IMPORTANT NOTICE OF POSSIBLE CHANGES

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.

STATEMENT OF NONDISCRIMINATION

Baruch College is an Equal Opportunity and Affirmative Action institution. The College does not discriminate on the basis of age, sex, sexual orientation, transgender, alienage or citizenship, religion, race, color, national or ethnic origin, disability, genetic predisposition or carrier status, or veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies.

Carmen Pedrogo is the College Affirmative Action officer. Her office is located at 135 East 22nd Street, Room 816; her telephone number is 212-802-2866.

Dean John Dugan, Jr., is the College coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs. He is also the College Section 504/ADA Compliance coordinator for the disabled. Section 504/ADA Compliance self-evaluation and grievance procedures are on file in his office, which is located in the Vertical Campus, 55 Lexington Avenue at 24th Street, Room 4-226; his telephone number is 646-312-3320.

Barbara Sirois is the College coordinator for the Office of Services for Students with Disabilities. Her office is located in the Vertical Campus, 55 Lexington Avenue at 24th Street, Room 2-270; her telephone number is 646-312-4590.

Published by the Baruch College Office of Communications and Marketing.
# CONTENTS

## PART 1: GENERAL INFORMATION

### Graduate Studies—An Overview

- The College
  - Its Mission
  - Its History
  - Programs and Degrees Offered
  - Accreditation

### College Organization

- Zicklin School of Business
- The Mildred and George Weissman School of Arts and Sciences
- School of Public Affairs
- Division of Continuing and Professional Studies

## PART 2: THE CAMPUS, STUDENT SERVICES, AND STUDENT LIFE

### The Campus

- College Locations
- The William and Anita Newman Library
- Computing Facilities
- Specialized Centers
- Bookstore
- Student Activities Center
- Campus Safety and Security Policies for All Students

### Student Services

- Department of Student Development and Counseling
- The Career Development Center
- Graduate Career Management Center of the Zicklin School of Business
- Advisement Services, Office of Graduate Studies of the Weissman School of Arts and Sciences
- Career Services Office of the School of Public Affairs
- Tutoring
- Baruch Student Health Care Center
- Medical Records Office
- Measles, Mumps, Rubella Immunization
- Student Health Insurance
- Counseling Center
- College Ombuds
- International Student Service Center
- Disabled Student Services
- Veterans’ Services
- Legal Consultation (General and Immigration)

## PART 3: FEES, EXPENSES, FINANCIAL AID, AND PRIZES

### Tuition and Fees

- MS, MA, MPA, and MSEd Students
- MBA Students
- Student Activity Fee
- Technology Fee
- Other Non-instructional Fees
- Tuition Refunds

### Financial Aid and Awards

- Application Procedures
- Eligibility
- Aid and Study Abroad
- Determining Need
- Student Budget
- Financial Aid and Student Income Taxes
- Tuition Credit, Check Disbursement, and Refund Policy
- Prorated Refund
- New York State/City Financial Aid Programs
- Federal Financial Aid Programs
- Veterans Administration Educational Benefits
- Baruch Endowment Fund Programs
- Baruch College Financial Aid Programs

## PART 4: GENERAL ACADEMIC REGULATIONS

### Matriculation and Class Status

### Academic Adviseement

### Registration

### Measles, Mumps, Rubella Immunization
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID Cards</td>
<td>31</td>
</tr>
<tr>
<td>Program Load</td>
<td>31</td>
</tr>
<tr>
<td>Program Changes</td>
<td>31</td>
</tr>
<tr>
<td>Qualifying Examinations/Waivers</td>
<td>31</td>
</tr>
<tr>
<td>Transfer of Credit for Graduate Work and Permit Status</td>
<td>32</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>32</td>
</tr>
<tr>
<td>Re-entry to the College</td>
<td>32</td>
</tr>
<tr>
<td>Resignation or Withdrawal</td>
<td>33</td>
</tr>
<tr>
<td>Extension of Time Limit for Degree</td>
<td>33</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>33</td>
</tr>
<tr>
<td>Second-Degree Application</td>
<td>33</td>
</tr>
<tr>
<td>Grading System</td>
<td>33</td>
</tr>
<tr>
<td>Scholarship Requirements</td>
<td>35</td>
</tr>
<tr>
<td>Graduate Committees on Academic Standing</td>
<td>35</td>
</tr>
<tr>
<td><strong>PART 5: DEGREE PROGRAMS AND REQUIREMENTS BY SCHOOL</strong></td>
<td>37</td>
</tr>
<tr>
<td>Graduate Programs and Codes</td>
<td>38</td>
</tr>
<tr>
<td>Zicklin School of Business Graduate Programs</td>
<td>39</td>
</tr>
<tr>
<td>- Graduate Admission</td>
<td>39</td>
</tr>
<tr>
<td>- Office of Graduate Student Services</td>
<td>40</td>
</tr>
<tr>
<td>- Graduate Career Management Center</td>
<td>40</td>
</tr>
<tr>
<td>- Office of Graduate Student Life</td>
<td>41</td>
</tr>
<tr>
<td>- MBA Programs: General Information</td>
<td>41</td>
</tr>
<tr>
<td>- MS Programs: General Information</td>
<td>48</td>
</tr>
<tr>
<td>- MBA Degree Program Descriptions</td>
<td>51</td>
</tr>
<tr>
<td>- MS Degree Program Descriptions</td>
<td>57</td>
</tr>
<tr>
<td>- Executive Degree Program Descriptions</td>
<td>62</td>
</tr>
<tr>
<td>- Doctoral Program in Business</td>
<td>67</td>
</tr>
<tr>
<td>Weissman School Graduate Programs</td>
<td>78</td>
</tr>
<tr>
<td>- Graduate Admission</td>
<td>78</td>
</tr>
<tr>
<td>- MA in Business Journalism</td>
<td>78</td>
</tr>
<tr>
<td>- MA in Corporate Communication</td>
<td>78</td>
</tr>
<tr>
<td>- MS in Applied Mathematics for Finance</td>
<td>79</td>
</tr>
<tr>
<td>- MS in Industrial/Organizational Psychology</td>
<td>79</td>
</tr>
<tr>
<td>School of Public Affairs Graduate Programs</td>
<td>80</td>
</tr>
<tr>
<td>- Graduate Admission</td>
<td>80</td>
</tr>
<tr>
<td>- Master of Public Administration Program</td>
<td>80</td>
</tr>
<tr>
<td>- National Urban Fellowship</td>
<td>82</td>
</tr>
<tr>
<td>- Master of Science in Education Programs:</td>
<td>82</td>
</tr>
<tr>
<td>- General Information</td>
<td>82</td>
</tr>
<tr>
<td>- Executive Programs</td>
<td>84</td>
</tr>
<tr>
<td>Special Program Options</td>
<td>86</td>
</tr>
<tr>
<td>- Study Abroad Programs</td>
<td>86</td>
</tr>
<tr>
<td>- The Post-Master’s Program</td>
<td>86</td>
</tr>
<tr>
<td><strong>PART 6: COURSE DESCRIPTIONS</strong></td>
<td>87</td>
</tr>
<tr>
<td>Accountancy (including Taxation)</td>
<td>88</td>
</tr>
<tr>
<td>Business</td>
<td>93</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>95</td>
</tr>
<tr>
<td>Economics and Finance (including Insurance)</td>
<td>98</td>
</tr>
<tr>
<td>Education</td>
<td>103</td>
</tr>
<tr>
<td><strong>APPENDICES</strong></td>
<td>147</td>
</tr>
<tr>
<td>Student Right-to-Know Information</td>
<td>148</td>
</tr>
<tr>
<td>Student Rights and Responsibilities</td>
<td>148</td>
</tr>
<tr>
<td>Campus Safety and Security Policies</td>
<td>158</td>
</tr>
<tr>
<td>Emergency Closing Announcements</td>
<td>161</td>
</tr>
<tr>
<td><strong>DIRECTORIES</strong></td>
<td>163</td>
</tr>
<tr>
<td>The Administration</td>
<td>164</td>
</tr>
<tr>
<td>- Administration of The City University of New York</td>
<td>164</td>
</tr>
<tr>
<td>- Administration of Baruch College</td>
<td>165</td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>166</td>
</tr>
<tr>
<td>Campus Map and Directory</td>
<td>190</td>
</tr>
<tr>
<td><strong>INDEX</strong></td>
<td>193</td>
</tr>
</tbody>
</table>
GRADUATE STUDIES—AN OVERVIEW

Baruch's graduate programs provide college graduates with the opportunity to acquire the knowledge and skills they need for a successful career in the new millennium. Our programs help students to prepare for positions of greater responsibility in business, education, or public service; to advance in their present positions; and to gain a better understanding of the effective functioning of our complex and competitive society. Because of its highly qualified faculty, numerous and diverse course offerings, and ideal location in the heart of the financial and management center of the United States, the College is well equipped to serve students who seek advanced study in their fields.

The staff for graduate instruction includes the distinguished faculty members of Baruch College and specialists drawn from all branches of business, public service, the professions, and education. The variety of courses offered in most areas permits either intensive specialization in or acquisition of a broader knowledge of a field, depending on the desires and needs of the student. Most graduate courses are taught in the late afternoon and evening; this provides students with the opportunity to combine education with practical experience by attending classes while working either part or full time.

No residential or citizenship restrictions apply to the admission of graduate students at Baruch College; the current student body includes graduates of more than 200 colleges and universities in the United States and abroad.

THE COLLEGE

ITS MISSION

Baruch's primary mission is to educate students for effective leadership in a global political, social, and economic community, principally through programs in business and administrative disciplines but also in the arts and sciences and education. The College's mission requires the integration of exemplary, comprehensive programs in business and administrative disciplines with a broad range of courses, from introductory to advanced, in the humanities and the natural and social sciences. Baruch's mission also requires that it emphasize the importance of both its undergraduate and graduate programs and that its faculty be in the vanguard of scholarship and applied research.

In all its facets, the College is committed to incorporating principles of leadership, social responsibility, modern technology, and a global perspective into its programs. Baruch's excellent reputation was founded on the high quality of the programs established to implement its mission as the major CUNY educational system in business and the administrative disciplines. The largest collegiate business school in the country, offering CUNY's only AACSB-accredited BBA and MBA programs, Baruch ranks nationally among the best business schools for both its part-time and full-time MBA programs and continues to offer superior value based on quality and affordability. This is a distinguished record, which has extended CUNY's mission to areas directly connected with the economic welfare of the metropolitan region. Whether we are enjoying times of economic prosperity or weathering a recession, Baruch remains a consistently critical resource for both CUNY and New York.

ITS HISTORY

The City University of New York, created in 1961, has a tradition in higher education in New York that dates from 1847, when the Free Academy, later to become the City College of New York, was established. Baruch College evolved from the innovative School of Business and Civic Administration established in 1919 by the Trustees of City College, who sought to centralize all courses in accounting, business, and public administration in a single educational unit. The first master's degree program in business administration was offered by the school in 1920. In 1953, by resolution of the Board of Higher Education and in honor of a distinguished alumnus and former trustee of City College, the name of the school was changed to the Bernard M. Baruch School of Business and Public Administration. In 1968 the school was reorganized by the Board of Higher Education and the Board of Regents of the University of the State of New York and, as Baruch College, was authorized to offer liberal arts and education programs in addition to its business and public administration programs. Since then it has continued to expand its horizons as well as its course offerings, faculty and staff, student enrollment, and physical facilities.

PROGRAMS AND DEGREES OFFERED

The College offers undergraduate and graduate programs of study leading to the BBA, BA, BS, BSEd, MBA, MA, MPA, MS, MSEd, and MSILR degrees through the Zicklin School of Business, the Weissman School of Arts and Sciences, and the School of Public Affairs. The City University program leading to the PhD in business is based at Baruch College, as is the PhD subprogram in industrial/organizational psychology. The combination of specialized and liberal arts studies offered here is designed to meet today's demands for high-quality education that will lead to successful careers in business, public service, and related fields.

ACCREDITATION

Baruch College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The baccalaureate and master's programs of the
Zicklin School of Business of Baruch College are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. In addition, the BBA and MBA in accountancy meet the standards adopted by AACSB International for accreditation of accounting programs. The MBA in health care administration is accredited by the Accrediting Commission on Education for Health Services Administration. The MPA is accredited by the National Association of Schools of Public Affairs and Administration.

The curricula of the College are registered by the University of the State of New York and the New York State Education Department as complying with the requirements for graduate degrees. In addition, the curriculum of the MBA degree in accountancy has been registered by the New York State Education Department. Completion of this curriculum will fulfill the educational requirements for admission to the New York State examination for the CPA certificate. The State Education Department has also approved the graduate curriculum leading to the PhD in business.

COLLEGE ORGANIZATION

There are three major educational components that make up the College: the Zicklin School of Business, the Weissman School of Arts and Sciences, and the School of Public Affairs. A non-degree-granting unit of the College, the Division of Continuing and Professional Studies, serves more than 7,000 students annually.

ZICKLIN SCHOOL OF BUSINESS

The Zicklin School of Business, the largest accredited school of business in the United States, provides high-quality, high-value education to advance the professional aims of its students in a competitive, dynamic, global environment. Zicklin is the largest of Baruch’s three schools and was named the Zicklin School of Business in 1998.

In a world city, the business and financial capital of the United States, and with a uniquely diverse student body, Zicklin fosters an educational environment that encourages different perspectives and graduates individuals who contribute to and lead varied enterprises in New York and beyond. To build greater understanding of business among its student, academic, and business constituencies, Zicklin faculty conduct and disseminate quality theoretical, empirical, and applied research. Zicklin serves undergraduates primarily from New York City and more widely drawn master’s and doctoral students.

This AACSBl-accredited school includes the Stan Ross Department of Accountancy and the Departments of Economics and Finance, Law, Management, Marketing, and Statistics and Computer Information Systems. The school offers BBA, MBA, MS, MSILR, and PhD degree programs. The school’s Flex-Time MBA program has been nationally ranked in the top 15 consistently over the years. Its new Full-Time Honors MBA program is a highly competitive program with a global business focus. Zicklin’s doctoral program is designed to educate researchers and teachers who will contribute to the development of new management concepts and solutions to complex problems facing industrial and public organizations.

The school’s programs help prepare students for careers with managerial and professional responsibilities in all phases of administration in both the private and public sectors. The courses offered cover both general knowledge of the organizational environment and specific analytical concepts and skills for effective participation in it. The curriculum also exposes students to those values of good citizenship that foster participation in community affairs and lead to an awareness of the relationship between business and the legal, political, and social setting in which it functions.

Students who wish to learn more about Zicklin’s programs should contact the school’s Office of Graduate Admissions by phoning 646-312-1300, faxing 646-312-1301, or e-mailing ZicklinGradAdmissions@baruch.cuny.edu. Prospective students are encouraged to visit the school’s Web site at www.zicklin.baruch.cuny.edu for an overview of its programs. For additional information about admissions, see pages 39–40.

THE MILDRED AND GEORGE WEISSMAN SCHOOL OF ARTS AND SCIENCES

The Weissman School of Arts and Sciences focuses on studies in the humanities and the natural and social sciences, which provide the basis of a liberal education. The importance of such an education as the foundation for professional specialization is universally recognized.

At the graduate level, the Weissman School of Arts and Sciences offers an MS program in industrial/organizational psychology, an MA program in business journalism, an MA program in corporate communication, and an MS program in applied mathematics for finance.

The MS in industrial/organizational psychology is designed for students who wish to pursue a career in psychological research or who wish to complete a PhD in psychology, with the MS as the preliminary step toward the doctoral degree.

The MA in business journalism is a unique graduate degree program intended for recent college graduates as well as experienced journalists who want to expand their skills and expertise in the growing field of business journalism.

The MA in corporate communication is designed to prepare both aspiring and practicing corporate communication professionals to plan, implement, and assess corporate communication strategies in business and industry.
Each of these programs is described at length within the pages of this bulletin. Students who wish to learn more about these programs should visit the Weissman School of Arts and Sciences Office of Graduate Studies in Room 8-211 of the Vertical Campus, located at 55 Lexington Avenue at 24th Street. Students may also contact the office by phoning 646-312-4490 or e-mailing wsas_graduate_studies@baruch.cuny.edu. Applications may be downloaded from the Baruch Web site, www.baruch.cuny.edu/slas/graduate_programs/downloads/index.html. The office’s mailing address is Office of Graduate Studies, Weissman School of Arts and Sciences, Baruch College/CUNY, One Bernard Baruch Way, Box B 8-211, New York, NY 10010-5585.

SCHOOL OF PUBLIC AFFAIRS

The mission of the School of Public Affairs is to 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. Using insights from theory, research, and practice, the school’s multidisciplinary community of scholars and practitioners is engaged in teaching, research, and outreach in order to understand the social, political, and economic foundations of public affairs and devise solutions to the pressing issues confronting contemporary public policymaking.

The school places special emphasis on educating responsive and accountable leaders who combine managerial expertise, creative and critical thinking, and rigorous analysis in the formation and execution of public policy. The school also serves as a site for debate and reflection on issues of public importance to New York and beyond.

Programs in the School of Public Affairs at the graduate level include the following:

- Master of Public Administration (MPA), with specializations in public management, nonprofit administration, policy analysis and evaluation, and health care policy;
- Executive Master of Public Administration;
- National Urban Fellows MPA Program;
- Master of Science in Education (MSEd) in educational administration and supervision;
- Master of Science in Education in higher education administration; and
- Advanced Certificate Program in Educational Administration and Supervision.*

For information regarding admission to the school, students may visit the School of Public Affairs at 137 East 22nd Street (between Lexington and Third Avenues), Room 312. Students may also contact the School of Public Affairs Office of Graduate Admissions and Student Services by phoning 212-802-5912, faxing 212-802-5928, or e-mailing spa_admissions@baruch.cuny.edu. The office’s mailing address is Office of Graduate Admissions and Student Services, School of Public Affairs, Baruch College/CUNY, One Bernard Baruch Way, Box C-312, New York, NY 10010-5585.

DIVISION OF CONTINUING AND PROFESSIONAL STUDIES

Baruch College’s Division of Continuing and Professional Studies (CAPS) ranks with the leading providers of quality professional education and training in New York City. CAPS faculty members bring professional experience to the classroom and share real-world knowledge with students.

Baruch CAPS students can take individual courses or begin a professional or master’s certificate program in such areas as real estate, accounting, bookkeeping and payroll, certified financial planning, human resources, management, marketing, networking, technology, and operating systems.

Baruch CAPS is the home of the International Center for Language and Cross-Cultural Communications (ICL3C), which offers comprehensive modern language and English as a second language programs. These programs use the Rassias Method® of instruction, exclusive to Baruch in the New York metropolitan area. The Rassias Method provides CAPS learners with a highly effective interactive approach to obtaining quick language proficiency. Courses are taught by dedicated, engaged professionals who provide plenty of individual attention.

For visually impaired students, Baruch CAPS offers courses at the renowned Computer Center for Visually Impaired People (CCVIP). The CCCVIP program puts the information and power of computers and the Internet at the fingertips of those who are losing or have lost their sight.

The Baruch CAPS also offers test preparation courses for the GMAT, English and Spanish GED, ACT, GRE, LSAT, GMAT, SAT, CUNY, and TOEFL. In addition, high school and college students can shorten their path to a college degree through College-Level Examination Program (CLEP) courses at Baruch CAPS.

Students can register for CAPS courses at http://caps.baruch.cuny.edu or by calling 646-312-5000. Students can also visit the CAPS offices to meet one-on-one with an academic advisor at Baruch’s Vertical Campus, located at 55 Lexington Avenue at 24th Street, Room 1-116.

*The Advanced Certificate is also offered in an executive format through contracts with individual school districts.
THE CAMPUS

Appropriately for a college campus in an urban setting, Baruch’s campus is thoroughly integrated with its neighborhood—the heart of New York City’s central business district. The campus map and directory of offices on pages 190–91 illustrate the components of the Baruch campus.

COLLEGE LOCATIONS

In Fall 2001, the Zicklin School of Business and the Weissman School of Arts and Sciences relocated to their new home in Baruch’s Vertical Campus, a new high-tech facility covering nearly an entire square block between Lexington and Third Avenues and 24th and 25th Streets. This highly innovative structure is designed for optimum flexibility and serves as a campus hub. The building is structured on a new concept—the Vertical Campus—which reinterprets the traditional notion of a college campus and allows Baruch to maximize its urban setting. The 17-story building is organized around a series of stacked atria, each with large windows welcoming daylight into the building. This design recreates, to the greatest extent possible in a single city block, the campus atmosphere afforded by an open-air quadrangle and encourages spontaneous and direct communication between faculty and students. The complex features hundreds of Internet-accessible classrooms and research facilities, a three-level sports and recreation center, a theatre and recital space, a television studio, a 500-seat auditorium, a food court, and a bookstore.

Baruch College’s School of Public Affairs is located in Steven L. Newman Hall, at 137 East 22nd Street. This classic building houses the school’s offices, institutes, and research facilities.

The historical center of Baruch is the building at 17 Lexington Avenue (corner of 23rd Street), which was built in 1928 on the site of the original Free Academy, the first free public institution of higher education in the United States. The 17 Lexington Avenue building houses many classrooms, an auditorium, and faculty and administrative offices.

In 1993 the College created the Early Learning Center, which provides day care services to the preschool children of Baruch’s undergraduate and graduate students. This facility is located at 104 East 19th Street.

Other Baruch structures, housing additional classroom, research, and administrative space, include the Information and Technology Building at 151 East 25th Street (see description of the library following) and an administrative building at 135 East 22nd Street.

THE WILLIAM AND ANITA NEWMAN LIBRARY

The Newman Library is located on the first, second, third, fourth, and fifth floors of the Information and Technology Building. The library has book and periodical collections of approximately 420,000 volumes. In addition, over 4,000 current periodical titles are received. More than two million items on microfiche, microcard, and microfilm, as well as selected federal, state, and local documents, are also collected.

The library provides on-site and remote access to thousands of electronic full-text journals, newspapers, and books. Digital reference services include the ability to “chat” with a librarian using Web-based customer relationship management software that allows librarians to engage in real-time dialogue with users and also send Web pages to them in the course of providing help. As part of an active instruction program, the library offers numerous workshops to assist students with their research needs. These workshops include introductory and advanced training in the Reuters financial information system for students who intend to use the Subotnick Financial Services Center/Bert W. and Sandra Wasserman Trading Floor. The library also offers workshops on the use of the Wharton Research Data Service, a research and analysis tool for a variety of databases in accounting, finance, marketing, management, insurance, banking, and economics, used by a select group of academic institutions in the United States. The library lends laptop computers to students who have participated in the workshops.

The library is a member of many organizations and associations that generate the materials of research. Among these are the American Management Association, American Institute of Certified Public Accountants, Conference Board, National Bureau of Economic Research, Twentieth Century Fund, and the Brookings Institution. Similarly, the library subscribes to over 100 services of various kinds, providing complete, authoritative, and current information in such fields as taxation, Social Security, labor relations, finance, and government. Published census data are available as well as much Census Bureau material issued only on microform.

Local library resources are supplemented by an interlibrary loan service and the collections of the other units of the City University. With a current Baruch ID card, graduate students will be granted borrowing privileges at all other City University libraries. Students also have complete access to the eight-million-volume collection of the New York Public Library (NYPL) and to many of the special libraries in the New York area. Material unavailable through CUNY or NYPL may be obtained in local private libraries, such as Columbia or New York University, once the student has applied for a METRO Card, which permits on-site use under conditions determined by the host library.
Stacks of circulating books and group study rooms are located on the third, fourth, and fifth floors of the Newman Library. There are computer workstations, wireless network access, photocopy machines, and restrooms on every floor. Following is a description of the layout and facilities of the William and Anita Newman Library.

**First Floor**
There are two computer classrooms where library faculty teach credit courses and walk-in workshops on the use of research tools.

**Second Floor**
On the second floor (the main floor), the reference desk provides assistance in research and use of the library, general information, interlibrary loan procedures, and forms. The reference area has indexes, abstracts, and bibliographies; business services; statistical sources; dictionaries, encyclopedias, handbooks, and guides; and computer workstations.

The reserve desk and the circulation desk are located on the second floor.

**Third Floor**
The periodicals/microforms area has current periodicals and newspapers, bound journals, and materials on microform, including Baruch master’s theses on microfilm.

**Fourth Floor**
The Baruch College Archives are housed here, along with the library’s chief administrative offices.

**Fifth Floor**
The circulating books in education, art, music, literature, mathematics, computer science, and technology are located here.

**HOURS**
The library is open every day for quiet study from 7 am until midnight. Hours for reference and access services vary. Current hours are posted in the library and may be obtained by calling 212-802-2400.

Additional information on library facilities, resources, and services is available on the library home page on the World Wide Web at http://newman.baruch.cuny.edu.

**COMPUTING FACILITIES**
The Baruch Computing and Technology Center (BCTC) provides computing facilities and services for the College community. Of particular interest to the academic community is BCTC’s Client Services division, which operates open-access labs located in the Information and Technology Building and is also the College’s central source of consulting, documentation, training, and educational support.

The College’s open-access computer lab/classroom facility, which occupies the sixth floor at the 151 East 25th Street facility, offers a full range of computing services to all Baruch students. Academic departments across campus also run smaller labs, and the library provides its own extensive computer-based services.

In addition to the facilities mentioned above, Baruch subscribes to commercial services that provide numerous mathematical, statistical, and business programs and extensive economic and financial data.

Besides providing access to hardware and software, Client Services offers a variety of support services for the computer user, including introductory and intermediate seminars on using the systems and related topics, written documentation for every level of computer usage, and student and adjunct consultants well versed in the supported programming languages and statistical packages.

**The Computer Center for Visually Impaired People (CCVIP)** maintains specialized computer equipment to give blind and visually impaired students direct and independent access to computers, providing Braille, large print, synthetic speech, and adaptive devices for micros in the labs. The CCVIP also provides individualized, hands-on orientation on specialized computer equipment, including the Kurzweil Reading Machine, and translation of exams into Braille.

**SPECIALIZED CENTERS**
The College operates a number of specialized centers.

**The Baruch Survey Research Unit** in the School of Public Affairs designs and conducts surveys for government agencies, nonprofit organizations, and other clients on a wide range of public affairs topics. Combining a state-of-the-art telephone-polling center with the expertise in survey research available at Baruch College and other CUNY campuses, the Baruch Survey Research Unit specializes in careful, objective survey research on policy-relevant issues at both the national and local levels. Recent projects of the Survey Research Unit include a comprehensive survey of resident satisfaction with New York City government services, a study of perceptions of racial and ethnic fairness in the federal courts, and a survey of how nonprofit organizations utilize information technology in delivering services to their constituents.

**The Center for Educational Leadership (CEL)** provides opportunities for research, training, and technical assistance in educational leadership. The primary focus of the center is the study of educational leadership in urban educational
systems and the dissemination of information related to research findings and best practices. Key areas of research activity include the effectiveness of different instructional delivery systems, comparative analysis of governance structures in various urban settings, and management strategies for implementing change. CEL works closely with the School of Public Affairs’s Aspiring Leadership Program (ALPS), which works in partnership with a New York City school district and prepares educators for administrative positions in the New York City public schools.

The Center on Equality, Pluralism, and Policy (CEPP) explores the opportunities and pitfalls associated with government policy in a racially, ethnically, and culturally diverse society. The primary objective of the center is to develop rigorous analytical approaches to issues of economic and social policy in societies (like New York and the United States) where the government must formulate and implement policy that promotes economic growth and equal opportunity for all persons in a setting of racial, ethnic, and class conflict. The center encourages and supports scholarly research, popular writing, and curriculum projects. It also houses the Lillie and Nathan Ackerman Visiting Professorship of Equality and Justice in America.

The Center for Financial Integrity is committed to helping restore investor and public confidence in the practices of the American corporation and in the free-market system. A leading academic watchdog of the reforms taking place in corporations, accounting firms, and the securities industry, the center draws on the expertise of America’s largest business school and the Stan Ross Department of Accountancy, which has long been recognized for research on ethical financial reporting practices. The center sponsors conferences, seminars, and roundtable discussions on current ethical issues and brings together participants in the market to discuss issues of integrity and ethics in a neutral setting. Recent guests have included Harvey Goldschmid, SEC commissioner; Bob Herz, FASB chairman; Charles Niemeier, Public Company Accounting Oversight Board member; Hardwick Simmons, NASDAQ chairman; Jack Welch, former GE chairman and CEO; and Paul Volcker, former Federal Reserve chairman. The Center for Financial Integrity also encourages empirical research and writing on ethical issues among faculty and students in professional and academic publications.

The Center for Innovation and Leadership in Government provides access to nonpartisan, scholarly policy research that would allow newly elected decision-makers in New York City government to grapple with complex issues without first having to acquire years of “on-the-job experience.” The center brings together outstanding individuals with distinguished government careers as well as scholars and other relevant experts to focus on the demands of governing New York City—providing public services and regulating nongovernmental activities that affect New York’s citizens.

The Center for Logistics and Transportation is the first organization in the New York area to combine industry and academic talent to upgrade logistics management skills in a university setting. Its purpose is to educate industry professionals and students in the more effective management of global and domestic logistic activities. The center’s focus on international business brings together speakers and participants from the U.S. and abroad in an annual Global Logistics Symposium. In domestic arenas, the center provides an integrated approach to developing regional and national goods movement strategies.

The Center for the Study of Business and Government is a research-based think tank housed in the School of Public Affairs (although the center draws its faculty also from Baruch’s Zicklin School of Business as well as from other educational institutions throughout the New York area). Its goal is to sharpen and inform public decision making on an array of social and economic issues. The center helps to fill the need for objective, high-quality analysis by conducting research that is theoretically well grounded and tested empirically using sophisticated quantitative analysis. The center has made notable contributions in such areas as welfare reform, health policy, labor market policies, Social Security reform, and monetary policy and inflation. Center scholars publish regularly in economics and other professional journals and present their work at professional meetings and seminars. The center’s research has been supported through grants and contracts.

The Lawrence N. Field Center for Entrepreneurship and Small Business provides educational programs, consulting services, and technical assistance to existing and start-up businesses and entrepreneurs within a networking environment that links these entrepreneurs with Baruch faculty and students. Field Faculty Mentors—drawn from the Zicklin School of Business faculty and offering expertise in such areas as accounting, marketing, management, finance, and human resource management—work with the Field Center’s business clients. The center also sponsors conferences and lectures.

Baruch students who are selected as Lawrence N. Field Fellows work with the faculty mentors to provide technical assistance to clients of the Field Center. Areas of technical assistance include writing business and marketing plans, evaluating and selecting funding alternatives, and developing accounting and management information systems. The Field Center houses a Small Business Development Center with a staff of business counselors who work with the faculty mentors and Field Fellows to aid businesses in developing business plans, solving problems, and applying for and obtaining financing.

The Field Center offers entrepreneurs noncredit courses that parallel those in the Zicklin MBA program yet focus on the needs of start-up and growing businesses. Courses cover such
subjects as accounting for small business, low-cost marketing solutions, employee compensation, and business plan development. The Field Center also offers programs for immigrant entrepreneurs in their first language (e.g., Chinese, Hindi, Korean, and Spanish).

The Steven L. Newman Real Estate Institute, established in 1995 with an endowment gift from William ('47) and Anita Newman in memory of their son, provides a foundation for professional development and research concerned with real estate and metropolitan development. It provides opportunities for students to prepare for careers in the real estate industry. Through workshops, forums, and continuing education, the Newman Institute serves as a resource for professionals in the field.

The Nonprofit Group, a component of the School of Public Affairs, engages in research and public service activities to enhance the management of charitable organizations and to improve the responsiveness of the nonprofit sector. Research topics have included the quality of financial reporting, investing in fundraising, technology utilization, the use of management consultants, organizational analysis, and leadership succession in human service organizations. This work has been supported in part by the Lilly Endowment, the United Way of New York City, and the Clark, Mott, Alcoa, Exxon, Gund, Hewlett, Prudential, and Sears Foundations. The Nonprofit Group faculty and research associates also participate in the school’s nationally ranked MPA specialization in nonprofit administration.

The Bernard L. Schwartz Communication Institute, founded in 1997, infuses oral, written, visual, and computer-mediated communication into Baruch College’s curricula. The institute emphasizes a philosophy of teaching rather than a quantification of communication-intensive activities, with communication defined broadly as a purposeful activity imbedded in a discipline or context. Effective communication varies with the discipline and individual faculty members or with the type of business and individual practitioners in the field. The institute brings together the academic and business worlds to explore issues relating to communication and communication-intensive instruction as well.

The Subotnick Financial Services Center (SFSC) and the Bert W. and Sandra Wasserman Trading Floor create a state-of-the-art instructional center that integrates hands-on financial services practice into the business curriculum. The only business school resource of its kind in New York, the SFSC provides a fully equipped, simulated trading facility featuring high-end networked computer workstations, continuous live data feeds, real-time market quotes, and computerized trading models. Students evaluate real and simulated market information, learn split-second decision making, and have the opportunity to participate in software and systems development—valuable experience for graduates seeking leading positions in the financial, banking, and accounting services industries. The Zicklin School dedicated this facility in March 2000.

The Weissman Center for International Business is designed to enable the College to respond to the global economy with programs appropriate to a preeminent school of business. Guided by an advisory council of distinguished executives, the center’s activities enrich Baruch students’ preparation for careers in the global workplace by building bridges between the worlds of academia and international business. The center’s local and overseas internships in international business provide students with the advantage of applied experience, while its study abroad programs allow students to choose from dozens of different learning experiences in Europe, Latin America, Asia, and the Pacific. The center sponsors conferences, forums, seminars, and workshops designed for professionals in the metropolitan area as well as the College’s own faculty and students. Named for George Weissman (’39), the center also seeks to apply the expertise of Baruch’s faculty to the advancement of knowledge about the global economy and the solution of problems in transnational business and theory.

BOOKSTORE

The Baruch College Bookstore provides an array of services to students and faculty throughout the year, including a full listing of course requirements and available texts for all courses offered at the College. Online service is available through the Virtual Bookstore, which may be accessed through the Baruch College Web site or at www.shop.efollett.com. Browsing is encouraged at the bookstore’s user-friendly on-campus location on the first floor of the Vertical Campus, 55 Lexington Avenue at 24th Street (telephone: 646-312-4850).

In addition to required textbooks, the bookstore sells stationery, novelties, greeting cards, miscellaneous gift items, official Baruch Bearcats memorabilia, and clothing displaying the College logo. Regular hours of operation are Monday–Thursday, 9 am–8 pm; Friday, 10 am–3 pm; and Saturday, 10 am–2 pm. During registration and the first two weeks of each semester, the bookstore posts extended hours to accommodate students. Hours of operation are posted on the College Web site and at the main entrance to the Vertical Campus.

STUDENT ACTIVITIES CENTER

The Student Activities Center is located on the third floor of the new Vertical Campus. Many student organizations have their offices here. The space includes lounges, which may be used for studying, relaxing, or talking with friends. Scheduled events feature outside speakers, special club programs, and concerts.
CAMPUS SAFETY AND SECURITY POLICIES FOR ALL STUDENTS

A safe and secure campus depends on the cooperation and assistance of everyone—Baruch faculty, students, and staff—to be aware of possible safety hazards and the potential for crime on campus. Crime prevention and prompt reporting of unsafe conditions should be the objectives of every member of the Baruch community.

Campus security operates 24 hours a day, seven days a week. All crimes should be reported to the Security Office and to the New York City Police. The Campus Security Office is located in Room 102, 17 Lexington Avenue. They can be reached by telephone at 212-802-3000. In an emergency, dial Baruch extension 3333. In the event of immediate danger, call 911, New York City’s emergency assistance phone number.

Baruch College’s campus safety and security policies and crime statistics are reprinted in full in the back of this bulletin (see Appendices).

STUDENT SERVICES

DEPARTMENT OF STUDENT DEVELOPMENT AND COUNSELING

This department offers programs and services designed to personalize and enrich the graduate program at Baruch. The department has offices on the second floor of the Vertical Campus (Room 2-210). Services available to graduate students include:

• career and vocational guidance
• counseling and testing
• health and medical services
• international student services
• student activities and programs

The department provides information regarding student services, nonacademic policies and procedures, housing, student activities, student government, student grievances, vocational opportunities, professional societies, tutoring, and services for the disabled. In addition, the department offers lectures, concerts, and lounges for a “breather” between work and classes.

THE CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) primarily provides career counseling and employment opportunities to Baruch’s undergraduate population. But graduate students from the Weissman School of Arts and Sciences are also welcome to make use of appropriate CDC services.

A staff of professional counselors administers vocational tests, provides individual counseling, and offers workshops on a wide array of career-related topics. The CDC also coordinates on-campus recruiting. Recruiters represent companies from every area of business as well as government, social service, and nonprofit organizations. The CDC sponsors several events, including semiannual Career Days, which draw over 500 employers and more than 1,500 students.

Reference materials about careers and companies, including print, video, and computer resources, are housed in the Career Development Center, located on the second floor of the Vertical Campus, 55 Lexington Avenue at 24th Street, telephone: 646-312-4670. Students are also encouraged to visit the CDC Web site at www.baruch.cuny.edu/careers.

GRADUATE CAREER MANAGEMENT CENTER OF THE ZICKLIN SCHOOL OF BUSINESS

The Graduate Career Management Center provides a variety of career development and recruiting resources to assist graduate students in the Zicklin School who are making career and job decisions. These services are described in greater detail in Part 5 of this bulletin. The Graduate Career Management Center is located in Room 820, 151 East 25th Street, telephone: 646-312-1330, fax: 646-312-1331.

ADVISEMENT SERVICES, OFFICE OF GRADUATE STUDIES OF THE WEISSMAN SCHOOL OF ARTS AND SCIENCES

The Office of Graduate Studies provides career advisement information to graduate students in the Weissman School of Arts and Sciences. The office is located in the Vertical Campus, Room 8-211, telephone: 646-312-4490, and can also be reached by e-mail: wsas_graduate_studies@baruch.cuny.edu.

CAREER SERVICES OFFICE OF THE SCHOOL OF PUBLIC AFFAIRS

The Career Services Office posts public and nonprofit job listings and provides career counseling for students in the School of Public Affairs. The office is located in Room 1407, 17 Lexington Avenue, telephone: 212-802-5916, fax: 212-802-5917.

TUTORING

One-on-one tutoring in selected subject areas is available free of charge through the Office of Student Life, located in Room 2-210 of the Vertical Campus, 55 Lexington Avenue at 24th Street, telephone: 646-312-4550.
BARUCH STUDENT HEALTH CARE CENTER

Baruch offers on-site health care services through its Student Health Care Center. The center is staffed by a coordinator, a nurse practitioner, and a physician’s assistant and is supervised by a board-certified internist.

The center is designed to provide primary care for minor injuries and illnesses and referral services for anyone needing more extensive and/or follow-up care. The staff can perform physical examinations, do pregnancy tests, draw blood, and write prescriptions for medication. All treatment at the health care center is covered under the $8.80 per semester health care fee, which students pay at registration. A sliding payment scale is charged for services performed outside the clinic.

The Baruch Student Health Care Center, part of Beth Israel’s Student Health Services Network, is located on the first floor of the 137 East 25th Street building, Room 127. Students can set up appointments by calling 646-312-2040 or simply use its services on a walk-in basis. Hours of operation are Monday–Thursday, 9 am–8 pm, and Friday, 9 am–5 pm.

MEDICAL RECORDS OFFICE

The Medical Records Office maintains documentation on immunizations submitted by students. It is located at 151 East 25th Street, Room 850; telephone: 646-312-1158.

MEASLES, MUMPS, RUBELLA IMMUNIZATION

New York State law requires all college students registered for credit-bearing courses and born on January 1, 1957, or after to submit records of immunization and/or documentation from their personal physician stating the date each communicable disease was diagnosed. Proof of immunization must be submitted to the Medical Records Office. Specific academic regulations pertaining to immunization are described in Part 4 of this bulletin.

The New York City Department of Health provides immunization free of charge at clinics in each borough. During the fall and spring registration periods, free immunization clinics are sponsored by the Office of Student Life. For additional information, please contact the Medical Records Office or the Office of the Dean of Students.

STUDENT HEALTH INSURANCE

Several voluntary student group health insurance options are typically available for students carrying 6 or more credits of course work. GHI (Group Health Incorporated) provides options that include the possible coverage of dependents and coverage for prescription medication. GHI offers a network of preferred providers for health care needs. Using the physicians within the GHI network keeps subscribers’ out-of-pocket medical costs down. GHI’s programs do not cover pre-existing conditions. Open enrollment periods are offered during the first month of each semester. Premium payments are required quarterly. Literature about these programs may be obtained from the Medical Records Office, the Office of the Dean of Students, the Office of Student Life, and the Student Health Center.

Students who are between 19 and 64 and who are residents of New York State and live in New York City may also be eligible to receive free health insurance coverage through Family Health Plus. Eligibility is based on income guidelines. More information may be obtained at www.healthplus-ny.org.

COUNSELING CENTER

This office provides personal counseling services. It has a staff of experienced and professionally trained psychologists and counselors who can help students with their personal concerns. Some examples are concerns about study habits, anxiety in test taking, depression or mood swings, getting along with family members, and, more generally, developing satisfying interpersonal relationships. These counseling services are free; contact with the office is strictly confidential and not part of any College record.

Hours are Monday–Friday, 9 am–5 pm. Evening hours are available by appointment. The Counseling Center is located at 137 East 25th Street, Room 927, telephone: 646-312-2155.

COLLEGE OMBUDS

The Baruch College ombuds office provides a confidential, neutral, and independent resource for faculty, staff, and students within the Baruch College community to voice concerns and complaints. The ombuds attempts to resolve conflicts between members of the College community by defining problems, exploring options, or referring the party or parties to the appropriate College personnel or office.

The current ombuds is Professor Mindy Engle-Friedman. She is located in the Vertical Campus, Room 8-283, and can be reached by phone at 646-312-3815. The assistant to the ombuds is Glenda Hydler. She is located in the Vertical Campus, Room 7-263, and can be reached at 646-312-3974.

INTERNATIONAL STUDENT SERVICE CENTER

The International Student Service Center is located at 151 East 25th Street, Room 880, telephone: 646-312-2050, fax: 646-312-2051, e-mail: issc@baruch.cuny.edu. This office
provides visa and immigration information and coordinates and administers these programs for the international student. It also offers curricular practical training internships and workshops and programs on employment opportunities, IRS regulations, tax responsibilities, and Social Security, as well as information on citizenship and naturalization, housing, health insurance, travel, and other areas of special interest to international students.

An international student on an F-1 visa (a student visa) or a J-1 visa (an exchange visitor visa) must consult the International Student Service Center:

• before leaving the United States, either permanently or temporarily;
• if transferring to another institution;
• if withdrawing from the University before the end of the semester;
• before accepting any employment;
• if seeking optional practical training prior to or after graduation;
• if seeking permission to work based on curricular practical training; or
• if seeking permission to work based on economic hardship.

DISABLED STUDENT SERVICES

The Baruch College Office of Services for Students with Disabilities is dedicated to compliance with Section 504 of the Rehabilitation Act of 1973, as amended by the Civil Rights Restoration Act of 1988 and the Americans with Disabilities Act of 1990. The purpose of the office is to coordinate services and programs to ensure that students with disabilities receive equal benefits from all programs provided by the College.

A wide variety of services and auxiliary aids, such as pre-admission interviews, liaison with other Baruch College departments and outside agencies, counseling related to disability issues, alternate testing arrangements, readers, writers, interpreters, library assistants, note takers, adaptive equipment, priority registration, and classroom changes, are made available to qualified students with various disabilities.

In order to receive services, the student must register with the Office of Services for Students with Disabilities. Documentation is necessary for every disability. Documentation provided is confidential and cannot be released to anyone without permission. To ensure that services are provided in a timely and effective manner, it is necessary for the student to make early contact so the office has time to make arrangements. For more information about services (including accommodations for assessment tests), contact the coordinator of services for students with disabilities at 646-312-4590 or come to Room 2-270 of the Vertical Campus, 55 Lexington Avenue at 24th Street, to schedule an appointment.

VETERANS’ SERVICES

A veterans’ certifying officer is available in the Registrar’s Office at 151 East 25th Street.

LEGAL CONSULTATION (GENERAL & IMMIGRATION)

These services are available by appointment through the Office of Student Life, Room 2-210 in the Vertical Campus, 55 Lexington Avenue at 24th Street, telephone: 646-312-4550.

EXTRACURRICULARS

OFFICE OF STUDENT LIFE

This office offers professional advice and assistance to students pursuing extracurricular and cocurricular activities. Specific questions about joining clubs, forming new clubs, participating in student government, working on student publications, and serving on faculty-student committees should be directed to the office, Room 2-210 in the Vertical Campus. The office is open Monday–Friday, 9 am–8 pm, telephone: 646-312-4550.

OFFICE OF GRADUATE STUDENT LIFE OF THE ZICKLIN SCHOOL OF BUSINESS

The Zicklin Office of Graduate Student Life promotes cocurricular activities that complement Zicklin’s formal MBA/MS programs. The role of this office is described in greater detail in Part 5 of this bulletin (see page 41). The Office of Graduate Student Life is located in the Vertical Campus, 55 Lexington Avenue at 24th Street, e-mail: regine_goldberg@baruch.cuny.edu, telephone: 646-312-3064.

GRADUATE STUDENT ASSEMBLY

The official representative organization of the graduate student body is the Graduate Student Assembly, which consists of all enrolled graduate students at Baruch College. These students nominate and vote for the nine representatives of the Graduate Student Assembly, who act as an executive committee for the organization.

