 24-credit major in finance. Students may include at most a total of 6 internship course credits in their BBA degree program. 15-20 work hours/week; 3 credit each</u>
<b>Prerequisite</b>		<b>Prerequisite</b>	<u>Senior Status</u>

Rationale: The course description and title are updated to bring them into conformance with current practice.

**AV:10.7b. Changes in Course Title, Description and Prerequisites**

<b>FROM: ECO 5010-5011</b>		<b>TO: ECO 5010-5011</b>	
<b>Title</b>	<b>Training Program I and II</b>	<b>Title</b>	<b><u>Internship in Economics I and II</u></b>
<b>Description</b>	Students work under supervision in cooperating agencies, trade associations, private finance, and research organizations. Each student is required to prepare a term report analyzing the economic problems of interest to the organization to which he or she is assigned. This report, as well as demonstrated job accomplishments and attitude, will form the basis for rating the student. The cooperative training class may meet one hour a week for orientation lectures and group discussions. (Open only to day session seniors majoring in economics or in finance and investments who obtain permission of the department. This program may not be included in the 24-credit major in economics or finance and investments.) 1 class hour; 20 work hours; 3 credits each	<b>Description</b>	<u>Students work in a supervised internship in economics. Students are required to write a series of reports on their internship duties and progress, and a term report in which they analyze in detail an aspect of their work that relates closely to their academic studies in economics. Open only to seniors who are majoring in economics; who are in good academic standing; and who obtain permission of the department. These courses count as free electives, and may not be included in the 24-credit major in economics. Students may include at most a total of 6 internship course credits in their degree program. 15-20 work hours/week; 3 credits each.</u>
<b>Prerequisite</b>		<b>Prerequisite</b>	<u>Senior Status</u>

Rationale: The course description and title are updated to bring them into conformance with current practice.

**AV:10.8b. Changes in Course Title, Description and Prerequisites**

<b>FROM: ECO 5000</b>		<b>TO: ECO 5000</b>	
<b>Title</b>	<b><del>Independent Research and Reading in Economics</del></b>	<b>Title</b>	<b><u>Independent Research in Economics</u></b>
<b>Description</b>	<del>A tutorial offered to qualified students in their junior or senior year who wish to pursue either independent research or reading in an area or topic not adequately covered in the course offerings. To enroll, a student must obtain both the chairperson's consent and that of an instructor who will agree to act as supervisor.</del>	<b>Description</b>	<u>A course open to juniors or seniors majoring in economics who wish to pursue independent research in an area or topic not otherwise covered in the course offerings. The coursework will include a comprehensive term paper. To enroll, a student must obtain both the chairperson's consent and that of a full-time instructor who agrees to serve as the student's academic advisor. This course may not be included in the 24-credit major in economics</u>
<b>Prerequisites</b>		<b>Prerequisites</b>	<u>ECO 3100, ECO 3200, and ECO 4000, and a GPA of 2.0 of better in ECO 3100, ECO 3200, and ECO 4000</u>

Rationale: The course description and title are updated to bring them into conformance with current practice.

**AV:10.9b. Change in Prerequisite**

<b>FROM: FIN 9776 (RES 9776) Real Estate Finance</b>		<b>TO: FIN 9776 (RES 9776) Real Estate Finance</b>	
<b>Prerequisite</b>	FIN 9770	<b>Prerequisite</b>	FIN 9770 <u>or equivalent</u>

Rationale: This is a cross-listed course. Some students in the MS in Real Estate program might have been a finance major, but do not have FIN 9770 from Baruch.

**AV:10.10b. Change in Prerequisite**

<b>FROM: RES 9776 (FIN 9776) Real Estate Finance</b>		<b>TO: RES 9776 (FIN 9776) Real Estate Finance</b>	
<b>Prerequisite</b>	FIN 9770	<b>Prerequisite</b>	FIN 9770 <u>or equivalent</u>

Rationale: Some students in the MS in Real Estate program might have been a finance major, but do not have FIN 9770 from Baruch.

**AV:10.11b. Change in Prerequisite**

<b>FROM: RES 9850 Real Estate Capital Markets</b>		<b>TO: RES 9850 Real Estate Capital Markets</b>	
<b>Prerequisite</b>	<del>FIN 9770. Not open to students who have completed REA 9785, FIN 9776 or equivalent.</del>	<b>Prerequisite</b>	<u>FIN 9770. Not open to students who have completed REA 9785 or equivalent, or FIN 9776 prior to spring 2007.</u>

Rationale: The change more accurately reflects other recent changes in the real estate program.

**AV:10.12b. Change in Title, Prerequisites**



<b>FROM: TAX 9871</b>		<b>TO: TAX 9871</b>	
<b>Title</b>	Real Estate Taxation	<b>Title</b>	Real Estate Taxation <u>for Tax Professionals</u>
<b>Prerequisite or Corequisite</b>	TAX 9862 or TAX 9863. Students who take TAX 9862 from spring 2007 onward, will not receive credit for both TAX 9862 and TAX 9863.	<b>Prerequisite or Corequisite</b>	TAX 9862 or TAX 9863. Students who take TAX 9862 from spring 2007 onward, will not receive credit for both TAX 9862 and TAX 9863. <u>Credit will not be given for both TAX 9871 and TAX 9930.</u>

Rationale: To distinguish TAX 9871 from TAX 9930.