Graduate students are also encouraged to participate in the work of various faculty-student committees, which make policy and recommendations on such matters as curriculum, academic standing, admissions, financial aid, student elections, discipline, the library, and research.
The Graduate Student Assembly is located in the Vertical Campus, 55 Lexington Avenue at 24th Street, Room 3-256.

THE GRADUATE VOICE

The Graduate Voice is a newsletter published by and for graduate students. The office of the Graduate Voice is currently located in Room 3-290 of the Vertical Campus (55 Lexington Avenue at 24th Street). You may contact them by e-mail at gradvoice@baruch.cuny.edu.

STUDENT CLUBS AND ORGANIZATIONS

There are a number of graduate student clubs and organizations at Baruch. Each club is open to any interested graduate student in the School of Public Affairs, the Weissman School of Arts and Sciences, and the Zicklin School of Business. The clubs provide a range of activities from academic services to social events. Concerts, discussion groups, and lectures are among the extracurricular activities offered. Graduate students should check with the Office of Student Life, Room 2-210 in the Vertical Campus, telephone: 646-312-4550.

INTRAMURALS AND RECREATION

The Division of Intramurals and Recreation of Athletics/Physical Education offers extensive activities and programs to meet the needs and interests of a diverse population of participants. This program uses all the facilities and appropriate equipment when supervision is available and is offered as a supplement to diversified elective course offerings. Facilities include a gymnasium, a swimming pool, a fitness center, and table tennis tables. Schedules for recreation and intramurals are posted by Athletics/Physical Education each semester. (It is recommended that prior to using the facilities, students have a medical examination on file.) Please contact the director of intramurals in Room B 1-103 in the Vertical Campus, or call 646-312-5045 for further information.

HONOR SOCIETIES

ALPHA IOTA DELTA

This is the national honorary society for students preparing to enter the decision sciences. Its purposes are to promote the infusion of the functional and behavioral areas of administration with the tools, concepts, and methodologies of the decision sciences and to promote professional fellowship among students, faculty, and administrators who share common interest in the development of the decision sciences.

BETA ALPHA PSI

This is the national honorary and professional accounting fraternity. Alpha Gamma, the chapter of this fraternity at Baruch College, was installed in 1949. There are active chapters in 48 of the leading colleges and universities in the United States. Superior scholarship, particularly in accounting courses, and promise of future success in the accounting profession are essential requirements for election.

BETA GAMMA SIGMA

This is the honorary society for university commercial education. Its purposes are to reward scholarship and accomplishments among students of business administration, to promote the advancement of business in the arts and sciences, and to foster integrity in the conduct of business operations. Election to Beta Gamma Sigma is the highest academic honor that a business student can receive. Graduate students may be elected to membership if their cumulative GPA is 3.6 or higher with all course work completed.

PI ALPHA ALPHA

This is the national honorary society for public administration and public affairs. Membership is open to undergraduate and graduate students with sufficient course work in public administration who meet the academic requirements.

SIGMA IOTA EPSILON

This is the national honorary and professional management fraternity. This honor society, which has about 40 active chapters throughout the country, is affiliated with the Academy of Management. Sigma Tau, the chapter of this fraternity at Baruch College, was installed in 1979.

STUDENT RULES AND REGULATIONS

In order to create and maintain an environment in which learning, teaching, and research flourish, the members of an academic community must be conversant with their rights and responsibilities within that special setting. Academic and individual freedoms need to be exercised with responsibility.

The faculty and student body share equally the responsibility and the power to establish detailed rules of conduct and regulations in conformity with the general University requirements. Current regulations cover the formation and operation of student organizations, associations, clubs, and chapters; student policy relating to admission, academic status, role, rights, freedoms, offenses, disciplinary procedures, and sanctions; and the maintenance of public order.
The rights and responsibilities of students have been codified by the Board of Trustees of The City University of New York (formerly the Board of Higher Education). Articles XV and XVI are reproduced in full in the back of this bulletin (see Appendices), as are the University’s policies on student conduct, sexual harassment, and student records access.

**ALUMNI ORGANIZATIONS AND ALUMNI OUTREACH**

The College strives to nurture its relationship with all its constituents—current students, future students, and graduates alike. Its alumni associations, described herein, promote fellowship and offer activities that encourage alumni to return to, rediscover, and recommit to their alma mater.

Our alumni take an active role in shaping the academic quality, financial status, and reputation of the College. Their support takes the form of generous donations of time, money, and talent: mentoring; guest lecturing; and endowing schools, centers, professorships, and scholarships/awards. Alumni contributions have radically advanced the education Baruch is able to offer its students. Regional chapters allow graduates who have relocated outside the New York metropolitan area to keep and strengthen their ties with Baruch and contribute to these important initiatives. Additional information about these organizations can be found on Baruch’s Web site: www.baruch.cuny.edu.

**BARUCH COLLEGE ALUMNI ASSOCIATION**

The Baruch College Alumni Association (BCAA) promotes the goals of the students, faculty, and alumni of Baruch College and its three schools. This is accomplished through BCAA member volunteer opportunities in the Mentoring Program, Speakers Bureau, and Career Development Office. BCAA members also enjoy access to a vast resource of business contacts through career development seminars, workshops, and discussions, as well as special social events that create unparalleled networking opportunities. To join, renew, or obtain more information about BCAA, please visit the BCAA Web site, www.baruch.cuny.edu/bcaa, or call 212-802-2875.

**BLACK AND LATINO ALUMNI ASSOCIATION**

The Black and Latino Alumni Association of Baruch College, Inc., was formed in 1982 for the purpose of advancing the interests and promoting the welfare of the College, its black and Latino alumni, and its students and faculty. It provides a nonsectarian support network for black and Latino students, alumni, and faculty and promotes conferences, forums, seminars, and lectures regarding issues of interest to black and Latino alumni.

**BARUCH COLLEGE FUND**

The Baruch College Fund’s mission is to generate, encourage, and promote the educational welfare of the students of the College through a variety of means, including faculty support, scholarships, and program enhancement. The fund is governed by a board of trustees whose members are highly distinguished alumni and civic leaders.
FEES, EXPENSES, FINANCIAL AID, AND PRIZES
TUITION AND FEES

All tuition charges and fees are to be paid in full on or by the date set by the College for each semester’s registration. Payment should be made by check or money order payable to Baruch College. Credit cards are accepted.

All tuition and fee schedules are necessarily subject to change without notice at any time upon action by the Board of Trustees of The City University of New York, regardless of its tuition and fee schedules in effect at the time of registration.

In the event of any increase in tuition or fees, payments already made to the College will be treated as a partial payment and notification will be given of any additional amount due and the time and method of payment.

MS, MA, MPA, AND MSED STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State</td>
<td>$2,720 per semester</td>
<td>$230 per credit</td>
</tr>
<tr>
<td>Residents*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td>$425 per credit</td>
<td>$425 per credit</td>
</tr>
<tr>
<td>Residents and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on Temporary Visas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MBA STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State</td>
<td>$3,750 per semester</td>
<td>$330 per credit</td>
</tr>
<tr>
<td>Residents*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td>$555 per credit</td>
<td>$555 per credit</td>
</tr>
<tr>
<td>Residents and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on Temporary Visas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT ACTIVITY FEE (NONREFUNDABLE)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Students</td>
<td>$34</td>
</tr>
<tr>
<td>(full-time and part-time)</td>
<td></td>
</tr>
</tbody>
</table>

*All new and returning students must document their eligibility for New York State tuition rates. A CUNY Residency Form and appropriate documentation must be provided to the Registrar’s Office to be eligible for New York State resident tuition rates.

TECHNOLOGY FEE (NONREFUNDABLE)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Students</td>
<td>$75 per semester</td>
</tr>
<tr>
<td>Part-Time Students</td>
<td>$37.50 per semester</td>
</tr>
</tbody>
</table>

OTHER NON-INSTRUCTIONAL FEES (ALL NONREFUNDABLE)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance of Matriculation Fee**</td>
<td>$250 per semester</td>
</tr>
<tr>
<td>New York State residents</td>
<td></td>
</tr>
<tr>
<td>Nonresidents</td>
<td>$403 per semester</td>
</tr>
</tbody>
</table>

Students must maintain matriculated status during the semester in which they obtain their degree. They may not be on leave of absence during that semester.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-entry Fee**</td>
<td>$10</td>
</tr>
<tr>
<td>Students who have not been in regular attendance (leave of absence or maintenance of matriculation) must pay a $10 fee when applying for re-entry.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nondegree Application Fee</td>
<td>$40</td>
</tr>
<tr>
<td>This is payable at the time of filing an application for admission.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>This is payable at the time of filing a transfer application.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Program Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Any student is permitted to make a change in an approved registration according to the guidelines in the Schedule of Classes. The student must present the original bursar’s receipt.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration Fee</td>
<td>$15</td>
</tr>
<tr>
<td>For students permitted to register after the close of the official registration period.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript of Record Fee</td>
<td>$4</td>
</tr>
<tr>
<td>This fee applies for each transcript requested. There is no fee for transcripts between CUNY colleges.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Examination Fee</td>
<td>$15</td>
</tr>
<tr>
<td>This fee is levied when an examination is taken at any time other than the scheduled final class examination. Each additional exam costs $5; the maximum charge for three or more examinations, $25.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicate Bursar Receipt Fee</td>
<td>$5</td>
</tr>
<tr>
<td>A fee is charged for each duplicate bursar’s receipt.</td>
<td></td>
</tr>
</tbody>
</table>

**The maintenance of matriculation and re-entry fees do not apply to students absent during any period of service in the armed forces.
Fee for Microfilming the Graduate Thesis $15
A fee of $15 is paid by master’s degree candidates for microfilming the thesis.

Bad Check Fee $15
A fee is paid if a check is returned dishonored by the bank.

Duplicate ID Card Fee $10
To replace a lost card.

TUITION REFUNDS

The existing University Refund Policy concerning withdrawals is:

PERCENTAGE OF REFUND

<table>
<thead>
<tr>
<th>PERIOD OF TIME</th>
<th>FALL AND SPRING SEMESTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first day of classes</td>
<td>100</td>
</tr>
<tr>
<td>During first week of classes</td>
<td>75</td>
</tr>
<tr>
<td>During second week of classes</td>
<td>50</td>
</tr>
<tr>
<td>During third week of classes</td>
<td>25</td>
</tr>
<tr>
<td>After third week of classes</td>
<td>0</td>
</tr>
</tbody>
</table>

Refunds for summer session courses will be granted according to the schedule published in the Summer Session Schedule of Classes.

PROCEDURES

• Full refunds are available only if the student officially withdraws before the first scheduled day of class.

• Students may automatically apply for a refund through the Change of Program Form or the Application to Drop a Course Form.

SPECIAL SITUATIONS

Students who register for classes are liable for the tuition associated with the courses selected. Students who do not plan to attend classes should drop their classes prior to the first day of classes for the semester.

Students whose registrations are canceled for bad checks must file for re-entry in the Registrar’s Office before the semester for which they wish to return. If the cancellation takes place in the student’s first semester, the student must reapply for admission to a graduate program through the appropriate office of graduate admissions.

FINANCIAL AID AND AWARDS

Clearly, the most significant type of financial aid at Baruch College is the considerable tuition subsidy provided for all students by New York City and the New York State legislature. Tuition and fees—even for non–New York State residents—are as little as one-third the levels at other major universities, yet the quality of the education offered at Baruch is clearly competitive.

Nevertheless, students may need to supplement their own resources to meet College costs. Assistance is available in the form of grants, scholarships, loans, and student employment from federal, state, and Baruch College programs. Most student aid is awarded on the basis of need.

The following financial programs are offered to matriculated graduate students at Baruch. Descriptions of these programs appear on the succeeding pages:

New York State/City Programs
• Tuition Assistance Program (TAP)

Federal Programs (General)
• Federal College Work-Study Program
• Federal Aid to Native Americans
• Federal Perkins Loan Program
• Federal Ford Direct Student Loan Program

Veterans Administration Programs
• Montgomery GI Bill – Active Duty
• Montgomery GI Bill – Selected Reserve
• Veterans Educational Assistance Program
• Survivors’ and Dependents’ Educational Assistance Program
• Work-Study Program
• Tutorial Assistance Program
• Veterans Administration Vocational Rehabilitation and Employment Program
• Regents Award for Children of Deceased or Disabled Veterans
Baruch College Programs
• Baruch Endowment Fund Programs (Baruch Graduate Assistantships, Baruch Student Employment Program, Mitsui USA Foundation Scholarships, Full-Time Honors MBA Scholarships)
• Baruch College Financial Aid Programs (International Student Emergency Loan Fund)

APPLICATION PROCEDURES
All students and prospective students are encouraged to apply for assistance. Each applicant should complete the Free Application for Federal Student Aid (FAFSA). This application may be obtained from the Financial Aid Office, located at 151 East 25th Street, Room 725, or the student may apply online at www.fafsa.gov. Students who apply online may also sign the application electronically if they have applied for and received a PIN (personal identification number) from the federal processor. A student may apply for the PIN at www.pin.ed.gov.

Business students who wish to apply for graduate assistantships may obtain an application from the Zicklin Full-Time Honors MBA Office, located in Room 13-280 of the Vertical Campus, 55 Lexington Avenue at 24th Street. Students in the Weissman School of Arts and Sciences and the School of Public Affairs should inquire about graduate assistantships from the Dean's Office in each school. Doctoral students must secure an application from the Graduate School and University Center/CUNY, located at 33 West 42nd Street, New York, NY 10036.

Once the FAFSA application is processed, a Student Aid Report (SAR) will be mailed to the student. Please review the SAR to determine if it must be submitted to the Financial Aid Office.

Students who apply before April 15 will be considered for federal, state, and institutional aid. Students who apply after that date will be eligible to receive assistance from the Tuition Assistance Program (TAP) and Federal Family Student Loans. All other aid will be dependent upon the availability of funds.

If the student has completed a paper FAFSA, he or she will receive a SAR through the mail. The online FAFSA takes about two weeks to process, and the student may print the SAR off of the Internet once it has been processed. The online application will decrease processing time by two to three weeks. Review the SAR to determine if it is necessary to submit any documentation to the Financial Aid Office.

The information reported on the Financial Aid Form is subject to verification by the Financial Aid Office. Applicants may also be required to document information reported on the SAR.

ELIGIBILITY
In order to be eligible for federal and state aid, a student must be a U.S. citizen or an eligible noncitizen and must be making satisfactory pursuit and progress toward a degree. Students who have defaulted on a loan or owe a repayment of a grant at any postsecondary school must make repayment arrangements with that institution before they will be eligible for aid at Baruch.

U.S. citizens, eligible noncitizens, and international students possessing an F-1 or J-1 student visa who are making satisfactory pursuit and progress toward a degree, as per federal guidelines, are eligible to apply for all programs of the Baruch Endowment Fund unless otherwise noted.

STATE PROGRAM ELIGIBILITY
To be eligible to receive assistance from TAP (explained below), students must complete a minimum number of credits the prior semester, complete the appropriate number of cumulative credits, and have the appropriate grade point average at the beginning of each semester of state-supported study.

STATE WAIVER OF ACADEMIC STANDING REQUIREMENTS
Students who become academically ineligible to receive assistance from state programs because of a documentable unusual circumstance (e.g., illness) may apply for a one-time waiver of the pursuit and progress requirements. For further information, contact the TAP Academic Officer in the Financial Aid Office.

FEDERAL PROGRAM ELIGIBILITY
The federal pursuit and progress standard applies to students seeking assistance in the form of a Perkins Loan, a Federal Family Student Educational Loan, College Work-Study, and Baruch Student Employment. To be eligible to receive assistance from these programs, students, after their fourth semester of study, must complete a certain number of credits in relationship to the credits they attempted and have the appropriate grade point average at the beginning of the semester that they are seeking payment. Students are eligible to receive federal assistance for the equivalent of 150 percent of their course work.
FEDERAL WAIVER OF ACADEMIC STANDING REQUIREMENTS

Students who become academically ineligible to receive assistance from federal or institutional programs due to a documentable unusual circumstance may apply for a waiver of the academic pursuit and progress requirements. Applications for the waiver are available in the Registrar’s Office.

CONTINUED ELIGIBILITY: SATISFACTORY ACADEMIC PROGRESS

All recipients of financial assistance must be making satisfactory “pursuit and progress” toward a degree. There are two different formulas used to make this determination, one for state aid and another for federal and institutional aid. These formulas can be found in the Schedule of Classes.

AID AND STUDY ABROAD

Students who enroll in an overseas program of study approved by Baruch College are eligible to receive federal financial aid and, in some cases, state and institutional financial aid. The course work for which they enroll must be applicable to their degree at Baruch. Contact the Financial Aid Office for further information.

DETERMINING NEED

Most student aid is awarded on the basis of need, defined as the difference between the cost of education and the amount the family can afford to pay, which is known as family contribution. The family contribution is determined by the federal needs analysis formula, which uses the information provided on the financial aid application. It considers family size, number in college, taxable income, and nontaxable income and may consider the value of assets.

Generally, the student is required to provide the prior year’s income information. However, if there is a change in the family financial situation, the student may be eligible to file for “Special Condition” consideration. Please consult the Financial Aid Office.

Copies of the federal needs analysis formula are available by writing to Formula Book, Federal Student Aid Information Center, P.O. Box 84, Washington, DC 20044.

STUDENT BUDGET

A student budget is an estimate of the amount of money that it will cost a student to attend college or graduate school. It includes tuition, fees, books, transportation, housing, and food expenses. Additional allowances may be made for unusual expenses.

Student budgets are set each year by the University. They reflect the average expenses of all students who are living with their parents or living away from their parents. These budgets may only be adjusted if an individual can document an unusual expense not incurred by the average student.

The current Baruch College budgets for full-time, in-state graduate students are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Living With Parents</th>
<th>Living Away From Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Tuition</td>
<td>$5,440</td>
<td>$5,440</td>
</tr>
<tr>
<td>Fees</td>
<td>218</td>
<td>218</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>759</td>
<td>759</td>
</tr>
<tr>
<td>Transportation</td>
<td>714</td>
<td>714</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>1,500</td>
<td>5,776</td>
</tr>
<tr>
<td>Personal</td>
<td>2,676</td>
<td>4,396</td>
</tr>
<tr>
<td>Total</td>
<td>$11,307</td>
<td>$17,303</td>
</tr>
</tbody>
</table>

*The annual MBA tuition is $7,500.

Please note: Tuition charges are estimates for full-time New York State residents based on current tuition charges. Actual tuition charges for New York State residents, out-of-state residents, and international students for full-time and part-time study can be found in the Schedule of Classes.

FINANCIAL AID AND STUDENT INCOME TAXES

Moneys from College Work-Study, assistantships, and all financial aid received by a student (except loans) in excess of the cost of tuition, fees, books, and supplies are considered taxable income and must be reported as taxable income on the student's income tax forms. For further information, contact the Internal Revenue Service in the area in which you live.

TUITION CREDIT, CHECK DISBURSEMENT, AND REFUND POLICY

Financial aid awards are applied to a student’s invoice in priority order at registration by the Baruch On-line Student System (BOSS). Students who do not want certain awards used for tuition or fees must put this request in writing to the Financial Aid Office.
Funds that are not used for institutional costs are distributed to students. The calendar that appears in the Schedule of Classes lists the disbursement dates for College Work-Study and Perkins Loan moneys. Direct loans are disbursed by the Controller's Office. Students will receive a check when the funds are available. TAP awards are disbursed directly by the Bursar's Office. Questions concerning disbursement dates or the amount of the check should be addressed to the Financial Aid Office.

Students must be enrolled for the appropriate number of credits or equated hours to receive payment. Students who add or drop courses prior to receiving payment will have their awards adjusted accordingly. Financial aid eligibility is determined by the student's enrollment status on the 21st day of classes or on the day he/she receives funds from the award (whichever day comes first), unless the student completely withdraws from classes.

Students who withdraw from all courses will have their award prorated based on their expense budget, tuition/fee charges, and the number of weeks they attended classes. The College financial aid policy considers individuals who unofficially withdraw from all classes as never attended, unless the student can prove attendance in those classes. They will be required to repay all the aid they received. The College will refund award amounts to their source in the following order: Perkins Loans, Stafford Loans, Baruch funds, and TAP awards. College Work-Study earned will never be recouped.

**PRORATED REFUND**

First-time freshmen, transfer students, and graduate students who are Federal Title IV financial aid recipients are entitled to a refund of part of their tuition and fees if they withdraw during the first nine weeks of classes. The refund will be prorated based on the number of weeks the student attended divided into the length of the semester (fifteen weeks).

**NEW YORK STATE/CITY FINANCIAL AID PROGRAMS**

**TUITION ASSISTANCE PROGRAM (TAP)**

This grant is awarded to New York State residents who are enrolled full time in a degree-granting program and who meet the income criteria.

Awards are made for dependent students and independent students with dependents whose New York State taxable income is $50,000 or less and for independent students with no dependents if their taxable income is less than $10,000.

Students may receive awards for four semesters of graduate study.

A student with a disability that prevents attendance on a full-time basis may be eligible to receive TAP while attending on a part-time basis. Please consult the Office of Services for Students with Disabilities.

*Please note: TAP information is subject to change pending New York State budget approval.*

**FEDERAL FINANCIAL AID PROGRAMS (GENERAL)**

**FEDERAL COLLEGE WORK-STUDY PROGRAM**

Employment opportunities are offered to U.S. citizens and eligible noncitizens who demonstrate financial need. Recipients must be enrolled in a degree program and be making satisfactory pursuit and progress toward a degree.

Recipients are offered the opportunity to work 20 hours a week at various types of jobs both on and off campus. The starting rate of pay for graduate students is $6.25 an hour.

**FEDERAL AID TO NATIVE AMERICANS**

Awards are granted to applicants who are at least one-quarter American Indian, Eskimo, or Aleut and a member of a tribe, band, or group on record with the Bureau of Indian Affairs. In addition, the student must be enrolled full time in a degree-granting program and demonstrate need.

For further information or to obtain applications, write to:

Department of Education
Indian Fellowship Program
400 Maryland Avenue SW, Room 2177
Washington, DC 20202

**FEDERAL PERKINS LOAN PROGRAM**

Loans are available to U.S. citizens or eligible noncitizens who demonstrate financial need. Recipients must be making satisfactory pursuit and progress toward a degree and have a minimum 3.0 grade point average. Eligible students may borrow up to $5,000 for each of their graduate years of study. The actual amount of the loan is dependent on the student's financial need and the availability of funds. The maximum aggregate amount for a graduate is $30,000, including the amount borrowed as an undergraduate.

The current interest rate is 5 percent. Borrowers are charged interest beginning on the first day of the ninth month in which they are no longer enrolled for at least 6 credits.
Repayment for new loans begins on the first day of the tenth month in which the borrower is no longer enrolled for at least 6 credits. The minimum monthly repayment is $40.

**FEDERAL FORD DIRECT STUDENT LOANS**

Loans are available to U.S. citizens or eligible noncitizens from both subsidized and unsubsidized programs. Recipients must be making satisfactory pursuit and progress toward a degree and have a minimum 3.0 grade point average. Graduate students may borrow $18,500 a year from a combination of the subsidized and unsubsidized programs. The aggregate amount a graduate may borrow is $138,500, of which $65,500 may be subsidized. These amounts include funds borrowed as an undergraduate.

Interest for new borrowers, determined on June 1 for the twelve-month period, is a variable rate based on the 91-day Treasury Bill plus 3.10 percent, capped at 8.25 percent.

**SUBSIDIZED LOANS**

Students may borrow up to the difference between Financial Need and their estimated or actual financial assistance, including Veteran’s Educational Benefits, assistantships, and fellowships. The amount of the loan may not exceed the previously noted loan limits.

Interest on this loan is paid by the federal government for the period of time in which the student is registered for at least 6 credits and for the first six months after the student is no longer registered for at least 6 credits.

The student begins paying interest and repaying the loan on the day after the expiration of the six-month grace period that follows after he/she ceases to be enrolled for at least 6 credits.

**UNSUBSIDIZED LOANS**

Students may borrow up to the difference between the Student Budget and their estimated or actual financial assistance, including Veteran’s Educational Benefits, assistantships, fellowships, and subsidized loans. The amount of the loan may not exceed the pre-noted loan limits.

Payments of interest are the responsibility of the borrower during the in-school and grace periods but may be allowed to accrue and be capitalized.

Repayment on the principal begins on the day after the expiration of the six-month grace period that follows after the borrower ceases to be enrolled for at least 6 credits. The student may choose to make interest payments immediately or defer them to the end of the grace period.

**VETERANS ADMINISTRATION EDUCATIONAL BENEFITS**

Veterans educational benefits are available from federal and state sources.

**VETERANS ADMINISTRATION EDUCATIONAL BENEFITS: FEDERAL PROGRAMS**

The Veterans Administration Education Service is the organization within the federal Veterans Benefits Administration charged with administering the education programs designed for veterans, reservists, National Guard persons, widows, and orphans. The administration of these programs is accomplished through four regional processing offices (in Atlanta, Buffalo, Muskogee, and St. Louis). Application forms are available at all VA offices, active-duty stations, and American embassies. Forms completed by the Registrar’s Office are submitted to the regional VA office.

To ask any general education benefit question or to inquire concerning the status of an education claim, veterans should contact the VA Education Service through its Web site at www.va.gov or call 888-GI-BILL-1 (888-442-4551) to speak with a veterans benefits counselor. Current rates of payment for any of these programs, as well as late-breaking news regarding VA benefits, can be obtained by calling the toll-free number above or via Internet at www.gibill.va.gov/education/benefits.htm.

**MONTGOMERY GI BILL—ACTIVE DUTY (MGIB)**

The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for ten years following the veteran’s release from active duty. This program is also commonly known as Chapter 30.

**MONTGOMERY GI BILL—SELECTED RESERVE (MGIB-SR)**

The MGIB-SR program may be available to veterans who are members of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, Army National Guard, and Air National Guard. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.
VETERANS EDUCATIONAL ASSISTANCE PROGRAM (VEAP)

VEAP is available to those who first entered active duty between January 1, 1977, and June 30, 1985, and elected to make contributions from their military pay to participate in this education benefit program. The veteran’s contributions are matched on a $2 for $1 basis by the government. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

SURVIVORS’ AND DEPENDENTS’ EDUCATIONAL ASSISTANCE PROGRAM (DEA)

DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

WORK-STUDY PROGRAM

This program is available to any student receiving VA education benefits who is attending school three-quarter time or more. An individual working under this program may work at a school veterans’ office, a VA regional office, VA medical facilities, or approved state employment offices. Work-study students are paid at either the state or federal minimum wage, whichever is greater.

TUTORIAL ASSISTANCE PROGRAM

Tutorial assistance is available for those receiving VA educational assistance at the half-time or more rate and who have a deficiency in a subject making tutoring necessary.

VETERANS ADMINISTRATION VOCATIONAL REHABILITATION AND EMPLOYMENT PROGRAM

Veterans who have at least a 10 percent disability as a result of active service may apply for Vocational Rehabilitation. The Vocational Rehabilitation and Employment Program is the element within the VA that assists veterans with service-related injuries achieve suitable employment or enhance their ability to function independently at home and in the community. Program services may include educational training, such as certificate or two- or four-year college programs.

PROGRAM FOR NEW YORK STATE RESIDENTS

REGENTS AWARD FOR CHILDREN OF DECEASED OR DISABLED VETERANS

To be eligible for a Regents Award for Children of Deceased or Disabled Veterans, a student must be a legal New York State resident and the child of a veteran who died, or who has a current disability of 50 percent or more, or who, at the time of death, had such disability resulting from U.S. military service during one of the following periods: December 7, 1941–December 31, 1946; June 25, 1950–July 27, 1953; or October 1, 1961–March 29, 1973. These awards are independent of family income or tuition charge and are in addition to other grants or awards to which the applicant may be entitled. The amount of the award is $450 per year, for up to five years, depending on the normal length of the program of study, for full-time students. To be considered, students must submit a special application with the New York State Higher Education Services Corporation (HESC), 99 Washington Ave., Albany, NY 12255. Application forms are available at the HESC and the Financial Aid Office.

BARUCH ENDOWMENT FUND PROGRAMS

BARUCH GRADUATE ASSISTANTSHIPS

Graduate assistantships are available in the Zicklin School of Business on a limited basis to academically qualified matriculated students who are attending full time (defined as at least four 9000-level courses each semester).

Receipt of a student loan may disqualify a student from an assistantship. Students should consult the Financial Aid Office if they have received a loan or are contemplating applying for one. Business students may obtain an assistantship application from the Zicklin Full-Time Honors MBA Office, located in Room 13-280 of the Vertical Campus at 55 Lexington Avenue at 24th Street, telephone: 646-312-3130. Inquiries may be forwarded to zicklin_grad_assist@baruch.cuny.edu.

The School of Public Affairs and the Weissman School of Arts and Sciences will also offer a limited number of assistantships to applicants in their programs. Please inquire through the dean’s office in each school.

BARUCH STUDENT EMPLOYMENT PROGRAM

Funds are available annually to full-time matriculated undergraduate and graduate students who are selected strictly on their ability to perform a job function.
MITSUI USA FOUNDATION SCHOLARSHIPS

The Mitsui USA Foundation annually awards two scholarships of $5,000 each to newly admitted full-time students pursuing an MBA degree with a specialization in international business.

To be considered, candidates should be graduates of a nonbusiness undergraduate program with a minimum undergraduate grade point average (GPA) of 3.0. Applicants must also be U.S. citizens or permanent residents. Candidates are selected on the basis of academic distinction, volunteer or professional work with people of diverse cultural backgrounds, employment or study abroad, and a written essay.

Applications for the Mitsui USA Foundation scholarships are available from the Office of Graduate Admissions, Zicklin School of Business, Baruch College/CUNY, One Bernard Baruch Way, Box H-820, New York, NY 10010-5585, telephone: 646-312-1300.

FULL-TIME HONORS MBA SCHOLARSHIPS

Scholarships are awarded annually to the most qualified and accomplished students who enroll in the Full-Time Honors MBA Program. Awards range from $3,000 to $4,000 annually. Applications are available from the Zicklin Full-Time Honors MBA Office, located in Room 13-280 of the Vertical Campus, 55 Lexington Avenue at 24th Street.

BARUCH COLLEGE FINANCIAL AID PROGRAMS

INTERNATIONAL STUDENT EMERGENCY LOAN FUND

Eligibility for this program is limited to international students who can demonstrate that unforeseen circumstances subsequent to their entry into the United States have caused economic need. Loans cannot exceed $500. Applications are available in the International Student Service Center.

GRADUATE ANNUAL AWARDS AND PRIZES

American Statistical Association Award: To a graduate student who has demonstrated proficiency in statistics.

Baruch College Alumni Association Graduate Award in Education: To the recipient of an MSed degree with the highest cumulative average.

Mary and Abraham D. Beame Scholarship: To new or returning School of Public Affairs graduate students preparing for careers in public service.

Harry Beck Memorial Award: To the MBA candidate in accountancy or taxation with the highest scholarship.

Becker Family Scholarship: For a matriculated graduate student from the Zicklin School of Business or the Weissman School of Arts and Sciences for academic excellence.

Mark L. Berenson and David M. Levine Award for Excellence in Statistics in the Baruch/Mt. Sinai MBA Program in Health Care Administration: To graduate students in the health care administration program.

Beta Gamma Sigma Alumni of New York City Medal: To a graduate student who has attained membership in the Bernard M. Baruch College Chapter of the National Honor Society Beta Gamma Sigma (Epsilon Chapter) and who qualifies by reason of outstanding character, scholastic achievement, participation in college affairs, and potential for leadership.

Vincent Di Lorenzo Memorial Prize in International Marketing and International Business: To a graduating MBA student in international marketing and international business with the highest scholastic average for an MBA in these specializations and showing the greatest potential in these fields.

Donal E. Farley Scholarship: For in-state outstanding graduate students majoring in public administration for academic excellence, service to Baruch College, and contributions to his or her community, borough, or the city at large.

Financial Executive Institute Academic Honor Award: To a graduate student for outstanding scholarship in either management, accounting, or financial management plus excellence in all other courses.

Graduate Service Endowment Award: To a graduating graduate student for outstanding leadership and service.

Irving Greger Student Leadership Award of the Class of 1985: To undergraduate or graduate students who encourage by their own behavior the desire to learn, teach, and facilitate the development of leadership skills, interpersonal relationships, and human relations.

Hearst Fellowship in Nonprofit Management: For new or returning students in the School of Public Affairs preparing for careers in nonprofit management.

International Graduate Student Service Award: To an outstanding international graduate student for outstanding service to the College.
Eric Kobren Fellowship in Business Journalism: To be given to matriculated student(s) in the Master of Arts in Business Journalism Program.

Oscar Lasdon Memorial Award: For the best doctoral dissertation in the field of finance or investment, or if none, then in another field included within the Doctoral Program in Business.

Louis and Rose Leinwand Award: To a graduate student who has completed the master’s degree program in educational administration and supervision, who has experience as a teacher, and who is judged to have the highest qualities of integrity, character, scholarship, and potential.

Milton Mann Scholarship Prize for Excellence in Accounting: To an MBA candidate who demonstrates excellence in accountancy and involvement in volunteer service on behalf of the College and community.

Mitsui Scholarship: To matriculated MBA candidates with high academic standing who are specializing in international business. The applicants should be graduates from a non-business background; preference will be given to previous undergraduate majors with broad regional analysis with language training or training in international relations and politics.

New York Certified Public Accountants Graduate Award: For excellence in accountancy studies.

Daniel S. and Florence Roher Scholarship: To an incoming student in the Master of Arts in Business Journalism Program. The student should have demonstrated academic success on the undergraduate level and possess a writing portfolio and exam results that show great promise.

Jerry M. Rosenkranz and Joseph A. Goldstein Award in Honor of Data Development Corporation’s 25th Anniversary for Excellence in Statistics: To the MS or MBA statistics candidate who achieved academic excellence in the statistics specialization and has demonstrated a strong interest in the application of statistics to market research.

Elias Schonberger ’42 Student Leadership Award: To graduating seniors at the undergraduate or graduate level that have demonstrated consistent leadership in their student activities and who are the progeny of or are members of the uniform services.

Marvin Schwartz Distinguished Service Award: To graduating students in the Full-Time Honors MBA Program who have made significant contributions to their fellow students or to the Zicklin School through their efforts to improve and/or foster development of any aspect of campus life.

Carl Spielvogel ’56 Scholarship in International Marketing: To graduate students who intend to study international marketing and pursue a career in that field.

Tax Executive Institute/William Duffy Memorial Scholarship: To a student enrolled in the graduate program in taxation, in honor of William E. Duffy.

Bert W. and Sandra Wasserman Scholarship: To matriculated graduate students who have demonstrated excellence in accountancy.

Irving Weinstein Trust Fund Scholarship: To worthy matriculated undergraduate and/or graduate students majoring in accountancy, taxation, or business administration.

Samuel and Irving Weinstein Scholarship Fund: To a matriculated needy and worthy undergraduate or graduate student in accountancy or taxation.
GENERAL ACADEMIC REGULATIONS

Students are responsible for knowing the College's academic policies. Each of the policies listed below is described in detail in this section:

- Matriculation and Class Status
- Academic Advisement
- Registration
- Measles, Mumps, Rubella Immunization
- ID Cards
- Program Load
- Program Changes
- Qualifying Examinations/Waivers
- Transfer of Credit for Graduate Work and Permit Status
- Leave of Absence
- Re-entry to the College
- Resignation or Withdrawal
- Extension of Time Limit for Degree
- Graduation Requirements
- Second-Degree Application
- Grading System
- Scholarship Requirements
- Graduate Committees on Academic Standing

MATRICULATION AND CLASS STATUS

Students officially matriculated in Baruch's graduate programs are allowed to register for courses. Once admitted to a graduate program (this includes the period between acceptance by and registration at Baruch), students cannot take undergraduate courses in order to waive 9000-level preliminary requirements. Concurrent acceptance to and enrollment in a second undergraduate degree program and a graduate-level program are not permitted. Withdrawal from one program is a condition for admission to or continued registration in another program.

MASTER'S DEGREE STUDENT CLASS STATUS

Grad 9  Matriculated student—no approved program
Grad 8  Student with approved program
NP     Students in the MBA program
NS     Students in the Full-Time Honors MBA program

There is a six-year time limit for completion of the master's degree. This period begins at the commencement of the program.

ACADEMIC ADVISEMENT

ZICKLIN SCHOOL OF BUSINESS

The Office of Graduate Academic Services provides administrative and curricular services to students enrolled in programs in the Zicklin School of Business. These services are described in greater detail in Part 5 of this bulletin.

WEISSMAN SCHOOL OF ARTS AND SCIENCES

Advisement for students in applied mathematics for finance, business journalism, corporate communication, and industrial/organizational psychology graduate programs is provided by members of the faculty. Appointments can be made through the Office of Graduate Studies at 646-312-4490.

SCHOOL OF PUBLIC AFFAIRS

The Office of Graduate Admissions and Student Services provides administrative and curricular services to graduate students enrolled in programs in the School of Public Affairs.

Students entering programs in the School of Public Affairs will receive an evaluation of preliminary course requirements to aid in their first registration at Baruch.

During the first semester of attendance, students will be assigned to work with a faculty advisor to prepare a program for the remaining course of study. The program is a plan of study devised by the student in consultation with the faculty advisor regarding the courses to be completed for the degree. Students must follow the program as approved, unless a program change has been filed with the Office of Graduate Admissions and Student Services.

For information regarding student services, contact the Office of Graduate Admissions and Student Services, School of Public Affairs, at 212-802-5921.

REGISTRATION

Currently enrolled students accepted for graduate study will be e-mailed registration materials prior to the scheduled registration period. Any accepted student with a domestic address who has not received registration materials by July 1 for the fall semester or November 30 for the spring semester should contact the Registrar's Office. International students with overseas addresses will obtain their registration materials from the appropriate graduate admissions office upon their arrival in New York.

Detailed registration information is contained in the Schedule of Classes issued each semester. Copies may be obtained in the Registrar's Office or the appropriate graduate academic services or student services office. The majority of required
courses are normally repeated every semester so that a student may commence graduate work during the spring or fall semester. Elective courses may be offered once every second or third semester. Most graduate courses are taught in the evening.

MEASLES, MUMPS, RUBELLA IMMUNIZATION

New York State law requires all college students registered for credit-bearing courses and born on January 1, 1957, or after to submit records of immunization and/or documentation from their personal physician stating the date each communicable disease was diagnosed. Proof of immunization must be submitted to the Medical Records Office, which is located within the Registrar’s Office, 151 East 25th Street, Room 850. All documentation must be submitted prior to a student’s being permitted to register for classes. New students entering Baruch from out of state and international students will be permitted to register for their first semester provided they have documented at least one measles, mumps, and rubella shot and have an appointment for the second measles shot. Students who fail to provide documentation of the second measles shot within 30 days (45 for international students) will be dropped from their courses and assigned grades of WA (Administrative Withdrawal) for all courses registered.

For additional information, please contact the Medical Records Office or the Office of the Dean of Students.

ID CARDS

Upon first registering as a Baruch student, students will receive a photo-identification card. This card is kept until graduation unless a student is dismissed for academic or disciplinary reasons. The card is validated at each registration, after student fees have been paid. It can be used for a number of activities and privileges, including gaining access to buildings, checking out library materials, voting in student elections, and obtaining theatre and other discount tickets. Information about additional services is available through the ID Center. Students should carry their card at all times. The ID Center is located at 151 East 25th Street, Room 133. A valid bursar’s receipt is needed to obtain an ID card.

PROGRAM LOAD

A program of four 9000-level courses (12 credits) is considered the minimum full-time graduate course load. Six credits is the maximum full-time load each summer session. Registration for credits in excess of these limits will not be permitted without advance approval by the school dean. Generally, 6 to 8 credits is the recommended course load for students working 35 hours or more per week.

Students are expected to enroll in courses that are required to complete their degree. Enrollment in courses outside the required program is subject to availability of space.

PROGRAM CHANGES

HOW TO CHANGE DEGREE OBJECTIVE OR SPECIALIZATION

Students who have chosen a major field or a degree objective and wish to change it at a later date may do so, subject to the approval of the appropriate graduate office. Students on F-1 and J-1 visas must also see the International Student Service Center for appropriate approvals to remain in status.

Students who change their degree objective or major field will be subject to the admission requirements of the new curriculum pertaining to the new major field, including core and preliminary requirements. Courses successfully completed under the student’s original program may be transferred to the new program only if they are applicable. Academic deficiencies are carried over from one program to another (e.g., a student on probation under the original program remains on probation under the new program).

If a student’s new major carries a different degree objective, the student must file an application for a change in degree objective in the appropriate graduate office and, if necessary, take the appropriate admission test. Once accepted for the new degree, the student should make an appointment with an advisor in the appropriate graduate office and request a new program.

HOW TO REVISE A PROGRAM

A required (approved) program may not be changed without written permission from the appropriate graduate office and school dean.

To change required (approved) courses, students complete an Application for Program Revision Form and file it with their graduate office. A copy of the revised program will be sent to the student after it has been approved.

Program changes should be made prior to registering for courses.

QUALIFYING EXAMINATIONS/ WAIVERS

Students who feel that they have sufficient background in any of the preliminary requirements but have not had the courses waived may apply to take a written qualifying examination. The application may be obtained at the appropriate graduate studies office. Students pay the listed fee, return the completed
form to the appropriate graduate office, and contact the department for the time and place of the examination.

A grade of C- or better is required to waive 8000-level preliminary requirement courses. A grade of B- or better is required to waive 9000-level preliminary requirement courses.

A qualifying examination may not be repeated. Students are not eligible to take a qualifying examination in a graduate course they have taken at Baruch and failed.

TRANSFER OF CREDIT FOR GRADUATE WORK AND PERMIT STATUS*

Students may request to transfer up to 12 credits of course work. Of these credits, MBA students may not transfer more than two courses toward their specialization. Of these credits, MPA students may not transfer courses toward their core requirements. Courses must have been completed within five years of a student’s enrollment at Baruch. All students should consult their appropriate graduate office for advisement.

• In general, only graduate-level courses completed in institutions accredited by AACSB International—The Association to Advance Collegiate Schools of Business will be considered for transfer credit toward the MBA and MS degrees in the Zicklin School of Business. Entering MBA students who attended institutions not so accredited prior to their Baruch admission can apply for transfer credit for graduate-level work equivalent to core courses, provided courses were taken in a domestic, regionally accredited master’s program in business and were approved by the appropriate academic department. Entering students applying for transfer credit for graduate core courses that do not meet these standards must take a qualifying examination in their first semester at Baruch to validate prior graduate course work. A minimum examination grade of B is required.

• Only graduate-level courses completed in NASPAA-accredited institutions will be considered for transfer credit toward an MPA degree.

• A grade of B or better is required in courses for which transfer credit is sought. (However, grades earned at other institutions are not included in computing the scholastic average at Baruch College.)

• Graduate courses completed as part of one graduate degree may not be used for credit toward another graduate degree.

• In general, course credit is transferable only if a course is equivalent to one given at Baruch College.

• Once a student is admitted to Baruch, permission to take a course at another institution must be obtained prior to registration at that institution. Students should allow sufficient time to have their request reviewed.

• Baruch College students who wish to take courses at other units of The City University of New York (“On Permit”) must apply to the registrar and the Baruch school dean for permission. Transfer credit will not be granted without the explicit permission of the school dean.

• In general, students in the Zicklin School of Business may not receive transfer credit for graduate courses completed in other CUNY units.

• Students matriculated at Baruch are not permitted to take courses at other institutions if the courses are being offered at Baruch in the same semester.

• Permission to take courses at other institutions does not extend the period within which requirements for a degree must be met.

• Only students in good academic standing (3.0 GPA and no unresolved INC/ABS grades) will be allowed to take courses at other institutions.

• Applications for transfer of credit can be obtained at the appropriate graduate offices. The application must be approved by a graduate advisor and the school dean.

LEAVE OF ABSENCE

When a student intends to interrupt studies at Baruch College and not do work at any other institution, he or she is on a leave of absence. During the period in which the leave of absence is in effect, the student may take no course work, may receive no credits for any course work, and may not graduate. However, work toward the completion of an incomplete or absent from final grade (INC or ABS) may be done during a leave of absence.

RE-ENTRY TO THE COLLEGE

Students who interrupt their graduate studies for one or more semesters must file for re-entry at the Registrar’s Office prior to the term in which they plan to return. The six-year time period for completion of the requirements for the master’s degree will be extended no more than two semesters for such nonattendance.

If the original six-year period and two additional semesters have expired, the student must apply to the appropriate graduate committee on academic standing for a time extension. In some instances, an extension of time may require a review of the student’s original program for currency of subject matter. Additional courses may be required to complete the degree.

*Transfer credit policy for MBA and MS in business students is currently under review.
**RESIGNATION OR WITHDRAWAL**

Students who enroll for courses and find it impossible to continue with one or more of the courses must submit a course resignation form to the Registrar’s Office. Failure to properly resign from a course will result in an F grade.

Students who withdraw from all courses during the refund period (the first three weeks of the fall and spring semesters) must file a re-entry application at the Registrar’s Office; if the total withdrawal occurs during the student’s first semester, the student will need to file a new application with the appropriate office of graduate admissions.

The completed resignation application must be submitted to the Registrar’s Office prior to the deadline printed in the Baruch College Graduate Calendar, which is included in the *Schedule of Classes*. Students who have received Stafford Loans or Perkins Loans in the past should consult with a financial aid counselor before resigning from classes. International students should consult with the International Student Service Center.

**EXTENSION OF TIME LIMIT FOR DEGREE**

Currently enrolled students who find that they will not be able to complete the degree requirements within the specified time limit (six years) and who wish an extension must apply for an extension of the time limit with the appropriate graduate office; the reason for the extension and the length of time required must be indicated in the request. The request must be approved by the appropriate graduate committee on academic standing (see page 35–36).

**GRADUATION REQUIREMENTS**

**WRITTEN APPLICATION FOR THE DEGREE**

A graduate student must file a written application for the degree in the semester in which all the requirements for the degree will be completed. This application must be filed at the Registrar’s Office (see Graduate Calendar in the *Schedule of Classes* for due dates). While applications submitted after the deadline for a semester will be processed, the names of degree candidates who submit late applications in the spring semester will not appear in the *Commencement Program*. A student cannot be recommended for the degree at the close of the semester without having submitted a written application.

A master’s degree shall normally require a minimum of one academic year of full-time graduate-level study, or its equivalent in part-time study, with an accumulation of not less than 30 semester hours.

An application for a degree will not be carried forward from one semester to the next. A new application card must be filed for the term in which the degree is actually awarded.

**MAINTENANCE OF MATRICULATION**

Students must maintain matriculated status during the semester in which they obtain their degree if they are not registered for courses.

They must contact the Registrar’s Office at the beginning of the semester in which they plan to take their degree. After a review of the student’s record the student will be charged the maintenance of matriculation fee and a re-entry fee.

**SECOND-DEGREE APPLICATION**

Students who wish to take additional courses after meeting their original degree requirements must file a new application for admission to graduate school. Students who have completed an MBA degree and who wish to take additional courses should consider one of the MS programs, an MPA, or the Post-Master’s Certificate Program. Students applying for a second degree must meet current admission requirements.

**GRADING SYSTEM**

Baruch uses a 4.0 grade point average (GPA) calculation to determine a student’s academic standing. All grades for 9000-level courses are used in calculating the GPA.

Grades for graduate courses are indicated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Value Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 grade points</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 grade points</td>
</tr>
<tr>
<td>B</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 grade points</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 grade points</td>
</tr>
<tr>
<td>C</td>
<td>2.0 grade points</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 grade points</td>
</tr>
<tr>
<td>F</td>
<td>0.0 grade points</td>
</tr>
</tbody>
</table>

*Grades of D and D+ are not assigned to graduate courses.*

The grade of F is computed in the GPA. A failed course must be repeated if it is a required course in the student’s program. Students who repeat a failed course and earn a grade of B- or better may petition to drop the grade of F from the computation of the grade point average; the grade of F will remain on the transcript. Only one F grade may be dropped from the calculation of the grade point average. Petitions may be submitted to the registrar.
W  Withdrew without penalty. Student must apply for this grade at the Registrar’s Office within a specified period (see Baruch College Graduate Calendar in the Schedule of Classes).

WA  Administrative withdrawal (no academic penalty). Given to new students who fail to comply with New York Public Health Law 2165 within the announced grace period.

AUD  No credit.

INC  Student must be doing passing work to obtain instructor’s permission for this grade. The grade must be resolved by the end of the final examination period of the subsequent semester, or it becomes a grade of FIN, the equivalent of F.

NC  No credit. Used for courses taken under the pass/no credit option. Also used to indicate the student received a course grade below C-. The course must be repeated in order to receive credit. Not included in the GPA.

P  Passing. Valid grade for courses taken under the pass/no credit option. Grades of P are not calculated in the GPA, but credits earned are counted toward the degree.

ABS  Given if the student is doing passing work but missed the final examination. The grade must be resolved by the end of the final examination period of the subsequent semester, or it becomes a grade of FAB, the equivalent of F.

Once filed, a grade can be changed only on the recommendation of the instructor. Such recommendation must have the approval of the department chairperson and the appropriate school dean. Once a grade has been submitted, students may not do extra work to improve that grade.

PASS/NO CREDIT OPTION (P/NC)

Students may elect to take one course for degree credit to be graded on a pass/no credit basis. The pass/no credit option cannot be used for courses in the student’s major or specialization. This includes courses taken in the General MBA option.

• To exercise the P/NC option, the student must apply to the registrar no later than the third week of the semester.

• The grade of P or NC is not computed in the grade point average.

• If a grade of NC is received in a core or required course, the student must repeat the course. The course may be repeated only once and for a P/NC grade only.

• If a grade of NC is received in an elective course, the student may either repeat the course or select another course; in both cases, a conventional grade will be assigned.

• The P/NC option is applied by the registrar; the instructor is not informed of the student’s decision.

• The P/NC option does not apply to courses in accountancy and taxation, with the exception of ACC 9110 and ACC 9115. All other courses offered by the Stan Ross Department of Accountancy will result in a letter grade or a grade of incomplete.

• The P/NC option does not apply to BUS 9200.

• MPA students may use the P/NC option for one elective course only.

COMPUTING THE GRADE POINT AVERAGE (GPA)

The following illustration shows how a student who has attempted 27 credits should compute his/her grade point average on a 4.0 basis.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Indexible Credits</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>12</td>
<td>48.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>6</td>
<td>19.8</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>6</td>
<td>18.0</td>
</tr>
<tr>
<td>F*</td>
<td>0.0</td>
<td>3</td>
<td>0.0</td>
</tr>
</tbody>
</table>

 27  85.8

*Includes unresolved INC/ABS grades.

Divide the total grade points by the total indexible credits to obtain the grade point average: 85.8/27 = 3.17 on 27 indexible credits.

AUDITOR STATUS

A registered student in good academic standing may attend classes as an auditor.

The student must request this status from the registrar when registering for the course. The student will receive the grade AUD: no credit is granted, the course cannot be repeated for credit at a later date, nor can it be converted to a letter grade at a later date. Full tuition is applicable. Instructors are advised that auditors are not required to complete any of the assignments in their courses.

Students may apply to audit a course during Late Registration only. This ensures that students who need the course for their degree programs are given priority.
INC/ABS GRADES

Students must be doing passing work to obtain an instructor’s permission to receive either a grade of incomplete (INC) or a grade of absent from final (ABS).

Grades of incomplete (INC) or absent from final (ABS) received in the fall semester must be resolved by the end of the following spring semester. Grades of INC or ABS received in the spring semester or summer term must be resolved by the end of the following fall semester.

Students who receive these grades may not register for or attend (“sit in”) any classes of the course in the following semester.

To resolve incomplete (INC) grades issued for missing course work, the student should meet with the instructor and arrange to complete the requirements for a letter grade before the expiration of the following semester.

To resolve absent from final grades (ABS), the student must file an application with the appropriate graduate studies office and submit proof of payment of the re-examination fee.

Make-up exams will be given during the midterm and final exam periods. Refer to the Graduate Calendar in the Schedule of Classes for application deadlines.

An unresolved INC/ABS grade will be converted to FIN/FAB and calculated as an F in the computation of the cumulative GPA after the grace period.

SCHOLARSHIP REQUIREMENTS

A student who is accepted for graduate work at Baruch College is required to maintain an average of B (3.0 GPA) in all graduate courses taken.

While every effort is made to keep the students informed of their academic standing, it is the students’ responsibility to adhere to these regulations.

Students who have completed the credits required for the degree with an average below 3.0 must have written permission from their dean to take any additional course work. Additional course work beyond 6 credits will not be permitted.

Grades in preliminary courses that have been waived may never be used to improve the GPA.

Grades received in required 8000-level courses are not included in the grade point average. These courses may not be used as elective credits. All 9000-level courses taken outside of the official program will be calculated into the GPA, although credits may not be counted toward fulfilling degree requirements. Grades in courses that duplicate prior course work will not be counted in the GPA.

PROBATION

Students are considered to be on academic probation if their grade point average falls below the acceptable level indicated below:

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 and above</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Students on probation will be debarred (dismissed) if, after attempting a maximum of 12 additional credits, their cumulative grade point average remains below the required 3.0. In addition, a grade point average greater than or equal to 3.0 per semester must be maintained during the 12 credits of probation. Students on academic probation whose grade point average falls below 3.0 will be debarred whether or not 12 credits have been completed. ABS and INC grades are not permitted.

Students in Executive MBA, MPA, and MS programs are expected to adhere to the general policies governing academic probation, with the following exceptions.

EXECUTIVE MBA

Students are considered to be on probation if their grade point average falls below the acceptable level indicated:

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 (one trimester) and above</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Students will be debarred (dismissed) if, after a maximum of two trimesters (18 credits) on probation, their academic performance remains below the acceptable level.

EXECUTIVE MPA, EXECUTIVE MS IN FINANCE, AND EXECUTIVE MSILR

Students are considered to be on probation if their grade point average falls below the acceptable level indicated:

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 and above</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Students will be debarred (dismissed) if, after a maximum of 12 credits on probation, their academic performance remains below the acceptable level.

GRADUATE COMMITTEES ON ACADEMIC STANDING

Graduate students who wish to appeal decisions relating to the academic standing and scholastic requirements of their programs may do so by written communication to the chair of the appropriate graduate committee on academic standing. Requests for time extensions must also be addressed to the committee (see page 33).

Appeals must be typewritten and should not exceed 300 words. The committees on academic standing meet at stated
intervals. Call or visit the appropriate office of graduate academic services or student services to determine the deadline for appeals to be submitted at the next scheduled meeting of the committee:

• Zicklin School of Business, Office of Graduate Academic Services, Room 13-221, Vertical Campus, 55 Lexington Avenue at 24th Street, telephone: 646-312-3140

• Weissman School of Arts and Sciences, Office of Graduate Studies, Room 8-211, Vertical Campus, 55 Lexington Avenue at 24th Street, telephone: 646-312-4490

• School of Public Affairs, Office of Graduate Admissions and Student Services, Room 312, 137 East 22nd Street, telephone: 212-802-5921
DEGREE PROGRAMS AND REQUIREMENTS BY SCHOOL
## GRADUATE PROGRAMS AND CODES

Baruch College offers the following programs in its graduate schools. They are listed with their Higher Education General Information Survey (HEGIS) codes assigned by the U.S. Department of Education.

### MBA
- **Accountancy (CPA Program)** 050200
- **Computer Information Systems** 070100
- **Decision Sciences* (formerly Operations Research)** 050700
- **Economics** 051700
- **Finance and Investments** 050500
- **General MBA Option** 050600
- **Health Care Administration** 120200 (jointly sponsored by Baruch College and the Mount Sinai School of Medicine)
- **Industrial/Organizational Psychology** 200800
- **International Business** 051300
- **Management** (with concentrations in entrepreneurship and small business management, organizational behavior/human resource management, and operations management) 050600
- **Marketing** 050900
- **Statistics** 050300
- **Taxation** 050210

*Name change subject to approval of the Board of Trustees and State Education Department.

### MPA
(with concentrations in nonprofit administration, public management, policy analysis and evaluation, and health care policy) 210200

### MS
- **Accountancy (CPA Program)** 050200
- **Business Computer Information Systems** 070100
- **Industrial/Organizational Psychology** 200800
- **Internal Auditing: Risk Assessment and Assurance** 050200
- **Marketing** (with subspecializations in e-commerce, international marketing, and marketing research) 050900

### Mathematics for Finance (HEGIS code pending)
- **Quantitative Methods and Modeling** 050700
- **Statistics** 050300
- **Taxation** 050210

### MSED
- **Educational Administration and Supervision** 082800
- **Advanced Certificate Program/New York State Certification as a School Administrator and Supervisor** 082800
- **Higher Education Administration** 082700

### MSN/MPA in Nursing Administration (HEGIS code pending)
(offered jointly with Hunter College)**

**The MSN/MPA program is being offered pending the approval of the CUNY Board of Trustees.

### MA
- **Business Journalism** 069900
- **Corporate Communication** 069900

### JD/MBA
(offered jointly with The New York Law School and Brooklyn Law School) 050600

### Executive MBA 050600
### Executive MPA 210200
### Executive MS in Finance 050400
### Executive MSILR 051600

### Post-Master’s Professional Certificate Program (no HEGIS code)

### PhD in Business, PhD Subprogram in Industrial/Organizational Psychology (no HEGIS codes)
The PhD program in business and the subprogram in industrial/organizational psychology are based at Baruch College; the degrees are granted by The Graduate School and University Center, CUNY.

---

**Note:**
- The MBA program offers concentrations in entrepreneurship and small business management, organizational behavior/human resource management, and operations management.
- The MPA program offers concentrations in nonprofit administration, public management, policy analysis and evaluation, and health care policy.
- The MS program focuses on various concentrations, including accountancy, business computer information systems, industrial/organizational psychology, internal auditing, and marketing.
- The PhD programs in business and industrial/organizational psychology are offered in collaboration with other institutions within CUNY.

---
The primary objective of the graduate programs of the Zicklin School of Business is to offer high-quality professional education in the business disciplines. More specifically, the educational effort seeks:

- to ensure a knowledge of basic business and organizational functions and provide the opportunity for intensive study in major fields;
- to develop the ability to identify problems, obtain relevant information, devise and evaluate alternative approaches, and choose and implement decisions;
- to increase the capacity for quick, flexible adjustment to the rapidly changing conditions in the global economic environment;
- to improve understanding of the political, social, and economic order and the manager's responsibility to society;
- to provide the foundation for continuing self-education and development; and
- to expand awareness of the impact of ethics, internationalization, and globalization of business on all business activities and decision making.

The Zicklin School offers an array of programs leading to the MBA and MS degree, many of which are offered on both a full-time and part-time basis. A wide range of specializations is available.

MBA programs are offered in accountancy, computer information systems, decision sciences*, economics, finance and investments, health care administration, industrial/organizational psychology, international business, management, marketing, statistics, and taxation. Students who want a general business degree may pursue the General MBA option.

MS programs in accountancy, business computer information systems, marketing, quantitative methods and modeling, statistics, and taxation are available to students who seek concentrated, in-depth study in a subject area.

A particular goal of the school is to provide programs of intensive executive education for individuals with managerial experience who wish to upgrade their skills and prepare themselves for greater responsibilities and achievements. Zicklin currently offers the following executive programs: the Executive MBA; the Executive MS in Business Computer Information Systems; the Executive MS in Finance; the Executive MS in Industrial and Labor Relations; the Executive MS in Internal Auditing; Risk Assessment and Assurance; the Executive MS in Taxation; and the MBA degree in health care administration.

*Subject to approval of the Board of Trustees and the State Education Department.

GRADUATE ADMISSION

Application to graduate programs at the Zicklin School of Business is open to anyone who has completed a regionally accredited U.S. bachelor’s degree or an equivalent bachelor’s degree from another country. Application materials, detailed program information, and the answers to any questions you might have about the application process are available from the sources listed below:

For the MBA and other programs offered by the Zicklin School of Business, contact:

Zicklin Graduate Admissions
Baruch College/CUNY
(mailing address)
One Bernard Baruch Way, Box H-0820
New York, NY 10010-5585

(location)
151 East 25th Street, Room 820
(between Lexington and Third Avenues)

Phone: 646-312-1300
Fax: 646-312-1301
E-mail: ZicklinGradAdmissions@baruch.cuny.edu

Considerable admission and program information is available on the Zicklin Web site, www.zicklin.baruch.cuny.edu; application materials can be downloaded from this site.

Applications are also available, and can be completed interactively and submitted electronically, at the following Web site: www.zicklin.baruch.cuny.edu/admissions/graduate.html#theapplication.

Executive Programs: There are separate offices for Executive MBA and MS degree programs. For further information about admission to these programs, see pages 62–66.

Doctoral Programs: Individuals interested in pursuing academic careers may wish to investigate acquiring a doctorate. The doctoral program in business and the doctoral subprogram in industrial/organizational psychology are based at Baruch College; the degrees are granted by the Graduate School, The City University of New York; and the admissions process takes place through the Office of Admissions of the Graduate School, 33 West 42nd Street, New York, NY 10036, telephone: 212-642-2812. The application deadline for the doctoral program in business is March 1. The application deadline for the doctoral subprogram in industrial/organizational psychology is February 1. Individuals should refer to the Bulletin of The Graduate School/The City University of New York for information concerning academic policies, tuition, and fees.

Additional information about the doctoral program in business is available at Baruch College in Room 13-253, Vertical Campus building, 55 Lexington Avenue at 24th Street, telephone: 646-312-3090. Interested individuals need not
have earned a master’s degree to gain acceptance into this program. Applicants must specify one of the program’s five specializations: accounting, finance, management planning and information systems, marketing, or organizational behavior and human resources. The program’s admission decisions consider GMAT scores, transcripts of previous academic work, application essays, and letters of recommendation.

The goal of the subprogram in industrial/organizational psychology is to educate students in the general discipline of psychology, with an emphasis on training competent researchers and practitioners in the area of human behavior at work and in organizations. Additional information about this subprogram is available at Baruch College through Professor Joel Lefkowitz, Department of Psychology, One Bernard Baruch Way, Box B 8-222, New York, NY 10010.

**OFFICE OF GRADUATE STUDENT SERVICES**

The Office of Graduate Student Services provides a wide range of administrative and curricular services to students enrolled in MBA and MS programs in the Zicklin School of Business. The office evaluates preliminary course requirements for entering students, reviews requests for transfer credit and core course substitutions, assists students who wish to change their major or degree objective, and provides advice on program planning, degree requirements, and scholastic standing. During registration, the office helps students find the appropriate courses to complete their programs. Graduate assistant applications are also available through this office.

The Office of Graduate Student Services uses Baruch Webmail and Blackboard to keep students informed about academic policies, special events, program requirements, and other matters important to a student’s academic progress.

Students ultimately are responsible for understanding and meeting the requirements for the degree program in which they are enrolled, but they are encouraged to seek advice in the Office of Graduate Student Services as appropriate. Workshops on study skills and academic progress are conducted by professional advisors in the Office of Graduate Student Services during the academic year. Advising is largely an informal process. Professional staff and student advisors in the Office of Graduate Student Services are available throughout the calendar year to meet with students by appointment or on a walk-in basis. (During registration advising is on a walk-in basis only.) Although students are not formally assigned a faculty advisor, designated faculty members from each major are available to see students on an individual basis throughout the academic year. A list of faculty advisors appears on Blackboard each semester.

Students who have unresolved issues relating to the academic and scholastic requirements of their programs may need to appeal to the Graduate Committee on Academic Standing. The Office of Graduate Academic Standing oversees the appeals process and advises students in this regard.

The Office of Graduate Student Services has two locations in the Vertical Campus building, 55 Lexington Avenue at 24th Street. The location for students in the Full-Time Honors MBA Program and the Accelerated Part-Time Program is Room 13-280, telephone: 646-312-3130, fax: 646-312-3131. The location for students in the Flex-Time MBA and MS Programs is Room 13-221, telephone: 646-312-3140, fax: 646-312-3141 (e-mail: zicklin_graduate_advisement@baruch.cuny.edu).

**GRADUATE CAREER MANAGEMENT CENTER**

The Graduate Career Management Center (GCMC) provides career development and recruiting resources to graduate students in the Zicklin School of Business. With the primary focus of partnering with students in their career management efforts, a staff of professionals offers workshops and other programs designed to equip students with the knowledge, skills, and tools necessary to define and achieve their career goals. Workshops are offered in a variety of areas, including self- and market-assessment, resume writing, job search strategies, networking, interviewing, and compensation negotiation. Individual assistance is provided to students who participate in mandatory workshops and includes resume reviews, videotaped mock interviews, and strategy consultation.

The GCMC also coordinates programs and services designed to expose students to potential employers, corporate representatives, and alumni from a broad range of industries, professions, and companies. These include career fairs, information sessions, corporate presentations, and an on-campus recruiting program that provides students the opportunity to interview with firms that come to campus specifically to recruit Zicklin students. Additionally, the GCMC posts announcements of full-time and internship opportunities for students to review and coordinates the publication and distribution of resume books for students in the Full-Time Honors MBA Program.

The Graduate Career Management Center is located at 151 East 25th Street, Room 820, telephone: 646-312-1330, fax: 646-312-1331, e-mail: graduate-career_services@baruch.cuny.edu. For additional information, please visit our Web site at www.zicklin.baruch.cuny.edu/services/gcs_home.html.
The Zicklin School of Business Office of Graduate Student Life focuses on the Full-Time Honors, Flex-Time, and Accelerated Part-Time graduate students. This office promotes cocurricular activities that complement Zicklin’s formal MBA/MS programs. Graduate Student Life activities enhance academic, personal, and professional growth. We welcome and encourage student participation in student government (GSA), graduate clubs and associations, speaker events, and conferences. Students expand their networking opportunities through involvement in college-wide activities. Please contact Regine Goldberg, Director of Graduate Student Life for additional information; e-mail: regine_goldberg@baruch.cuny.edu, telephone: 646-312-3064, location: Vertical Campus, 55 Lexington Avenue at 24th Street, Room 13-280.

MBA PROGRAMS: GENERAL INFORMATION

The Zicklin School of Business offers four major avenues for pursuing the MBA degree: a traditional full-time program, a flex-time program, an accelerated part-time program, and executive programs.

Full-Time Honors MBA Program
For those who would like to participate in a dedicated, full-time program, the school offers the Full-Time Honors MBA. Developed from the Jack Nash Honors MBA Program, the Full-Time Honors MBA is a small, selective program that requires a two-year commitment to study full time. Featuring a number of very important benefits (see page 46), the program is limited in size, and admission is very competitive. Classes begin in the fall semester.

Flex-Time MBA Program
The Zicklin School also offers a range of MBA program options under the Flex-Time Program umbrella. Flex-Time students can study toward the MBA degree at either a full- or part-time pace, switching back and forth as their work and study needs dictate or, for international students, as their visa requirements allow. With courses offered primarily in the evening, this program is particularly well suited for those who wish to remain employed while they earn their degree. Students in the Flex-Time Program may begin in fall or spring.

Accelerated Part-Time MBA Program
In Fall 2000, the Zicklin School offered for the first time the Accelerated Part-Time MBA Program. This rigorous program is designed to meet the special needs of accomplished professionals who want to complete an established, well-regarded MBA as quickly as possible. The program allows students to complete the degree requirements for the MBA within a 28-month time frame. Each fall and spring semester, students in the Accelerated Part-Time Program cohort take two evening courses and a third course on Saturdays, which differs from the typical two-course part-time student schedule. Courses during the summer terms and January intersessions complete the specialized scheduling of the program. An added special feature of the program is a capstone course, in which students gain experience as external consultants.

Executive MBA Program
The Executive MBA Program provides mid- to upper-level managers with the knowledge, understanding, and skills to successfully operate in today’s intensely competitive markets while coping with highly complex and fast-changing technologies. This program is fully cohort in nature, with a 57-credit, lock-step curriculum.

MBA CURRICULUM

The MBA Program curriculum consists of the following:

- Core and breadth courses: 33 credits (12 courses)
- Advanced courses through either a major or General MBA Option: 12 credits (4 courses)
- International elective course: 3 credits (1 course)
- General elective courses: 9 credits (3 courses)

Total: 57 credits (20 courses)

QUICKSTART AND PRELIMINARY COURSES

Knowledge of the basics in accounting, statistics, mathematics, and Microsoft Excel is essential for students to get the most out of their required courses. This material is covered in four consecutive QuickStart modules offered in August for students admitted in fall and in January for students admitted in spring. The modules range from 10 hours to 15 hours each and are available in the day and evening. Students decide for themselves whether they need one or more of the modules by taking the “self-tests” enclosed with their letter of admission. In addition to QuickStart, international students may require preliminary courses in written and spoken English (ENG 8192 and COM 8191), and students majoring in accountancy, finance and investments, and statistics may require preliminary courses in mathematics (MTH 8001, MTH 8010, or MTH 8007). Please refer to the requirements for each major, beginning on page 51. Grades in 8000-level courses are not calculated in the grade point average, and the credits are not applied toward the MBA degree.

CORE AND BREADTH REQUIREMENTS

As shown in the chart on page 42, the core and breadth requirements provide all students with a common body of knowledge and a comprehensive introduction to the academic...
### Core and Breadth Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 9110</td>
<td>Financial Accounting</td>
<td>3</td>
<td>QuickStart Accountancy*</td>
</tr>
<tr>
<td>ACC 9115</td>
<td>Managerial Accounting</td>
<td>2</td>
<td>QuickStart Accountancy*</td>
</tr>
<tr>
<td>BUS 9100</td>
<td>The Societal and Governmental Environment</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>CIS 9000</td>
<td>Information Systems for Managers</td>
<td>3</td>
<td>QuickStart Excel*; ACC 9110 or ECO 9708 (pre- or corequisite)</td>
</tr>
<tr>
<td>ECO 9708</td>
<td>Microeconomics for Managers</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>ECO 9709</td>
<td>Macroeconomics for Managers</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>FIN 9770</td>
<td>Financial Decision Making</td>
<td>3</td>
<td>QuickStart Statistics*; ACC 9110; STA 9708†</td>
</tr>
<tr>
<td>MGT 9300**</td>
<td>Management: A Behavioral Approach</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MGT 9700</td>
<td>Introduction to Operations Management</td>
<td>3</td>
<td>QuickStart Statistics*</td>
</tr>
<tr>
<td>MGT 9703</td>
<td>Marketing Management</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MKT 9708</td>
<td>Applied Statistical Analysis for Business</td>
<td>3</td>
<td>QuickStart Excel and QuickStart Statistics*</td>
</tr>
<tr>
<td>STA 9708</td>
<td>Business Decisions</td>
<td>3</td>
<td>Completion of 42 credits, including all core/breadth requirements</td>
</tr>
<tr>
<td>BUS 9200</td>
<td>Business Policy</td>
<td>3</td>
<td>Completion of 42 credits, including all core/breadth requirements</td>
</tr>
</tbody>
</table>

*The QuickStart modules are voluntary and are based on self-assessment tests. Students are expected to have sufficient background in these areas.

**Students may take PSY 9788 Psychological Processes in Organizations in place of MGT 9300.

†Subject to approval of the Board of Trustees.

Disciplines underlying graduate business education (finance, behavior science, and quantitative analysis). Conceptual approaches to business are integrated into a broad overview of the functional areas of business management. No waivers are granted for required core and breadth courses. However, students who have completed 15 semester hours in a core/breadth area within seven years prior to enrolling in the MBA program can petition the Zicklin Office of Graduate Student Services to substitute an advanced-level course in the same area for the core requirement.

**MAJORS AND THE GENERAL OPTION**

Students choose from a wide array of MBA majors (see chart on page 43), or they can tailor a major to their specific needs through the General MBA option. Recently, the major (and General Option) was decreased from six courses to four to give students added flexibility. The format for each major is under review, and additional information about these courses can be found on the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu). In order to satisfy the current requirements for New York State CPA certification, accounting majors require additional courses beyond their major as determined by the Stan Ross Department of Accountancy.

Students may seek a double major by taking one or two extra courses in their MBA program. Students who take four courses in a single discipline that do not correspond to the choices for the major will be considered to be in the General Option unless permission is received for course substitutions.

**INTERNATIONAL ELECTIVE**

The international elective course allows students to further internationalize their knowledge of business functions and complements their core courses in a similar manner. Flex-Time MBA students choose one course from the list of choices appearing in the chart on page 44. Students who take a designated international elective course as part of their major have the option of replacing the international elective with one additional general elective. The same course cannot be used to satisfy more than one degree requirement. Students seeking licensure as CPAs will take either ECO 9741 or FIN 9786. Students in the Full-Time Honors MBA Program and Accelerated Part-Time MBA (APT) Program should refer to pages 47 and 46, respectively, regarding their international elective choice.
# MAJORS AND THE GENERAL MBA OPTION

<table>
<thead>
<tr>
<th>Major</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>Provides the comprehensive package of courses in financial and managerial accounting, auditing, tax, and law needed to meet the requirements to be a CPA.</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Presents concepts underlying the use of information and information-based technologies and the practical application of these concepts in a business context.</td>
</tr>
<tr>
<td>Decision Sciences*</td>
<td>This major trains students in the application of mathematical models and decision making in business and government. It focuses on concepts and skills that form the fundamental base of knowledge essential to quantitative decision making.</td>
</tr>
<tr>
<td>Economics**</td>
<td>Prepares the student for a broad range of careers in business, industry, and government.</td>
</tr>
<tr>
<td>Finance and Investments</td>
<td>Provides a strong grounding in both theory and practice in corporate finance, investments, financial institutions, derivative securities, and international finance. Traditional lectures are supplemented by market simulations and interaction with industry leaders.</td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>Sponsored jointly with the Mount Sinai School of Medicine, this program prepares individuals for leadership positions in a wide variety of health care organizations. It is only available through Zicklin’s Executive Programs.</td>
</tr>
<tr>
<td>Industrial/Organizational Psychology</td>
<td>Industrial/organizational psychology is the science of psychology as it applies to business. Understanding psychology and how it can be used within an organizational framework helps managers to motivate people to do better, to distinguish between effective and ineffective leaders, and to make the right hiring decisions more often.</td>
</tr>
<tr>
<td>International Business</td>
<td>This interdepartmental major meets the demand for MBAs with both a broad-based and an internationally focused education. Courses in this major have an international emphasis and are distributed over several functional areas. A knowledge of foreign languages is encouraged but not required.</td>
</tr>
<tr>
<td>Management/Entrepreneurship and Small Business</td>
<td>Covers all aspects of entrepreneurship, from concept to business reality, including financing high-growth ventures, creating a realistic business plan, and managing the entrepreneurial organization. Students are encouraged to work with a faculty member to tailor a program to fit their individual interests.</td>
</tr>
<tr>
<td>Management/Operations Management</td>
<td>Focuses on the improvement of business operations through analysis of the dynamic activities that compose the larger operation.</td>
</tr>
<tr>
<td>Management/Organizational Behavior—Human Resource</td>
<td>Focuses on the systems and programs overseen by human resource managers and personnel departments.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Marketing has broad applicability, a comprehensive curriculum, and a diverse faculty. Students may tailor a marketing major to include courses in advertising, the art of persuasion through communication; Internet marketing; the marketing aspects of the expanding Internet technology; international marketing; the commercial exchange of raw materials, goods, and services among countries, and involving trading firms and multinational enterprises; or marketing research; the analytical and conceptual skills necessary for work in any of the varied environments in which marketing research is conducted.</td>
</tr>
<tr>
<td>Statistics</td>
<td>Provides the concepts and skills that form the fundamental base of knowledge essential to statistics professionals in today’s business environment. It is designed primarily for those applying statistical methods in an applied discipline such as economics, finance, or marketing or who are responsible for managing or interfacing with a statistical department.</td>
</tr>
<tr>
<td>Taxation</td>
<td>Limited to those with a CPA license or JD degree or who are CPA-eligible, this major is designed for students who are interested in mastering the complexities of taxation.</td>
</tr>
<tr>
<td>General MBA Option</td>
<td>The General MBA Option enables students to customize their program by choosing courses from different disciplines within the Zicklin School of Business.</td>
</tr>
</tbody>
</table>

*Name change subject to approval of the Board of Trustees and State Education Department.

**For information on course availability consult the Department of Economics and Finance.
GENERAL ELECTIVES

Students customize their program by selecting three general electives from among any 9000-level courses given by departments offering courses in the MBA program (or interdisciplinary courses). Students may include one course designated “PAF” in the School of Public Affairs, or “COM” and “ENG” in the Weissman School of Arts and Sciences, provided the prerequisite or equivalent has been satisfied, and with permission of the appropriate school. The general electives can be courses within or outside the major area. Students in the Full-Time Honors MBA Program and Accelerated Part-Time (APT) MBA Program should refer to pages 47 and 46, respectively, regarding their general electives.

Eligible students may seek a graduate internship to satisfy one of their general electives. The internship courses provide students with the opportunity to gain work experience in the discipline of their choice while completing a research paper under the supervision of a faculty member from the appropriate department. For a full description of internship options, see pages 93–94. Accountancy majors should consult the Stan Ross Department of Accountancy for further information about the Accounting Practicum options described on page 51.

PROGRAM PLANNING

THE FLEX-TIME MBA PROGRAM

The Flex-Time MBA Program consists of 57 credits, allowing students flexibility in scheduling. Normally students follow a prescribed sequence of courses and are together in cohort modules for their first four core courses. Flex-Time students attending part time may complete the program in four years or less. Students typically take two 9000-level courses each fall and spring semester along with a core course in January intersessions or during summer session. Flex-Time students attending school full time may complete the program in two years by taking four to five 9000-level courses each fall and spring semester and at least one course during January intersession or summer session. (Accountancy majors seeking CPA certification may be required to take an additional semester of course work.) The length of the Flex-Time Program can be reduced by taking additional courses in summers or during the fall or spring semesters, provided space is available and a student is in good academic standing. Most courses are taught in the evening.

Students entering in fall or spring follow the same sequence. The following charts show typical student schedules for those attending part time and full time. Students should also refer to the Schedule of Classes issued by the Registrar’s Office each fall and spring semester and in summer for the specific dates and times of courses. It is the students’ responsibility to keep up to date with program and scheduling information by monitoring their Baruch Webmail; the Registrar’s Office Web site, www.baruch.cuny.edu/registrar; and the Blackboard site maintained by the Office of Graduate Student Services.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 9741</td>
<td>International Economics</td>
<td>ECO 9705 or equivalent</td>
</tr>
<tr>
<td>FIN 9786</td>
<td>International Financial Markets</td>
<td>ECO 9709 or equivalent and FIN 9770</td>
</tr>
<tr>
<td>IBS 9760</td>
<td>International Business Analysis</td>
<td>MKT 9703, MGT 9300 or PSY 9788, ECO 9709 or equivalent, and ACC 9110 and 9115 or equivalents (all pre- or corequisites)</td>
</tr>
<tr>
<td>IBS 9762</td>
<td>The Global Competitiveness of the U.S. Economy</td>
<td>ECO 9709 or equivalent, MKT 9703, and MGT 9300 or PSY 9788</td>
</tr>
<tr>
<td>IBS 9767</td>
<td>Foreign Markets, Cultures, and Regimes</td>
<td>ECO 9709 or equivalent, MKT 9703, and BUS 9100</td>
</tr>
<tr>
<td>LAW 9740</td>
<td>International Trade and Investment Law</td>
<td>none</td>
</tr>
<tr>
<td>MGT 9870</td>
<td>International Comparative Management</td>
<td>none</td>
</tr>
<tr>
<td>MKT 9764</td>
<td>Internet Marketing and Global Business</td>
<td>MKT 9703, CIS 9000</td>
</tr>
</tbody>
</table>

*Monitor www.zicklin.baruch.cuny.edu and Blackboard for additions to this list.
**TYPICAL SCHEDULE FOR A FLEX-TIME STUDENT ENROLLED PART TIME***

All part-time students take the same core courses in their first year. Students may reverse the order of courses by taking MKT 9703 and STA 9708 in their first semester and ACC 9110 and CIS 9000 in their second semester. Beginning in Year 2, students may take elective or major courses as course availability, prerequisites, and scheduling permit.

Students who require ENG 8192 and COM 8191 will complete both courses by the end of their second semester.

<table>
<thead>
<tr>
<th>Year</th>
<th>First Semester</th>
<th>January</th>
<th>Second Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACC 9110</td>
<td>ACC 9115</td>
<td>MKT 9703</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CIS 9000</td>
<td></td>
<td>STA 9708</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FIN 9770</td>
<td>ECO 9708</td>
<td>Major Course #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGT 9300</td>
<td></td>
<td>MGT 9700</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Major Course #2</td>
<td>ECO 9709</td>
<td>Major Course #3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Elective</td>
<td></td>
<td>General Elective</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Major Course #4</td>
<td></td>
<td>General Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUS 9200</td>
<td></td>
<td>General Elective</td>
<td></td>
</tr>
</tbody>
</table>

*The pre-term QuickStart program is offered in January for students entering in spring and in August for students entering in fall.

---

**TYPICAL SCHEDULE FOR A FLEX-TIME STUDENT ENROLLED FULL TIME***

Students who require ENG 8192 and COM 8191 will complete both courses by the end of their second semester. Beginning in Year 2, students may take elective or major courses as course availability, prerequisites, and scheduling permit.

<table>
<thead>
<tr>
<th>Year</th>
<th>First Semester</th>
<th>January</th>
<th>Second Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACC 9110</td>
<td>ACC 9115</td>
<td>BUS 9100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CIS 9000</td>
<td></td>
<td>ECO 9700</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 9708</td>
<td></td>
<td>MGT 9300</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MKT 9703</td>
<td></td>
<td>MGT 9700</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STA 9708</td>
<td></td>
<td>MTH 8007</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Major Course #1</td>
<td></td>
<td>Major Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Course</td>
<td></td>
<td>General Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Course</td>
<td></td>
<td>General Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td></td>
<td>General Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The pre-term QuickStart program is offered in January for students entering in spring and in August for students entering in fall.

---

for Flex-Time students. Students are expected to be aware of course prerequisites and to plan their schedules accordingly. Students who require preliminary 8000-level mathematics courses should take these courses as soon as possible. Typically the courses are offered in summer and occasionally in January intersession. Waiver exam applications are available on the Office of Graduate Student Services Web site, www.zicklin.baruch.cuny.edu/ogs. International students who require COM 8191 Spoken English for International Students and ENG 8192 Written English for International Students will complete these courses no later than their second semester at Zicklin.

Transferring to the Full-Time Honors MBA Program

Students enrolled in the Flex-Time MBA Program may apply to switch into the Full-Time Honors MBA Program. Such transfers are only considered for the spring semester. To be considered, students should have completed the first four core courses, or exactly 12 credits, with a GPA of 3.8 or better. In addition, the student must meet the admission requirements for the Full-Time Honors MBA Program. This may involve retaking the GMAT and/or TOEFL/TWE and providing additional letters of recommendation, an updated resume, or other supporting materials. Further information can be obtained from the Office of Graduate Admissions, Zicklin School of Business.
ACCELERATED PART-TIME (APT) MBA PROGRAM

Students in the Accelerated Part-Time MBA Program follow a rigorous program, which begins with the fall semester and follows a prescribed sequence of courses for 28 months. As shown in the chart above, students take their 20 courses, or 57 credits, within 2½ years, including summer sessions and January intersessions. (Accountancy majors seeking CPA certification may be required to take an additional semester of course work.) Students attend all of their core and elective courses as a cohort, and course selections are developed specifically for this program. In the fall and spring semesters three courses are taken, two of which meet twice a week in the evenings, with the third meeting on Saturday mornings. January intersession and summer session courses meet on weekday evenings only. Program participants must enroll in all of the special sections offered and must complete the program according to this schedule. Admission takes place in the fall only. Students unable to maintain the program schedule of courses may complete the MBA as a Flex-Time part-time student.

FULL-TIME HONORS MBA PROGRAM

Each fall, the best qualified among the entering MBA class begin a special full-time, two-year program: the Full-Time Honors MBA Program. They join a small group of Zicklin’s most gifted and accomplished students. Admitted only during the fall session, students beginning this 57-credit, 20-course program are grouped in cohorts. They take the expanded core courses taught by leading faculty in each area, with special sections of the MBA core set aside specifically for them. Students select four courses in a major and three additional electives to complete their MBA. (For policies and options regarding majors, please refer to pages 42–43.) Depending on a Full-Time Honors MBA student’s intended major, the preliminary requirements for the Flex-Time MBA student may not apply. Program requirements and the course sequence are outlined in the charts on the next page.

Program Highlights

• Students benefit from access to a Full-Time Honors MBA director, with responsibility for administering the program.
• Students receive enhanced services in such areas as orientation, advisement, registration, career planning, and placement.
• As part of the curriculum, students interact regularly with notable business leaders.
• In the summer after the first year (or, for some, in the second year), students may work in a paid business internship for which general elective credit can be earned. For policies regarding general electives, see page 44.
• A select group of first-year Full-Time Honors MBA students receive merit-based scholarships, while some have the opportunity to work closely with faculty members as graduate assistants, for which they receive a stipend of $5,000–$10,000 (potentially renewable in the second year).

Additional Fee

Full-Time Honors MBA students pay an additional student services surcharge of $1,500 per academic year.

Curriculum

The Zicklin Full-Time Honors MBA Program features a comprehensive curriculum that establishes the solid foundation needed for a successful business career. Central to this curriculum is an integrated set of core courses. Comprising most of the student’s first year, the core threads through the third and fourth semesters as well.

Following the completion of their first year, students have the opportunity to choose a credit-bearing internship in the discipline of their choice. At the beginning of the second year, students shift their focus to a major or to a custom-tailored interdisciplinary set of courses.
## CURRICULUM REQUIREMENTS FOR THE FULL-TIME HONORS MBA PROGRAM

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 9110</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 9115</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>BUS 9100</td>
<td>Societal and Governmental Environment of Business</td>
<td></td>
</tr>
<tr>
<td>CIS 9000</td>
<td>Information Systems for Managers</td>
<td>Core and Breadth Courses</td>
</tr>
<tr>
<td>ECO 9708</td>
<td>Microeconomics for Managers</td>
<td></td>
</tr>
<tr>
<td>ECO 9709</td>
<td>Macroeconomics for Managers</td>
<td></td>
</tr>
<tr>
<td>FIN 9770</td>
<td>Financial Decision Making</td>
<td></td>
</tr>
<tr>
<td>MGT 9300</td>
<td>Management: A Behavioral Approach</td>
<td></td>
</tr>
<tr>
<td>MGT 9700</td>
<td>Introduction to Operations Management</td>
<td></td>
</tr>
<tr>
<td>MKT 9703</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>STA 9708</td>
<td>Applied Statistical Analysis for Business Decisions</td>
<td></td>
</tr>
<tr>
<td>BUS 9200</td>
<td>Business Policy</td>
<td>Core Capstone</td>
</tr>
<tr>
<td>ECO 9741</td>
<td>International Economics</td>
<td>International Elective</td>
</tr>
<tr>
<td>or IBS 9760</td>
<td>International Business Analysis</td>
<td></td>
</tr>
<tr>
<td>BUS 9800</td>
<td>Graduate Internship or Another 9000-level business course</td>
<td>General Elective</td>
</tr>
<tr>
<td>or 9801–9803</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four courses</td>
<td>Major or General MBA option</td>
<td></td>
</tr>
<tr>
<td>General electives</td>
<td>Two courses</td>
<td></td>
</tr>
</tbody>
</table>

### TYPICAL COURSE SEQUENCE FOR THE FULL-TIME HONORS MBA PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACC 9110</td>
<td>ACC 9115</td>
<td>Graduate Internship (Optional)</td>
</tr>
<tr>
<td></td>
<td>ECO 9708</td>
<td>CIS 9000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FIN 9770</td>
<td>ECO 9709</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MKT 9703</td>
<td>MGT 9300</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STA 9708</td>
<td>MGT 9700</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BUS 9100</td>
<td>BUS 9200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Elective (ECO 9741 or IBS 9760)</td>
<td>Major Course #3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Course #1</td>
<td>Major Course #4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Course #2</td>
<td>General Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
JD/MBA JOINT DEGREE PROGRAM

The Zicklin School of Business offers a joint degree program leading to the JD/MBA degree in conjunction with both Brooklyn Law School and The New York Law School. The joint program is structured for full- or part-time study.

Students admitted to the joint program must meet the current admission requirements of each institution separately as well as the separate academic and financial requirements for each institution’s degree. At the conclusion of appropriate work, the MBA degree and the JD degree will be conferred jointly by Baruch College and The New York Law School or Brooklyn Law School. Students will receive neither the MBA nor the JD until the requirements for both degrees have been satisfied. The required course work for the MBA degree is completed at Baruch College, and the requirements for the JD degree are completed at either Brooklyn Law School or The New York Law School.

Students who are currently enrolled in the MBA or JD degree programs may apply for admission to the joint degree program provided they have not completed more than the equivalent of one academic year in the single degree program. Students should apply for admission to the appropriate school in time to receive a decision prior to the beginning of their second academic year or the equivalent.

The joint program, an integration of parallel course content, permits students to complete a certain number of courses that are acceptable for joint credit/advanced standing in each institution. For example, qualified full-time students are able to complete the requirements for both degrees in 3½ to 4 years rather than the minimum 4½ to 5 years that independent pursuit of each degree would require. JD/MBA students may begin their course work at either institution. In general, students spend one year at one institution and the next year at the other institution, with the remainder of the program to be worked out on an individual basis.

Each institution has assigned a coordinator to handle inter-institutional arrangements and communications concerning the joint programs. Coordinators will be responsible for counseling students and prospective applicants with respect to academic progress and curriculum requirements.

Interested students must apply separately for admission to the JD and MBA programs. Further information about the programs and admission is available at the Zicklin Web site (www.zicklin.baruch.cuny.edu), the Brooklyn Law School Web site (www.brooklaw.edu), and The New York Law School Web site (www.nyls.edu).

JD/MBA—Baruch College and Brooklyn Law School

Students interested in obtaining these degrees will be required to submit a score not more than five years old on the Graduate Management Admission Test (GMAT) as well as one on the Law School Admission Test (LSAT). The New York Law School will accept up to 9 credits of approved course work taken at Baruch College toward the 86 credits of law courses required for the JD degree. The 57-credit MBA program offered by Baruch allows the Baruch student to take 9 credits of approved course work at Brooklyn Law School for transfer credit toward the general electives in the MBA. Students may consult the Office of Graduate Student Services for other program options.

JD/MBA—Baruch College and The New York Law School

Students interested in obtaining these degrees will be required to submit a score not more than five years old on the GMAT as well as one on the LSAT. The New York Law School will accept up to 9 credits of approved course work taken at Baruch College toward the 86 credits of law courses required for the JD degree. The 57-credit MBA program offered by Baruch allows the Baruch student to take 9 credits of approved course work at The New York Law School for transfer credit toward the general electives in the MBA.