**AV:10.1p. Change in Course Title and Description in the MPA program in the School of Public Affairs**

<b>FROM: PAF 9159</b>		<b>TO: PAF 9159</b>	
<b>Title</b>	Privatization	<b>Title</b>	Privatization and Market-based Government
<b>Description</b>	Privatization, a major component of "reinventing government," is a powerful method for improving the performance of governments that is being adopted throughout the world. The course covers the theory and practice of privatization and the opportunities, limitations, and implementation obstacles, offering pragmatic examples.	<b>Description</b>	<u>Market-based government, an important feature of "The New Public Management," involves competition, privatization, public-private partnerships, competitive sourcing, outsourcing, divestment, withdrawal, displacement, deregulation, citizen choice, vouchers, transferable permits, franchises, user charges, pricing strategies, voluntarism, and civil society-including faith-based institutions. Using a combination of theory, cases, and practice, the course prepares students to use these tools in the real world.</u>

Rationale: Privatization has been defined as relying more on the private institutions of society and less on government to satisfy people's needs. This once-revolutionary concept has flowered into a broader one: market-based government. The proposed change in course title tracks this growth, discusses the diverse tools, and better reflects the actual material covered in the course in its last iteration.

**AV:10.2p. Change in Course Title and Description in the MPA program in the School of Public Affairs**

<b>FROM: PAF 9710</b>		<b>TO: PAF 9710</b>	
<b>Title</b>	Health Care Delivery In The United States	<b>Title</b>	Health And Health Care
<b>Description</b>	<del>Health care managers seek to maximize the promise and minimize the problems associated with providing health services to all Americans. To achieve this goal, it is necessary to be familiar with the history of the health care industry and the social, political, and economic forces that shape current administrative practice. This is accomplished by tracing the evolution of the health professions, health care institutions, and health care financing as a response to the American context. These historic insights are used to examine the debates that define contemporary health care delivery. In particular, we examine how the crisis of health care costs has shaped the</del>	<b>Description</b>	<u>Health care managers and policy makers seek to maximize the promise and minimize the problems associated with improving health and providing health services to all Americans. This involves understanding the determinants of population and individual health, the organizational structure and financing of the health care system, the public policy making process, and approaches to improved quality, performance and accountability.</u>

	response of those who pay for and provide services. These responses will be judged against the competing and occasionally conflicting goals of access, quality, and efficiency of care.		
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Rationale: The change in course title, description and content is designed to bring this course in line with the revisions that are being made to the health policy track. The class is no longer organized as a survey of the US health care delivery system. In addition the class will address the determinants of health, emphasizing factors beyond the control of the health care system and there will be limited discussion of the health care system in countries other than the United States.

**AV:10.3p. Change in Course Title and Description in the MEd program in the School of Public Affairs**

<b>FROM: PAF 9318</b>		<b>TO: PAF 9318</b>	
<b>Title</b>	Analysis of Education Policy	<b>Title</b>	Issues in Educational Policy
<b>Description</b>	<del>This course critically reviews the rationale for publicly provided education and presents an overview of problems associated with public education in the United States. The course examines the origins of current problems and the history of public responses to these problems. The class also examines the determinants of educational outcomes.</del>	<b>Description</b>	<u>This course is designed for MPA and MSED students interested in learning more about educational policy at the local, state, and federal levels. Students in this course will critically examine the social, political, and economic theories behind current educational policies and policy initiatives, and evaluate their consequences and effects on U.S. public schooling.</u>

Rationale: The title and course description of PAF 9318 are being updated to clearly distinguish between the content of this class which examines current issues in educational policy and the proposed new class in political policy analysis of education.

**AV:10.4p. Change in Course Description in the MPA program in the School of Public Affairs**

<b>FROM: PAF 9735 - Health Politics and Policymaking</b>		<b>TO: PAF 9735 - Health Politics and Policymaking</b>	
<b>Description</b>	<del>This course is an introduction to the history and politics of the debate over national health insurance and health reform in the United States. We'll discuss the relevant government institutions, political actors, historical events, as well as how political actors and organizations use resources and set their strategies. The goal is an understanding of the politics underlying the success and failures of health policymaking during the course of the twentieth century.</del>	<b>Description</b>	<u>This course examines the evolution of the major governmental programs involved with health insurance and health care in the United States. The goal is an understanding of the political dynamics that lead to successes and failures in health policymaking, and the development of strategies that can be used by governmental and non-governmental actors to accomplish policy change.</u>

Rationale: As part of the revision to the track this description is being updated to better describe the content of the class.

**AV:10.5p. Change in Course Title, Description, and Co- or Pre-Requisites in the MPA program in the School of Public Affairs**

<b>FROM: PAF 9766</b>		<b>TO: PAF 9766</b>	
<b>Title</b>	Health Care Economics	<b>Title</b>	Health Care Costs and Financing
<b>Description</b>	<del>Application of economic concepts of</del>	<b>Description</b>	<u>Description and analysis of health care costs</u>

	demand, supply, production, and investment to the health sector of the economy. Emphasis is placed on the economic factors affecting the allocation and utilization of health resources.		and financing. Key topics include the factors and forces driving health care costs; demand for, operation of and side-effects of health insurance; health care cost-containment techniques; payment for physicians, hospitals and other providers; interaction of health care with the rest of the economy.
<b>Co- or Pre-Requisites</b>	PAF 9130	<b>Co- or Pre-Requisites</b>	PAF 9130, PAF 9710 or permission of instructor

Rationale: The change is course title, description and content is designed to bring this course in line with the revisions that are being made to the health policy track. The class is placing less emphasis on economic theory and more emphasis on the application of theory to the present organization and financing of the health care system.