MS PROGRAMS: GENERAL INFORMATION

MS programs are designed for students who seek a concentrated focus on a particular subject area. Degree requirements vary depending upon the specialization chosen. Currently, the Zicklin School of Business offers MS degrees in accounting, business computer information systems, marketing, quantitative methods and modeling, statistics, and taxation. For a full discussion of MS program requirements, see pages 57–61. In addition, the school offers Executive MS programs (see pages 63–66 for a discussion of Executive MS programs in internal auditing: risk assessment and assurance; business computer information systems; finance; taxation; and industrial and labor relations).

Students interested in pursuing an MS degree in the same area of specialization as their undergraduate major are advised to speak with the appropriate department representative prior to applying.

The chart on the following page provides summary information on the various MS programs offered by the Zicklin School of Business.

PRELIMINARY COURSES

Preliminary requirements vary depending upon the program chosen. In general, 8000-level and 9000-level preliminary courses may be waived based on equivalent undergraduate or graduate courses completed prior to graduate enrollment at Zicklin. For waiver guidelines, please see the chart on page 50.
The credits for waived preliminary courses do not need to be replaced. Grades in 8000-level preliminary courses are not calculated in the grade point average.

**COM 8191 (Spoken English for International Students):** Students required to take the English immersion program must complete COM 8191 in addition to ENG 8192. Otherwise, students who scored 50 or higher on the Test of Spoken English (TSE) or who are waived from ENG 8192 are not required to take COM 8191.

<table>
<thead>
<tr>
<th>MS Program</th>
<th>Program Objectives</th>
<th>Program Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>Meet the educational requirements for the CPA exam</td>
<td>Preliminary courses: 30.5 credits*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required courses: 18–24 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electives: 9–13 credits</td>
</tr>
<tr>
<td>Business Computer Information Systems</td>
<td>Provide training in current and emerging technologies to develop systems that enable business strategy and fulfill information needs</td>
<td>Preliminary courses: 17.5 credits*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required courses: 21 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electives: 15 credits</td>
</tr>
<tr>
<td>Marketing</td>
<td>In-depth training in marketing</td>
<td>Required courses: 12 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electives: 18 credits</td>
</tr>
<tr>
<td>Quantitative Methods and Modeling</td>
<td>Provide a concentrated, in-depth study of the field for those who wish to be employed as quantitative analysts in business, industry, and government or who wish to pursue a PhD in operations research or a related field</td>
<td>Preliminary courses: 9.5–10.5 credits*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required courses: 18 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electives: 12 credits</td>
</tr>
<tr>
<td>Statistics</td>
<td>Training in the application of statistical models and decision making in business, industry, and government</td>
<td>Preliminary courses: 13.5 credits*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required courses: 18 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electives: 18 credits</td>
</tr>
<tr>
<td>Taxation</td>
<td>Intensive taxation training for those who wish to acquire advanced technical and research skills as well as business and management fundamentals</td>
<td>Required courses: 18 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tax electives: 12 credits</td>
</tr>
</tbody>
</table>

*Note that preliminary courses are waivable for those with the appropriate background. See individual program descriptions and the chart on page 50 for specific preliminary course information.*
QUICKSTART AND PRELIMINARY COURSE REQUIREMENTS AND WAIVER GUIDELINES

Knowledge of the basics in accounting, statistics, mathematics, and Microsoft Excel is essential for students to get the most out of their required courses. This material is covered in four consecutive QuickStart modules offered in August for students admitted in the fall and in January for students admitted in the spring. The modules range from 10 to 15 hours each and are available in the day and evening. The QuickStart program is voluntary. Students decide for themselves whether they need one or more of the modules by taking the “self-tests” enclosed with their letter of admission.

In addition, certain preliminary courses are required for all students who have not had sufficient preparation prior to entering the Zicklin School. Those with adequate preparation in these preliminary course areas are waived from such requirements. Grades in 8000-level preliminary courses are not calculated in the grade point average, and the credits for waived preliminary courses do not need to be replaced. Credits in 8000-level preliminary courses are not applied toward the MBA or MS degrees. Preliminary courses are available during summer session; selected preliminary courses are also available during the academic year. Preliminary courses that are prerequisites to other courses must be taken in the appropriate sequence and as early as possible in the program.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>APPLIES TO</th>
<th>WAIVER BASED ON</th>
</tr>
</thead>
<tbody>
<tr>
<td>QuickStart Excel</td>
<td>All MBA specializations MS in accountancy, business computer information systems, and quantitative methods and modeling</td>
<td>Self-assessment test</td>
</tr>
<tr>
<td>ECO 8000 or equivalent</td>
<td>MS in accountancy</td>
<td>Macroeconomics course (C- or better) or qualifying exam</td>
</tr>
<tr>
<td>*ENG 8192</td>
<td>All international MBA students and international MS students in accountancy, business computer information systems, quantitative methods and modeling, and statistics</td>
<td>Score of 5 or higher on Test of Written English (TWE) and waiver of English immersion program requirement. Note: Unless waived, ENG 8192 is required for international students who did not take the TWE.</td>
</tr>
<tr>
<td>MTH 8001</td>
<td>MBA in economics and in finance and investments MS in quantitative methods and modeling and in statistics</td>
<td>Calculus course (C- or better) or qualifying exam</td>
</tr>
<tr>
<td>QuickStart Math</td>
<td>All MBA specializations MS in accountancy</td>
<td>Self-assessment test</td>
</tr>
<tr>
<td>MTH 8007</td>
<td>MBA in accountancy MS in accountancy</td>
<td>Two advanced mathematics courses (C- or better) or qualifying exam</td>
</tr>
<tr>
<td>MTH 8010</td>
<td>MS in statistics</td>
<td>Advanced calculus course (C- or better) or qualifying exam</td>
</tr>
<tr>
<td>MTH 9703</td>
<td>MS in statistics</td>
<td>Matrix methods course (C- or better) or qualifying exam</td>
</tr>
<tr>
<td>*COM 8191</td>
<td>All international MBA students and MS students required to take the English immersion program or ENG 8192</td>
<td>Score of 50 or higher on Test of Spoken English (TSE) or 5 or higher on TWE and waiver of English immersion program requirement</td>
</tr>
<tr>
<td>QuickStart Statistics</td>
<td>All Flex-Time MBA specializations MS in accountancy and business computer information systems</td>
<td>Self-assessment test</td>
</tr>
<tr>
<td>ACC 9110, CIS 9000, FIN 9770, and MGT 9300 or PSY 9788</td>
<td>MS in accountancy MS in business computer information systems</td>
<td>Equivalent undergraduate or graduate course(s) (B- or better) or qualifying exam</td>
</tr>
<tr>
<td>ACC 9110 or ECO 9708</td>
<td>MS in quantitative methods and modeling</td>
<td></td>
</tr>
<tr>
<td>MGT 9700 and MKT 9703</td>
<td>MS in accountancy</td>
<td></td>
</tr>
<tr>
<td>OPR 9721 and STA 9750</td>
<td>MS in statistics</td>
<td></td>
</tr>
<tr>
<td>STA 9708</td>
<td>MS in quantitative methods and modeling and in statistics</td>
<td></td>
</tr>
</tbody>
</table>

*Students attending full time must take these courses in their first semester. Part-time students must take them no later than their second semester.
MBA DEGREE PROGRAM DESCRIPTIONS

MBA IN ACCOUNTANCY (INCLUDING CPA PROGRAM)

This program is designed for students with baccalaureate degrees in fields other than accounting. Students acquire knowledge and develop competence in overall management at the same time that they gain a foundation in accounting theory and concepts. The program prepares students to enter the accounting profession and is structured to meet the educational requirements for the New York State CPA examination. It also equips students with the necessary tools to effectively interpret and use accounting and financial information.

The MBA program in accountancy meets the standards adopted by AACSB International—The Association to Advance Collegiate Schools of Business for accreditation of accounting programs. For a discussion of the MS in accountancy, see page 57.

Beginning in 2009, New York State will be implementing a 150-hour education requirement for all accounting graduates planning to sit for the CPA exam. Students wishing to satisfy the new requirements and receive a one-year reduction in the CPA experience requirement will take 33 credit hours in accountancy. Accounting majors planning to sit for the CPA exam must meet with a faculty advisor to review requirements and write an official program.

QuickStart and Preliminary Courses

In addition to the requirements discussed on pages 41 and 50, the following preliminary course is required. Grades in 8000-level courses are not calculated in the grade point average.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 8007 Mathematics for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Core and Breadth Courses (33 credits)

See pages 41, 42, and 47.

Major Courses (12 credits)

The structure of the new four-course major in accountancy is currently under review. Students are not limited to taking only four courses in their major and may use their general elective credits to take additional courses if they wish. In addition, students planning to sit for the CPA exam will need to select electives that will meet New York State’s education requirements. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest information regarding the four-course major and CPA sequence. Please note that the four-course major does not fully satisfy the CPA exam requirement in New York State.

International Elective (3 credits)

Choose one international elective from the list of courses appearing on page 44.

General Electives (9–10 credits)

Choose three general electives. See page 44.

MBA IN COMPUTER INFORMATION SYSTEMS

Today’s competitive business environment requires technologies that provide the strategic edge that can build market share and that enable business operations to run at maximum efficiency. The computer information systems majors provide the technical and organizational skills that support these goals. Two degree programs are offered: the Master of Business Administration in computer information systems and the Master of Science in business computer information systems (see pages 57–58 and 63–64 for descriptions of MS degrees).

The MBA is a broad-based business program, offering the student a spectrum of general business courses. The four-course major in computer information systems provides students with the concepts, strategies, and techniques necessary for this dynamic field. The program focuses on basic core topics, such as database management systems and telecommunications, and allows further study in areas of interest, such as information technology in the financial markets and electronic commerce.

Descriptions of computer information systems courses are found under the Department of Statistics and Computer Information Systems on pages 139–45.

QuickStart and Preliminary Courses

See pages 41 and 50.

Core and Breadth Courses (33 credits)

See pages 41, 42, and 47.

Major Courses (12 credits)

The structure of the new MBA program four-course major in computer information systems is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)

Choose one international elective from the list of courses appearing on page 44.
General Electives (9 credits)
Choose three general electives. See page 44.

MBA IN DECISION SCIENCES*

The decision sciences and quantitative methods and modeling majors are designed to train students in the application of mathematical models and decision making in business, industry, and government. An MBA program in decision sciences and an MS program in quantitative methods and modeling are offered. Both provide students with the concepts and skills that form the fundamental base of knowledge essential to quantitative-decision-making professionals in today’s business environment. The MBA program in decision sciences is designed primarily for those who employ operations research methods in an applied discipline or who are responsible for managing or interfacing with an operations research department. The MS program in quantitative methods and modeling (see pages 59–60) is designed to provide a broad spectrum of basic quantitative skills. The MBA and MS programs are given within the Department of Statistics and Computer Information Systems.

QuickStart and Preliminary Courses
See pages 41 and 50.

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Major Courses (12 credits)
The structure of the new MBA program four-course major in decision sciences is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)
Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)
Choose three general electives. See page 44.

*Subject to approval of the Board of Trustees and the State Education Department.

MBA IN ECONOMICS

The MBA with a major in economics (ECO) prepares the student for a broad range of careers in business, industry, and government. Majors in economics may choose specialization courses from any of the following areas: economic analysis and policy, quantitative economics and forecasting, public sector and urban economics, international economics and development, and industrial organization and labor economics. Students interested in this program should contact the Department of Economics and Finance.

QuickStart and Preliminary Courses
In addition to the requirements discussed on pages 41 and 50, the following preliminary course is required. Grades in 8000-level courses are not calculated in the grade point average.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 8001 Calculus for Applications I</td>
<td>3</td>
</tr>
</tbody>
</table>

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Major Courses (12 credits)
The structure of the new MBA program four-course major in economics is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)
Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)
Choose three general electives. See page 44.

MBA IN FINANCE AND INVESTMENTS

The MBA with a major in finance (FIN) prepares the student for a broad range of careers in financial management and analysis. (For a discussion of the Executive MS in Finance, see pages 64–65.)
QuickStart and Preliminary Courses

In addition to the requirements discussed on pages 41 and 50, the following preliminary course is required. Grades in 8000-level courses are not calculated in the grade point average.

MTH 8001 Calculus for Applications I 3

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Major Courses (12 credits)

The structure of the new MBA program four-course major in finance and investments is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)

Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)

Choose three general electives. See page 44.

GENERAL MBA OPTION

The general MBA option enables students to customize their program by choosing courses from different disciplines within the Zicklin School of Business.

QuickStart and Preliminary Courses
See pages 41 and 50.

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Required Courses (12 credits)

The structure of the new four-course General MBA option is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements.

International Elective (3 credits)

Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)

Choose three general electives. See page 44.

BARUCH/MOUNT SINAI GRADUATE PROGRAM IN HEALTH CARE ADMINISTRATION

The program in Health Care Administration (HCA) is sponsored jointly by Baruch College and the Mount Sinai School of Medicine and leads to the degree of Master of Business Administration in health care administration. Its purpose is to prepare individuals for leadership positions in a wide variety of health care organizations. It achieves this by (1) developing the management student's analytic and decision-making capabilities, (2) providing the student with a strong foundation in business, and (3) providing the student with a thorough background in the health care delivery system.

This is an accelerated program designed to be completed in three years. It is also designed to meet the educational requirements of the Accrediting Commission on Education for Health Services Administration. Since this program is only offered on a part-time basis, it may not be taken by international students whose visas require full-time study.

Students are registered for a total of 57 semester-hour credits. This includes MBA core requirements (33 credits) and required courses outside the core (24 credits).

The health care administration program is offered in conjunction with Zicklin School of Business Executive Programs. A detailed description of the program can be found on page 63.

MBA IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

The MBA in industrial/organizational psychology is designed to give students a comprehensive background in the field and to permit them to take specialized courses more closely related to employment. Courses are designed to establish a firm base in personnel, organizational, and research psychology. This program aims to develop a strong foundation in assessing personnel and organization problems, researching them, and finding possible solutions.

Students completing the MBA have found employment or advancement in personnel departments, consulting, marketing, and management. Students have also gone on to PhD programs in industrial/organizational psychology and organizational behavior and to other psychology programs. (For discussion of the MS in industrial/organizational psychology, see page 79.)

QuickStart and Preliminary Courses
See pages 41 and 50.

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.
Major Courses (12 credits)
The structure of the new MBA program four-course major in industrial/organizational psychology is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)
Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)
Choose three general electives. See page 44.

MBA IN INTERNATIONAL BUSINESS
The interdepartmental International Business Program (IBS) offers a graduate curriculum leading to the degree of MBA in international business.

This program prepares students for entry and managerial positions in a variety of firms, such as export and import companies, international-trade intermediaries, financial institutions, and multinational enterprises, both in the United States and abroad.

For students with an undergraduate degree in business administration, the program provides the opportunity to internationalize their knowledge of business functions; for students with other undergraduate degrees, it complements their core business courses in a similar manner.

QuickStart and Preliminary Courses
See pages 41 and 50.

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Major Courses (12 credits)
The structure of the new MBA program four-course major in international business is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)
Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)
Choose three general electives. See page 44.

MBA IN MANAGEMENT/ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT
The major in entrepreneurship and small business management is designed to meet the needs of students who have backgrounds in entrepreneurial ventures, are part of family businesses, or are interested in starting their own businesses when they graduate. The program is interdisciplinary and may include courses in management, accountancy, economics/finance, marketing, and statistics/computer information systems.

QuickStart and Preliminary Courses
See pages 41 and 50.

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Major Courses (12 credits)
The structure of the new MBA program four-course major in management/entrepreneurship and small business management is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)
Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)
Choose three general electives. See page 44.

MBA IN MANAGEMENT/OPERATIONS MANAGEMENT
The production of both tangible goods and intangible services requires pragmatic management of a wide spectrum of operations. The courses in this major provide training in the rational, systematic approach to management planning, decision making, and control. Quantitative models and methods are integrated with case studies in courses on management
information systems, production planning, capacity planning, inventory control, facility and materials management, quality control, and productivity management.

QuickStart and Preliminary Courses
See pages 41 and 50.

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Major Courses (12 credits)

The structure of the new MBA program four-course major in management/operations management is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)
Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)
Choose three general electives. See page 44.

MBA IN MANAGEMENT/ORGANIZATIONAL BEHAVIOR—HUMAN RESOURCE MANAGEMENT

This management area focuses on (1) individual, group, and organizational attributes and behavior to describe and explain the functioning and structuring of work organizations and (2) the practical aspects of human resource management. Students seeking managerial careers in any business function can valuably learn about leadership, motivation, morale, performance, teams, organizational culture, and organizational design. Students interested in careers as human resource management specialists and managers can gain technical knowledge about selection, performance appraisal, training, compensation, workforce diversity, work and family programs, and strategic human resource management.

QuickStart and Preliminary Courses
See pages 41 and 50.

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Major Courses (12 credits)

The structure of the new MBA program four-course major in management/organizational behavior—human resource management is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)
Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)
Choose three general electives. See page 44.

MBA IN MARKETING

The MBA in marketing allows students to select courses from a broad range of marketing areas (advertising, international marketing, Internet marketing, marketing research) and is designed to prepare students for careers in marketing. The Department of Marketing offers a wide array of courses, and students may tailor the major to reflect their individual needs and interests. Students are encouraged to meet with a faculty advisor to help them in their selection of courses.

For students who wish an even greater degree of specialization in marketing, an MS degree is also offered by the department. This is a 30-credit program such that all courses are taken in the Department of Marketing. (For a discussion of the MS, see pages 58–59.)

QuickStart and Preliminary Courses
See pages 41 and 50.

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Major Courses (12 credits)

The structure of the new MBA program four-course major in marketing is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)
Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)
Choose three general electives. See page 44.
MBA IN STATISTICS

The statistics majors are designed to train students in the application of mathematical models and decision making in business, industry, and government. An MBA program and an MS program are offered. Both provide students with the concepts and skills that form the fundamental base of knowledge essential to statistics professionals in today’s business environment. The MBA program is designed primarily for those who employ statistical methods in an applied discipline, such as economics or marketing, or who are responsible for managing or interfacing with a statistical department. The MS program (see page 60) is designed to train technical specialists in the field. The MBA and MS in statistics are given within the Department of Statistics and Computer Information Systems.

QuickStart and Preliminary Courses
See page 41.

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Major Courses (12 credits)
The structure of the new MBA program four-course major in statistics is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)
Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)
Choose three general electives. See page 44.

MBA IN TAXATION

The MBA program in taxation is designed for students who are certified public accountants (CPAs) or who are CPA-eligible and for students who have earned JD degrees. It provides the broad-based managerial background and additional tax knowledge necessary for those who plan to specialize in tax planning and tax counseling. Students are provided with the research tools necessary for a professional career in taxation. Students who wish an intensive specialization in taxation should consider the MS in taxation program described on pages 60–61.

Candidates with an undergraduate degree in accounting and an MBA or MS in taxation may, with certain additional courses, be eligible for a reduction in the professional experience requirement satisfactory to the State Board of CPA Examiners. Faculty advisors can provide students with the necessary information. Students must meet with a faculty advisor to write an official program.

QuickStart and Preliminary Courses
See pages 41 and 50.

Core and Breadth Courses (33 credits)
See pages 41, 42, and 47.

Major Courses (12 credits)
The structure of the new MBA program four-course major in taxation is currently under review. Please consult the Zicklin School of Business Web site (www.zicklin.baruch.cuny.edu) for the latest requirements. Students are not limited to taking only four courses in their major and may use their 9 general elective credits to take additional courses if they wish.

International Elective (3 credits)
Choose one international elective from the list of courses appearing on page 44.

General Electives (9 credits)
Choose three general electives. See page 44.
**MS DEGREE PROGRAM DESCRIPTIONS**

**MS IN ACCOUNTANCY (CPA PROGRAM)**

The MS program in accountancy is designed to meet the educational requirements for the New York State CPA examination. The program is intended for students with baccalaureate degrees in business areas other than accounting. It equips students with the necessary tools to effectively interpret and use accounting and financial information.

The MS program in accountancy meets the standards adopted by AACSB International—The Association to Advance Collegiate Schools of Business for accreditation of accounting programs. For a discussion of the Executive MS in Internal Auditing: Risk Assessment and Assurance, see pages 65–66.

**Preliminary Courses (30.5 credits)**

Students with the appropriate background will be able to reduce the number of required credits in preliminary courses. Grades in 8000-level courses are not calculated in the grade point average.

| credits |
|-----------------|-----------------|
| CIS 8000 Introduction to Microcomputers and Applications or equivalent | 1 |
| ECO 8000 Macroeconomics or equivalent | 3 |
| ENG 8192 Written English for International Students | 1.5 |
| MTH 8005 Algebra Refresher or equivalent | 1 |
| MTH 8007 Mathematics for Business | 3 |
| STA 8000 Introductory Business Statistics or equivalent | 3 |
| ACC 9100 Financial and Management Accounting or equivalent | 3 |
| CIS 9000 Information Systems for Managers | 3 |
| FIN 9770 Financial Decision Making | 3 |
| MGT 9300 Management: A Behavioral Approach or PSY 9788 Psychological Processes in Organizations | 3 |
| MGT 9700 Introduction to Operations Management | 3 |
| MKT 9703 Marketing Management | 3 |

**Major Courses (18–24 credits)**

Beginning in 2009, New York State will be implementing a 150-hour education requirement for all accounting graduates planning to sit for the CPA exam. Students wishing to satisfy the new requirements and receive a one-year reduction in the CPA experience requirement will take 33 credit hours in accountancy. Accounting majors planning to sit for the CPA exam must meet with a faculty advisor to review requirements and write an official program.

*Major Courses can substitute other appropriate accountancy and/or taxation courses with department approval. However, at least 12 credits must be taken from the list of required and elective courses. Consult the Zicklin Office of Graduate Student Services for specialization sequence.

**Required credits**

<table>
<thead>
<tr>
<th>Required</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 9804 Financial Accounting I and II</td>
<td>4</td>
</tr>
<tr>
<td>ACC 9805 Financial Accounting III</td>
<td>4</td>
</tr>
<tr>
<td>ACC 9807 Contemporary Topics in Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 9811 Cost Accounting Theory and Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Electives</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 9806 Financial Statement Analysis and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 9815 Managerial Accounting Controls</td>
<td>3</td>
</tr>
<tr>
<td>ACC 9816 Accounting and Auditing Aspects of Computer-Based Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC 9821 Auditing</td>
<td>4</td>
</tr>
<tr>
<td>TAX 9862 Federal Income Taxation</td>
<td>4</td>
</tr>
</tbody>
</table>

**Courses Outside of Specialization (9–13 credits)**

The specific courses outside the specialization will be selected in consultation with the department.

Students wishing to sit for the CPA examination must take one 3-credit course from each of the advanced quantitative, advanced finance, and advanced economics areas and the 4-credit LAW 9800 Intensive Survey of Business Contracts and Law of Corporations. LAW 9800 is not required if 6 credits of law were completed on the undergraduate level.

**MS IN BUSINESS COMPUTER INFORMATION SYSTEMS**

Today’s competitive business environment requires technologies that provide the strategic edge that can build market share and that enable business operations to run at maximum efficiency. The computer information systems majors provide the technical and organization skills that support these goals. Two degree programs are offered: the Master of Science in business computer information systems and the Master of Business Administration in computer information systems (see pages 51–52 for a description of the MBA degree).

The MS program is a concentration of 36 credits in major-related courses. It provides the concepts, strategies, and techniques necessary for this dynamic field. The program focuses on basic core topics such as database management systems and telecommunications and allows further study in areas of interest, such as information technology in the financial markets and electronic commerce. The MS offers a more in-depth treatment of computer information systems, compared to the MBA. Also, the MS features an abbreviated business core curriculum of up to 17.5 credits (waivable in full or in part, for students with prior academic background).

Descriptions of computer information systems courses are found under the Department of Statistics and Computer Information Systems on pages 139–45.

**Courses Outside of Specialization (9–13 credits)**

Students with advanced undergraduate course backgrounds may substitute other advanced business courses for courses outside of the specialization, as prescribed by the department.
**Preliminary Courses** (17.5 credits)

Students with appropriate background will be able to reduce the number of credits in preliminary requirements. Grades in 8000-level courses are not calculated in the grade point average.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 8000</td>
<td>Introduction to Microcomputers and Applications or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>ENG 8192</td>
<td>Written English for International Students</td>
<td>1.5</td>
</tr>
<tr>
<td>STA 8000</td>
<td>Introductory Business Statistics or equivalent</td>
<td>3</td>
</tr>
<tr>
<td>ACC 9100</td>
<td>Financial and Management Accounting or equivalent</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9000</td>
<td>Information Systems for Managers</td>
<td>3</td>
</tr>
<tr>
<td>FIN 9770</td>
<td>Financial Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MGT 9300</td>
<td>Management: A Behavioral Approach or PSY 9788 Psychological Processes in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Courses in Specialization** (36 credits)

**Required**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 9310</td>
<td>Object-Oriented Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9340</td>
<td>Principles of Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9350</td>
<td>Networks and Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9365</td>
<td>Operating System Principles</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9410</td>
<td>Object-Oriented Programming II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9490</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

(Generally taken courses in CIS should be evaluated by the faculty advisor prior to registration.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 9590</td>
<td>Information Systems Development Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose five courses from:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 9400</td>
<td>Total Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 9800</td>
<td>Graduate Internship</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 9801–9803</td>
<td>Graduate Internships I, II, and III</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9420</td>
<td>Mainframe Computer Applications in Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9440</td>
<td>Database Management Systems II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9444</td>
<td>Electronic Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9467</td>
<td>Microcomputers: Contemporary and Emerging Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9550</td>
<td>Emerging Trends in Information Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9555</td>
<td>Information Technology in Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9610</td>
<td>Business Applications of Expert Systems Technology</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9700</td>
<td>Integrating Information Technology and Business Processes</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9760</td>
<td>Computer Simulation for Business Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9771</td>
<td>Special Topics in Information Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9776</td>
<td>Comparative Programming Languages</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives** (18 credits)

Choose any six courses in the Department of Marketing, including IBS 9760 or Choose one of the subspecializations listed below in e-commerce, international marketing, or marketing research.

**Subspecialization in E-Commerce** (18 credits)

The subspecialization in e-commerce provides students with the necessary tools to be able to actively participate in the emerging digital world. The main focus of this subspecialization is on customer relationship management. As well, it will consider the retailing and supply chain management side of electronic business, including aspects of enterprise resource planning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 9610</td>
<td>Dynamics of Competition, Industry Structure, and Corporate Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 9730</td>
<td>Project Management: Strategic Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>OP 9721</td>
<td>Introduction to Operations Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**MS IN MARKETING**

The MS program in marketing allows students to specialize in one business area. Students in the program are required to take a minimum of 30 credits. In contrast with the MBA program in marketing, the MS program provides more in-depth training in marketing. MS students specialize more intensely on marketing topics, while MBA students are given a more generalist degree. All MS students take the four required courses (12 credits) listed below. Beyond that, students design their own program by (1) taking six additional courses (18 credits) from any offered by the Department of Marketing (MKT), including IBS 9760, or (2) following one of the subspecializations described below in e-commerce, international marketing, or marketing research.

*Courses in Specialization*

**Required** (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 9702</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9703</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9716</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9750</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who completed any of the above four courses on the undergraduate level with grades of B- or better may substitute other marketing electives for these required courses.

**Electives** (18 credits)

Choose any six courses in the Department of Marketing, including IBS 9760 or Choose one of the subspecializations listed below in e-commerce, international marketing, or marketing research.

**Subspecialization in E-Commerce** (18 credits)

The subspecialization in e-commerce provides students with the necessary tools to be able to actively participate in the emerging digital world. The main focus of this subspecialization is on customer relationship management. As well, it will consider the retailing and supply chain management side of electronic business, including aspects of enterprise resource planning.

*Students who took an undergraduate major in marketing should consult either the Zicklin Office of Graduate Student Services or the Department of Marketing prior to their initial registration.*
**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 9444 Electronic Commerce</td>
<td>3</td>
</tr>
</tbody>
</table>

*Choose a minimum of two of the following three courses:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 9764 Internet Marketing and Global Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9780 Interactive Internet Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9781 (MGT 9866) Internet and Small Business Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

*Choose up to three additional courses from any offered by the Department of Marketing (MKT), including IBS 9760, for a total of 18 credits in the subspecialization.*

### Subspecialization in International Marketing (18 credits)

International marketing involves the commercial exchange of materials, goods, and services among countries. Its study requires analyzing the global environment of international trade as well as the performance of such functions as importing, exporting, transportation, financing, foreign-exchange management, market research, and the management of the marketing function in multinational enterprises. Terminologies, documentation, regulations, and techniques must also be mastered. The subspecialization prepares students for professional and managerial international-marketing positions in trading firms and within multinational enterprises. Should any of the required or elective courses in the subspecialization in international marketing have noninternational pre- or corequisites, the latter must be taken in addition to the 30 credits required for the MS in marketing degree, unless these pre- or corequisites were completed on the undergraduate level with grades of B- or better.

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 9763 International Trade Operations</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9766 International Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>IBS 9760 International Business Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students who completed any of the above courses on the undergraduate level with grades of B- or better may substitute other international courses from the courses listed below.*

#### Choose three courses from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 9788 International Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>IBS 9767 Foreign Markets, Cultures, and Regimes</td>
<td>3</td>
</tr>
<tr>
<td>IBS 9768 Advanced Topics in International Business</td>
<td>3</td>
</tr>
<tr>
<td>IBS 9769 International Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>LAW 9740 International Trade and Investment Law</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9761 International Commodity Trading</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9764 Internet Marketing and Global Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9765 Comparative Marketing Systems</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9774 International Logistics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Subspecialization in Marketing Research (18 credits)*

The subspecialization in marketing research provides students with such necessary analytical and conceptual skills as problem identification, questionnaire construction, and development of various qualitative and quantitative research methodologies. Consideration will be given to the increasing use of the Internet in conducting marketing research, in order to prepare students to work in any of the varied environments where marketing research is conducted.

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 9711 Market Forecasting</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9712 Qualitative Problems in Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9753 Analytical Models for Marketing Managers</td>
<td>3</td>
</tr>
<tr>
<td>MKT 9754 Computer Applications for Marketing Managers</td>
<td>3</td>
</tr>
<tr>
<td>STA 9708 Applied Statistical Analysis for Business Decisions</td>
<td>3</td>
</tr>
<tr>
<td>STA 9750/OPR 9750 Basic Software Tools for Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

### MS IN QUANTITATIVE METHODS AND MODELING

The quantitative methods and modeling program is designed to train students in the application of mathematical models and decision making in business, industry, and government. This is also the aim of the MBA program in decision sciences, which is also offered by the Department of Statistics and Computer Information Systems. Both programs provide students with the concepts and skills that form the fundamental base of knowledge essential to quantitative-decision-making professionals in today's business environment. The MS program in quantitative methods and modeling is intended for individuals who wish to be employed as quantitative analysts or for those students who may wish to subsequently pursue a PhD in operations research or a related field. This program is designed to provide a broad spectrum of basic quantitative skills; thus, the required specialization courses span the areas of operations research, statistics, and computer information systems. The flexible elective requirements permit the creation of a four-course quantitative sequence tailored to the student's professional and/or educational objectives. Although this MS program has a business orientation, it does not include the many general business courses found in the MBA in decision sciences program (see page 52).

*This program is currently under revision. Please contact the Department of Marketing for further information.*
Preliminary Courses (9.5–10.5 credits)*

Students with an appropriate background will be able to reduce the number of credits in preliminary requirements. Grades in 8000-level courses are not calculated in the grade point average.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 8192 Written English for International Students</td>
<td>1.5</td>
</tr>
<tr>
<td>MTH 8001 Calculus for Applications I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 9110 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ECO 9708 Microeconomics for Managers</td>
<td>2</td>
</tr>
<tr>
<td>STA 9708 Applied Statistical Analysis for Business Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses in Specialization (18 credits)

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 9000 Information Systems for Managers</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9340 Principles of Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>OPR 9721 Introduction to Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>OPR 9730 Simulation Modeling and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STA 9000 Regression and Forecasting Models for Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>STA 9750/OPR 9750 Basic Software Tools for Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (12 credits)

Four courses to be selected with approval of the faculty advisor. It is recommended that students select at least one course in each of the three areas: CIS, OPR, STA. A maximum of three courses may be selected from any one area. Students may select BUS 9800 or an approved quantitatively oriented course offered outside the department.

MS IN STATISTICS

The statistics specializations are designed to train students in the application of mathematical models and decision making in business, industry, and government. An MS program and an MBA program are offered through the Department of Statistics and Computer Information Systems. Both provide students with the concepts and skills that form the fundamental base of knowledge essential to statistics professionals in today's business environment. The MS program is designed to provide a concentrated, in-depth study of the field for those who wish to be technical specialists in statistics. The program structure is designed for this purpose in that it consists primarily of statistics and related courses as opposed to the general business courses also included in the MBA program (see page 56). The MS in statistics is offered as a full-time and a part-time program.

*Subject to approval of the Board of Trustees.

Preliminary Courses (13.5 credits)

Students with an appropriate background will be able to reduce the number of credits in preliminary requirements. Grades in 8000-level courses are not calculated in the grade point average.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 8192 Written English for International Students</td>
<td>1.5</td>
</tr>
<tr>
<td>MTH 8001 Calculus for Applications I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 8010 Calculus for Applications II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 9703 Matrix Methods for Applications</td>
<td>3</td>
</tr>
<tr>
<td>STA 9708 Applied Statistical Analysis for Business Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses in Specialization (36 credits)

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 9700 Modern Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STA 9705 Multivariate Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>STA 9710 Statistical Methods in Sampling and Auditing</td>
<td>3</td>
</tr>
<tr>
<td>STA 9715 Applied Probability</td>
<td>3</td>
</tr>
<tr>
<td>STA 9719 Foundations of Statistical Inference</td>
<td>3</td>
</tr>
<tr>
<td>STA 9750/OPR 9750 Basic Software Tools for Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose six courses** from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 9701 Time Series: Forecasting and Statistical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>STA 9706 Nonlinear and Nonparametric Modeling</td>
<td>3</td>
</tr>
<tr>
<td>STA 9712 Advanced Linear Models</td>
<td>3</td>
</tr>
<tr>
<td>STA 9772 Special Topics in Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STA 9783 Stochastic Processes for Application I</td>
<td>3</td>
</tr>
<tr>
<td>STA 9850/OPR 9850 Advanced Statistical Computing</td>
<td>3</td>
</tr>
<tr>
<td>OPR 9720 Decision Making Under Uncertainty</td>
<td>3</td>
</tr>
<tr>
<td>OPR 9721 Introduction to Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>OPR 9730 Simulation Modeling and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9310 Object-Oriented Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9410 Object-Oriented Programming II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 9340 Principles of Database Management Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

MS IN TAXATION

The MS program in taxation provides concentrated training in taxation. The goals of the program are to prepare graduates for responsible positions in the area of taxation and ultimately for leadership in the marketplace. To accomplish these goals students are provided with the advanced technical and research skills as well as the business and management fundamentals necessary to operate effectively as tax professionals and industry leaders. The program also gives students the necessary background to interpret new developments and remain in the vanguard of the profession. Students can complete the program on a full-time or part-time basis

**At least two courses must be statistics (STA).
by taking a carefully chosen sequence of 10 courses (30 credits) in cohort groups. Alternatively, a flex-time schedule is available to students who wish to customize their program. Admission to the program is in the fall semester only. Applicants are not required to possess an accounting or general business background.

Candidates with an undergraduate degree in accounting and an MBA or MS in taxation may, with certain additional courses, be eligible for a reduction in the professional experience requirement satisfactory to the State Board of CPA Examiners. The departmental advisors can provide students with the necessary information.

Students must meet with a faculty advisor to write an official program.

**Preliminary Course** (3 credits)

Students with appropriate prior course work equivalent to ACC 9110 will be able to waive this preliminary requirement.

<table>
<thead>
<tr>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 9110 Financial Accounting</td>
</tr>
</tbody>
</table>

**Courses in Specialization** (30 credits)

**Required**

- TAX 9863 Principles of Federal Income Taxation 3
- TAX 9866 Corporate Taxation I 3
- TAX 9867 Corporate Taxation II 3
- TAX 9868 Partnership Taxation 3
- TAX 9870 Estate, Trusts, and Planning 3
- TAX 9900 Tax Procedure and Professional Responsibility in Tax Practice 3

**Choose 12 credit hours from:**

- TAX 9869 International Taxation 3
- TAX 9871 Real Estate Taxation 2
- TAX 9873 Deferred Compensation 3
- TAX 9874 Consolidated Tax Returns 3
- TAX 9875 S Corporations 2
- TAX 9876 Estate Planning 2
- TAX 9877 State and Local Taxes 2
- TAX 9889 Current Problems in Taxation 3
- ACC 9872 Personal Financial Planning 3
EXECUTIVE DEGREE PROGRAM DESCRIPTIONS

THE EXECUTIVE MBA

The Executive MBA program, offered by the Zicklin School of Business, is designed to provide mid- to upper-level managers with knowledge and understanding of cutting-edge theories and the necessary analytical skills to apply them to successfully operate in today’s intensely competitive markets while coping with highly complex and fast-changing technologies. The program is also suitable for entrepreneurs seeking to manage the expansion and growth of their enterprises.

The most distinctive characteristic of the program is its integrated focus on **strategy**. It prepares students to develop and implement appropriate strategies that:

• assess the intensity of competition in their chosen markets, identify specific markets or consumer needs that the company is uniquely suited to serve, and mobilize the company’s resources—physical and intangible—to meet its strategic objectives. The operational goal is the creation of “strategic fit” between external competitive environment, a firm’s chosen strategy, and the resources available to the firm in implementing that strategy;

• build competitive intensity in students through emphasis on entrepreneurship and calculated risk-taking in the marketplace;

• develop a solid understanding and applied knowledge of functional aspects of business (e.g., finance, accounting, operations management, marketing, and human resource management) to enable the student to utilize these resources efficiently and intelligently and to direct their use toward implementation of a firm’s competitive strategy;

• develop leadership skills that equip managers to guide and motivate workers and professional staff and build successful team efforts that are at the core of a smooth and efficiently running organization; and

• sensitizes managers to the need for creating a nurturing and supportive corporate culture—one that fosters a high level of ethical business conduct with regard to its internal and external constituencies.

The full-time program is designed for cohort groups of working executives. Classes are held once a week (primarily on Saturday with some Fridays) over six trimesters, each of thirteen weeks, during a period of two academic years. Students complete 20 courses (or 57 credits) over the six trimesters and international study tour. Provisions are made for refresher workshops and tutorials preparatory to the start of the program.

The Executive MBA is offered in a modular format that focuses on different types of decisions and the context in which these decisions are made. The modules examine business organizations at different stages of their growth and development. The themes of these modules are:

• The Entrepreneurial Enterprise
• Managing the Digital Enterprise
• Strategy Formulation at the Enterprise Level
• Management of a Large Corporation
• Competing and Managing in Global Markets
• Industry Structure and the Dynamics of Competition

An integral part of the program is a one-week international study tour that students are required to participate in during the second year of their program. Accommodations, international transportation, and most meals during the study tour are included in the cost of the program.

CURRICULUM

First Year

(Admission process to change without prior notice)

ACC 9110 Financial Accounting
ACC 9115 Managerial Accounting
CIS 9000 Information Systems for Managers
ECO 9708 Microeconomics for Managers
ECO 9709 Macroeconomics for Managers
STA 9708 Applied Statistical Analysis for Business Decisions
MGT 9300 Management: A Behavioral Approach
MGT 9700 Introduction to Operations Management
MGT 9703 Marketing Management
FIN 9770 Financial Decision Making
MGT 9320 Organization Design and Behavior

Second Year

(Admission process to change without prior notice)

BUS 9100 The Societal and Governmental Environment of Business
FIN 9786 International Financial Markets
ACC 9806 Financial Statement Analysis and Reporting
MKT 9750 Marketing Strategy
FIN 9781 Managerial Finance
MGT 9610 Dynamics of Competition, Industry Structure, and Corporate Strategy
MGT 9860 Entrepreneurial Strategy and Cases
MGT 9870 International Comparative Management
BUS 9200 Business Policy

ADMISSION

Applicants should address inquiries to Administrative Director, Executive Programs, Zicklin School of Business, Baruch College/CUNY, One Bernard Baruch Way, Box B 13-282, New York, NY 10010-5585, or call 646-312-3100, fax 646-312-3101, or e-mail exprog_bus@baruch.cuny.edu.
THE BARUCH/MOUNT SINAI MBA IN HEALTH CARE ADMINISTRATION

The health care industry is experiencing far-reaching changes. With the rapid development of managed care, providers are merging to form large, integrated delivery systems. The systems that thrive will be led by managers prepared to operate under new sets of rules. Providers will be responsible for the health of the population they serve and for controlling the cost of services. Management of these organizations will require special skills on the part of the health care professionals. A unique partnership with the Mount Sinai School of Medicine enables Baruch College’s Zicklin School of Business to educate this next generation of leaders.

The MBA in Health Care Administration program is dedicated to excellence in health industry management. We educate high-quality managers, people with the requisite flexibility to cope with a rapidly changing health care environment and function effectively in a wide range of settings and organizational forms. To achieve its goals, the program takes a generalist approach to its curriculum. Students obtain a firm grounding in all management disciplines and then consider the application of these disciplines to the problems of health care delivery.

The Baruch/Mount Sinai MBA in Health Care Administration, an accelerated, three-year, part-time program, has fall admission only. The program is “cohort” in style. Students enter and move through the program together with no course exemptions irrespective of undergraduate and graduate background. Students attend class two nights per week in each of three trimesters, completing six courses (18 credits) per academic year. The program is designed so that the student will complete it in three years. Students will register in health care sections of core courses; readings, applications, and examples in these designated sections will be relevant to the health care setting. This program is only offered on a part-time basis and may not be taken by international students whose visas require full-time status.

The program is a member of the Association of University Programs in Health Administration and is accredited by the Accrediting Commission on Education for Health Services Administration.

CURRICULUM
(Course sequence is subject to change without prior notice)

First Year
BUS 9100 The Societal and Governmental Environment of Business
CIS 9000 Information Systems for Managers
ECO 9705 Managerial Economics
MGT 9300 Management: A Behavioral Approach
MGT 9400 Human Resource Management
STA 9050 Statistical Analysis in Health Care Administration

Second Year
ACC 9100 Financial and Management Accounting
ACC 9312 Health Care Accounting and Finance
ECO 9766 Health Care Economics
FIN 9770 Financial Decision Making
MKT 9703 Marketing Management
STA 9000 Regression and Forecasting Models for Business Applications

Third Year
BUS 9200 Business Policy
FIN 9790 Seminar in Finance
LAW 9213 Legal Aspects of Health Care Administration
MGT 9350 Organizational Analysis in Health Care
MGT 9700 Introduction to Operations Management
MGT 9721 Strategic Planning

ADMISSION

Applicants should address inquiries to the Office of Graduate Admissions, Zicklin School of Business, Baruch College/CUNY, One Bernard Baruch Way, Box H-0820, New York, NY 10010-5585, or call 646-312-1300, fax 646-312-1301, or e-mail ZicklinGradAdmissions@baruch.cuny.edu.

Considerable admission and program information is available on the Zicklin Web site: www.zicklin.baruch.cuny.edu; application materials can be downloaded from this site.

Applications are also available, and can be completed interactively and submitted electronically, at the Embark.com Web site.

THE EXECUTIVE MS IN BUSINESS COMPUTER INFORMATION SYSTEMS*

The Executive MS in Business Computer Information Systems, offered by the Zicklin School of Business, provides students with a strong foundation in the business and managerial activities as they relate to information technologies. Special attention is given to the use of information technologies for strategic management and operational decisions. The program is designed to produce highly effective managers who are introduced to the building blocks of the technology as well as to its organizational context.

The curriculum incorporates state-of-the-art technologies, such as object-oriented programming languages, networks, telecommunications, the Web, electronic commerce, and multimedia applications. Enhancing the real-time applicability of classroom instruction and materials are special presentations given by executives drawn from diverse corporations and industry sectors.

*This program is currently under review, and applications are currently not being accepted. Students interested in an MS program in business computer information systems should refer to pages 57–58.
The Executive MS in Business Computer Information Systems program is designed for:

- those with limited exposure to computer technologies who will benefit from the program’s immersion into object-oriented programming and database management systems, as well as from broad courses focusing on emerging trends and project management, and
- those who have worked as programmers in organizations and have not completed training in current technologies of object-oriented languages or database management systems.

A distinctive feature of the program is the optional internship, designed to provide students with the opportunity to benefit from practical BCIS experience and to complete a research paper.

The full-time program is designed for cohort groups of working professionals. Classes are held on Saturdays and one evening per week. The fall and spring semesters are sixteen weeks long, with two 6-week summer sessions. Four courses are taken in each of the fall and spring semesters and two courses in each summer session, for a total of twelve courses (of 3 credits each), or 36 credits.

It is anticipated that students admitted to the program have the appropriate background to waive preliminary courses and CIS 9365 (see page 58). Provisions are made for refresher workshops and tutorials preparatory to the start of the program, for those without that background.

**TYPICAL CURRICULUM**

CIS 9310 Object-Oriented Programming I  
CIS 9340 Principles of Database Management Systems  
CIS 9350 Networks and Telecommunications  
CIS 9410 Object-Oriented Programming II  
CIS 9444 Electronic Commerce  
CIS 9490 Systems Analysis and Design  
CIS 9550 Emerging Trends in Information Technologies  
CIS 9555 Information Technology in Financial Markets  
CIS 9590 Information Systems Development Project  
CIS 9771 Special Topics in Information Technologies (Seminar in Strategic Information Systems Management)  
MGT 9610 Dynamics of Competition, Industry Structure, and Corporate Strategy  
MGT 9730 Project Management: Strategic Design and Implementation

**ADMISSION**

Applicants should address inquiries to Administrative Director, Executive Programs, Zicklin School of Business, Baruch College/CUNY, One Bernard Baruch Way, Box B 13-282, New York, NY 10010-5585, or call 646-312-3100, fax 646-312-3101, or e-mail exprog_bus@baruch.cuny.edu.

---

**THE EXECUTIVE MS IN FINANCE**

Managing financial aspects of business is becoming increasingly complex. Financial executives must constantly cope with new products and services, sources and uses of funds, interconnected global financial markets, and highly sophisticated tools of risk management. The Executive MS in Finance, offered by the Zicklin School of Business, is a highly focused program designed to produce professionals who are capable of understanding and utilizing the sophisticated skills and analytical tools essential for success in today’s complicated world of finance.

This innovative program blends advanced financial theory with a wide range of complex financial management problems. This combination of theory with real-world business applications provides professionals with a critical strategic advantage needed for success in the 21st century.

The Executive MS in Finance is designed for those pursuing a career in the field of finance. It provides financial executives with:

- cutting-edge financial theories and concepts,  
- state-of-the-art analytical tools, and  
- the judgment to apply and innovatively adapt these concepts and tools effectively.

Program learning is enhanced by small class size, with emphasis on group work. Students work closely with faculty and peers rich in professional experience. Taking required courses together as a cohort further intensifies the learning experience.

The one-year, ten-course, 30-credit full-time program is designed for cohort groups of working professionals. Classes are scheduled on Saturdays and one evening a week. The program of study is divided into three 13-week trimesters. An integral part of the program is a required one-week international study tour between the second and third trimesters of the program. Accommodations, international transportation, and most needs during the study tour are included in the cost of the program.

**CURRICULUM**

The program emphasizes real-life decision situations. Foundation courses in investments provide fundamental knowledge of such areas as security valuation, portfolio theory, financial engineering, and the analysis of financial statements. Foundation courses in corporate finance focus on capital budgeting, sources of financing, risk management, and mergers and acquisitions. Courses in options and international financial markets provide executives with the ability to analyze derivative securities and to use them in a variety of contexts, such as foreign exchange markets. A course exploring quantitative tools familiarizes executives with techniques of statistical analysis and financial databases.
Advanced courses are delivered in a modular structure. These modules provide executives with a series of “virtual apprenticeships.” Enhancing real-time applicability of classroom instruction and materials are presentations by executives drawn from diverse corporations and industry sectors.

Core Courses (Required)
- FIN 9771 Corporate Financial Theory and Applications
- FIN 9772 Quantitative Tools for Finance
- FIN 9773 Investment Theory and Applications
- FIN 9798 Analysis of Industrial Securities
  or
- ECO 9705 Managerial Economics

Elective Courses
Six advanced courses will be selected by the Department of Economics and Finance from the following list:
- FIN 9759 Mergers and Acquisitions
- FIN 9782 Futures and Forward Markets
- FIN 9786 International Financial Markets
- FIN 9788 International Corporate Finance
- FIN 9790 Seminar in Finance
- FIN 9792 Advanced Managerial Finance
- FIN 9793 Advanced Investment Analysis
- FIN 9797 Options Markets
- FIN 9799 Analysis of Municipal and State Securities
- FIN 9983 Selected Topics in Investments
- CIS 9555 Information Technology in Financial Markets
- ECO 9714 Public Finance I
- ECO 9715 Public Finance II
- INS 9720 Risk Management and Control

ADMISSION
Applicants should address inquiries to Administrative Director, Executive Programs, Zicklin School of Business, Baruch College/CUNY, One Bernard Baruch Way, Box B 13-282, New York, NY 10010-5585, or call 646-312-3146, fax 646-312-3147, or e-mail msilr@baruch.cuny.edu.

THE EXECUTIVE MSILR
A Baruch Executive Master of Science in Industrial and Labor Relations (MSILR) is offered by the Zicklin School of Business. It is designed for professionals who seek to advance their careers in the fields of human resource management and labor relations. As participants in an executive program, students benefit from the significant work experience of their peers and the faculty’s applied perspective that is, typically, informed by extensive practical experience.

An important feature of the Baruch Executive MSILR program is the cohort experience: courses are offered in a predetermined sequence, and students are expected to graduate in three academic years. Candidates for the Executive MSILR are expected to have relevant professional experience in the fields of human resource management or labor relations.

CURRICULUM
First Year
- MGT 9300 Management: A Behavioral Approach
- MGT 9400 Human Resource Management
- MGT 9460 Labor Relations
- STA 9708 Applied Statistical Analysis for Business Decisions

Second Year
- LAW 9770 Labor and Employment Law
- MGT 9420 Management of Compensation
- MGT 9465 Collective Bargaining
- MGT 9470 Employee Development and Training

Third Year
- MGT 9302 Developing Managerial Skills
- MGT 9390 Seminar in Human Resource Management and Labor Relations
- MGT 9495 Capstone Research Seminar
- PAF 9590 Coordinating Seminar in Labor Relations: “The State of the Unions”

ADMISSION
Applicants should address inquiries to Director, Executive MSILR Program, Zicklin School of Business, Baruch College/CUNY, One Bernard Baruch Way, Box B 13-282, New York, NY 10010-5585, or call 646-312-3146, fax 646-312-3147, or e-mail msilr@baruch.cuny.edu.

THE EXECUTIVE MS IN INTERNAL AUDITING: RISK ASSESSMENT AND ASSURANCE*
Internal auditing is an expanding specialty of accounting. The last 20 years have seen a sharp increase in the magnitude and complexity of business risks. The reasons include the increasing complexity of businesses generally, the change in businesses from product to service producing, and the influences of globalization. At the same time, the downsizing of management has led to the flattening of command chains. This has resulted in the elimination of layers of middle management and less supervision of management employees. While this has contributed to organizational effectiveness, it has also led to greater potential for mistakes and fraud.

To address these issues, the Stan Ross Department of Accountancy offers a program leading to an Executive MS in Internal Auditing: Risk Assessment and Assurance (EMIA). The purpose of the EMIA is to train advanced practitioners for business risk management and internal audit functions.

*This program is not currently accepting applications.
The EMIA follows a multidisciplinary approach: courses come from a variety of business fields. The successful organizational risk manager naturally needs to use the techniques of traditional accounting. He or she also needs to use methods derived from computer and IT operations, finance, human relations, commercial law, and analysis of business systems and processes.

The program is designed for cohort groups of working professionals. Students enter and move through the program together with no course exemptions allowed. The program has a close connection between classroom and actual practice. The program is part-time only; all students are expected to be employed by one of the sponsoring companies. Students who are not current employees of a sponsoring company will be interviewed and, if admitted, placed with a sponsoring firm. The student and company will negotiate salary and benefit levels.

EMIA classes take place all day Friday and one other night per week. The program lasts one calendar year. Students receive full salary and benefits from the sponsoring company while they are in the program. International students must obtain the appropriate visa to participate in the program.

CURRICULUM

Entering students should have a basic knowledge of economics, statistics, finance, information systems, and financial/managerial accounting through prior course work and/or professional experience. Deficiencies can be remedied by taking appropriate classes on the graduate level.

All students will take the following courses:

Courses in Specialization
ACC 9807 Contemporary Topics in Accounting
(Advanced Internal Auditing)
ACC 9815 Managerial Accounting Controls
ACC 9816 Accounting and Auditing Aspects of Computer-Based Information Systems
ACC 9826 Contemporary Topics in Risk Assessment and Assurance
Two additional electives chosen in consultation with the faculty advisor

Courses Outside of Specialization
Four courses to be designated by the department.

ADMISSION

For information on admission, e-mail Fastemia@baruch.cuny.edu or call the Stan Ross Department of Accountancy at 646-312-3160.

THE EXECUTIVE MST*

The Executive Master of Science in Taxation, offered by the Zicklin School of Business, is a unique graduate degree program for practicing accountants, offering them the opportunity to broaden experience and sharpen skills in the field of taxation without interrupting their careers.

A carefully structured sequence of advanced courses covers a comprehensive range of specializations in the areas of taxation. Courses are taught by members of the distinguished faculty of the Zicklin School of Business and experienced practitioners in the field of taxation.

For further information about the Executive Master of Science in Taxation, contact the Stan Ross Department of Accountancy at 646-312-3160.

*This program is not currently accepting applications.
DOCTORAL PROGRAM IN BUSINESS

Executive Officer, Doctoral Program:
Joseph B. Weintrop

PROGRAM GOALS

The Doctoral Program in Business is designed to educate researchers and teachers who will contribute to the development of new management concepts and new solutions to the complex problems facing industrial and public organizations. Graduates of the program are employed as college or university faculty members in business disciplines.

PROGRAM STRUCTURE

The Doctoral Program in Business comprises six specializations: accountancy, finance, information systems, management planning, marketing, and organizational behavior and human resources. A minimum of 60 credit hours is required for each specialization.

AREAS OF SPECIALIZATION

ACCOUNTANCY

The specialization in accountancy is designed to educate the future accounting researcher and teacher in conceptual and empirical development and applications. The program encompasses in-depth study of the entire field of accounting.

FINANCE

The doctoral specialization in finance is designed to prepare qualified candidates for academic careers in teaching and research and for advanced-level research positions in industrial and financial organizations. The program is intensive and analytical in nature, relying heavily on the economics and quantitative disciplines for its foundations.

INFORMATION SYSTEMS

The information systems specialization is designed to prepare information systems scholars for careers as researchers and educators in university programs, as well as information systems professionals in industry. This program builds upon a firm technical foundation in such areas as programming, database management, telecommunications, and systems analysis and design. It provides students with a strong grounding in information systems research methodology and the current state of information systems research in such areas as electronic markets, e-commerce, global information systems, information retrieval, intelligent systems, financial information systems, and computer-mediated communication systems, among others.

COURSE REQUIREMENTS

All students must take the required foundation courses as well as those additional foundation courses indicated by the specialization coordinator.

Required Foundation Courses
- BUS U800 Philosophy of Science
- BUS U802 Higher Education Teaching Seminar
- ECO U703 Microeconomic Theory I
- A minimum of three courses in statistics

Specialization Core Course Requirements
Every student must choose a major area of study. Each area of specialization has a specific series of required courses as outlined in detail as follows:

MANAGEMENT PLANNING

The management planning specialization prepares the candidate for teaching and research in the areas of operations management, management science, and production management. The theoretical foundations of the specialization are drawn from planning and decision theory.

This specialization is currently not accepting new students.

MARKETING

Marketing involves the development and distribution of goods and services throughout an economy. Course work and seminars in this specialization concentrate on consumer behavior theory, international marketing, attitude and communications research, cross-cultural consumer research problems, marketing strategy, theory development, and research design.

The marketing specialization is designed for students with prior training in the humanities, natural sciences, social sciences, or business disciplines. Graduates of the program find employment teaching consumer behavior, marketing, and marketing management.

ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCES

The specialization of organizational behavior and human resources focuses on individual and organizational processes. Among the concerns of the program are performance effectiveness, those factors that influence policy and planning decisions, and the conditions under which organizations may be designed to maximize their positive effects on those who are employed and affected by them. The program incorporates behavioral and policy perspectives. Graduates of the program are currently employed by universities and other organizations in both the public and private sectors.
Accountancy Specialization
ACC U706 Financial Statement Analysis and Reporting
ACC U802 Empirical Research in Accounting
ACC U803 Current Issues in Managerial Accounting
ACC U804 Current Issues in Auditing
ACC U810 Seminar in Managerial Accounting
ACC U812 Empirical Research Methods
ACC U822 Advanced Empirical Research
ECO U820 Econometric Theory
FIN U810 Corporate Finance Theory
FIN U830 Capital Markets and Portfolio Theory
OPR U704 Quantitative Analysis for Business Decisions
STA U706 Applied Discrete Multivariate Analysis
STA U783 Stochastic Processes for Application I

Finance Specialization
Required Core Courses
FIN U810 Corporate Finance Theory
FIN U830 Capital Markets and Portfolio Theory
ECO U820 Econometric Theory
ECO U823 Applied Microeconometrics

Electives
FIN U756 Management of Financial Intermediaries
FIN U770 International Financial Markets and Institutions
FIN U811 Advanced Topics in Corporate Finance Theory
FIN U831 Advanced Topics in Capital Markets and Portfolio Theory
FIN U832 Seminar in Capital Markets and Portfolio Theory
FIN U857 Seminar in Financial Institutions
FIN U890 Options Markets
FIN U891 Futures Markets
ECO U821 Applied Econometrics

Information Systems Specialization
Prerequisite Courses*
Programming Language, e.g., C++ (CIS 9310 plus CIS 9410 or equivalent)
Database Management Systems (CIS 9340 or equivalent)
Financial and Managerial Accounting (ACC 9100 or equivalent)
Financial Decision Making (FIN 9770 or equivalent)
Introduction to Statistics (STA 8000 or equivalent)

*Students who do not have the prerequisite background upon acceptance into the program must audit the equivalent course prior to or during the first year of study.

Required Core Courses (10 of the following, upon advisor’s approval)
MGT U743 Strategic Management I
MGT U747 Management Information Systems
MGT U847 Seminar in Management Information Systems

Management Planning Specialization
(currently not accepting students)

Required Courses
CIS U821 Research Methods I: Quantitative Research in Information Systems
MGT U700 Managerial Control
MGT U743 Strategic Management I
MGT U745 Operational Planning Systems and Control
MGT U747 Management Information Systems
MGT U881-1 Seminar in Production Management I
MGT U881-2 Seminar in Production Management II
MGT U847 Seminar in Management Information Systems
STA U851 Computer Techniques in Business Research
STA U783 Stochastic Processes for Application I

Marketing Specialization
MKT U701 Research Methods I: Design
MKT U702 Research Methods II: Qualitative Research in Marketing
MKT U703 Research Methods III: Quantitative Research in Marketing
MKT U715 The History of Marketing Thought
MKT U815 The Process and Diffusion of Innovation in Marketing
MKT U880 Seminar in Current Marketing Problems
MKT U881 Seminar in Marketing Theory
MKT U882 Seminar in Marketing Strategy
MKT U885 Seminar in Buyer Behavior
MKT U888 Selected Topics in Marketing

Organizational Behavior and Human Resources Specialization
BUS U872A Seminar in Organization Theory I
BUS U874A Seminar in Organizational Behavior I
BUS U874B Seminar in Organizational Behavior II
BUS U885 Research Methods I
BUS U886 Research Methods II
MGT U753 Management of Human Resources
MGT U780 Seminar in Human Resource Management and Labor Relations
MGT U870A Seminar in Policy and Strategy I
MGT U880 Special Topics in Business

A minimum of 60 credit hours is required for all doctoral specializations.
**GRADES AND EXAMINATIONS**

Students must maintain a B average while in the program. An incomplete grade (INC) must be resolved within two semesters. Students with two or more incompletes cannot be considered to be making satisfactory progress toward the degree and will not be eligible for financial aid.

The three major examinations of the Doctoral Program in Business are the first examination, second examination, and final examination (dissertation defense). The first examination consists of (1) a research paper or a written examination and (2) an oral examination conducted by three members of the faculty.

The second examination is in two parts: (1) a written examination or a research paper and (2) an oral examination. The choice of research paper versus written examination varies by specialization. In specializations where the first examination is a research paper, the second examination must include a written examination. In specializations where the first examination is a written examination, the second examination must include a research paper. Both the first examination and the second examination may be taken a maximum of two times.

**DISSERTATION**

Within one semester after successfully completing the second examination, the candidate should submit an acceptable dissertation proposal to his or her dissertation committee and defend it publicly. Registration must be maintained until the completion of the dissertation.

The final examination is a defense of the student’s dissertation. A committee of three faculty members, two of whom must be members of the faculty in business, and an outside reader will determine its acceptability as a contribution to knowledge in the discipline.

**ADMISSION QUALIFICATIONS**

A graduate degree and practical experience in business are not prerequisites for admission to the program. The program is full time. Students are admitted for the fall semester. March 1 is the application deadline.

Applicants are required to submit the results of the Graduate Management Admission Test (GMAT). Applicants opting to specialize in organizational behavior and human resources or marketing may substitute the General Test (morning exam) of the Graduate Record Examinations (GRE). In addition, two letters of academic reference are required.

**EN ROUTE MBA**

A student in good academic standing is eligible for an MBA after completing 45 credits of course work, including at least one course in accounting, finance, marketing, and organizational behavior and human resources; passing the preliminary research paper; and writing an acceptable major paper in a doctoral seminar. The student may apply for the degree en route by writing to the executive officer and requesting it. The degree is conferred by Baruch College.

**FINANCIAL ASSISTANCE**

Financial aid for full-time doctoral matriculants is available in the form of fellowships, grants, part-time and full-time teaching positions, and research assistantships.

**DOCTORAL COURSES**

Course descriptions not given here may be found under the departmental listings in this publication or at the Doctoral Program office.

**ACCOUNTANCY**

**Accounting U706  Financial Statement Analysis and Reporting**

2 hours plus conference; 3 credits

An in-depth study of the analysis and interpretation of financial statements by external decision makers, including measures of liquidity, solvency, capital structure, return on investments, and operating performance. The impact of accounting conventions and alternative standards on analytical measures is also explored.

*Prerequisite: Advanced accounting.*

**Accounting U707  Contemporary Topics in Accounting**

4 hours; 4 credits

Students will be required to read articles, research studies, and official pronouncements on selected current issues and developments in four major areas of accounting (see outline) and participate actively in weekly seminar discussions. All weekly assigned reading must be completed in advance of each meeting. Additionally, the students will prepare a major paper on a current topic or issue to be presented in the seminar. Reviews of literature, discussions of methodology, and the practical implications of student papers will be presented in class. Each student will make at least one oral presentation during the term. Enrollments will be limited to ensure full student participation and faculty interaction. The term paper should be an in-depth analysis of a relevant topic, preferably in one of the areas covered during the term. Topics are to be approved in advance. Papers will be presented in the last four sessions of the seminar. A final examination will be given. The final grade is based on class participation, the term paper, oral presentation of the term paper, and a written examination.

A grade of Incomplete will be given if the term paper has not been submitted but has been presented from notes and if all
other requirements have been completed and passed, including the final examination.

Prerequisites: Advanced accounting and auditing and permission of the graduate advisor.

**Accounting U802  Empirical Research in Accounting**
2 hours plus conference; 3 credits
Students will be required to engage in the critique of empirical studies in financial and managerial accounting. Topics include the impact of accounting numbers on security prices, income smoothing, accounting risk measures, and transfer pricing and performance evaluation. Students will also be required to present their own research on selected topics.

Prerequisites: ACC U704 (9817), ACC U706, ACC U707.

**Accounting U803  Current Issues in Managerial Accounting**
2 hours plus conference; 3 credits
Here students investigate accounting control systems designed to ensure efficient use of organizational resources: the controllership function, management information systems, profit and expense centers, and budgeting in the context of managerial control.

Prerequisites: Intermediate accounting; cost accounting and practice.

**Accounting U804  Current Issues in Auditing**
3 hours; 3 credits
The course surveys the theory and practice of auditing, introducing students to generally accepted auditing standards, methods and procedures, preparation of auditors' reports, legal liability, and professional ethics.

**Accounting U810  Seminar in Managerial Accounting**
3 hours; 3 credits
This course reviews (1) economic foundations of the methods used in research in managerial accounting, (2) how information affects economic transactions, and (3) many academic papers. Covered topics include game theory and its applications such as agency theory, information asymmetry, and signaling; disclosures of information; and transfer pricing.

**Accounting U812  Empirical Research Methods**
3 hours; 3 credits
This course allows students to apply empirical methods from economics, statistics, and other fields to the accounting literature. It will focus on research on capital markets and the use of pertinent databases to analyze these markets. Econometric problems in evaluating market model residuals and criteria for assessing cross-sectional research will be examined.

**Accounting U822  Advanced Empirical Research**
3 hours; 3 credits
Intended for students who have completed Accounting U802 and U812, this course continues to expose students to current empirical research and emphasizes their production of papers. Students will be asked to undertake short, original research studies or replications using alternative methodological techniques.

**Accounting U890  Dissertation Seminar**
No credit
Individual research under supervision for the preparation of the doctoral dissertation. Required of all candidates for the doctorate in this area of specialization. Registration must be maintained until the completion of the dissertation.

**Business U800  Philosophy of Science**
2 hours plus conference; 3 credits
This course provides a philosophical introduction to the theoretical and empirical development of scientific knowledge. The purpose of the course is to help doctoral students define a research context by addressing the purposes, assumptions, and primary components of scientific inquiry. Topics receiving attention include forms of knowledge, scientific laws, nature of theory, and ethics.

**Business U802  Higher Education Teaching Seminar**
2 hours plus conference; 3 credits
Business U802 helps doctoral students learn about college teaching. Several faculty instructors conduct sessions treating teaching methods, preparation, evaluation, communication techniques, diversity, and common teaching problems. Students read articles, prepare case analyses, and acquire advice in response to problems they raise.

**Business U850  Comparative International Management and Organizations**
3 hours; 3 credits
Emphasis in this course is on a comparative study of the impact of business organizations and management activities on the economy and society of a selected number of countries. The aim is to sensitize students to the cultural, socioeconomic, political, and government regulatory factors that influence and determine relationships between social institutions and the management of business organizations.

**Business U872A  Seminar in Organization Theory I**
2 hours plus conference; 3 credits
This course emphasizes organizational analysis from a structuralist perspective. Typologies of organizations are developed and evaluated from various theoretical perspectives both in the United States and in other cultural settings.

**Business U872B  Seminar in Organization Theory II**
2 hours plus conference; 3 credits
A detailed study of the nature, development analysis, and application of theory and models to the study of management and organization. A macro view of theory formulation, elements of theory and models, and notion of explanation and a detailed study of a series of modern theories and models in
management, organization analysis, and organization behavior. The student focuses on learning to read, diagram, and evaluate critically the theoretic and modeling approaches to the disciplines.

**BUSINESS U874A  Seminar in Organizational Behavior I**
2 hours plus conference; 3 credits
This course critically examines the metatheoretical characteristics of contemporary theory in organizational behavior and the empirical adequacy of the theoretical constructs proposed. Alternative expanded schemas are proposed in order to account for organizational processes in work settings in the United States and other cultures.

**BUSINESS U874B  Seminar in Organizational Behavior II**
2 hours plus conference; 3 credits
This course concerns itself with the effect of organizational policies, practices, and job characteristics on individuals and society. Theoretical frameworks relating to alienation, stress, and job and life satisfaction are examined, and an effort is made to develop an understanding of those conditions under which organizations may impact positively on the component elements of our society.

**BUSINESS U877  Behavioral Science Foundations I**
2 hours plus conference; 3 credits
Deals with the individual and small-group behavior in organizations. Covers material dealing with attitude and performance of organizational participants and such issues as leadership style, personnel, attitude, and motivation. Emphasizes the psychological approach to behavior.
Prerequisites: Preliminary requirements.

**BUSINESS U878  Behavioral Science Foundations II**
2 hours plus conference; 3 credits
A continuation of Behavioral Science Foundations I (BUS U877). The emphasis is on the organization as a unit of analysis as well as the organizational system at large. The approach is sociopolitical in nature, emphasizing the ecological and environmental impacts on organizations.
Prerequisite: BUS U877.

**BUSINESS U885  Research Methods I**
2 hours plus conference; 3 credits
An intensive survey of behavioral science research methods as applied particularly to the study of organizations. Students complete projects utilizing a number of methods, perform both primary and secondary data analysis utilizing major computer software packages, and prepare a complete research proposal, including literature review and sample and measurement selection in an area of relevance to organizations.
Prerequisites: Preliminary requirements.

**BUSINESS U886  Research Methods II**
2 hours plus conference; 3 credits
An intensive survey of major analytical techniques applicable to research in organizational behavior. Students apply concepts and skills developed in BUS U885 in performing a variety of analyses and data-handling techniques. Particular attention is given to the assumptions, limitations, and misapplications of the various techniques as well as to the proper interpretation of results. Students implement the research proposal developed in BUS U885 by collecting and/or analyzing appropriate data and preparing a final research paper.
Prerequisite: BUS U885.

**BUSINESS U889  Seminar in Contemporary Business Research**
No credit
A seminar in which students and faculty discuss and analyze contemporary research and research methodology in the various business specializations. Particular attention is paid to ongoing or proposed research by faculty and students. All student dissertation proposals are formally presented in this seminar.

**BUSINESS U900  Dissertation Supervision**
No credit
Individual research under supervision for the preparation of the doctoral dissertation. Required of all candidates for the doctorate in all areas of specialization. Registration must be maintained until the completion of the dissertation.

**COMPUTER INFORMATION SYSTEMS**

**COMPUTER INFORMATION SYSTEMS U735  Networks and Telecommunications**
3 hours; 3 credits
Key technical and managerial issues in the development of the telecommunications resource by organizations. The course covers technology (the underlying technology of information communication facilities, networking systems, and communications software), architecture (the way in which hardware, software, and services can be organized to provide computer and terminal interconnection), and applications (how information communications and networking systems can meet the cost constraints and requirements of today's business). The course provides a balanced approach to the study of this topic, emphasizing managerial issues as well as the supporting technical knowledge needed to plan and to manage today's complex telecommunication systems.
Pre- or corequisite: MGT U747 or equivalent.

**COMPUTER INFORMATION SYSTEMS U749  Systems Analysis and Design**
3 hours; 3 credits
Examination of the various tools, techniques, processes, and issues related to the analysis and design of organizational information systems. This course follows the traditional
Systems Development Life Cycle and covers such techniques as entity/relationship (E/R) data modeling, dataflow diagrams, normalized file design, and project management. Hands-on experience is provided using computer-assisted software engineering (CASE) technology. A group project develops an enterprise feasibility study, a working system prototype, and an overall systems development plan for a business or non-profit organizational problem.

Pre- or corequisite: MGT U747 or equivalent.

**Computer Information Systems U821 Research Methods I: Quantitative Research in Information Systems**
2 hours plus conference; 3 credits
This course focuses on designing, evaluating, and understanding quantitative methods and methodologies for information systems research. Its major objective is to enable students to design information systems experiments and surveys and to produce publishable papers. Students will work in teams on an original research project and will be expected to submit a research paper to an information systems journal or conference.
Prerequisite: At least one statistics course; pre- or corequisite: MGT U847 or equivalent.

**Computer Information Systems U822 Research Methods II: Qualitative Research in Information Systems**
2 hours plus conference; 3 credits
This course helps develop knowledge and skills in the application and use of qualitative research methods as they relate to information systems (IS). The course provides a survey of the methodological literature on qualitative research methods paired with appropriate article-length exemplars in the IS domain. Methodologies studied include case study, ethnography, content analysis, and protocol analysis. Students acquire skills in developing a research strategy, understanding and using a grounded theory approach, triangulating methods for strengthening research findings, and supporting methodological choices. The course enables students to identify qualitative research methods prevalent in IS research; formulate research design, data analysis, and evaluation techniques for research; and evaluate qualitative research of others in the IS area.
Prerequisite: MGT U847 or equivalent.

**Computer Information Systems U840 Selected Topics in Information Systems**
2 hours plus conference; 3 credits
This course will highlight and study in depth a specific area of information systems. Possible areas are advanced database systems research, artificial intelligence and expert systems, electronic markets, financial information systems, international issues in information systems, multimedia systems, and emerging technologies. This course may be taken more than once for credit.
Prerequisite: MGT U847 or equivalent.

**Computer Information Systems U860 Seminar in Information Systems Research**
2 hours plus conference; 3 credits
This research seminar will investigate current research into the behavioral, sociological, and organizational issues in information systems. The work of major information systems researchers and research groups will be studied in depth, especially the current and up-and-coming areas of information systems research. Students will be expected to prepare oral presentations and to submit a finished paper to an information systems journal or conference.
Prerequisite: MGT U847 or equivalent.

**ECONOMICS AND FINANCE**

**Economics U703 Microeconomic Theory I**
3 hours; 3 credits
The course deals with the microeconomic foundations of demand, production, and cost. Price-output decisions are examined in the context of normative models of perfect competition and monopoly and descriptive models of imperfect competition and oligopoly. The models are developed primarily under static conditions and certainty. Empirical considerations are introduced where appropriate. The diagrammatic approach is frequently complemented and extended by derivations based on elementary calculus.
Prerequisite: Basic economics.

**Economics U708 Macroeconomic Theory I**
3 hours; 3 credits
This course deals with the determination of gross national product and of associated variables. The economic system is broken down into product, money, and labor markets. The components in each market and the interrelationship among different markets are studied. The general equilibrium of the macroeconomy is analyzed from both Keynesian and neoclassical viewpoints. Government monetary and fiscal policies are also discussed.
Prerequisite: Basic economics.

**Economics U803 Microeconomic Theory II**
3 hours; 3 credits
Investments, the interest rate, and the accumulation of capital are examined as issues in intertemporal choice involving real and monetary factors. The optimal investment decision is developed under certainty and under uncertainty. Dynamic considerations, market imperfections, and macroeconomic influences are introduced where appropriate.
Prerequisite: ECO U703.

**Economics U808 Macroeconomic Theory II**
3 hours; 3 credits
This course deals with dynamic macroeconomics. Both long-run and short-run macroeconomic phenomena are analyzed. In long-run analysis, economic growth and capital accumulation are related to embodied and disembodied technical processes, income distribution, and monetary factors. The
exploration also extends to optimal growth models. The short-run analysis concentrates on business cycle theories. The mathematical formulation and econometric treatment of business cycles are studied. The discussion also includes an integration of cyclical and growth processes.

**Prerequisite:** ECO U708.

**Economics U820  ECONOMETRIC THEORY**  
3 hours; 3 credits  
A survey of single-equation and simultaneous-equations econometric methods. The topics covered under the single-equation methods are the classical linear regression model and related topics, such as multicollinearity, serial correlation, heteroscedasticity, lagged variables, specification bias, and measurement errors. There is also a brief introduction to nonlinear (in parameters) regression models and Bayesian regression analysis. The topics in simultaneous-equations methods include the identification problem; the rank and order conditions of identification; and methods of solving just- and over-identified equations, such as the indirect least squares, two-stage least squares, least-variance ratio, k-class estimators, three-stage least squares, and the full-information maximum likelihood; and the use of these methods in econometric model building and forecasting.

**Prerequisites:** STA U700, STA U702.

**Economics U821  APPLIED ECONOMETRIC THEORY**  
3 hours; 3 credits  
This course is for advanced students interested in the econometrics of financial modeling. It covers a wide variety of topics in empirical finance, including nonlinear, autoregressive models, ARCH/GARCH models, stochastic volatility models, diffusion models, and their applications to portfolio theory, term structure of interest rates, derivative pricing, and risk management. Each part develops statistical techniques within the context of a particular financial application.

**Prerequisite:** STA U700.

**Finance U700  INTRODUCTION TO THE THEORY OF FINANCE**  
3 hours; 3 credits  
Survey and analysis of problems facing the financial manager, including a theoretical introduction to financial institutions, financial instruments, and the capital markets. Topics covered include functions and operations of the capital markets; analysis of the consumption and investment decision of investors; analysis of investments in common stocks, bonds, and other risky assets; portfolio construction and diversification; equilibrium pricing of assets; evaluation theory; efficient market theory; capital budgeting and investment decision making; estimation and determinants of the firm's cost of capital; and the effects of capital structure decisions on investment and the cost of capital.

**Prerequisite:** Basic economics.

**Finance U756  MANAGEMENT OF FINANCIAL INTERMEDIARIES**  
2 hours plus conference; 3 credits  
Analysis of the problems facing financial intermediaries. The role and operations of financial intermediaries in the primary and secondary markets. Management of assets and liabilities under conditions of uncertainty. The evaluation of primary and secondary investments. A consideration of the specific problems facing banks, investment companies, pension funds, savings and loan associations, and insurance companies. Other areas covered include control of financial operations, analysis of the effects of the legal framework on intermediation, and an analysis of the markets in which financial intermediaries engage.

**Prerequisite:** FIN U700.

**Finance U770  INTERNATIONAL FINANCE**  
3 hours; 3 credits  
Topics in international finance with emphasis on foreign exchange determination and managing foreign exchange risk. Topics include international asset pricing models, market integration and segmentation, global equity and debt markets, international listings of equities, international GAAP differences, international mergers and acquisitions, global corporate governance, and special topics in emerging financial markets.

**Prerequisite:** FIN U700.
FINANCE U812  Seminar in Corporate Finance Theory
3 hours; 3 credits
Special topics in corporate finance.
Prerequisite: FIN U810.

FINANCE U830  Capital Markets and Portfolio Theory
3 hours; 3 credits
Topics in investments with strong emphasis on theory and empirical testing of hypotheses. Continuation of portfolio theory, including treatment of state-preference models, growth models and their use in evaluation of the performance of investment trusts and mutual funds, and current empirical research on capital asset pricing, information and stock prices, and the efficiency of the capital markets. Other areas covered: the pricing of hybrid securities, such as options, warrants, and convertible bonds, and the relationship between corporate decision variables and the capital markets.
Prerequisites: FIN U700, STA U700, STA U702.

FINANCE U832  Seminar in Capital Markets and Portfolio Theory
3 hours; 3 credits
Special topics in capital markets and portfolio theory.
Prerequisite: FIN U830.

FINANCE U857  Seminar in Financial Institutions
3 hours; 3 credits
Study of the role of financial institutions in financial security design, optimal capital structure, financial fragility, systematic risk, financial market structure, and economic development. Both theoretical and academic work will be stressed in an international context.
Prerequisite: FIN U700.

FINANCE U890  Options Markets
3 hours; 3 credits
This course examines facets of options markets. The microstructure of options markets receives attention, as well as position strategies for a variety of financial instruments. Students learn about arbitrage pricing and boundary conditions of options pricing. A number of pricing models are discussed, such as the Black and Scholes model and Cox-Ross-Rubinstein binomial models. The use of options pricing models in evaluation of financial assets and in portfolio theory is also included.

FINANCE U891  Futures Markets
3 hours; 3 credits
This course examines the economic and institutional aspects of the futures markets. It focuses on the theories of pricing, hedging, and speculation. The speculative risk-return characteristics as well as the hedge management potential of the available instruments are detailed.

MANAGEMENT

MANAGEMENT U700  Managerial Control
2 hours plus conference; 3 credits
The course examines in detail the function of managerial control, with emphasis on complex socioeconomic systems. Widely used models and approaches are studied, and the principles of system dynamics and cybernetics are covered.

MANAGEMENT U732  Management and Organization Theory
2 hours plus conference; 3 credits
A detailed study of the nature, development analysis, and application of theory and models to the study of management and organization. A macro view of theory formulation, elements of theory and models, notions of explanation, and a detailed study of a series of modern theories and models in management, organization analysis, and organization behavior. The student focuses on learning to read diagrams and evaluate critically the theoretic and modeling approaches to the disciplines.

MANAGEMENT U741  Management Science
2 hours plus conference; 3 credits
Recent developments in the field of management science are examined. The topics are selected from the current literature on the basis of their significance and the interests of the students.
Prerequisite: Quantitative foundations.

MANAGEMENT U743  Strategic Management I
2 hours plus conference; 3 credits
The problems of definition, design, and evaluation of strategic management systems are fully explored. The basis of the course is an integrator of the various disciplines of business.
Prerequisites: BUS U877, BUS U878.

MANAGEMENT U745  Operational Planning Systems and Control
2 hours plus conference; 3 credits
This course is concerned with planning and control methods for the fulfillment of operations objectives. Various models, including production smoothing, queuing models, inventory control, and simulation, as applied to the evaluation and management of subsystems of the firm, are examined.
Prerequisite: Quantitative foundations.

MANAGEMENT U747  Management Information Systems
2 hours plus conference; 3 credits
The course examines retrospective management information searches and their role in supporting the strategic decision-making function of top management. Systems are modeled and implemented with the assistance of the computer facilities. Problems of information labeling, storage, and retrieval are considered and related to the design and evaluation of management information systems.
Prerequisite: Quantitative foundations.
MANAGEMENT U753  MANAGEMENT OF HUMAN RESOURCES
2 hours plus conference; 3 credits
The purpose of the seminar is to introduce students to the field of human resources management. The focus is to develop an understanding of the themes that underlie the field today, and the contribution of scholarly research to the cumulative knowledge base in this area.

MANAGEMENT U780  SEMINAR IN HUMAN RESOURCE MANAGEMENT AND LABOR RELATIONS
2 hours plus conference; 3 credits
The seminar focuses on current research issues in human resource management including those that relate to the field of labor relations.

MANAGEMENT U800  SEMINAR IN MANAGERIAL CONTROL
2 hours plus conference; 3 credits
This course explores in considerable depth the implications and applications of theories of managerial control.
Prerequisite: MGT U700.

MANAGEMENT U843  STRATEGIC MANAGEMENT II
2 hours plus conference; 3 credits
An in-depth analysis of the strategic management makeup of organizations as viewed from a structural, competitive, internal, and external environment.
Prerequisite: MGT U743.

MANAGEMENT U847  SEMINAR IN MANAGEMENT INFORMATION SYSTEMS
2 hours plus conference; 3 credits
Significant management information systems topics of special interest are covered in this seminar. Topics reflect the frontiers of research and the current state of the art. Management information systems methodology will be used to model the formulation of selected management problems.
Prerequisite: MGT U747.

MANAGEMENT U870A  SEMINAR IN POLICY AND STRATEGY I
2 hours plus conference; 3 credits
This course is concerned with the formulation and the systematic choice of business policy to guide actions for the attainment of corporate goals. It concerns itself with the study of functions and responsibilities of management and the problems that affect the character and success of the total enterprise.

MANAGEMENT U870B  SEMINAR IN POLICY AND STRATEGY II
2 hours plus conference; 3 credits
This seminar, which is the second part of a one-year sequence, is concerned with how firms in different societies adapt to the needs, expectations, opportunities, and pressures created by their internal and external environments; how broad issues of government policy, economic planning, the structure of labor laws, and social activism exert a vital influence on the goals and strategies of both domestic and foreign business firms; and the effects of such issues as technology transfer, anti-trust and competition policies, and business-government relations.

MANAGEMENT U880  SPECIAL TOPICS IN BUSINESS
2 hours plus conference; 3 credits
The seminar is designed to teach current topics in selected business topics.

MANAGEMENT U881-1  SEMINAR IN PRODUCTION MANAGEMENT I
2 hours plus conference; 3 credits
The student will conduct a research project in a selected area of production management under the supervision of a staff member. A report on the candidate's research is required.
Prerequisite: MGT U745.

MANAGEMENT U881-2  SEMINAR IN PRODUCTION MANAGEMENT II
2 hours plus conference; 3 credits
The student will continue the work begun in MGT U881-1, concentrating on more advanced research projects.
Prerequisite: MGT U881-1.

MARKETING

MARKETING U701  RESEARCH METHODS I: DESIGN
2 hours plus conference; 3 credits
This course introduces the basic methodological approaches to a scientific investigation: surveys, experiments, and observation. Empirical marketing investigations representative of each approach are discussed and evaluated. Students prepare formal research proposals in which alternative methodological approaches are specified in detail.

MARKETING U702  RESEARCH METHODS II: QUALITATIVE RESEARCH IN MARKETING
2 hours plus conference; 3 credits
Field-oriented qualitative research techniques currently employed in marketing research are explored in this course, with particular emphasis on focus-group and individual interviewing procedures. During fieldwork, students will acquire experience using these and other qualitative methods to formulate middle-range marketing theory.

MARKETING U703  RESEARCH METHODS III: QUANTITATIVE RESEARCH IN MARKETING
2 hours plus conference; 3 credits
Interdependence analysis techniques (e.g., factor analysis, cluster analysis, LISREL) will be studied. Students will create and use data sets and learn how to interpret output. Application of each technique for analysis of various types of problems and data will be studied.
Marketing U715  The History of Marketing Thought
2 hours plus conference; 3 credits
This course will analytically examine the paradigms that have influenced marketing through its development as an academic discipline. The roots of marketing in the functionalist and institutionalist schools and its relationship to economics will be discussed.

Marketing U730  Channels of Distribution
2 hours plus conference; 3 credits
This course examines the various channels of distribution through which goods flow from manufacturer to final user, including distributors, wholesalers, retailers, brokers, manufacturers' representatives, sales agents, etc. It examines the effects of channel decisions on other components of the marketing mix (e.g., pricing and product decisions, promotion, and target consumers).
Prerequisite: MKT 9703.

Marketing U751  Practicum—New Product Planning and Development
2 hours plus conference; 3 credits
This course is designed to provide students with a comprehensive exposure to the techniques of product planning and development, including a team approach to product idea generation, concept development, technical and economic screening, and product concept testing and commercialization, including the development of business and marketing plans.
Prerequisite: Permission of instructor.

Marketing U812  Studies in Marketing Research
2 hours plus conference; 3 credits
Topics include planning research as an aid to marketing management, administration and reporting of professional marketing research projects, and criteria for evaluation. Students will examine and evaluate actual reports and undertake real or simulated projects.
Prerequisite: Previous course work in marketing research or the equivalent.

Marketing U815  The Process and Diffusion of Innovation in Marketing
2 hours plus conference; 3 credits
This course concentrates on the conceptual and methodological issues associated with the creation and diffusion of innovations. Students will be exposed to literature on product/service concept development and evaluation and to research focusing on obstacles to the successful diffusion of innovations.

Marketing U880  Seminar in Current Marketing Problems
2 hours plus conference; 3 credits
Critical analysis of current problems, issues, and development; the relationship between marketing functions, processes, and institutions and changes in the general social and economic environment.
Prerequisite: 9 credits of graduate work in marketing or special departmental permission.

Marketing U881  Seminar in Marketing Theory
2 hours plus conference; 3 credits
Examination of formulated marketing theory, problems confronted in developing a theoretical foundation for marketing, theories of interdisciplinary approaches to the marketing area, and the utility of marketing theory.
Prerequisite: 9 credits of graduate work in marketing or special departmental permission.

Marketing U882  Seminar in Marketing Strategy
2 hours plus conference; 3 credits
Formulation of overall marketing plans and strategies, operation coordination of product planning, channel decisions, pricing, promotion, selling, marketing research and distribution cost control, and problems in developing marketing campaigns and programs.
Prerequisite: 12 credits of graduate work in marketing or special departmental permission.

Marketing U885  Seminar in Buyer Behavior
2 hours plus conference; 3 credits
The two-fold objective of this course is to help students gain in-depth understanding in such areas of consumer behavior as memory, learning, attitude, and information processing and to offer a metatheoretical perspective on buyer behavior. The course will address the role of consumer research in marketing theory, the appropriateness of consumer behavior as a basic paradigm for marketing, philosophical trends in consumer behavior, and the use of behavioral approaches to the study of marketing relationships.

Marketing U888  Selected Topics in Marketing
2 hours plus conference; 3 credits
This seminar serves as the capstone course in the marketing PhD specialization. Organized around the comprehensive examination, this course will focus on primary theoretical and methodological issues in the subdisciplines of marketing, with particular attention to recent research.

Quantitative Analysis

Statistics U700 (STA 9700)  Modern Regression Analysis
3 hours; 3 credits
This first course in linear models is designed to present the material related to classical regression as well as relevant modern techniques. The traditional material based on ordinary least squares is blended with the modern methods of diagnosis and combating of collinearity. In the area of selecting the optimal subset model, classical and contemporary methodologies are presented. Influence diagnostics to detect data points that exert a disproportionate influence on the regression model are also presented. In addition, procedures
that are used when the assumptions of standard methodology are violated are discussed.

**Prerequisite:** STA 9708 or equivalent. Credit is given for STA U700 (STA 9700) or STA 9000, but not both.

**Statistics U702 Advanced Statistical Inference**
3 hours; 3 credits
The theory and application of sampling methods as applied to human populations, industrial sampling, record sampling, and sampling of experimental data are discussed. A variety of plans, including unrestricted random sampling, stratified cluster, multistage, replicated, multiple and sequential, discovery and ratio, and regression estimate sampling plans, are discussed and compared for efficiency. (Registration for this course is ordinarily limited to students in the doctoral program. Master's degree students in the statistics specialization may register for this course only with departmental permission.)

**Prerequisites:** STA U700 and departmental permission.

**Statistics U703 Applied Probability**
3 hours; 3 credits
This course covers the operation of sets, probability in finite sample space, random variables, finite Markov process and probability functions, and subjective or personalistic probability. Among the random processes and probability distributions developed are Bernovilli, Pascal, hypergeometric, Poisson, exponential, gammas, and normal distributions. Random sampling distributions and derived probability distributions are presented. Applications to selected business problems are also presented.

**Prerequisite:** Departmental permission.

**Operations Research U704 (OPR 9704) Quantitative Analysis for Business Decisions**
3 hours; 3 credits
The quantitative techniques in operations research and their application to the decision-making and management planning areas. Emphasis is first placed on problem formulation; quantitative decision models, including deterministic, stochastic, uncertainty, control, and competitive models, are then developed. The components of Bayesian decision models are developed. Such characteristic operations research tools as linear programming, queuing theory, and inventory theory, as well as mathematical simulations and models of entire complex systems, are developed and applied to management areas of marketing, finance, production, and personnel and health administration.

**Prerequisites:** STA U700, MTH 9703.

**Statistics U705 (STA 9705) Multivariate Statistical Methods**
3 hours; 3 credits
A comprehensive survey of a large array of widely used multivariate statistical methods intended for the user of advanced statistical methodology. The multivariate normal distribution and related distributions, including Hotelling T2 and Wishart distributions, are introduced and their use illustrated in statistical estimation and hypothesis testing in multivariate normal models. Additional topics introduced and applied include multivariate analysis of variance and covariance, canonical correlation, principal component analysis, factor analysis, discriminant analysis, and cluster analysis. Students prepare their own database, apply these methods, and prepare both an oral and written report on their findings.

**Prerequisites:** MTH 9703; STA 9700 or equivalent.

**Statistics U783 (STA 9783) Stochastic Processes for Application I**
3 hours; 3 credits
The fundamental concepts of stochastic processes necessary for understanding the complex probabilistic models currently used in business applications are discussed. Stochastic processes covered include the random walk, Markov chains, Birth and Death, and the Markov and Poisson renewal processes. Examples are selected from various disciplines to illustrate the use of these processes.

**Prerequisite:** STA U702.

**Statistics U820 Mathematical Programming in Business and Industry**
3 hours; 3 credits
This course deals primarily with the special use of linear programming, with less emphasis on the extension to nonlinear programming. The general linear programming model, the transportation model, and the assignment program are introduced. Topics in linear programming, such as the simplex algorithm, duality, sensitivity analysis, integer programming, trans-shipment, blending problems, and the caterer problem, are developed. Extensions to problems involving nonlinear functions include quadratic and convex programming and the Kuhn-Tucker theorems. Linear programming is discussed for both static (single time-period) and dynamic (multistage) cases; problems in which the coefficients are deterministic, parametric, and stochastic.

**Prerequisites:** STA U704, MTH 9703.

**Statistics U851 Computer Techniques in Business Research**
3 hours; 3 credits
The computer and problem solving in the areas of business decision-making statistical methods and accounting. Discussions of mathematical techniques for the computer, including approximation and simulation methods. Programming methods for various problems will be discussed.

**Prerequisite:** STA 9750.

**Statistics U880 Research Seminar in Quantitative Methods**
3 hours; 3 credits
Analysis of recent developments in statistical and decision-making methods. Research by students in theory and application of newly developed techniques.

**Prerequisite:** Departmental permission.
WEISSMAN SCHOOL GRADUATE PROGRAMS

The Weissman School of Arts and Sciences focuses on studies in the humanities and the natural and social sciences. At the graduate level, the Weissman School of Arts and Sciences offers an MA program in business journalism, an MA program in corporate communication, an MS program in applied mathematics for finance, and an MS program in industrial/organizational psychology.

GRADUATE ADMISSION

Application to graduate programs at the Weissman School of Arts and Sciences is open to anyone who has completed a regionally accredited U.S. bachelor's degree or an equivalent bachelor's degree from another country. Application materials, detailed program information, and the answers to any questions you might have about the application process are available from the sources listed below:

Office of Graduate Studies
Weissman School of Arts and Sciences
(mailing address)
Baruch College/CUNY
One Bernard Baruch Way, Box B 8-211
New York, NY 10010-5585

(location)
Vertical Campus, 8th Floor, Room 211
(55 Lexington Avenue at 24th Street)

Phone: 646-312-4490
Fax: 646-312-4491
E-mail: wsas_graduate_studies@baruch.cuny.edu

Program information is also available on the Weissman Web site: www.baruch.cuny.edu/slas/. Applications can also be downloaded from this site.

MA IN BUSINESS JOURNALISM

The Master of Arts degree in business journalism teaches student journalists to identify the issues underlying important trends in business, economics, and finance. By exploring the intended dynamics of corporate structures and by assessing regional, national, and global business patterns, students learn to contextualize news and evaluate its impact on society. While emphasizing critical perspectives, the program also stresses solid reporting, writing, and research skills, as well as technical expertise in print, electronic, and online journalism.

Courses in Specialization (36 credits)

Required Courses (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 9100 Financial and Management Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (18 credits)

*Choose six courses from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 9517 New Media Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9550 Covering the Technology Industries</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9551 Covering Wall Street and the Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9552 Covering Banking and Financial Services</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9553 Environmental Reporting</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9554 Covering the Business of Arts and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9555 Covering Labor and Management</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9556 International Business Reporting</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9557 Covering Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9558 Covering New York City Business</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9559 Investigative Business Reporting</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9560 Topics in Business Journalism</td>
<td>3</td>
</tr>
<tr>
<td>ENG 9800 Journalism Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students will be required to complete a thesis as part of an elective course.

MA IN CORPORATE COMMUNICATION

The MA in corporate communication is a 36-credit program that is designed to prepare both aspiring and practicing corporate communication professionals to plan, implement, and assess corporate communication strategies in business and industry.

Courses in Specialization (36 credits)

Required Courses (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 9501 Corporations and Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 9505 Media Analysis for Corporate</td>
<td>3</td>
</tr>
<tr>
<td>Communication and Business Journalism</td>
<td></td>
</tr>
<tr>
<td>COM 9510 (ENG 9510) Legal and Ethical Issues in</td>
<td>3</td>
</tr>
<tr>
<td>Business Journalism and Corporate Communication</td>
<td></td>
</tr>
<tr>
<td>COM 9139 (PAF 9139) Communication Strategy</td>
<td>3</td>
</tr>
<tr>
<td>COM 9620 Corporate Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 9630 Corporate Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 9635 Research Methods in Corporate</td>
<td>3</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>COM 9640 Qualitative Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (12 credits)

Choose four courses from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 9108 Communication and Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>COM 9515 Graphic Design for Media Professionals</td>
<td>3</td>
</tr>
<tr>
<td>COM 9651 Theories of Persuasion</td>
<td>3</td>
</tr>
</tbody>
</table>
WEISSMAN SCHOOL GRADUATE PROGRAMS

COM 9652 Crisis Communication 3
COM 9653 Investor Relations 3
COM 9654 Employee Communication 3
COM 9655 Corporate Advertising, Image, and Identity 3
COM 9656 International Business Communication 3
COM 9657 Video Production for Corporate Communication 3
COM 9660 Selected Topics in Corporate Communication 3
COM 9800 Internship in Corporate Communication 3

MS IN APPLIED MATHEMATICS FOR FINANCE

The Master of Science in applied mathematics for finance is designed to provide students with the mathematical background required for modeling and solving problems that arise in the financial services industry. The program combines a rigorous treatment of the underlying mathematical concepts with a strong emphasis on computational techniques and their practical application in finance. The MS in applied mathematics for finance is a 36-credit program that can be completed in three semesters of full-time study or five to six semesters of part-time study. All courses are offered in the evening to accommodate the schedules of students with job commitments.

Courses in Specialization (36 credits)

Required Courses (30 credits)
MTH 9813 Scientific Computing 3
MTH 9821 Numerical Linear Algebra 3
MTH 9831 Real Analysis and Probability 3
MTH 9852 Numerical Methods for PDEs in Finance 3
MTH 9862 Stochastic Processes in Finance 3
MTH 9871 Advanced Computational Methods in Finance 3
MTH 9881 Current Topics in Mathematical Finance 3
MTH 9903 Capstone Project and Presentation 3
ECO 9723 Econometrics—Theory and Applications I 3
FIN 9770 Financial Decision Making 3

Elective Courses (6 credits)
Choose two courses from:
MTH 9842 Linear and Quadratic Optimization Techniques 3
ECO 9724 Econometrics—Theory and Applications II 3
FIN 9782 Futures and Forward Markets 3
FIN 9793 Advanced Investment Analysis 3
FIN 9799 Analysis of Municipal and State Securities 3

MS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

The MS program in industrial/organizational psychology is designed for students whose interests lie in research or who intend to apply for the PhD in industrial/organizational psychology or related areas. Students receive a comprehensive background in research methodology, personnel, and organizational psychology as well as related areas of psychology.

Courses in Specialization (36 credits)

Required Courses (24 credits)
PSY 9703 Design of Psychological Research 3
PSY 9760 Psychometric Methods 3
PSY 9789 Seminar in Industrial/Organizational Psychology 3
PSY 9796 Problems in Industrial Psychology I—Personnel Psychology 3
PSY 9797 Problems in Industrial Psychology II—Organizational Psychology 3
PSY 99301 Research Methodology (Thesis I) 3
or
PSY 99001 Research Methodology in Design of Psychological Research (Seminar I) 3
PSY 99302 Thesis (Thesis II) 3
or
PSY 99002 Research Seminar in Evaluation of Psychological Research (Seminar II) 3
STA 9708 Applied Statistical Analysis for Business Decisions 3

Elective Courses (12 credits)
Choose four courses from:
PSY 9740 Personality 3
PSY 9746 Social Psychology 3
PSY 9751 Leadership and Group Processes 3
PSY 9753 Attitude and Attitude Change 3
PSY 9772 Clinical Interviewing 3
PSY 9786 Seminar in Contemporary Psychological Topics 3
PSY 9791 Introduction to Environmental Psychology 3
PSY 9795 Clinical Techniques in Industrial Psychology 3
PSY 9799 Human Engineering 3
SCHOOL OF PUBLIC AFFAIRS GRADUATE PROGRAMS

The mission of the School of Public Affairs is to 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. Using insights from theory, research, and practice, the school is a multidisciplinary community of scholars engaged in teaching, research, and outreach to achieve this mission.

The school places special emphasis on educating responsive and accountable leaders who combine managerial expertise, creative and critical thinking, and rigorous analysis in the formation and execution of public policy. The school also serves as a site for debate and reflection on issues of public importance to New York and beyond.

GRADUATE ADMISSION

Application to graduate programs at the School of Public Affairs is open to anyone who has completed a regionally accredited U.S. bachelor’s degree or an equivalent bachelor’s degree from another country. Application materials, detailed program information, and the answers to any questions you might have about the application process are available from the sources listed below:

School of Public Affairs Graduate Admissions and Student Services
(mailing address)
Baruch College/CUNY
One Bernard Baruch Way, Box C-312
New York, NY 10010-5585

(location)
137 East 22nd Street, Room 312
(between Lexington and Third Avenues)
Phone: 212-802-5912
Fax: 212-802-5928
E-mail: spa_admissions@baruch.cuny.edu

Considerable admission and program information is available on the school Web site, www.baruch.cuny.edu/spa; application materials can be downloaded from this site.

Executive Programs: For further information about admission to these programs, see pages 84–85.

MASTER OF PUBLIC ADMINISTRATION PROGRAM

The Master of Public Administration prepares students from a variety of academic and professional backgrounds to excel in careers with a public policy, public management, or nonprofit management orientation. The MPA provides students with an academic credential appropriate for employment in the public, nonprofit, and private sectors.

The MPA program has two key objectives. First, through a set of core courses, the program provides a strong foundation of practical and theoretical training for professional work in public service. Second, through free electives or the selection of a concentration, the MPA program offers students the opportunity to fashion a curriculum linked directly to their individual career and academic interests.

The Baruch MPA is fully accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). Baruch’s School of Public Affairs is the only nonprivate school of public affairs in New York City.

All students in the MPA program complete seven required courses and are required to earn a minimum grade point average of 3.0. This ensures that all students achieve a basic understanding of fundamental public administration principles and practices together with a foundation in communication skills, economic analysis, and statistical analysis. In addition to the required courses, students complete six elective courses chosen in consultation with a faculty advisor. Students without prior professional experience will also complete an internship in a public, nonprofit, or private-sector organization. In their final semester, all students take the Capstone Seminar, which emphasizes the application of students’ knowledge and skills to specific professional situations.

Full-time and part-time MPA students (but not students in the NUF or Executive MPA programs) may choose to focus 12 of their 18 credits of elective course work in one of the four specializations: nonprofit administration, public management, policy analysis and evaluation, and health care policy. All four specializations participate in the shared MPA core, which does not vary from specialization to specialization. Specializations must be chosen in consultation with a School of Public Affairs advisor.

Selection of a specialization is not required. Students who choose not to take a specialization must structure their 18 elective credits in consultation with an advisor.

The MPA is composed of 42–45 credits as shown in the accompanying table (fourteen or fifteen 3-credit courses), typically taken in the following sequence.
## MPA Program (42–45 Credits)

### Typical Part-time Course Sequence

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester I</th>
<th>January</th>
<th>Semester II</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PAF 9100</td>
<td></td>
<td>PAF 9103</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>PAF 9170</td>
<td></td>
<td>PAF 9172</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PAF 9120</td>
<td>Elective</td>
<td>PAF 9140</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAF 9130</td>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Elective</td>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>Capstone</td>
<td></td>
</tr>
</tbody>
</table>

### Typical Full-time Course Sequence

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester I</th>
<th>January</th>
<th>Semester II</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PAF 9100</td>
<td></td>
<td>PAF 9130</td>
<td>Internship*</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>PAF 9140</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>PAF 9170</td>
<td></td>
<td>PAF 9172</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Elective</td>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Required of students without appropriate professional experience.

### Preliminary Workshop (0 credits)

All entering students are required to either take the School of Public Affairs noncredit computer workshop or pass the school’s computer skills examination.

### Core (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAF 9100 Introduction to Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9103 Communication in Public Settings</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9120 Managing Organizations in the Public and Not-for-Profit Sectors</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9130 Economic Analysis and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9140 Budgeting, Accounting, and Financial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9170 Applying Research and Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9172 Applying Research and Analysis II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Specialization and Elective Courses (18 credits)

Students are required to complete 18 credits toward electives. Students may choose to specialize in one of four specific specializations (nonprofit administration, public management, health care policy, and policy analysis and evaluation) or may choose, in consultation with a faculty advisor, a group of six electives without regard to any specialization. The specific requirements of each specialization vary. Please consult the list below for exact course requirements.

#### Specialization in Nonprofit Administration

Students who wish to concentrate their MPA studies in nonprofit administration must take 12 credits (four courses), 6 of which (two courses) are required.

#### Mandatory Courses in Nonprofit Administration (6 credits)

- PAF 9151 Administration of Not-For-Profit and Voluntary Organizations
- PAF 9153 Budgeting and Finance for Nonprofits

#### Elective Courses in Nonprofit Administration (6 credits; select two)

- PAF 9108 Communication and Information Technologies
- PAF 9109 Government Contracting
- PAF 9136 Urban Economic Development
- PAF 9139 Communication Strategy
- PAF 9150 The Social Context of the Nonprofit Sector
- PAF 9152 Fund Raising and Grants Administration in Not-For-Profit and Voluntary Organizations
- PAF 9171 Human Services Administration
- PAF 9710 Health Care Delivery in the United States

#### Free Electives

Students must complete 6 additional elective credits of their choice. These may be any two electives consistent with a student’s academic program for which the student has satisfied prerequisites. All courses must be selected in consultation with a faculty advisor.

#### Specialization in Public Management

Students who wish to concentrate their MPA studies in public management must take 12 credits (four courses), 6 of which (two courses) are required.

#### Mandatory Courses in Public Management (6 credits)

- PAF 9117 Public Personnel and Human Resources Management
- PAF 9160 Public Management
Elective Courses in Public Management (6 credits; select two courses from the following)
PAF 9010 Ethics and Public Decision Making
PAF 9108 Communication and Information Technologies
PAF 9109 Government Contracting
PAF 9112 Administrative Law and Regulation
PAF 9116 Intergovernmental Relations
PAF 9118 Labor Relations in the Public Sector
PAF 9123 Program Evaluation
PAF 9138 Urban Services Delivery
PAF 9139 Communication Strategy
PAF 9159 Privatization
PAF 9171 Human Services Administration
PAF 9173 Program Auditing and Performance Measurement

Free Electives
Students must complete 6 additional elective credits of their choice. These may be any two electives consistent with a student's academic program for which the student has satisfied prerequisites. All courses must be selected in consultation with a faculty advisor.

Specialization in Health Care Policy
Students who wish to concentrate their MPA studies in health care policy must take 12 credits (four courses). The required courses are:

Mandatory Courses in Health Care Policy (12 credits)
*PAF 9710 Health Care Delivery in the United States
PAF 9720 Population-Based Health Planning
PAF 9725 Health Program, Policy, and Performance Evaluation
PAF 9799 Selected Topics in Health Policy

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

Free Electives
Students must complete 6 additional elective credits of their choice. These may be any two electives consistent with a student's academic program for which the student has satisfied prerequisites. All courses must be selected in consultation with a faculty advisor.

Specialization in Policy Analysis and Evaluation
Students who wish to concentrate their MPA studies in policy analysis and evaluation must take 12 credits (four courses), 6 of which (two courses) are required.

Mandatory Courses in Policy Analysis and Evaluation (6 credits)
PAF 9123 Program Evaluation
PAF 9133 Economics of the Public Sector and Public Finance

Elective Courses in Policy Analysis and Evaluation (6 credits; select two courses from the following)
PAF 9102 Selected Topics in Advanced Analytical Methods
PAF 9137 Telecommunications Policy

PAF 9145 Social Welfare Policy
PAF 9161 Business and Public Policy
PAF 9173 Program Auditing and Performance Measurement
PAF 9175 Human Resources Policy
PAF 9180 Political Analysis of Public Policy
PAF 9318 Education Policy
PAF 9610 Environmental Policy
PAF 9699 Selected Topics in Public Policy

Free Electives
Students must complete 6 additional elective credits of their choice. These may be any two electives consistent with a student's academic program for which the student has satisfied prerequisites. All courses must be selected in consultation with a faculty advisor.

Internship (3 credits)
PAF 9195 Internship in Public Affairs (required of students without prior professional experience)

Capstone (3 credits)
PAF 9190 Capstone Seminar
(Prerequisite: Completion of the MPA core plus 15 additional credit hours or permission from the Office of Graduate Admissions and Student Services)

NATIONAL URBAN FELLOWSHIP
In addition to its traditional MPA and Executive MPA tracks, Baruch also awards an MPA in conjunction with the National Urban Fellowship, the premier program in the country for preparing women and minorities for careers in public and nonprofit administration.

Admission to this program is through a special process coordinated through the National Urban Fellows, Inc. (212-349-6200; www.nuf.org).

MASTER OF SCIENCE IN EDUCATION PROGRAMS: GENERAL INFORMATION
The School of Public Affairs is home to Baruch’s two Master of Science in Education programs: the Master of Science in education in educational administration and supervision and the Master of Science in Education in higher education administration. The school also offers the Advanced Certificate Program in Educational Administration and Supervision. Courses are scheduled in the late afternoon and early evening to accommodate students who are employed.

Prior to the student’s enrollment, his or her undergraduate and/or graduate transcripts will be reviewed by a faculty advisor for satisfactory completion of prerequisite courses. Students may be required to complete prerequisite courses prior to entering their graduate program. (For a description...
of the general admission requirements of the School of Public Affairs, see page 80.)

The Master of Science in Education degree in educational administration and supervision and the Advanced Certificate Program are approved by the New York State Education Department. Upon completion of these programs, experienced teachers are eligible to apply for School Administrator and Supervisor (SAS) certification.

**MSED IN EDUCATIONAL ADMINISTRATION AND SUPERVISION**

The Baruch College Master of Science in Education (MSED) in educational administration and supervision is designed for experienced teachers who wish to develop their abilities in educational leadership to prepare for supervisory positions in schools or school districts. The program offers a comprehensive understanding of educational administration in a metropolitan setting and equips students with management and analytical skills that can be applied to a wide range of educational settings. Students are exposed to several disciplines to achieve a blend of theory and practice offering a practical and systematic approach to educational administration and supervision.

This 33-credit degree program covers material essential to strong performance as a school administrator. It emphasizes instructional and community leadership, personnel management, and administration of the school unit. The program includes a semester-long internship in which students work in a school setting.

Completion of the program leads to New York State certification in School Administration and Supervision (SAS). (Students may also prepare for New York State certification with the 24-credit Advanced Certificate Program; see page 84.) Students seeking the MSEd take three additional courses after completing those required for SAS certification.

The MSEd program follows a cohort delivery model through the 24 credits required for New York State SAS certification. All students enter the program as a member of a cohort and stay with the cohort through completion of the SAS certification.

**Educational Background:** Students seeking admission to the MSEd program in educational administration and supervision should contact the School of Public Affairs Office of Graduate Admissions and Student Services (see page 80) for information about special admission requirements. Candidates are required to complete (or show completion of) the following undergraduate or graduate prerequisites:

- 6 credits of social science
- 3 credits of a foreign language, unless bilingual
- computer proficiency (see workshop below)

**Preliminary Workshop** (0 credits)
All entering students are required to either take the School of Public Affairs noncredit computer workshop or pass the school’s computer skills examination.

**Required** (24 credits)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>PAF 9310 Administration of the Urban School</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PAF 9314 Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>Second Semester</td>
<td>PAF 9301 Urban School Community Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PAF 9312 Law for the Educational Administrator</td>
<td>3</td>
</tr>
<tr>
<td>Third Semester</td>
<td>PAF 9309 Instructional Leadership in Educational Organizations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PAF 9319 Introduction to School Finance</td>
<td>3</td>
</tr>
<tr>
<td>Fourth Semester</td>
<td>PAF 9320 Internship and Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

**Electives** (9 credits)

Electives should be chosen in consultation with a faculty advisor.

- PAF 9306 Education—Theories of Organizing and Personnel Management | 3
- PAF 9313 Practicum in Supervision                                  | 3
- PAF 9317 Seminar in Research                                      | 3
- PAF 9318 Analysis of Education Policy                             | 3
- *PAF 9399 Selected Topics in Educational Administration*          | 3

*Pending approval by the CUNY Board of Trustees.

**MSED IN HIGHER EDUCATION ADMINISTRATION**

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 post-secondary 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 year’s experience in an administrative position in higher education are required to complete a 3-credit internship.

**Preliminary Workshop** (0 credits)
All students are required to either take the School of Public Affairs noncredit computer workshop or pass the school’s computer skills examination demonstrating computer proficiency.
## Required (21–24 credits)
- PAF 9302 Organizational Behavior in Colleges and Universities 3 credits
- PAF 9317 Seminar on Research for the Educational Administrator 3 credits
- *PAF 9322 Internship in Higher Education 3 credits
- PAF 9330 The Organization and Administration of U.S. Higher Education 3 credits
- PAF 9331 The History of U.S. Higher Education 3 credits
- PAF 9332 Information Systems in Higher Education Administration 3 credits
- PAF 9336 Student Services in Higher Education 3 credits
- PAF 9339 The Financing of Higher Education 3 credits

## Electives (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 master’s program.

*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 student’s 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.

## Advanced Certificate Program in Educational Administration and Supervision
The courses for this 24-credit nondegree program cover material essential to strong performance as a school administrator. The course work emphasizes instructional and community leadership, personnel management, and administration of the school unit. Completion of this program leads to eligibility for New York State certification in School Administration and Supervision (SAS). (Students may also prepare for New York State certification with the 33-credit MSEd program in educational administration and supervision; see page 83. Students seeking the MSEd take three additional courses after completing those required for SAS certification.)

Students seeking admission to the Advanced Certificate Program in educational administration and supervision should contact the School of Public Affairs Office of Graduate Admissions and Student Services (see page 80) for information about special admission requirements.

## Preliminary Workshop (0 credits)
All entering students are required to either take the School of Public Affairs noncredit computer workshop or pass the school’s computer skills examination.

## Required (24 credits)

<table>
<thead>
<tr>
<th>First Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAF 9310 Administration of the Urban School 3</td>
</tr>
<tr>
<td>PAF 9314 Curriculum Development 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAF 9301 Urban School Community Leadership 3</td>
</tr>
<tr>
<td>PAF 9312 Law for the Educational Administrator 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAF 9309 Instructional Leadership in Educational Organizations 3</td>
</tr>
<tr>
<td>PAF 9319 Introduction to School Finance 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAF 9320 Internship and Seminar 6</td>
</tr>
</tbody>
</table>

## Electives (9 credits)
Electives should be chosen in consultation with a faculty advisor.

- PAF 9306 Education—Theories of Organizing and Personnel Management 3 credits
- PAF 9313 Practicum in Supervision 3 credits
- PAF 9317 Seminar in Research 3 credits
- PAF 9318 Analysis of Education Policy 3 credits
- *PAF 9399 Selected Topics in Educational Administration 3 credits

*Pending approval by the CUNY Board of Trustees.

## Executive Programs

### The Executive MPA
The Executive Master of Public Administration (MPA) degree program is offered by the School of Public Affairs. It is designed for the manager who seeks career advancement and who requires state-of-the-art education, especially in the management of public and nonprofit agencies. (Candidates normally will have had at least three to five years of work experience, including responsibility for managing people and projects.) The Executive MPA program examines current issues and problems confronting public and nonprofit leaders. Participants develop sophisticated skills in analysis, communication, administration, and leadership.

This is an accelerated two-year cohort program designed especially for those interested in earning a Master of Public Administration degree at the same time as they pursue their
professional careers. Courses are frequently team-taught by leading public or nonprofit executives along with Baruch’s distinguished faculty. Students use their work experience as a learning resource. Classes meet for 35 Saturdays during each year from September to June. While most courses are given over a ten-week period, a few are taught on an intensive five-week schedule. The fee includes books, pre-registration, meals on class days, staff support, and special orientation and graduation activities.

CURRICULUM

Fifteen courses (42 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAF 8000 Introduction to Microcomputers and Applications</td>
<td>0</td>
</tr>
<tr>
<td>PAF 9100 Introduction to Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9103 Communication in Public Settings</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9120 Managing Organizations in the Public and Not-for-Profit Sectors</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9130 Economic Analysis and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9140 Budgeting, Accounting, and Financial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9170 Applying Information, Research, and Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>STA 9172 Applying Information, Research, and Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9190 Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Six additional courses as selected by program administration 18

ADMISSION PROCEDURES AND CRITERIA

Application forms and information concerning the Executive MPA are available through the School of Public Affairs Office of Graduate Admissions and Student Services (see page 80).

Basic criteria for admission to the executive graduate programs of the School of Public Affairs include:

- satisfactory completion of a baccalaureate degree at an accredited college or university, as indicated in an official undergraduate transcript;
- submission of transcripts of any graduate course work, if applicable;
- submission of a student portfolio composed of a resume, two personal essays to be evaluated on the quality of analytical thinking and presentation of ideas, and two or more letters of recommendation;
- completion of the graduate application form;
- payment of a nonrefundable $40 application fee, payable to Baruch College; and
- submission of a sponsor’s letter, if the program fee is to be paid by the student’s employer.

Students educated abroad and/or whose first language is not English should contact the School of Public Affairs Office of Graduate Admissions and Student Services (see page 80) to learn about procedures and requirements for admission.

Candidates for the Executive MPA are expected to have management experience, including a minimum of three years supervising personnel, projects, or programs. Selection will be based on the applicant’s academic and employment history, professional experience, and future promise.

The Executive MPA Program only accepts students for fall admission. Admission decisions are made on a rolling basis; candidates are advised to apply as early as possible since applications may have to be deferred if the class is full.

THE EXECUTIVE SAS/ALPS

The School of Public Affairs works in collaboration with several school districts in New York City to train teachers for school administrative positions. Students are admitted to the program in cohorts identified by the individual districts and screened by the Admissions Committee of the School of Public Affairs. Once accepted, the cohort is enrolled into a specially designed, 24-credit, three-semester Executive SAS (School Administration and Supervision)/ALPS (Aspiring Leaders Program) certificate program. Those interested in enrolling in the program should contact their District Superintendent’s office to see if their Community School District participates in the Executive SAS.

CURRICULUM

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>PAF 9310 Administration of the Urban School</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9314 Curriculum Development and the Improvement of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9320 Internship and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>Second Semester</td>
<td></td>
</tr>
<tr>
<td>PAF 9301 Urban School Community Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9312 Law for the Educational Administrator</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9321 Internship and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>Third Semester</td>
<td></td>
</tr>
<tr>
<td>PAF 9309 Instructional Leadership in Educational Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PAF 9319 Introduction to School Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

ADMISSION

Selection of students in the Executive SAS program is administered by participating districts. All students must meet the school’s admission requirements.
STUDY ABROAD PROGRAMS

The Weissman Center for International Business provides information and guidance to students who wish to study abroad. Baruch students have the opportunity to study at any AACSB-accredited institution that they choose, subject to departmental approval. In addition, Baruch College offers graduate students the opportunity to study as exchange students at Handelshochschule Leipzig (HHL), Indian Institute of Management in Calcutta, Middlesex University in London, Université Jean Moulin in Lyon, Stockholm University, and Yonsei University in Seoul.

Baruch also participates in the New York/Paris Exchange Program, which offers students the opportunity to study at the Université de Paris if they have had three college-level courses in French or an equivalent proficiency.

Students pay their regular tuition fees at Baruch before they depart. There are no additional tuition charges abroad. TAP grants are applicable for study on these exchange programs, and some scholarships may be available.

Application deadlines for study abroad are early April for the fall semester and early November for the spring semester.

Further information on study abroad is available in the Weissman Center at 137 East 25th Street, 8th floor, telephone: 646-312-2070.

THE POST-MASTER’S PROGRAM

Individuals holding a graduate degree in business or public administration who wish to continue their professional studies or pursue a new area of interest in depth may enroll in the post-master’s program. This program offers a variety of modules within the areas of business, industrial/organizational psychology, and public affairs.

Each post-master’s module is composed of five courses to be selected in consultation with a counselor. Enrollment in selected courses is on a space-available basis only. From time to time, admission to certain modules may be closed, if demand for courses exceeds available seats. The program is only for part-time students because of the nature of course sequencing and the availability of courses each semester. Students on F-1 visas are not eligible for this program. A Post-Master’s Professional Certificate is awarded upon completion of the module with a minimum grade point average of 3.0.
THE FACULTY

Chair: Joseph Kerstein

Professors: Martin Benis, Douglas R. Carmichael (Wollman Distinguished Professor), Masako Darrough, Harry Z. Davis, Hyman Gorenberg, Steven B. Lilien (Irving Weinstein Professor of Accountancy), Marilyn Neimark, Hugo Nurnberg, William Ruland, Bharat Sarath, Anthony Tinker, Joseph Weintrop (Stan Ross Professor of Accountancy)

Associate Professors: Aloke Ghosh, Lee-Seok Hwang, Joseph Kerstein (Claire and Eli Mason Professor in Accountancy), Akshay Talwar

Assistant Professors: Zhen Deng, Steven Melnik, Burton Rothberg, Savita Sahay, Henry Seward, John Shon, Christine Tan, Jianming Ye

DEPARTMENT AND PROGRAM INFORMATION

The Stan Ross Department of Accountancy (ACC/TAX) currently offers graduate programs leading to the degrees of Master of Business Administration in accountancy; Master of Business Administration in taxation; Master of Science in accountancy; Executive Master of Science in internal auditing; risk assessment and assurance; and Master of Science in taxation. The MBA and MS in accountancy meet New York State requirements for CPA licensing. The MS degree in taxation is intended for students wanting an intensive specialization in taxation.

In conducting its programs, the Stan Ross Department of Accountancy provides students with an appreciation of relevant concepts and theories, their relationship to society, a strong sense of ethical issues, and the opportunity to interact with accounting practitioners and business executives.

The department's master's programs seek to expand the knowledge and skills that students bring from undergraduate school and the workplace. The MBA in accountancy appeals, generally, to students with business experience. This program seeks to provide students with both a broad business base and the accounting and managerial tools necessary to function effectively as accountants and manage others in public accounting, private industry, and not-for-profit organizations.

The MS in accountancy is designed for students with an undergraduate degree in any field. It provides advanced course work in preparation for financial and accounting positions in diverse areas and, as one option, provides the knowledge and skill set necessary to sit for the CPA examination. Students enrolled in the 150-hour program receive both an undergraduate degree in their chosen major and the MS in accountancy.

The department also offers master's programs in taxation. The MBA is for students who desire a broader business education, whereas the MS is for those wishing to focus only upon taxation. The goal of both the MBA and the MS is to provide students with an understanding of concepts, procedures, and specific tools necessary for effective practice in the field.

Additionally, the department offers a PhD in accountancy, which is described in this bulletin's Doctoral Program in Business section.

COURSE DESCRIPTIONS

ACCOUNTANCY

9110  Financial Accounting
3 hours; 3 credits
This course prepares people in organizations to work with financial statements and other accounting information. Topics include development of the accounting system, how key accounting alternatives can influence interpretation, and identification of key disclosures.

9115  Managerial Accounting
2 hours; 2 credits
This course introduces students to the field of managerial accounting. It includes an analysis of fixed and variable costs, product costs, relevant costs, investment decisions, and budgetary planning. There is coverage of variance analysis, transfer pricing, responsibility accounting, activity-based costing, and the relation between compensation and departmental performance. 
Prerequisite: ACC 9110.

9312 (HCA 9312)  Health Care Accounting and Finance
3 hours; 3 credits
Examines the major tools required for financial management of health care institutions. Applications of tools familiar to the commercial sector, such as cost finding and capital budgeting, are discussed, but health-specific issues such as third-party reimbursement are dealt with in detail. 
Prerequisites: ACC 9100 or equivalent, FIN 9770, and BUS 9100.
9804  Financial Accounting I and II  
4 hours; 4 credits  
Discussion of the communication of financial information through an in-depth analysis of the balance sheet and income statement. Coverage includes topics of measurement and revenue recognition. The course provides a solid theoretical foundation for accounting and reporting. It explains and analyzes the complexities of leases, pensions, income taxes, long-term debt, long-term investments, stockholders’ equity, accounting changes, and other financial statement components.  
Prerequisite: ACC 9100 or equivalent.

9805  Financial Accounting III  
4 hours; 4 credits  
Intended for accounting majors and covering the most advanced concepts in financial accounting. This integrative course requires the student to apply the principles mastered in previous courses and to do so in a more complex environment. Thus, accounting for business combinations and consolidated financial statements, which are a major part of the course, require that the student have a good understanding of asset valuation, inventory policies, depreciation policies, accounting for bonds, and management considerations in adopting different accounting policies. The course also covers foreign currency translation, foreign currency transactions, international accounting, segment reporting, governmental accounting, not-for-profit accounting, partnership accounting, cash flow statements, and earnings per share.  
Prerequisite: ACC 9804.

9806  Financial Statement Analysis and Reporting  
3 hours; 3 credits  
In-depth study of the analysis and interpretation of financial statements by external decision makers. The course includes measures of liquidity, solvency, capital structure, return on investments, and operating performance. The impact of accounting conventions and alternative standards on analytical measures is also explored.  
Prerequisite: ACC 9100 or equivalent, ACC 9804, or departmental permission.

9807  Contemporary Topics in Accounting  
Variable-credit course**  
Students will be required to read articles, research studies, and official pronouncements on selected current issues and developments in four major areas of accounting and participate actively in weekly seminar discussions. All weekly assigned reading must be completed in advance of each meeting. Additionally, the students will prepare a major paper on a current topic or issue to be presented in the seminar. Reviews of literature, discussions of methodology, and the practical implications of student papers will be presented in class. Each student will make at least one oral presentation during the term. Enrollments will be limited to ensure full student participation and faculty interaction. The term paper should be an in-depth analysis of a relevant topic, preferably in one of the areas covered during the term. Topics are to be approved in advance. Papers will be presented in the last four sessions of the seminar. A final examination will be given. The final grade is based on class participation, the term paper, oral presentation of the term paper, and a written examination. A grade of Incomplete will be given if the term paper has not been submitted but has been presented from notes and all other requirements have been completed and passed, including the final examination.  
Prerequisite: ACC 9805, ACC 9821, or departmental permission.

9811  Cost Accounting Theory and Practice  
4 hours; 4 credits  
Examination of the measurement of costs, the compilation of cost data, and the impact of accounting data on the allocation of resources within an organization. The course takes a cost-benefit approach to management decisions and considers several quantitative techniques used in them. The course integrates material from accounting with economic analysis, quantitative methods, and behavioral science.  
Prerequisites: ACC 9100 or equivalent; MTH 8007 or equivalent.

9815  Managerial Accounting Controls  
3 hours; 3 credits  
Deals with the development of accounting control structures and processes to ensure that resources are obtained and used efficiently and effectively in the accomplishment of organizational objectives. The following topics are covered in the context of the economic nature of the enterprise and its strategic planning: the controllership function, expense centers, profit and investment centers, financial goals, programming/budgeting, performance evaluation, and project planning and control. Articles and other readings from the literature are assigned on related behavioral, quantitative, managerial, and information-systems topics.  
Prerequisite: ACC 9811, ACC 9115, or equivalent.

9816  Accounting and Auditing Aspects of Computer-Based Information Systems  
3 hours; 3 credits  
In-depth study of the accounting and auditing problems encountered in computer-based information systems. Emphasis is placed on systems, controls, operations, and the computer as an audit tool.  
Prerequisite: ACC 9811, ACC 9115, or equivalent.
9821 Auditing
4 hours; 4 credits
Theory and practice of auditing, professional ethics, legal liability, generally accepted auditing standards, methods and procedures of the independent auditor, audits and special examinations, preparation of auditor’s reports, case studies, and statements on auditing standards of the Auditing Standards Board of the American Institute of Certified Public Accountants.
Prerequisites: ACC 9805, ACC 9811.

9826 Contemporary Topics in Risk Assessment and Assurance
3 hours; 3 credits
This course provides an introduction to internal auditing. The course first looks at management’s perspective of business measurement systems and risk assessment. The role of internal control and internal auditing are covered from management’s viewpoint. There is also coverage of the special concerns about compliance with laws and regulations of a publicly held company. After reviewing management’s perspective, the course switches to an explanation of the role of internal auditing and internal control at the detailed level of the internal auditor. Internal auditing techniques and reporting are covered in some depth. In the coverage of these subjects, financial, compliance, and operational auditing methods, approaches, and reporting are considered.
Prerequisite: Departmental permission required.

9827 Advanced Topics in Governmental and Non-Profit Accounting and Auditing
3 hours; 3 credits
Auditors are frequently called upon to examine economic entities other than businesses. This course focuses on auditing issues that relate specifically to governmental and nonprofit units. Topics of study include the theory and application of existing and proposed standards by agencies that set accounting and auditing standards. The seminar is presented as a mixture of lecture and discussion of key topics in governmental and nonprofit accounting and auditing.
Prerequisite: Departmental permission required.

9850 Accounting Practicum
3 hours; 3 credits
This general elective course is designed to provide graduate students in the MBA or MS program in accounting, where appropriate, the opportunity to participate in a supervised work experience in the business discipline of their choice while completing a research paper. Students gain insight into the workings of actual businesses. Credits for the accounting practicum contribute toward the requirements for CPA certification.
Prerequisites: Departmental permission required. Open to full-time and part-time MBA students who have completed a minimum of 27 credits toward their degree; MS students must have completed half of the credits toward their respective degree. Students must be in satisfactory academic standing (3.0 cumulative grade point average).

9851–9853 Accounting Practicum I, II, and III
1 hour, 1 credit per semester (3 hours; 3 credits total)
These three elective one-credit modules are designed to provide graduate students in the MBA or MS program in accounting the opportunity to participate in a supervised work experience in the business discipline of their choice while completing a research paper. Students gain positions in the field to build practical experience and insight into the workings of actual businesses. A research paper is completed at the end of each module. Each module is 1 hour, 1 credit for a total of 3 hours, 3 credits.
Prerequisite for ACC 9851: Departmental permission required. Open to full-time and part-time MBA students who have completed a minimum of 27 credits toward their degree; MS students must have completed half of the credits toward their respective degree. Students must be in satisfactory academic standing (3.0 cumulative grade point average).
Prerequisites for ACC 9853: ACC 9851, ACC 9852.

9872 Personal Financial Planning
3 hours; 3 credits
Discussion of the principles underlying wealth accumulation and exploration of the options available to the individual investor. Such topics as behavior of various capital markets, asset allocation, risk analysis, and portfolio management will be included along with an exploration of the techniques of some of the great investors of this century. The course will also cover retirement planning, tax-advantaged investments, and shifting family income. An understanding of political, economic, and taxation cross-currents is critical to proper planning and therefore will be discussed.
Prerequisite: TAX 9863 or departmental permission.

TAXATION

9862 Federal Income Taxation
4 hours; 4 credits
Comprehensive analysis of the Federal Internal Revenue Code and the applicable regulations, rulings, and court decisions, with particular emphasis on the basic tax principles as they affect individuals and corporations. Application of the principles to specific problems will be developed. Reports will be required on assigned subjects.
Pre- or corequisite: ACC 9804.

9863 Principles of Federal Income Taxation
3 hours; 3 credits
Federal income tax concepts, including gross income, adjusted gross income, deductions, credits, gains and losses on dispositions of property, nonrecognition transactions, assignment of income, tax accounting, and other special topics. Emphasis will be placed on the Internal Revenue Code and Regulations as well as case law. At the end of the course, students will have developed the skills necessary to analyze
the code, regulations, and case law. Students will be required
to show evidence of scholarly research by the submission
of a major paper dealing with an important tax issue.
Prerequisite: ACC 4300 or equivalent.

9866 Corporate Taxation I
3 hours; 3 credits
Taxation of transactions between corporations and share-
holders, including distributions, dividends, redemptions,
liquidations, and incorporations. The tax consequences of
acquisitions and dispositions of corporate assets and sub-S
corporations.
Pre- or corequisite: TAX 9863.

9867 Corporate Taxation II
3 hours; 3 credits
Income tax problems of corporations and their shareholders,
including corporate organizations, reorganizations, the S
Corporation election, carryovers of corporate attributes, the
personal holding company, multiple corporations as part of
a controlled group, and the accumulated earnings tax.
Prerequisite: TAX 9866.

9868 Partnership Taxation
3 hours; 3 credits
Income tax consequences of the organization and operation
of partnerships, including classification as a partnership and
problems created by contributions, distributions, and acqui-
sitions and dispositions of partnership interests.
Pre- or corequisite: TAX 9863.

9869 International Taxation
3 hours; 3 credits
U.S. taxation of nonresident aliens and foreign corporations,
the tax concept of residence, rules for determining the source
of income, allocation and appointment of deductions, with-
holding tax on payments to foreign persons, and the foreign
tax credit. The indirect tax credit, foreign personal holding
companies, controlled corporations, transfers of assets to and
by foreign entities, and investments in U.S. real estate.
Pre- or corequisite: TAX 9866.

9870 Estates, Trusts, and Planning
3 hours; 3 credits
The federal transfer tax (estate and gift tax) and income
taxation of estates and trusts. The marital deduction, lifetime
gifts, the use of trusts, the selection of trustees, valuation
problems, apportioning the tax burden, the charitable
deduction, deferred compensation plans, and life insurance,
including the study of the factors to be considered in
planning an estate.
Pre- or corequisite: TAX 9863.

9871 Real Estate Taxation
2 hours; 2 credits
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 con-
versions, leases, rehabilitation and low-income housing
credits, qualified residence interest, vacation homes, home
office deductions, and homeowners associations.
Prerequisite: TAX 9867.

9873 Deferred Compensation
3 hours; 3 credits
Analysis of the tax considerations of compensation planning
for executives and employees of closely held corporations. The
course includes types of plans, qualification and operation,
participation, vesting, accrued benefits, nondiscrimination
and Social Security integration, payment and taxation of
benefits, plan termination, prohibited transactions, top-heavy
rules, self-employed plans, individual retirement arrange-
ments, reporting, and disclosure. It also includes stock option
plans, deferred compensation arrangements, salary continua-
tion plans, and “golden parachutes.”
Pre- or corequisite: TAX 9863.

9874 Consolidated Tax Returns
3 hours; 3 credits
The focus of this course is on the consolidated return regula-
tions and Section 482. Analysis of eligibility to file, taxable
years, income included in returns, intercompany transactions,
special inventory adjustments, allocation of tax liability,
limitation on certain deductions including separate return
limitation year, built-in deductions, consolidated return
change of ownership, computation and limitations on net
operating losses, intercompany distributions, investment in
subsidiaries, excess loss accounts, deemed dividend elections,
accounting methods and periods, and inventories.
Pre- or corequisite: TAX 9867.

9875 S Corporations
2 hours; 2 credits
Uses of S Corporations, eligibility to elect under Subchapter
S, mechanics of S Corporation elections, and rules relative to
the termination of Subchapter status. The taxation of income
and losses and deductions, together with the distribution
rules, are also covered.
Prerequisite: TAX 9867.

9876 Estate Planning
2 hours; 2 credits
Study of the factors to be considered in planning an estate,
such as the role of life insurance, trusts, specific legacies, pro-
visions for protection of a going business, and estate and gift
tax provisions of the Internal Revenue Code, especially with
respect to marital deduction, powers of appointment, exemp-
tions, and jointly owned property. Reports will be required.
Prerequisite: TAX 9870.
9877  **STATE AND LOCAL TAXES**  
3 hours; 3 credits  
Analysis of state and local taxation, including problems and planning for multi-state taxation. Emphasis is placed on particular New York aspects, including NYS franchise tax and individual income tax. The course also covers multifaceted taxation issues related to e-commerce.  
*Pre- or corequisite: TAX 9863.*

9889  **CURRENT PROBLEMS IN TAXATION**  
3 hours; 3 credits  
A detailed examination, at an advanced level, of current income tax developments and problem areas as indicated by court decisions, legislation, regulations, and rulings. The discussions will require a thorough familiarity with the Internal Revenue Code and Regulations. Several areas for specific study and reports will be selected each semester.  
*Prerequisite: TAX 9863.*

9900  **TAX PROCEDURE AND PROFESSIONAL RESPONSIBILITY IN TAX PRACTICE**  
3 hours; 3 credits  
Survey of Internal Revenue Service procedural issues encountered in tax cases, including administrative rulings, closing and compromise agreements, deficiency assessments, injunctions, waivers, refund claims, statutes of limitations, mitigation, interest, and penalties. Also Treasury Department Circular 230, which governs the ethics and disciplinary rules of CPAs in practice before the IRS, and tax research. The course requires a substantial research paper dealing with an important tax issue.  
*Pre- or corequisite: TAX 9863.*

The following courses will be offered from time to time. The Stan Ross Department of Accountancy is unable to predict the frequency with which these courses will be offered.

**9100  **FINANCIAL AND MANAGEMENT ACCOUNTING**  
**9801  **MANAGEMENT ACCOUNTING AND CONTROL FOR ENTREPRENEURS AND BUSINESS MANAGERS**  
**9817  **CONTEMPORARY ISSUES IN MANAGERIAL ACCOUNTING**  
**9825  **SEC ACCOUNTING AND REQUIREMENTS**  
**9864  **FEDERAL INCOME TAXATION I**  
**9865  **FEDERAL INCOME TAXATION II**  
**9887  **ESTATE PLANNING**
**PROGRAM INFORMATION**

Business (BUS) courses are interdisciplinary in nature and are taught by faculty drawn from various departments of Baruch College.

**COURSE DESCRIPTIONS**

9100  **The Societal and Governmental Environment of Business**  
3 hours; 3 credits  
Intended to explain the environment of business decision making. The emphasis is on government regulation as a growing dimension of the environment of business decision making. In addition to dealing with such new governmental programs as those in environmental protection, occupational health and safety, and consumer regulation, the course will deal with such traditional topics as anti-trust regulations. The impact of social problems will be considered, as will be the ethical dilemmas of today's business manager.

9200  **Business Policy**  
3 hours; 3 credits  
Deals with the process of business policy formulation and implementation. The purpose is to integrate concepts from functional courses to provide students with a general management orientation. The course deals with broadly based business problems via use of integrative case studies and a special project. The course is conceptual rather than technical in character.  
Prerequisites: All required MBA core/breadth courses (24 credits), plus 15 additional credits.

9400  **Total Quality Management**  
3 hours; 3 credits  
Thorough coverage of the topic of quality management by integrating managerial philosophy and statistical tools. Among the topics covered are a historical perspective on quality, the Deming philosophy, cause and effect and process flow diagrams, control charts, Juran's approach for implementing quality management, and an introduction to experimentation and process improvement.  
Prerequisites: STA 8000 or equivalent, MGT 9700.

9550  **Management Communication: Linking Theory and Practice**  
3 hours; 3 credits  
Introduction to the analytical and practical skills that foster sound communication in business environments. Particular attention will be paid to the nature of organizations and the ways in which they affect communication conducted within them and on their behalf. Students will produce written and oral assignments linking the theoretical principles to practical applications drawn from business case studies. Pending availability of technology and/or funding, students will also explore the communication potential of electronic technologies, such as linear video, interactive video, multimedia, and teleconferencing.

9600  **Current Topics in Business**  
3 hours; 3 credits  
Interdisciplinary course that will allow students in the later part of their degree studies to become aware of emerging trends in a wide spectrum of business disciplines.  
Prerequisites: All required MBA core/breadth courses, except BUS 9200, plus 15 additional credits.

*9800  **Graduate Internship**  
3 hours; 3 credits  
This general elective course is designed to provide graduate students in the MBA or MS programs in business, where appropriate, with the opportunity to participate in a coordinated and supervised work experience in the business discipline of their choice while completing academic work relevant to their field experience. Students elect to work in positions in the field to gain practical experience and insight into the workings of actual businesses.  
Prerequisites: Departmental permission required. Open to full-time and part-time MBA students who have completed a minimum of 24 credits or two full-time semesters toward their degree; MS students must have completed 12 credits or one full-time semester toward their respective degree. Students must be in good academic standing (3.0 cumulative grade point average) and meet with the Graduate Career Management Center, Zicklin School of Business, and with the appropriate faculty advisor before registering for the course.  
*MBA and MS students may take an internship for elective credit. (For MBA students, this is a "general" elective.) Students majoring in accounting should consult their advisor about the accounting practicum (see pages 51 and 57). No more than 3 credits of internship may be applied toward the degree. Students who take fewer than 3 credits of internship will need an additional course to satisfy an elective requirement.

Domestic students have the option of taking more than 3 credits of internship, e.g., BUS 9800 and BUS 9802, but only 3 credits will count toward the degree. International students will complete a 3-credit internship only (BUS 9800 or BUS 9801–9803), and the credit must satisfy a degree requirement. International students cannot extend the duration of their program to take an internship, or take an internship for extra credit.
1 hour; 1 credit per semester (3 hours; 3 credits total)

These three 1-credit general elective modules are designed to provide graduate students in the MBA or in MS programs in business, where appropriate, with the opportunity to participate in a coordinated and supervised work experience in the business discipline of their choice while completing academic work relevant to their field experience. Students elect to work in positions in the field to gain practical experience and insight into the workings of actual businesses. Students may elect to take one, two, or all three 1-credit modules. A grade is assigned at the end of each module in response to fulfillment of appropriate academic requirements. Each module is 1 hour, 1 credit.

Prerequisite for BUS 9801: Departmental permission required. Open to full-time and part-time MBA students who have completed a minimum of 24 credits or two full-time semesters toward their degree; MS students must have completed 12 credits or one full-time semester toward their respective degree. Students must be in good academic standing (3.0 cumulative grade point average) and meet with the Graduate Career Management Center, Zicklin School of Business, and with the appropriate faculty advisor before registering for the course.

Prerequisite for BUS 9802: BUS 9800 or BUS 9801.
Prerequisite for BUS 9803: BUS 9801; pre- or corequisite: BUS 9802.

**FIELD EXPERIENCE (OPTIONAL)**
Full-time summer employment; 3 credits

This course is designed to provide students with exposure to the health care industry. Students will be introduced to the institution’s major sources of data, such as medical records, financial information, and management reports. It is expected that students will draw upon these resources as they develop class projects in subsequent courses. For students in the health care administration program. Required of students with no experience in health care administration and optional for all others.

*MBA and MS students may take an internship for elective credit. (For MBA students, this is a "general" elective.) Students majoring in accountancy should consult their advisor about the accountancy practicum (see pages 51 and 57). No more than 3 credits of internship may be applied toward the degree. Students who take fewer than 3 credits of internship will need an additional course to satisfy an elective requirement.

Domestic students have the option of taking more than 3 credits of internship, e.g., BUS 9800 and BUS 9802, but only 3 credits will count toward the degree. International students will complete a 3-credit internship only (BUS 9800 or BUS 9801–9803), and the credit must satisfy a degree requirement. International students cannot extend the duration of their program to take an internship, or take an internship for extra credit.
# DEPARTMENT OF COMMUNICATION STUDIES

## THE FACULTY

**Chair:** Robert J. Myers  
**Professor:** William Boddy  
**Associate Professors:** Jana O’Keefe Bazzoni, Eric Gander, Elisabeth Gareis, Alison Griffiths, Robert J. Myers, Ruth Rosenthal  
**Assistant Professors:** Trudy Milburn, Richard Wilkins  
**Lecturers:** Susan Goldstein, Roberta Shogan  
**Information Systems Analyst:** Viatchesla Kosmina

## DEPARTMENT AND PROGRAM INFORMATION

The Department of Communication Studies (COM) offers a graduate program leading to the degree of Master of Arts in corporate communication. The program is designed to prepare both aspiring and practicing corporate communication professionals to plan, implement, and assess corporate communication strategies in business and industry.

## COURSE DESCRIPTIONS

### 8191 Spoken English for International Students

1.5 hours; 1.5 credits  
This course will provide intensive training in oral and intercultural communication skills for international MBA students. Topics include proficiency in listening comprehension and speaking English as a second language, clarification techniques, U.S. cultural patterns, intercultural adjustment, interpersonal relationships, and characteristics of communication in academic and professional settings. With the objective of linguistic mastery and intercultural awareness, activities will be based on topics related to MBA program components. Theoretical foundations and practical implications will be covered, with a focus on student interaction and in- and out-of-class exercises.

*Credit for this preliminary course does not count toward the master’s degree.*

### 9108 (PAF 9108) Communication and Information Technology

3 hours; 3 credits  
The course covers the nexus of information and communication management. As information becomes, increasingly, the principal “asset” of public organizations, managers will need to know how to develop, control, and capitalize upon that asset. This course will provide students with a broad overview of both information and communication in public organizations. (This course is the same as PAF 9108. Students will receive credit for COM 9108 or PAF 9108, not both.)

### 9139 (PAF 9139) Communication Strategy

3 hours; 3 credits  
This course builds on PAF 9103 Communication in Public Settings, which emphasizes strategic issues in communication. Here students will 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. (This course is the same as PAF 9139. Students will receive credit for COM 9139 or PAF 9139, not both.)

### 9501 Corporations and the Media

3 hours; 3 credits  
This course will allow both business journalism and corporate communication students an “inside” look at the corporation. Knowledge of structure, organization, decision making, communications, culture, goals, and politics is crucial to students and practitioners in both specialties for very different reasons. The business journalist must know the inside of a corporation in order to report effectively to the public newsworthy events, decisions, and changes in course. The corporate communications specialist must intimately know how a particular corporation or an area of business works so that information most favorable to the outside world can be selected and effectively disseminated. This course will allow students in both programs to familiarize themselves with the internal working of organizations, focusing particularly on those areas of organizational structure where information about an organization is most readily available. Case studies, presentations by corporate executives, and visits to organizations will be an important part of this course.

*Prerequisite: ECO 8000 or equivalent.*

### 9505 Media Analysis for Corporate Communication and Business Journalism

3 hours; 3 credits  
This course will cover the history, organization, ownership, and functioning of print, broadcast, and electronic media with a special emphasis on the coverage of business. Some of the questions addressed include: How are stories selected? What sources are consulted? How do deadlines shape the
news? The institutional contexts and intellectual underpinnings of the practices of business journalists and corporate communication specialists will also be stressed, including a number of historical case studies.

Prerequisite: ECO 8000 or equivalent.

9610 (ENG 9510) Legal and Ethical Issues in Business Journalism and Corporate Communication
3 hours; 3 credits
Students in this course will improve their understanding of the underlying ethical theories and principles that guide journalists and communication specialists, develop their moral reasoning, sharpen their ability to apply various decision-making strategies to a range of ethical problems, and acquire familiarity with the ethical norms of both professions. (This is the same course as ENG 9510. Students will receive credit for COM 9510 or ENG 9510, not both.)

9615 Graphic Design for Media Professionals
3 hours; 3 credits
An understanding of the interaction of image and word and the power of that interaction to affect perception and understanding is crucial for the media professional. In this hands-on course in the basics of graphic design, students will explore communication through the juxtaposition of image and word. A design can enhance or harm the ability to communicate. In addition, advancements in technology have simplified image manipulation, which has become a primary means of affecting how people think, something the media professional engages in every day. Students will study the basics of graphic design for print, including the language of type and how image and word interact to create a full message. Students will also explore the manipulation of word and image in electronic and moving media.

9620 Corporate Communication
3 hours; 3 credits
This course will survey the field of corporate communication, with special emphasis on the following areas: corporate image and identity, corporate advertising and advocacy, media relations, financial communications, employee relations, and crisis management. At the completion of this course, students will possess an understanding of the theory, research, and practice associated with these corporate communication functions, all of which will serve as a foundation for more specialized study later in the program.

9630 Corporate Media Relations
3 hours; 3 credits
This course examines the theory and practice of state-of-the-art media relations programs in business and industry. Topics to be covered include the nature of the mass media; history of the “business press”; the nature of business “news”; types of messages and channels; relationships with reporters and producers; training corporate spokespeople; and setting up, managing, and evaluating corporate media relations programs.

9635 Research Methods in Corporate Communication
3 hours; 3 credits
Students in this course will learn about qualitative and quantitative research methods commonly employed in corporate communication research, with special attention paid to focus-group techniques and survey methods. At the completion of this course, students will be prepared to employ qualitative and quantitative research methods to address research problems in the corporate setting.

9640 Qualitative Research Methods
3 hours; 3 credits
Students in this course will learn about qualitative research methods commonly employed in corporate communication research, with special attention paid to question construction, interviewing, focus groups, and ethnographic investigation. At the completion of this course, students will be prepared to employ qualitative research methods to address research problems in the corporate setting.

9651 Theories of Persuasion
3 hours; 3 credits
This course is designed to familiarize the student with various significant theories and research programs in persuasion, with special attention paid to the applications of these theories and this research in the world of corporate communication. “Persuasion” is an expansive term and therefore difficult to define. At its core, it concerns attempts to cause persons to change their beliefs or desires through the manipulation of symbol systems. This course approaches the study of persuasion from both “humanistic” and social-science perspectives. Accordingly, we will begin our study of persuasion with an examination of classical texts on rhetoric—the first systematic treatment of persuasion in the Western world. Here we will pay special attention to the relationship between persuasion and politics and also to the relationship between persuasion and ethics. Next, we will examine various theories of the human “self” with an eye toward understanding how adherence to one or another of these theories constrains our understanding both of how humans are persuaded and of how “persuadable” human beings are. Drawing on research in psychology, sociology, and cultural anthropology, we will explore the question of whether there are any cultural universals in the way of beliefs or desires, or whether the human self is entirely the construction of a particular social organization. In other words, we will explore the limits (if there be any) of persuasion. Finally, we will examine the role of persuasion in advertising, political campaigns, and social movements. In this section, we will attempt to tie together threads from previous examinations and to explore additional aspects of persuasion, including the extensive research on persuasion and the mass media.
9654  EMPLOYEE COMMUNICATION
3 hours; 3 credits
This course will focus on understanding the various models of strategic communication in the organization. It will consider such goals for internal communication as sustaining morale and goodwill between employees and management; informing employees about internal changes, such as reorganization; communication of compensation and benefit information; communication to increase employee understanding of a company’s products, organization, ethics, culture, and external environment; and changing employee attitudes and behavior. Finally, the management of effective internal communication programs will be addressed.

9656 (IBS 9756)  INTERNATIONAL BUSINESS COMMUNICATION
3 hours; 3 credits
Analysis of the process of business communication across cultures and nations. Special attention is given to the impact of differences in language, nonverbal communication, social and political organization, and customs of how firms interact with their employees, customers, suppliers, competitors, regulators, and other relevant factors. Methods include the presentation and discussion of concepts as well as experiential learning situations, such as communication exercises, role playing, and case studies. (This course is the same as IBS 9756; students will receive credit for COM 9656 or IBS 9756, not both.)

9660  SELECTED TOPICS IN CORPORATE COMMUNICATION
3 hours; 3 credits
This course will offer students an opportunity to study more specialized topics in corporate communication not treated in depth in regular courses.

9800  INTERNSHIP IN CORPORATE COMMUNICATION
3 hours; 3 credits
Students work within an organization under the supervision of both their professional mentors and the department’s graduate internship coordinator. Internship fields in corporate communication include public relations, media relations, investor relations, advertising, human resources, government relations, and public affairs. Students must submit a term report describing and analyzing the experience.
DEPARTMENT OF ECONOMICS AND FINANCE

THE FACULTY

Chair: Avner Wolf

Professors: Linda Allen, Clark (Jack) Francis II, Peter M. Gutmann, Giora Harpaz, Ted Joyce, Steven Lustgarten, Terrence F. Martell, Alvin L. Marty, June O’Neill (Bert and Sandy Wasserman Professor of Finance), Joel Rentzler, Howard N. Ross, Robert Schwartz (CUNY Distinguished Professor and Marvin M. Speiser Professor of Finance), Vincent Su, Kishore Tandon, Ashok Vora, Jeffrey Weiss, Avner Wolf

Associate Professors: Randy Anderson, Turan Bali, Hanan Eytan, Christopher Hessel, Armen Hovakimian, Steven Katz, Norman Kleinberg, Jae Won Lee, Barry Kai-Fai Ma, John Merrick, Kenneth M. Mischel, Joseph Onochie, Daniel Weaver, Gwendolyn Webb, Liuren Wu


Lecturer: Frank Tansey

DEPARTMENT AND PROGRAM INFORMATION

The Department of Economics (ECO) and Finance (FIN) offers graduate programs leading to the Master of Business Administration degree in economics and in finance and investments and the Executive Master of Science degree in finance.

The Department of Economics and Finance provides an extensive range of offerings that permits choices within economics and finance and investments. The finance specialization is the only graduate-level program in the field offered by The City University of New York. The department also directs the finance specialization of the University’s Doctoral Program in Business.

COURSE DESCRIPTIONS

ECONOMICS

9705 (PAF 9760) Managerial Economics
3 hours; 3 credits
Application of basic economic concepts to the decision problems of the firm. Demand, supply, cost and profit functions, and capital budgeting are analyzed conceptually and with the use of quantitative tools to give them empirical content. This course is cross-listed with PAF 9760 for health policy and administration students only. Not open to students who have completed PAF 9130.

9707 Economic Fluctuations and Forecasting
3 hours; 3 credits
Study of practical forecasting in business and government. Concepts, reality, and adequacy of leading bodies of forecasting data; criteria for appraising forecasting methods; and discussion of experimental techniques. The relation of practical forecasting to a theory of economic fluctuations is emphasized throughout. Prerequisites: ECO 9705; STA 8000 or equivalent.

9708 Microeconomics for Managers
2 hours; 2 credits
Today’s managers face increasing complexities in the economic environment within which they have to make decisions. Managerial decisions involving international competitiveness, mergers and acquisitions (M&A), corporate downsizing, automation, and the impact of government regulations require systematic analysis of situations with sophisticated decision-making apparatus. This course is designed to provide the managers with tools essential for efficient managerial decisions. Being a core MBA course, it is designed to provide basic tools of analysis that can be effectively utilized in more specialized courses in the MBA curriculum. Not open to students who have completed ECO 9705.

9709 Macroeconomics
2 hours; 2 credits
This course will provide managers with an essential understanding of the basic forces and institutions that determine national income, employment, price levels, and interest rates in developed countries.
9714  PUBLIC FINANCE I  
3 hours; 3 credits  
Development of the rationale of the public sector and the criteria used in evaluation of its expenditures and taxation. Special attention is given to intergovernmental fiscal relationships and to problems of urban public finance.  
Prerequisite: ECO 9705 or equivalent.

9715  PUBLIC FINANCE II  
3 hours; 3 credits  
Evaluation of the tax structure in terms of the criteria of allocative efficiency and distributional equity. The incidence and effects of taxation are explored, and the topic of tax reform is considered in detail. Income security programs, which use the tax system to redistribute income, are examined.  
Prerequisite: ECO 9714.

9723  ECONOMETRICS—THEORY AND APPLICATIONS I  
3 hours; 3 credits  
Construction and testing of economic models; measurement of economic parameters; and applications to supply, demand, and consumption functions. Required of all economics majors.  
Prerequisites: ECO 9705; STA 8000 or equivalent.

9741  INTERNATIONAL ECONOMICS I  
3 hours; 3 credits  
Examination of the functioning of the international economy. Topics include balance of payments, exchange rate determination, problems of world trade and capital flows, government foreign economic policies, regional integration, Eurocurrency markets, and international cartels.  
Prerequisite: ECO 9705 or equivalent.

9760  LABOR ECONOMICS  
3 hours; 3 credits  
Problems and issues in labor economics, including wages, hours, and working conditions; wage policy; and the relation of labor organizations to management decisions and economic change.  
Prerequisite: ECO 9705 or equivalent.

9766 (HCA 9766) (PAF 9766)  HEALTH CARE ECONOMICS  
3 hours; 3 credits  
Application of economic concepts of 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.  
Prerequisites: BUS 9100; ECO 9705, PAF 9760, or equivalent; permission of the Department of Economics and Finance and Health Care Administration Program or Health Policy and Administration Program.

9790  SEMINAR IN ECONOMICS  
3 hours; 3 credits  
Special topics in economics.  
Prerequisites: ECO 9705 or equivalent; permission of instructor.

99001  RESEARCH METHODOLOGY IN ECONOMICS (RESEARCH I)  
3 hours; 3 credits  
Research in areas of economics. Students will select, research, outline, and present a proposed paper on an economic topic within the subject area covered by the research seminar. Designed primarily to assist students engaged in meeting the requirements for the master’s degree.  
Prerequisites: Grad 4 status, ECO 9723.

99002  RESEARCH SEMINAR IN ECONOMICS (RESEARCH SEMINAR II)  
3 hours; 3 credits  
Research in areas of economics. Students will complete and present a research paper on an economic topic within the subject area covered by the research seminar, which they commenced in Research Methodology in Economics 99001 or Research Methodology 99301 (with permission of the instructor and department chair). Designed primarily to assist students engaged in meeting the requirements for the master’s degree.  
Prerequisite: Successful completion of Research Methodology in Economics 99001 or Research Methodology 99301 (with permission of instructor and department chair).

The Department of Economics and Finance cannot predict the frequency with which the following economics courses will be offered.

9700  ECONOMIC ANALYSIS  
9704  ECONOMIC ANALYSIS FOR BUSINESS DECISION  
9710  INCOME DETERMINATION  
9712  NATIONAL INCOME ANALYSIS AND FLUCTUATIONS  
9713  MONEY, BANKING, AND MONETARY POLICY  
9724  ECONOMETRICS—THEORY AND APPLICATIONS II  
9731  ECONOMIC DEVELOPMENT  
9750  INDUSTRIAL ORGANIZATION AND CONTROL I  
9774  ECONOMICS OF URBAN AREAS  
99301  RESEARCH METHODOLOGY (THESIS I)  
99302  THESIS (THESIS II)

FINANCE

9759  MERGERS AND ACQUISITIONS  
3 hours; 3 credits  
Why and how firms merge and restructure and the effects on stock prices, capital structure (debt versus equity), and market power. The legal, ethical, and regulatory aspects of mergers will also be considered.  
Prerequisite: FIN 9781.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>9770</td>
<td><strong>Financial Decision Making</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Survey and analysis of problems facing the financial manager. Topics include basic risk and return concepts, security pricing and analysis, capital budgeting, the cost of capital, and the financing decisions of corporations. The course will introduce the student to the theory of financial decision making with emphasis on application to practical decision problems. Prerequisites: ACC 9110 or equivalent; STA 8000 or equivalent; STA 9708.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9771</td>
<td><strong>Corporate Financial Theory and Applications</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>This course offers an introduction to corporate finance, with a strong emphasis on fundamental principles. Topics include capital budgeting under certainty and uncertainty, capital structure, dividend policy, external financing, financial distress, and the use of financial engineering to raise capital. Prerequisite: Departmental permission required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9772</td>
<td><strong>Quantitative Tools for Finance</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>This is a course in applied financial econometrics. The course will familiarize students with a number of tools needed to statistically analyze financial data and expose students to a number of important financial databases. The use of spreadsheets to facilitate analysis will be developed. Tests of asset pricing models will be discussed. Prerequisite: Departmental permission required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9773</td>
<td><strong>Investment Theory and Applications</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>A variety of financial instruments and their valuation will be explored. Topics include the basis of financial engineering, dividend discount models, modern portfolio theory, bond valuation, and the management of interest rate risk. Concepts such as no-arbitrage pricing and diversification will be developed and applied. Prerequisite: Departmental permission required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9775</td>
<td><strong>E-Finance</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>This course will examine how the Internet has torn down borders between markets, facilitated increased competition among markets and financial service providers, disintermediated traditional financial service providers, and allowed the creation of new forms of markets. Also examined is the impact that instant access to information has had on price information in markets. Finally, the course will address current trends and their possible impact on the future of markets and financial services. Prerequisite: FIN 9770.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9781</td>
<td><strong>Managerial Finance</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Formal modeling and practical applications of the major decision problems confronting the financial manager. Particular emphasis on capital budgeting, financing, and dividend decisions. Applicable problems and cases will be assigned. Required for all finance majors. Prerequisites: FIN 9770; ECO 9705 or equivalent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9782</td>
<td><strong>Futures and Forward Markets</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Study of derivative securities: interest, foreign currency, and equity swaps; the spot and futures markets; caps, floors, collars, and corridors; forward rate agreements (FRAs); and program trading. Market structure and valuation methods are examined. Prerequisite: FIN 9783.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9783</td>
<td><strong>Investment Analysis</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>General analysis of the different types of securities, the markets in which they are traded, the different security valuation models, and the basic portfolio analysis and valuation models. Applicable cases and problems will be assigned. Required for all finance majors. Prerequisites: FIN 9770; ECO 9705 or equivalent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9784</td>
<td><strong>Management of Financial Institutions</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Consideration of specific management problems facing financial institutions, such as commercial banks, savings institutions, and insurance companies. Management of asset and liability structures, control of financial operations, and the impact of the regulatory structure on financial practices will also be examined. Applicable articles, problems, and cases will be assigned. Prerequisite: FIN 9781 or 9783.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9785</td>
<td><strong>Financial Markets and Intermediaries</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Role of financial markets and intermediaries in the savings-investment process. Overview of the structure of wealth holding, financial flows, and capital market institutions. The theory of financial intermediation and its relationship to economic efficiency and growth. Analysis of major individual capital markets. Applicable articles, problems, and cases will be assigned. Prerequisite: FIN 9781 or 9783.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9786</td>
<td><strong>International Financial Markets</strong></td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Covers such topics as foreign exchange markets and their role in international movements of funds; Eurocurrency; Eurobonds; international stock markets, interaction among</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and integration of national and international money and stock markets; and regulation of Eurocurrency markets and flow of funds.

Prerequisites: ECO 9709 or equivalent; FIN 9770.

9788 International Corporate Finance
3 hours; 3 credits
Study of the international financial decisions of multinational corporations (MNCs). Definitions of exposure to foreign exchange risk of the MNC are examined. Available methods dealing with foreign exchange risk, reasons for foreign direct investment (FDI), evaluation of the climate for FDI, determining cashflows, and influence of inflation and currency fluctuations on these cashflows, capital budgeting, valuation, and optimal capital structure for international operations of the MNCs are studied.

Prerequisites: ECO 9705 or equivalent; FIN 9770.

9789 Equity Markets: Trading and Structure
3 hours; 3 credits
In equity markets around the world, investors are concerned with controlling transaction costs, and attention is being focused on improving the efficiency of trading systems and market centers. In this environment, information technology (IT) is generating major competitive and regulatory challenges and is presenting market participants with more complex alternatives for implementing their trading and investment decisions. This course will present these alternatives and will analyze the economic and operational underpinnings of today’s markets. Simulation software will be used to provide hands-on experience in making tactical trading decisions in different market structures. More specifically, the course focuses on the operations of different types of trading environments, the changing needs of institutional investors, the impact of computer technology on the development of trading systems, the role of dealer intermediaries, trading without intermediaries, combining trading structures to construct a superior trading environment, and recent regulatory actions on market structure issues.

Prerequisite: FIN 9783.

9790 Seminar in Finance
3 hours; 3 credits
Selected topics to be chosen by the department. In occasional semesters, the topic will be fixed income securities. The innovative instruments such as zero coupons, strip bond swaps, mortgage-backed securities, and others will be analyzed along with the more traditional securities. Other topics considered in some years will be structuring incentive contracts, pricing of deposit insurance, and financial organizations of developing countries.

Prerequisite: FIN 9783.

9792 Advanced Managerial Finance
3 hours; 3 credits
Advanced analysis of special problems of financial management with particular emphasis on decision making under uncertainty. Applicable articles, problems, and cases will be assigned.

Prerequisite: FIN 9781.

9793 Advanced Investment Analysis
3 hours; 3 credits
Security valuation and portfolio management and analysis, empirical evidence, imperfections, and institutional implications. Applicable articles, cases, and problems will be assigned.

Prerequisite: FIN 9783.

9797 Options Markets
3 hours; 3 credits
Study of options, including the following topics: the structure and operation of organized exchanges, investment strategies under different market scenarios, arbitrage pricing, the valuation of options as a mechanism to price corporate securities, portfolio insurance as a trading strategy, and recent developments in the options markets.

Prerequisite: FIN 9783.

9798 Analysis of Industrial Securities
3 hours; 3 credits
This course will explore the valuation of publicly traded firms, private firms going public, and corporate divisions for sale or purchase. Topics include equity management styles, the analysis of financial ratios, valuing private firms, value enhancing strategies, and options pricing.

Prerequisite: FIN 9783.

9799 Analysis of Municipal and State Securities
3 hours; 3 credits
Analysis of the structuring, underwriting, and distribution of state and local securities. Securitization of municipal assets, guarantees and commitments, and credit enhancements will be covered in depth. The impact of municipal or other local and state government defaults and near-defaults on credit risk exposure will be quantified.

Prerequisite: FIN 9783 or equivalent.

9981 Selected Topics in Corporate Finance
3 hours; 3 credits
This course covers topics of current interest in corporate finance, such as developments in long-term financing, corporate risk management, mergers and acquisitions, international finance, financial restructuring, and ethics in the practice of corporate finance. Readings will include articles from both academic and practitioner journals. Topics covered will vary from semester to semester, depending upon the interests of students and the professor. The course will follow a workshop format, and students will participate by presenting, discussing, and analyzing articles and by researching and writing a term paper.

Prerequisites: ECO 9723, FIN 9781, and FIN 9783.
9983  Selected Topics in Investments
3 hours; 3 credits
The course covers topics of current interest in investments, such as recent questions concerning the efficiency of markets; current practices in investment management; institutional, legal, and tax constraints on portfolio management; evaluation of investment performance; trends in international investing; and ethical issues in investing. Readings will include articles from both academic and practitioner journals. Topics covered will vary from semester to semester, depending on the interests of students and the professor. The course will follow a workshop format, and students will participate by presenting, discussing, and analyzing articles and by researching and writing a term paper.
Prerequisites: ECO 9723, FIN 9781, and FIN 9783.

The following courses will be offered from time to time. The Department of Economics and Finance is unable to predict the frequency with which these finance courses will be offered.

9753 Financial Institutions: Structure, Competition, and Public Policy
99001 Research Methodology in Investments (Research I)
99002 Research Seminar in Investments (Research II)
99301 Research Methodology (Thesis I)
99302 Thesis (Thesis II)

Insurance (INS)

9720 Risk Management and Control
3 hours; 3 credits
This course analyzes the risk management function of businesses and other institutions with emphasis on methodology for risk analysis, techniques for risks and loss control, models for risk management policy relating primarily, though not exclusively, to nonspeculative (insurable) risk.
THE FACULTY
Coordinator of Academic Advisement: Sandra Benavides

PROGRAM INFORMATION
The School of Public Affairs offers two education programs at the graduate level leading to the MSEd degree. A nondegree Advanced Certificate Program in Educational Administration and Supervision is also offered.

The MSEd degree in educational administration and supervision prepares students for careers as leaders in public and private educational institutions. In addition to providing courses necessary for New York State certification in School Administration and Supervision, the master’s degree prepares students for supervisory positions in schools and school districts. In recognition of the high degree of responsibility placed on our educational leaders, the School of Public Affairs is seeking applicants who are highly motivated, experienced teachers with an interest in finding effective ways to respond to the challenges facing education now and in the future.

Designed to prepare students for administrative leadership and supervisory positions in colleges and universities, the MSEd degree in higher education administration offers a highly flexible curriculum that emphasizes higher education management, student services, personnel management, and information systems. Faculty for this program are an interdisciplinary group of scholars and practitioners.

All courses below are listed as PAF courses. Additional courses available to education students can be found under Public Administration Programs course descriptions.

COURSE DESCRIPTIONS

9121 CURRENT PROBLEMS IN BUSINESS EDUCATION
2 hours plus conference; 3 credits
Advanced course that considers the philosophy of business education, guidance and placement, and other problems confronting business education teachers.

9123 PRINCIPLES OF BUSINESS EDUCATION
3 hours; 3 credits
Examination of the nature and purposes of business education in light of its development as a field of specialization, from its earliest beginnings in the United States to its present status at the presecondary, secondary, and postsecondary levels of vocational and consumer-oriented education.

9131 APPRENTICE TEACHING IN BUSINESS EDUCATION
Hours as scheduled; 3 credits
Students will be assigned under supervision to a secondary school as part-time teachers. (Open only to matriculants in the master’s program.) Hours subject to regulations currently in force in the school system; 225 clock hours minimum; credit may not count toward graduation on the master’s level. Prerequisite: Departmental permission in prior semester.

9200 INTRODUCTION TO TECHNOLOGY IN EDUCATION AND TRAINING
3 hours; 3 credits
Intended for educators and educational administrators at all levels and from all disciplines. Covering the fundamentals of computers in education, the course includes the history and uses of computers as well as specific applications in instruction, guidance, administration, and testing. Students will learn elementary programming in BASIC using microcomputers and will be briefly introduced to techniques for evaluating hardware and software for educational settings, interactive videodisk technology, and authoring systems.

9801 INTERPERSONAL SKILLS IN SCHOOL SETTINGS
2 hours plus conference; 3 credits
Designed to help candidates develop effective interpersonal skills and facilitate communication in teacher-student, teacher-to-class, teacher-teacher, and teacher-supervisor situations. Issues of levels of communication, situational empathy, effective listening, communications barriers, non-verbal communication, and accurate interpretation are analyzed. Situational problems, role playing, and videotaping provide students with illustrative material and feedback. Prerequisite: EDU 3001 or equivalent.

9803 INSTRUCTIONAL STRATEGIES AND MATERIALS
2 hours plus conference; 3 credits
Core course to develop teacher competence in the design and preparation of instructional materials for classroom use in early childhood and elementary education, based on theoretical formulations in contemporary education. Prerequisite: EDU 4200 or equivalent.

9804 IDENTIFICATION AND INSTRUCTION OF LEARNERS WITH SPECIAL NEEDS
2 hours plus conference; 3 credits
Prepares teachers to identify and respond to the needs of those learners who are exceptional in physiological, sensory,
communication, and abstraction abilities and/or in social competence. Practices promoting education in the least restrictive environment consistent with need are emphasized.  
Prerequisite: EDU 1101 or equivalent.

9811 Analytical Study of Reading Approaches  
2 hours plus conference; 3 credits  
Designed to advance the classroom teacher’s capacity to analyze major approaches to teaching reading and to plan implementation of such approaches for specific objectives. The course will emphasize systematic reading programs, informal programs, intercultural or bilingual approaches, the creation of materials, and diagnostic instruments and procedures to serve a wide variety of urban school populations.  
Prerequisite: EDU 3010 or equivalent.

9812 Workshop in Problems of Teaching Reading  
2 hours plus conference; 3 credits  
Workshop to help teachers implement varied reading approaches. The workshop will utilize simulation, problem resolution, role playing, and case study procedures.  
Prerequisite: EDU 3010 or equivalent.

9821 Analysis of Teaching  
2 hours plus conference; 3 credits  
Study of specific skills for analyzing and improving teacher effectiveness. This includes applying current research findings to the demonstration of teaching functions, using videotape and role-playing analysis. Students will develop their own observation systems for peer, self, and instructor evaluation.  
Prerequisite: PAF 9803.

9822 Screening and Diagnostic Instruments for Learning Disabilities  
2 hours plus conference; 3 credits  
Designed to help the teacher learn to use various instruments for screening and assessing children’s learning disabilities in accordance with the basic functional modalities. The teacher will learn to observe children systematically with the aid of appropriate assessment techniques.  
Prerequisite: PAF 9804 or equivalent.

9823 Prescriptive Procedures for Learning Disabilities  
2 hours plus conference; 3 credits  
Designed to help the teacher learn to develop prescriptions and instructional programs for the learning disabled child, involving remediation and evaluation of progress in accordance with prescriptive plans made for the child and his/her group. The teacher will learn to select media appropriate to the diagnosed learning disabilities.  
Prerequisite: PAF 9804 or equivalent.

9824 Classroom Management: Theory and Practice  
2 hours plus conference; 3 credits  
Designed to help the teacher acquire knowledge and skill in implementation of appropriate modes and styles of interaction between teachers and children, and among children, which improve classroom learning of disabled children. Teachers will demonstrate competence in adapting their own behavior and the learning environment to improve the learning of all children in the class.  
Prerequisites: PAF 9801, PAF 9804; pre- or corequisite: PAF 9821.

9862 Assessment of Emotionally Handicapped Children  
4 hours; 3 credits  
Study of assessment concepts, procedures, instruments, and recommendations to aid the classroom teacher in understanding the mainstreamed emotionally handicapped child and in implementing supportive and intervention strategies in the regular classroom.  
Prerequisite: PAF 9804 or equivalent.

9863 Prescriptive Procedures for the Emotionally Handicapped  
4 hours; 3 credits  
Examination of instructional programs used with emotionally handicapped students. Emphasis is placed on pedagogical principles underlying the writing of prescriptive subject matter plans that meet the individual needs of emotionally handicapped students.  
Prerequisite: PAF 9804 or equivalent.

9890 Special Project in Education  
2 seminar hours, 3 hours per week of field work; 3 credits  
Capstone course that requires completion of a project demonstrating an independent level of competence in the field of education. Projects may involve analysis of a school and its community, design and development of curriculum materials, educational research, and other topics. Each project will result in a written document acceptable to the Department of Education.  
Prerequisite: Completion of 24 graduate program credits.

9891 Teaching Internship and Seminar in Early Childhood and Elementary Education  
225 hours in 15 weeks, 2 seminar hours, observations and supervision; 6 credits  
This supervised field work experience and seminar for nursery through grade 6 provides the ultimate opportunity for experienced teachers to master the art and science of effective teaching in the early childhood and elementary classroom.  
Prerequisite: Provisional New York State teacher certification (N–6); pre- or corequisite: PAF 9824.
THE FACULTY

Chair: John E. Todd

Professors: Sarah Bartlett (Bloomberg Professor of Journalism), Paula S. Berggren, Roslyn Bernstein, John Brenkman (CUNY Distinguished Professor), Harold Brent, Gerard Dalpigh, Christopher Hallowell, Thomas Hayes, Peter Hitchcock, Elaine Kauvar, Eugene Marlow, Joshua Mills, David Reynolds (CUNY Distinguished Professor), Carl Rollyson, Grace Schulman (CUNY Distinguished Professor), Myron Schwartzman, Lauren Silberman, Alisa Solomon

Associate Professors: Tuzyline Allan, Michael Black, Ellen Block, Suresh Canagarajah, Eva Chou, Doris daRin, Bridgett Davis, Emily Comstock DiMartino, Jacqueline DiSalvo, Judith Entes, Barbara Gluck, Marina Heung, Carmel Jordan, William McClanachan, Donald Mengay, Charles Riley, John E. Todd, Nancy Yousef

Assistant Professors: Shelly Eversley, Kevin Frank, Andrea Gabor, Mary McGlynn, Geanne Rosenberg, Robert Scotto, Cheryl Smith

Lecturers: Eugenia Bragen, Bryant Hayes, Claude Taylor, Saundra Towns

DEPARTMENT AND PROGRAM INFORMATION

The Department of English (ENG) offers courses leading to the Master of Arts degree in business journalism. The program teaches journalists to identify the issues that underlie important trends in business, economics, and finance. By exploring the intended dynamics of corporate structures and by assessing regional, national, and global business patterns, students learn to contextualize news and evaluate its impact on society. While emphasizing critical perspectives, the program also stresses solid reporting, writing, and research skills, as well as technical expertise in print, electronic, and online journalism.

Students are required to take six courses (ENG 9502, ENG 9510, ENG 9516, ENG 9525, ENG 9535, and ACC 9100) and must complete a master’s thesis, which often grows out of work in an elective course.

COURSE DESCRIPTIONS

8192  Written English for International Students
1.5 hours; 1.5 credits
This course will help international graduate students to sharpen and refine their English writing, reading, and speaking skills in business contexts. Topics for writing, reading, and speaking activities will emphasize case studies from international marketing, management, international finance, trade, business strategy, marketing, information systems, and advertising. Background information, practice dialogues, and actual business documents will be examined. Students will need to role play, problem solve, and write summaries, reports and case studies of their own as the term papers and writing assignments of the class. Students will use computers for writing and grammatical practice.
Credit for this preliminary course does not count toward the master’s degree.

9502  Evolution of the American Business Press and the Companies It Covers
3 hours; 3 credits
This course will trace the evolution of the American business press, from colonial roots through the emergence of broadcasting and then the Internet age. From the earliest journals about shipping news and commerce, intended for businessmen and their customers, the press grew to serve a broader audience. The evolution of the press mirrored, in many ways, the evolution of big business. In tracing the evolution of the press, this course will also trace the development of the modern corporation—and how it is managed, governed, and regulated.

9510 (COM 9510) Legal and Ethical Issues in Business Journalism and Corporate Communication
3 hours; 3 credits
This course offers students a basic understanding of mass media law as it pertains to the business journalist and, in doing so, an understanding of ethical issues that journalists must confront in reporting the news. The material includes the development of First Amendment media law, including prior restraints, libel, privacy, reporters’ privilege, access to courts and to government information, and government regulation of electronic speech. (This is the same course as COM 9510. Students will receive credit for ENG 9510 or COM 9510, not both.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>9516</td>
<td><strong>Tools for On-Line Journalism</strong></td>
<td>3 hours</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>This course provides students with an introduction to the basics of new media, from the hardware needed and the challenges it poses to the intellectual dynamics of interactive media. Journalism has always been shaped and enabled by technological change, from the evolution of the printing press to the telegraph and telephone to global satellites. The challenge is to ensure that journalists learn to master the technologies and select the media elements that allow them to tell a story most effectively, rather than allowing the medium to dictate the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9517</td>
<td><strong>New Media Workshop</strong></td>
<td>3 hours</td>
<td>ENG 9516</td>
</tr>
<tr>
<td></td>
<td>The goal of this course is to help students develop the practical skills and intellectual capacity to envision and create visual storytelling projects for the new media. Students will use reporting, writing, and research skills to collect and interpret data and create “packages” of news that rely on pictures, video, audio, charts, interactive modules, and writing to create compelling journalism. &lt;br&gt;<strong>Prerequisite:</strong> ENG 9516.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9525</td>
<td><strong>Advanced Business and Financial Writing</strong></td>
<td>3 hours</td>
<td>ENG 9525</td>
</tr>
<tr>
<td></td>
<td>This course provides an overview of and introduction to the basic beats of business reporting and requires students to write frequently about this material. Students will learn the basics of writing news and feature articles, the art of interviewing, and the research skills needed in modern business journalism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9535</td>
<td><strong>Editing Business News</strong></td>
<td>3 hours</td>
<td>ENG 9525</td>
</tr>
<tr>
<td></td>
<td>This course explores the different responsibilities of editors, including planning, assigning, doing a “first edit,” coordinating related stories, packaging the news, planning follow-ups and more. It asks students to consider the different audiences of different media and of general-interest, business, and trade coverage, and it sharpens editing skills, enabling students to make stories accurate and sharp, improve the language, write headlines and photo captions, and make ethical and legal judgments where necessary. &lt;br&gt;<strong>Prerequisite:</strong> ENG 9525.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9550</td>
<td><strong>Covering Technology Industries</strong></td>
<td>3 hours</td>
<td>ENG 9525</td>
</tr>
<tr>
<td></td>
<td>This course provides students with an understanding of how the diverse technology industries are transforming industry, public life, education, health care, and the capital markets. The course will discuss personal and corporate computing industries, e-commerce, industrial robotics, and biotechnology. This course will provide students with a broad perspective against which to assess technology and its impact. &lt;br&gt;<strong>Prerequisite:</strong> ENG 9525.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9551</td>
<td><strong>Covering Wall Street and the Financial Markets</strong></td>
<td>3 hours</td>
<td>ENG 9525</td>
</tr>
<tr>
<td></td>
<td>This course provides students with an understanding of how the financial markets and Wall Street institutions work and how to cover them in an accurate and balanced fashion. The course explores the world of Wall Street, including reporting and writing about earnings, how Wall Street works, the stock markets and the bond markets and market reactions and analysis. &lt;br&gt;<strong>Pre- or corequisite:</strong> ENG 9525.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9552</td>
<td><strong>Covering Banking</strong></td>
<td>3 hours</td>
<td>ENG 9525</td>
</tr>
<tr>
<td></td>
<td>This course provides an understanding of how the banking and financial services industries are run and regulated and how to cover them in accurate and balanced fashion. Issues are examined from the point of view of the investors, customers, and the banks themselves. &lt;br&gt;<strong>Pre- or corequisite:</strong> ENG 9525.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9553</td>
<td><strong>Environmental Reporting</strong></td>
<td>3 hours</td>
<td>ENG 9525</td>
</tr>
<tr>
<td></td>
<td>This course trains students in the rudiments of environmental reporting and the business and economic issues involved. It teaches journalists to explore the environment and business from the view of both business and environmental interests. The history of the conflict between business and environmental interests will be discussed to illuminate how this traditionally fraught relationship has changed to allow former combatants to work toward common goals. &lt;br&gt;<strong>Pre- or corequisite:</strong> ENG 9525.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9554</td>
<td><strong>Covering the Business of Arts and Culture</strong></td>
<td>3 hours</td>
<td>ENG 9525</td>
</tr>
<tr>
<td></td>
<td>This course helps journalists understand the underlying finances of the arts and culture and the business issues with which both artists and institutions must deal. Designed to enable students to research and cover art and culture in terms of for-profit and nonprofit business, the course focuses on particular industries, including film, television, visual arts, publishing, theatre, dance, and music. &lt;br&gt;<strong>Prerequisite:</strong> ENG 9525.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9555</td>
<td><strong>Covering Labor and Management</strong></td>
<td>3 hours</td>
<td>ENG 9525</td>
</tr>
<tr>
<td></td>
<td>This course prepares students to examine issues of negotiation and conflict and to develop articles based on a broad range of perspectives. Among the issues that are covered are U.S. labor and its history, the global flow of labor, the impact of automation and computer technology, downsizing and layoffs, worker safety issues, and the special challenges of covering labor issues in non-unionized industries, such as technology and financial services. &lt;br&gt;<strong>Pre- or corequisite:</strong> ENG 9525.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**9556 INTERNATIONAL BUSINESS REPORTING**  
3 hours; 3 credits  
This course prepares students for business reporting with a global perspective by educating them in the nuances of cross-border business and economic issues, regional and global organizations that are active in the business sphere, and the particular challenges of reporting across cultures. Students will learn the skills needed to report on business and economics from a global perspective. The course will also provide the background knowledge—financial, economic, and journalistic—needed to cover business and economics in a foreign country.  
Pre- or corequisite: ENG 9525.

**9557 COVERING POLICY ISSUES**  
3 hours; 3 credits  
Writing about policy is challenging. Unlike news events—a corporation's earnings announcement, a product introduction, a wave of layoffs—policy articles often begin with abstract ideas. How to understand those ideas, find different points of view, and find ways to make these ideas compelling to readers involves a good deal of searching for material, then reading complex studies. This course is not an exercise in advocacy journalism. The focus is on research and reporting, not pontificating. Students report the debate on certain policies and try to assess how policy changes have affected or are likely to affect public life.  
Pre- or corequisite: ENG 9525.

**9558 COVERING NEW YORK CITY BUSINESS**  
3 hours; 3 credits  
This course helps students understand and communicate to readers the broad range of businesses and industries that flourish within the city. By focusing on major New York industries—finance, publishing, entertainment, fashion, light industry, and media—as well as on neighborhood businesses, this course explores the debate over equitable income distribution and small vs. big business.  
Pre- or corequisite: ENG 9525.

**9559 INVESTIGATIVE BUSINESS REPORTING**  
3 hours; 3 credits  
This course trains students to dig beneath announcements and events to examine underlying conditions, and to understand the data that is available to get access to it. It prepares students to conceive, report, and write in-depth stories—generated entirely on the reporter’s initiative—on issues, individuals, or institutions that may or may not wish to be scrutinized.  
Pre- or corequisite: ENG 9525.

**9560 TOPICS IN BUSINESS JOURNALISM**  
3 hours; 3 credits  
This course studies timely and complex journalistic issues, permitting close, up-to-the-minute examinations of major trends in the business journalism field. Recent topics have included entrepreneurship, corporate governance, and the business of sports. Students may take this course more than once, as the topic changes.  
Pre- or corequisite: ENG 9525.

**9562 COVERING ECONOMIC ISSUES**  
3 hours; 3 credits  
Economic growth is the engine of the business world, creating jobs, spurring investment, leaping across national borders. Journalists need to know where to find and how to assess reliable data. This involves obtaining economic reports from the government and others and learning how to read them critically. Students also learn to keep reports in perspective and how to take steps to ensure that various points of view (corporate, labor, investors) are represented. The course also provides a study of influential economists and why they are influential.  
Pre- or corequisite: ENG 9525.

**9599 INDEPENDENT STUDY**  
Variable credits and hours  
Students who have successfully completed 12 credits may apply to the program director for permission to enroll in independent study with a member of the faculty, in order to explore an academic or journalistic subject in great depth and to draw on the expertise of the faculty advisor. Students will engage in rigorous research and produce reports of publishable quality.  
Prerequisite: Completion of 12 credits in the MABJ Program and permission of the Program Director.

**9800 JOURNALISM INTERNSHIP**  
3 hours; 3 credits  
An internship with a professional news organization offers students an opportunity to test in the field what they have learned in the classroom, to appreciate the points of views and varying techniques of professional practitioners, and to understand the many opportunities available to multi-skilled journalists. Students are required to write a paper that examines newsroom management and media performance in their workplace.  
Prerequisites: ENG 9510, ENG 9525, and 6 other credits in journalism, and permission of the journalism faculty.
SELECTED PROGRAM FACULTY

**Academic Director:** Professor Ted Joyce

**Executive Director:** Robert M. Stolinsky

**Professors:** Ann C. Brandwein (Statistics and Computer Information Systems), Ted Joyce (Economics and Finance), Richard E. Kopelman (Management), Joseph J. Kerstein (Eli and Claire Mason Professor of Accountancy), Harry M. Rosen (Chair of Management), Paula G. Walter (Law)

**Associate Professor:** Joseph Onochie (Economics and Finance)

**Associated Faculty**

**Assistant Professor, Mount Sinai School of Medicine:** Ray Cornbill (Director, Health Services Research and Development Unit)

PROGRAM INFORMATION

The Baruch/Mount Sinai Graduate Program in Health Care Administration is designed to prepare individuals for leadership positions in a wide variety of health care organizations. The program's sequence of studies will provide a foundation in the business disciplines and develop the students’ capabilities in basic managerial skill areas. Students then consider the application of these disciplines to the problems of health care delivery. As a cohort program, students enter and move through the program together with no course exemptions irrespective of undergraduate and graduate background. For more information, visit the following Web site: www.healthcaremba.org.

COURSE DESCRIPTIONS

The required courses in the health care administration program, outside the core, are listed below. Descriptions of these courses will be found in the appropriate sections of the bulletin. (See also Executive Programs, page 63.)

- **ACC 9312 (HCA 9312) Health Care Accounting and Finance**
- **ECO 9766 (HCA 9766) (PAF 9766) Health Care Economics**
- **FIN 9790 Seminar in Finance**
- **LAW 9213 (HCA 9213) Legal Aspects of Health Care Administration**
- **MGT 9350 (HCA 9350) Organizational Analysis in Health Care**
- **MGT 9400 Human Resource Management**
- **MGT 9721 (HCA 9721) Strategic Planning**
- **STA 9000 Regression and Forecasting Models for Business Applications**
- **STA 9050 (PAF 9050) Statistical Analysis in Health Care Administration**
- **BUS 9905 Field Experience (optional)**
BARUCH EXECUTIVE MASTER OF SCIENCE IN INDUSTRIAL AND LABOR RELATIONS (MSILR)

SELECTED PROGRAM FACULTY

Academic Director: Professor Richard E. Kopelman

Professors: Moshe Banai (Management), Ann C. Brandwein (Statistics and Computer Information Systems), Richard E. Kopelman (Management), Abraham K. Korman (Management), Allen I. Kraut (Management), Alvin N. Puryear (Management), Hannah Rothstein (Management), Donald J. Vredenburgh (Management)

Associate Professors: Hammou El Barmi (Statistics and Computer Information Systems), Cynthia Thompson (Management)

Assistant Professor: Elizabeth Douthitt (Management)

Lecturer: Alvin L. Booke (Management)

PROGRAM INFORMATION

The Baruch Executive MSILR Program is designed for professionals who seek to advance their careers in the fields of human resource management and labor relations. As participants in an executive program, students benefit from the significant work experience of their peers and the faculty’s applied perspective that is, typically, informed by extensive practical experience.

An important feature of the Baruch Executive MSILR Program is the cohort experience: courses are offered in predetermined sequence, and students are expected to graduate in three academic years.

COURSE DESCRIPTIONS

The courses offered in the Executive MSILR Program are listed below. Descriptions of these courses will be found in the appropriate sections of this bulletin. (See also Executive Programs, page 65.)

LAW 9770 LABOR AND EMPLOYMENT LAW
MGT 9300 MANAGEMENT: A BEHAVIORAL APPROACH
MGT 9302 DEVELOPING MANAGERIAL SKILLS
MGT 9390 SEMINAR IN HUMAN RESOURCE MANAGEMENT AND LABOR RELATIONS
MGT 9400 HUMAN RESOURCE MANAGEMENT
MGT 9420 MANAGEMENT OF COMPENSATION
MGT 9460 LABOR RELATIONS
MGT 9465 COLLECTIVE BARGAINING
MGT 9470 EMPLOYEE DEVELOPMENT AND TRAINING
MGT 9495 CAPSTONE RESEARCH SEMINAR
PAF 9590 COORDINATING SEMINAR IN LABOR RELATIONS: “THE STATE OF THE UNIONS”
STA 9708 APPLIED STATISTICAL ANALYSIS FOR BUSINESS DECISIONS
INTERNATIONAL BUSINESS PROGRAM

THE FACULTY

Coordinator: Professor J.J. Boddewyn (Marketing)

Program Committee: Professors J.J. Boddewyn (Marketing), Jae Won Lee (Economics and Finance), Giora Harpaz (Economics and Finance), Seth Lipner (Law), Moshe Banai (Management), Yoshihiro Tsurumi (Marketing)

PROGRAM INFORMATION

The interdepartmental International Business Program (IBS) offers a graduate curriculum leading to the degree of Master of Business Administration in international business.

This program prepares students for entry and managerial positions in a variety of firms, such as export and import companies, international-trade intermediaries, financial institutions, and multinational enterprises.

For students with an undergraduate degree in business administration, the program provides the opportunity to internationalize their knowledge of business functions; for students with other undergraduate degrees, it complements their core business courses in a similar manner.

COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9756</td>
<td>INTERNATIONAL BUSINESS COMMUNICATION</td>
<td>3</td>
<td>Analysis of the process of business communication across cultures and nations. Special attention is given to the impact of differences in language, nonverbal communication, social and political organization, and customs of how firms interact with their employees, customers, suppliers, competitors, regulators, and other relevant factors. Methods include the presentation and discussion of concepts as well as experiential learning situations such as communication exercises, role playing, and case studies. (This course is the same as COM 9656; students will receive credit for IBS 9756 or COM 9656, not both.)</td>
</tr>
<tr>
<td>9760</td>
<td>INTERNATIONAL BUSINESS ANALYSIS</td>
<td>3</td>
<td>Analysis of international trade and investment patterns, threats, opportunities, and decisions in the context of changing economic, technological, political, social, and cultural environments. Readings, cases, and exercises are used to develop skills in evaluating foreign markets, operating in foreign countries, managing multinational enterprises, financing foreign trade and investment, and handling economic, commercial, foreign-exchange, and political risks. Pre- or corequisites*: MKT 9703; MGT 9300 or PSY 9788; ECO 9709 or equivalent; ACC 9110 or equivalent.</td>
</tr>
<tr>
<td>9762</td>
<td>THE GLOBAL COMPETITIVENESS OF THE U.S. ECONOMY</td>
<td>3</td>
<td>Analysis of the economic, political, and sociocultural factors that have undermined the U.S. economy's ability to compete in what is becoming a borderless economy for many industries and firms. The course analyzes what is needed to upgrade U.S. economic competitiveness in the world economy through a new mix of macroeconomic (fiscal and monetary), international-trade, foreign investment, industrial, and educational policies designed to foster higher-value-added manufacturing and service industries. Prerequisites**: ECO 9709 or equivalent, MKT 9703, MGT 9300 or PSY 9788.</td>
</tr>
<tr>
<td>9767</td>
<td>FOREIGN MARKETS, CULTURES, AND REGIMES</td>
<td>3</td>
<td>Analysis of international similarities and differences as well as convergences and divergences among exchange systems around the world, as related to cultural, political, social, and economic institutions and developments. Prerequisites**: ECO 9709 or equivalent, MKT 9703, BUS 9100 or 9110.</td>
</tr>
<tr>
<td>9768</td>
<td>ADVANCED TOPICS IN INTERNATIONAL BUSINESS</td>
<td>3</td>
<td>Analysis of advanced and current topics in international business operations, trade, and investment. A research paper will be written on a particular topic. Prerequisites: All required core/breadth courses, except BUS 9200; IBS 9760 or ECO 9741; pre- or corequisites: two additional international courses.</td>
</tr>
</tbody>
</table>

*Change in pre- or corequisites subject to approval of the Board of Trustees.

**Change in prerequisites subject to approval of the Board of Trustees.
9769 (MGT 9880)  INTERNATIONAL BUSINESS STRATEGY
3 hours; 3 credits
Analysis of strategy in international business in terms of resources to be transmitted abroad, adaptation to foreign cultures, acquisition of legitimacy in host countries, and the integration of the international firm's various parts.
Prerequisites: IBS 9760 or ECO 9741; pre- or corequisites: two additional 9000-level courses in the international or management area.

When available, up to two of the courses listed below can be selected by students in the MBA in International Business Program as electives within their specialization. (See also page 54.)

ACC 9802 INTERNATIONAL ACCOUNTING AND CONTROL
ECO 9731 ECONOMIC DEVELOPMENT
MKT 9761 INTERNATIONAL COMMODITY TRADING
MKT 9765 COMPARATIVE MARKETING SYSTEMS
MKT 9770 INTERNATIONAL TRANSPORTATION
MKT 9771 INTERMODAL TRANSPORTATION AND CONTAINERIZATION
MKT 9772 INTERNATIONAL CHARTERING
PAF 9181 COMPARATIVE PUBLIC ADMINISTRATION
THE FACULTY

Chair: Elliot Axelrod

Professors: Elliot Axelrod, Seth Lipner, Paula Walter

Associate Professors: Sandra Mullings (pre-law advisor), Jay Weiser

Assistant Professors: Matthew Edwards, Adam D. Glassman, Debbie Kaminer, David Rosenberg, Valerie J. Watnick, W. Ray Williams

DEPARTMENT AND PROGRAM INFORMATION

Knowledge of business law in its various aspects is essential in today’s world, as law is a critical element of the business environment. All students are encouraged to consider choosing law courses as electives or as part of the general business administration program option.

Some of the law courses are included as required or elective courses in the majors (or specializations) offered by other departments. (The full requirements for each major or specialization are set forth elsewhere in this publication.) In addition, LAW 9740 may be selected to satisfy the “international elective” requirement in the MBA program.

COURSE DESCRIPTIONS

9213 (HCA 9213) LEGAL ASPECTS OF HEALTH CARE ADMINISTRATION
3 hours; 3 credits

Consideration of the statutory and common-law framework within which health care is rendered. Court decisions are utilized in illustrating how general legal doctrines are applied in the hospital and health settings. Current trends and issues are discussed.

Prerequisites: BUS 9100 (HCA section); permission of Law Department and Health Care Administration program required.

9708 LAW AND E-BUSINESS
3 hours; 3 credits

The course will address the legal issues raised by the advent of the Internet and e-commerce. Among the subjects covered will be trademark law and domain names; jurisdiction and “regulability”; the enforceability of click-through agreements; data gathering, dissemination, and issues of privacy on the Internet; and protection of intellectual property and information online.

9740 INTERNATIONAL TRADE AND INVESTMENT LAW
3 hours; 3 credits

This course is designed to introduce the student to the legal issues affecting business in a global economy. The first segment of the course deals with international transactions in goods and covers allocation of risks in international trade, documentary sales, bills of exchange, and letters of credit. The second segment addresses “jurisdiction to prescribe,” the question of what country’s (substantive) law applies to conduct abroad that has an effect within its borders. The third segment, “jurisdiction to adjudicate,” includes the competence of courts, international arbitration, and enforcement of foreign money judgments. The fourth segment covers the treaties and laws that address the international trading systems, i.e., GATT, the U.S. Trade Act, free-trade agreements, the EEC, and the IMF. The final segment, “Act of State and Foreign Sovereign Immunity,” deals with the special risks of doing business abroad and with foreign governments, specifically addressing problems of nationalization, expropriation, and suing foreign governmental entities.

9750 (PAF 9312) LAW FOR THE EDUCATIONAL ADMINISTRATOR
3 hours; 3 credits

Study of the legal environment in which the school administrator operates. The legal framework of public education, including elements of constitutional, legislative, and administrative law; the administrative setting of public education; and the relationship of the student and the school organization are intensively studied with emphasis on New York State and New York City.

9770 LABOR AND EMPLOYMENT LAW
3 hours; 3 credits

This course is an introduction to laws affecting the workplace. Casebook readings are used to consider how federal and state labor and employment laws delineate the rights of workers, unions, and employers. Case studies are used to analyze the legal, political, public policy, and practical implications of decisions of federal courts and administrative agencies that implement these laws. After first focusing on the National Labor Relations Act, as amended, the course examines current
issues in employment law. The latter includes unjust dismissal in nonunion environments, workplace safety, whistle blowing, sexual harassment, and discrimination based on race, sex, and age.

Prerequisites: MGT 9400 or equivalent and MGT 9460 or equivalent, or permission of the instructor.

9790 LAW OF REAL ESTATE TRANSACTIONS AND LAND USE REGULATION
3 hours; 3 credits
Real estate transactions cannot be understood without an understanding of the legal framework. This course introduces students to interests in real property, leases, contracts of sale, brokerage, mortgages, environmental law, and land use law. The course emphasizes the structuring of transactions and discusses legal cases and problems, documents, and negotiated resolutions.

9800 INTENSIVE SURVEY OF BUSINESS CONTRACTS AND LAW OF CORPORATIONS
4 hours; 4 credits
Provides a brief survey of the American legal system followed by an examination of the essential principles of the law of business contracts and their application to typical business transactions. The course also examines in depth the formation, operation, and dissolution of corporations; the closed corporation; and the rights, powers, and liabilities of directors, officers, and stockholders. The student is actively involved in case analysis and problem solving.

No credit for students who have completed equivalent course work.

The following courses will be offered from time to time. The Department of Law is unable to predict the frequency with which these courses will be offered.

9101 THE LAW OF BUSINESS TRANSACTIONS
9102 PARTNERSHIPS, LIMITED PARTNERSHIPS, AND CORPORATIONS
9703 THE LAW OF NEGOTIABLE INSTRUMENTS
9705 LAW OF COMMERCIAL TRANSACTIONS
9709 PRODUCTS LIABILITY
9711 UNFAIR TRADING PRACTICES
9715 LAW AND THE BUSINESS ENVIRONMENT
9760 DEVELOPMENT OF THE LAW OF LABOR RELATIONS

REAL ESTATE (REA)

9785 REAL ESTATE FINANCE AND CAPITAL MARKETS
3 hours; 3 credits
This course emphasizes the concepts and techniques used to analyze and finance income-producing real property, providing students with quantitative skills and a critical perspective toward risk and reward at the individual project and investment portfolio levels. It focuses on the unique financial characteristics of real estate, such as local market conditions, property-specific issues, cash flow uncertainties, and tax features. It also considers strategies and structures and examines the motivations of different players and institutional arrangements. The course emphasizes case studies (including ethical considerations) and PC-based analysis. Also examined are sophisticated capital market structures, such as mortgage-backed securities and real estate investment trusts.

Prerequisite: LAW 9790.

9791 REAL ESTATE VALUATION AND MARKET ANALYSIS
3 hours; 3 credits
Covers principles and techniques for appraisal and market feasibility analysis of income-producing real properties (apartments, retail, office). Explains sales comparison, cost, and income capitalization methodologies; leasehold and lease fee valuation; and highest and best use analysis. Comparison of U.S. and international methods. Students will complete a short-form appraisal report including market feasibility analysis.

The following course will be offered from time to time. The Department of Law is unable to predict the frequency with which it will be offered.

9790 REAL ESTATE ADMINISTRATION I
DEPARTMENT OF MANAGEMENT

THE FACULTY

Chair: Harry M. Rosen

Professors: Moshe Banai, Michael Chanin, William Chien, David G. Dannenbring, T.K. Das, Ramona K.Z. Heck (Peter S. Jonas Professor of Entrepreneurship), Richard E. Kopelman, Abraham Korman (Wollman Distinguished Professor), Allen Kraut, Sidney I. Litzman (Saxe Distinguished Professor of Management), N. Paul Loomba, Alvin N. Puryear (Field Distinguished Professor of Entrepreneurship), Harry M. Rosen, Hannah H. Rothstein, S. Prakash Sethi (Emeritus Professor), Donald J. Vredenburgh

Associate Professors: Ajay Das, Lie-Fern Hsu, Helaine Korn, William McCutchen, Edward Rogoff, George O. Schneller IV, Young K. Son, Louis W. Stern, Cynthia Thompson, Emre Veral

Assistant Professors: Elizabeth Douthitt, Naomi Gardberg, Shyam Kumar, Donald Scheperes

Lecturers: Alvin L. Booke, Robert Foskey, Mehmet Genc, Elias Kalman, Carl Ullman

COURSE DESCRIPTIONS

ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

9860 ENTREPRENEURIAL STRATEGY AND CASES

3 hours; 3 credits

Presentation of conceptual frameworks to help the student in (1) identifying and describing the strategic position of the entrepreneur, (2) evaluating the entrepreneur’s past strategy and present prospects, and (3) planning the entrepreneur’s future direction so as to best match resources and opportunities.

Pre- or corequisite: ACC 9100 or equivalent.

9861 MANAGING THE ENTREPRENEURIAL ENTERPRISE

3 hours; 3 credits

Day-to-day issues of managing an entrepreneurial firm, small business, family enterprise, or large privately held concern. Each entrepreneurial venture has its own unique management challenges, which the course will address through research and problem solving. Students will be expected to write a problem-solving critique of an ongoing local business or, if this is not possible, to perform the same analysis and problem solving through research.

Pre- or corequisites: MGT 9860, MKT 9703.

9862 ENTREPRENEURIAL AND SMALL BUSINESS EXPERIENCES

3 hours; 3 credits

Analysis of why and how some businesses are successful while others fail, using case studies. Lectures will focus on specific entrepreneurs and their businesses. Students will determine the characteristics, environment, and strategy required for success. Guest entrepreneurs will be invited to speak and their business ventures analyzed. Teams of two or three students will present one of the cases to the class; each student will also write an analysis of one of the other cases presented in class. The course will be organized in the following six sections: (1) from conception to start-up, (2) managing the entrepreneurial venture, (3) financial considerations, (4) managing the turnaround, (5) special issues: not-for-profit entrepreneurship and ethical/legal issues, and (6) venture valuation and exit strategies.

Pre- or corequisite: MGT 9860.

DEPARTMENT AND PROGRAM INFORMATION

The Department of Management (MGT) offers three areas of subspecialization leading to the Master of Business Administration degree. These subspecializations are organizational behavior/human resource management, operations management, and entrepreneurship and small business management. All three share the common objective of preparing students to take on increasing levels of executive responsibility, regardless of organizational setting.

The organizational behavior/human resource management subspecialization focuses on “the people side” of business. Students learn to enhance an organization’s most important resource—its employees. The operations management subspecialization focuses on the service sector. Students learn techniques and strategies to improve the efficiency of this largest segment of the American economy. The entrepreneurship and small business management subspecialization provides students with the skills, knowledge, and perspectives to cope with the challenges unique to small and start-up businesses, a vital source of innovation and employment.
9864  Seminar in Entrepreneurship
3 hours; 3 credits
Topics of a specialized nature in the area of entrepreneurship and small business management. Current literature will be reviewed and evaluated for its theoretical value and implications for practical applications.
Prerequisite: Departmental permission required.

9865  Entrepreneurial Ventures
3 hours; 3 credits
Critical analysis of issues in the creation of new business. The course will include case analyses and will require students to develop a business plan as part of their course work; the plan will be presented and analyzed in class. The course will examine social, economic, and technological issues surrounding new firm creation in addition to legal, financial, regulatory, and personnel issues.
Prerequisites: MGT 9860, MKT 9703.

9866 (MKT 9781)  Internet and Small Business Entrepreneurship
3 hours; 3 credits
This course focuses on providing students with the requisite skills to understand and identify business creation opportunities associated with the Internet. Similar to the real-world business development process, this course is an eclectic combination of academic disciplines, including small business studies, entrepreneurship, marketing, finance, computer information systems, and political science. More specifically, the course explores how the current revolution in computer and information technology has enabled small businesses to spring up overnight and engage in commerce around the world at the touch of a button. (This course is the same as MKT 9781. Students will receive credit for MGT 9866 or MKT 9781, not both.)
Prerequisites: CIS 9000, MGT 9860, and MKT 9703.

9867  Managing the Family Business
3 hours; 3 credits
This course is designed to introduce students to the major concepts, models, theories, and research in the field of family business. The course offers students the opportunity to explore family business topics such as business formation, growth and expansion, strategic management, professionalization, succession, location choices, and family dynamics, conflicts, and relationships relative to the business. An overview of families who own businesses and the profiles of their businesses will be presented along with the examination of the course topics relative to the various stages of business activity including feasibility, start-up, ongoing maintenance, expansion or redirection, and exit or transfer. The course also provides an introduction to research on family businesses by surveying the conceptual issues and methodological approaches related to the study of family business. The content of the course will include lectures, case studies, group discussion, and presentations.

9500  Management Science
3 hours; 3 credits
Introduction to management science as an aid to managerial decision making. Students develop an understanding of the nature, structure, and analysis of decisions and examine the usefulness of the model-building approach to the manager. The formulation, solution, and interpretation of various applicable deterministic and stochastic models are studied.
Prerequisite: STA 8000 or equivalent. Credit is given for MGT 9500 or OPR 9721, not both.

9560  Management Information Systems
3 hours; 3 credits
Role of management information systems in supporting the strategic decision-making function of top management. The evaluation of management information systems and some elementary concepts of information theory are studied in a report-generating retrieval context. Problems of information labeling, storage, and retrieval are considered and related to the design and evaluation of online systems.
Prerequisite: CIS 9000.

9700  Introduction to Operations Management
3 hours; 3 credits
Providing all MBA students with a broad overview, understanding, and managerial perspective of the issues and problems involved in managing the operations function in service and manufacturing firms as well as governmental organizations. Important topics to be examined include corporate strategy, interaction of the operations function with other areas of the firm, alternative operating structures, operations planning and design, materials management, scheduling of resources, quality management, and Just-In-Time philosophy and principles. Discussions of various topics will include national and global organizations and will feature current topics and practices generally associated with world-class competitors.
Prerequisite: STA 8000 or equivalent.

9710  Quantitative Analysis for Service Management
3 hours; 3 credits
Intended to help managers deal with issues in modern operations planning by exposing them to the analytical and practical approaches that are finding increased emphasis in a primarily service-dominated industry. Topics to be examined include demand management and forecasting, capacity and staff planning, work force scheduling, distribution and inventory management, and quality management.
Prerequisite: MGT 9700.
9720  Service Management Strategies
3 hours; 3 credits
Designed to apply operations management exclusively to service businesses, which employ most of the work force and contribute largely to the economy. This course focuses on strategic perspectives and is case oriented. Topics include service globalization, service operations strategies, service technologies, self-managing teams and associates, service delivery processes, and service management by measurement. An interactive approach is used because the class is itself a good example of service operations, where students as customers are the important part of the process.
Prerequisite: MGT 9700.

9721 (HCA 9721) Strategic Planning (in Health Care Administration)
3 hours; 3 credits
Study of the technical problems of determining catchment areas and the nature of health care needs in these local areas. Alternative delivery mechanisms are introduced in this context as well as historical and political aspects of the health planning movement. Issues of strategic planning and health care marketing are presented.
Prerequisites: MKT 9703 and BUS 9100, permission of the Department of Management and Health Care Administration Program.

9730 Project Management: Strategic Design and Implementation
3 hours; 3 credits
Study of strategic management of projects which involve change and creation of something new or different. Intended to help students better prepare for the current and future business worlds, which are characterized by change and demands for innovation. Topics include project initiation and planning, organizational structure, teamwork, leadership resource planning and scheduling, project termination, and quality and culture consideration. A variety of real cases are discussed, including service process re-engineering and development of new product/service, computer software, advertising program, and financial investment. Students are assigned a term project for a hands-on experience of project management.
Prerequisite: MGT 9700.

Organizational Behavior/ Human Resource Management

9300 (PAF 9124) Management: A Behavioral Approach
3 hours; 3 credits
Survey of major concepts, models, theories, and research from social sciences such as psychology, sociology, anthropology, and social psychology. Application of knowledge from behavioral sciences in traditional functional fields and in the area of organizational analysis. Analytical and conceptual in nature, the course focuses upon personal, interpersonal, and social system aspects of human behavior in organizations. Not open to students who have taken PSY 9788. This course is cross-listed with PAF 9124 for Health Policy and Administration students only.

9302 Developing Managerial Skills
3 hours; 3 credits
This course builds on the conceptual material of MGT 9300 (Management: A Behavioral Approach). It focuses specifically on the development of cognitive and behavioral skills needed for managers to be effective. These skills include communicating effectively, gaining influence, working in teams, exercising leadership, making decisions, and managing stress and conflict. Instructional methods include diagnostic surveys, case analyses, simulations, role playing, team work, and other experiential exercises. As a practicum, this course teaches skills, grounded in behavioral science theory and research, that are essential for a successful career in management.
Prerequisite: MGT 9300 or PSY 9788.

9340 Organizational Development
3 hours; 3 credits
Study of the “planning and management of change” within organizations, with special attention to the source of pressures and resistance to change in groups and organizations. It is an experiential course in the exploration and discovery of the nature of individuals and small groups: identity, process, role behavior, communications, and conflict management. It includes concepts and exercises in change agent functions and team building.
Prerequisite: MGT 9300 or PSY 9788.

9350 (HCA 9350) Organizational Analysis in Health Care
3 hours; 3 credits
Examination of factors critical to the policy-making process in health institutions and agencies. Frameworks of the political process such as general systems theory and incrementalism are considered as well as more specific modes of decision-making and resource allocation processes from various disciplines. Models are studied both for their theoretical significance and for their strategic and tactical applicability.
Prerequisites: BUS 9100, MGT 9300, permission of the Department of Management and Health Care Administration Program.

9390 Seminar in Human Resource Management and Labor Relations
3 hours; 3 credits
Topics of a specialized nature in the area of human resource management and labor relations. Current literature will be reviewed and evaluated for its theoretical value and implication for practical application.
Prerequisite: MGT 9400 or permission of instructor.
9400  **Human Resource Management**  
3 hours; 3 credits  
Analysis of the challenges and conflicts inherent in building a work force and managing personnel. The course examines all levels in the hierarchy and the ramifications of policy formulation, recruitment and selection, training and development, wage and salary administration, morale, absenteeism, turnover, and union-management relations.  
*Prerequisite: MGT 9300 or PSY 9788.*

9410  **Problems in Human Resource Management**  
3 hours; 3 credits  
Relationship between the macro view and micro view of human resources. Changes in the labor market and their impact on the firm’s decision making regarding human resources are considered.  
*Prerequisite: MGT 9400 or equivalent.*

9420  **Management of Compensation**  
3 hours; 3 credits  
Presentation of the theories and techniques used in the management of compensation. Both the behavioral and economic approaches to wage and salary administration are examined. Topics include the importance of pay, pay structure, pay systems, individual pay determination, and pay forms.  
*Prerequisite: MGT 9400 or equivalent.*

9460  **Labor Relations**  
3 hours; 3 credits  
Examination of collective bargaining activities as an ongoing process, including the goals of labor and the interdependence of unions and management. The course analyzes union growth, pertinent legislation, unionization trends in various sectors of public and private employment, rights of the parties, contract negotiation and administration, grievance machinery, and third-party involvement.

9465  **Collective Bargaining**  
3 hours; 3 credits  
This course is an introduction to the collective bargaining process, examining historical, economic, legal, psychological, sociological/cultural, and tactical perspectives. Building on a review of the legal framework for collective bargaining, students analyze actual current collective bargaining agreements from their places of employment. (For students unable to obtain a copy of a collective bargaining agreement [CBA], one will be furnished for class use.) Students, assigned as “duty officers” on a rotating basis, provide brief reports to the class regarding a current labor-relations issue or collective bargaining development of interest. In addition to a comprehensive final examination, a negotiation project will be submitted.  
*Prerequisites: MGT 9400 or equivalent and MGT 9460 or permission of the instructor.*

9470  **Employee Development and Training**  
3 hours; 3 credits  
Examination of the process of developing an organization’s human resources in order to meet current and future needs. The role of training in management development and specific skill acquisition is emphasized, with regard to needs assessment, program development, techniques, and evaluation.  
*Prerequisite: MGT 9400.*

9480  **Dispute Resolution**  
3 hours; 3 credits  
Examination of voluntary and nonjudicial dispute resolution procedures operative in a business environment. A comprehensive analysis of the conceptual and strategic dimensions of major dispute resolution systems: collective bargaining, mediation, and arbitration.  
*Prerequisite: MGT 9400.*

9490  **International Human Resource Management**  
3 hours; 3 credits  
Presentation of strategies, policies, and practices employed in the management of the international work force. International aspects of traditional human resource management, such as staffing, development, evaluation, compensation, and labor relations, will be examined. In addition, topics more specifically related to multinational corporations, such as the diversity of the MNC’s work force and the various groups of employees involved, social and cultural aspects of international assignments, and the specific ethical dilemmas faced by the MNCs, will be examined and analyzed in detail.  
*Prerequisites: MGT 9400 or departmental permission, and one international course.*

9495 (PAF 9510)  **Capstone Research Seminar**  
3 hours; 3 credits  
This course serves as the capstone research seminar for all degree candidates in the Baruch MSILR Program. The primary purpose is to enable students to produce a responsible, fair, and legally defensible set of HR-related policies pertinent to a current employment issue.

**STRATEGIC MANAGEMENT**

9610  **Dynamics of Competition, Industry Structure, and Corporate Strategy**  
3 hours; 3 credits  
The purpose of this course is to develop an understanding of the situation wherein the ability of a firm to create a viable strategy is largely circumscribed by the intensity of competition in the external business environment and the industry structure forces a firm to define its position. We will also study the dynamics of competition in emergent, growth, maturing, and global industries through a series of case studies.  
*Prerequisites*: All core courses except BUS 9200.

*Change in prerequisite subject to approval of the Board of Trustees.*
9615  **Strategy Formulation and Implementation**  
3 hours; 3 credits  
The purpose of this course is to provide students with an understanding of how firms formulate and implement corporate and business strategies. It will deal with the internal decision-making processes that affect the strategic choices of firms and the general approaches to implementation, including organizational structural factors and the role of top management. Special attention will be given to cooperative strategies (as in strategic alliances), in addition to the traditional competitive strategies, with particular attention to the global context.  
**Prerequisites**: All core courses except BUS 9200.

9690  **Seminar in Strategic Management**  
3 hours; 3 credits  
Topics of a specialized nature in the area of strategic management. Current literature will be reviewed and evaluated for its theoretical value and implications for practical applications.  
**Prerequisite**: Departmental permission required.

9870  **International Comparative Management**  
3 hours; 3 credits  
Comparison of managerial goals, structures, functions, processes, and behavior in different national environments. Topics covered include multiculturalism as it relates to the multinational organization; country-specific comparative advantages and disadvantages; global product versus multidomestic corporate strategy; comparison of structural options; selection, promotion, and training practices with regard to cross-cultural, intracultural, and interpersonal differences; historical and contemporary political and civil freedoms; commercial enterprise organization, infrastructure, and national or regional competitive opportunities; managerial values, attitudes, and behaviors within specific host countries; and exportable managerial practices vis-à-vis accommodation to national and ethnocentric managerial practices.

The following courses will be offered from time to time. The Department of Management is unable to predict the frequency with which these courses will be offered.

**MGT 9310 Management and Organization Theory**  
**MGT 9320 Organization Design and Behavior**  
**MGT 9330 Leadership and Managerial Effectiveness**  
**MGT 9370 Research Methodology in Organization**  
**MGT 9430 Managerial Careers and Interpersonal Relations**  
**MGT 9880 International Business Strategy**

*Change in prerequisite subject to approval of the Board of Trustees.
### THE FACULTY

**Chair:** Gary Soldow  
**Professors:** Kapil Bawa, Jean Boddewyn, Mark L. Chadwin, Robert Ducoffe, Stephen Gould, Myung-Soo Lee, J. David Lichtenthal, David Rachman, Steven Schnaars, Gary Soldow, Hirokazu Takada, Gloria Penn Thomas, Yoshihiro Tsurumi  
**Associate Professors:** Lauren Block, James Coyle, Eleanora Curlo, Nermin Eyuboglu, Charles Gengler, Andreas Grein, David Luna, Barry N. Rosen, Sankar Sen  
**Assistant Professors:** Thomas Kramer, Jack Lee, Clifford Wymbs, Paschalina Ziamou

### DEPARTMENT AND PROGRAM INFORMATION

The Department of Marketing offers graduate programs leading to the degrees of **Master of Business Administration** with a major in marketing and **Master of Science in Marketing**. The department offers a wide variety of courses in a number of areas, including advertising, e-commerce, international marketing, and marketing research. Students are encouraged to meet with a faculty advisor to help them in their selection of courses.

### COURSE DESCRIPTIONS

**9701 Advertising and Marketing Communications**  
3 hours; 3 credits  
This course will provide a comprehensive understanding of the rapidly changing field of advertising and promotion from an integrated marketing communications perspective. The focus will be on how the various elements of an organization’s promotional mix are combined to develop a total marketing communications program that sends a consistent message to customers. Those elements of the promotional mix will include advertising, direct and interactive marketing, use of the Internet and new media, public relations, trade promotion, and consumer promotion.  
*Pre- or corequisite: MKT 9703.*

**9702 Marketing Research**  
3 hours; 3 credits  
Exploration of the development of market research studies through the setting of objectives, the design of surveys and other information-gathering techniques, the collection of data, the interpretation of findings, and the preparation and presentation of research reports.  
*Prerequisites:* MKT 9703, STA 9708.

**9703 Marketing Management**  
3 hours; 3 credits  
Examination of the nature and fundamentals of marketing management. The course focuses on the development of a marketing plan and the functional tools available to the marketing manager to implement the plan. It draws specific attention to the planning, organizing, directing, and controlling of the marketing function.

**9712 Qualitative Problems in Marketing Research**  
3 hours; 3 credits  
Nonquantitative techniques in marketing research. Case histories will be studied as a background for projects to be developed by students.  
*Pre- or corequisite: MKT 9702.*

**9715 Current Issues in Marketing**  
3 hours; 3 credits  
Seminar focusing on current marketing issues such as environmental marketing; social responsibility in marketing; political marketing; ethical aspects of selling, advertising, and marketing research; and the role of government regulation.  
*Prerequisite: MKT 9703.*

**9716 Consumer Behavior**  
3 hours; 3 credits  
Examination of the psychological, economic, sociocultural, and decision-making influences on consumer behavior, including a discussion of consumer behavior applications to social marketing.  
*Pre- or corequisite: MKT 9703.*

**9725 Advertising Copy Techniques**  
3 hours; 3 credits  
Examination of contemporary copy strategies, methods, and trends in marketing communications. Emphasis is placed on the actual development, evaluation, and approval of advertisements. Other communications considered include sales promotion, packaging, product publicity, and public relations.  
*Prerequisite: MKT 9701.*

*Change in prerequisites subject to approval of the Board of Trustees.*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9726</td>
<td>Direct Marketing</td>
<td>3 hours</td>
<td>Analysis of the fast-multiplying forms of marketing that bypass or complement traditional retailing through direct mail, telemarketing, and other forms of direct-response marketing. Problems of managing this technique and integrating it into broader marketing strategies are examined through various case analyses. Privacy issues connected with direct marketing are also examined. Prerequisite: MKT 9703; corequisite: MKT 9703 with departmental permission.</td>
</tr>
<tr>
<td>9728</td>
<td>Media Planning and Analysis</td>
<td>3 hours</td>
<td>Advanced managerial and analytical treatment of the media planning and decision process. The course includes the role of media considerations in advertising, marketing, and business planning; media strategy (planning, buying, and research); and media effectiveness evaluation, information systems, computer models, and control systems. Recent developments and problems in media research are given special attention. Prerequisite: MKT 9701.</td>
</tr>
<tr>
<td>9729</td>
<td>Retail Management</td>
<td>3 hours</td>
<td>Examination of the variety of retail organizations in the marketplace today, from the traditional department store to off-price and discount stores, direct marketing, and TV shopping. The course focuses on the organization, management, and operating problems of all types of retail firms. Prerequisite: MKT 9703; corequisite: MKT 9703 with departmental permission.</td>
</tr>
<tr>
<td>9730</td>
<td>Channels of Distribution</td>
<td>3 hours</td>
<td>Examination of the various channels of distribution through which goods flow from manufacturer to final user, including distributors, wholesalers, retailers, brokers, manufacturers' representatives, sales agents, and others. The course examines the effects of channel decisions on other components of the marketing mix (i.e., pricing and product decisions, promotion, and target consumers). Prerequisite: MKT 9703; corequisite: MKT 9703 with departmental permission.</td>
</tr>
<tr>
<td>9751</td>
<td>New Product Design and Development</td>
<td>3 hours</td>
<td>This course is designed to explore the design and development of new products. We will examine a variety of ways of “hearing” the voice of the customer and then translating this information into design criteria and product specifications. The course includes a team approach to idea generation and creativity techniques, concept development, concept evaluation and testing, and commercialization. Prerequisite: MKT 9703.</td>
</tr>
<tr>
<td>9756</td>
<td>Business Marketing Management</td>
<td>3 hours</td>
<td>This course provides a comprehensive view of business marketing, which represents more than one-half of all dollar sales volume in the United States. It encompasses those marketing management activities whereby a supplier firm understands, creates, and delivers value to other businesses, resellers, institutions, and governments. Strategic alliances and relationship marketing give context and backdrop to the specifics of purchasing, organizational buying behavior, and buyer-seller dyad. The tactical management of the marketing mix elements (product, pricing, placement, and promotion) and the associated decision making are viewed within the contexts as well. Emphasis will be on business marketing management strategies governing a variety of business services and industrial product markets. The course is conducted through lectures with class discussions, written analyses of case studies, and exposure to the range of professional literature available and how to use it for enhanced decision making. Prerequisite: MKT 9703.</td>
</tr>
<tr>
<td>9763</td>
<td>International Trade Operations</td>
<td>3 hours</td>
<td>Developing exports and imports in the context of changing international trade and investment relations. The following are examined, in particular: monitoring the domestic and foreign environments and making and implementing international sales and sourcing decisions in terms of product selection, risk minimization, choice of distribution channels and trade intermediaries, shipping terms and facilities, supporting documentation, necessary licenses, exchange and export-import controls, tax incentives, financing options, insurance, customs clearing, and other requirements. Students will prepare a complete import or export business plan. Prerequisite: IBS 9760 or ECO 9741.</td>
</tr>
<tr>
<td>9764</td>
<td>Internet Marketing and Global Business</td>
<td>3 hours</td>
<td>This course focuses on understanding (1) how information technology has created a fertile ground for the emergence of commerce on the Internet, (2) what institutional parameters are required to form an efficient market for commerce on the Internet to flourish, (3) how firms are using the new</td>
</tr>
</tbody>
</table>
medium/market to reconstruct their value chain and create/sustain competitive advantage, and (4) how the new electronic medium will affect key international dimensions of trade, foreign direct investment, and alliance formation.

Prerequisites: MKT 9703, CIS 9000.

**9766 INTERNATIONAL MARKETING MANAGEMENT**
3 hours; 3 credits
Analysis of the development and integration of international marketing policies and strategies concerning product, price, promotion, channels, sales management, and research in light of environmental and company constraints and opportunities.

Prerequisites: MKT 9703; IBS 9760 or ECO 9741.

**9774 INTERNATIONAL LOGISTICS**
3 hours; 3 credits
Analysis and evaluation of surface, water, and air intermodal transportation systems within the framework of a total distribution network. Trade-offs between transportation and the other components of the distribution system (warehousing, inventory control, communications, packaging, cargo handling) as well as with production and marketing are evaluated.

Prerequisite: IBS 9760 or ECO 9741.

**9780 INTERACTIVE INTERNET MARKETING**
3 hours; 3 credits
This course focuses on enabling students to analyze and develop sophisticated interactive marketing programs. The two main objectives are to introduce students to advertising and marketing theories and practices on the Internet and to give students the opportunity to apply this knowledge by developing a Web site for a client and to critique a variety of Web sites.

Prerequisites: MKT 9703 and CIS 9000.

**9781 (MGT 9866) INTERNET AND SMALL BUSINESS ENTREPRENEURSHIP**
3 hours; 3 credits
This course focuses on providing students with the requisite skills to understand and identify business creation opportunities associated with the Internet. Similar to the real-world business development process, this course is an eclectic combination of academic disciplines, including small business studies, entrepreneurship, marketing, finance, computer information systems, and political science. More specifically, we explore how the current revolution in computer and information technology has enabled small businesses to spring up overnight and engage in commerce around the world at the touch of a button. (This course is the same as MGT 9866; students will receive credit for MKT 9781 or MGT 9866, not both.)

Prerequisites: CIS 9000, MGT 9860, MKT 9703.

The following courses will be offered from time to time. The Department of Marketing is unable to predict the frequency with which these courses will be offered.

**9711 MARKET FORECASTING**
**9714 SALES MANAGEMENT**
**9717 PRICING POLICY**
**9720 ADVERTISING RESEARCH**
**9727 ADVERTISING MANAGEMENT AND STRATEGY**
**9753 ANALYTICAL MODELS FOR MARKETING MANAGERS**
**9754 COMPUTER APPLICATIONS FOR MARKETING MANAGERS**
**9758 SERVICES MARKETING**
**9761 INTERNATIONAL COMMODITY TRADING**
**9765 COMPARATIVE MARKETING SYSTEMS**
DEPARTMENT OF MATHEMATICS

THE FACULTY

Chair: Warren B. Gordon

Professors: Arthur Apter, Fred Buckley, Miriam Hausman, Jonathan Huntley, Bruce Jordan, Laurence Kirby, Carlos Julio Moreno, Alvany Rocha, Mark Sheingorn, David E. Tepper

Associate Professors: Jack R. Barone, Joseph E. Collison, Michael Gartenberg, Warren B. Gordon, C. Douglas Howard, Irene Huetter, Anita Mayo, Jakob Reich, Beryl I. Shaw, Aaron Todd, Sherman Wong

Assistant Professors: Elena Kosygina, Dan Stefanica, Ingrid-Mona Zamfirescu

Lecturers: Alfred W. Friedland, Anna Jo Ruddel, Walter O. Wang

DEPARTMENT AND PROGRAM INFORMATION

The Department of Mathematics offers a Master of Science in applied mathematics for finance. It is designed to provide students with the mathematical background required for modeling and solving problems that arise in the financial services industry. The program combines a rigorous treatment of the underlying mathematical concepts with a strong emphasis on computational techniques and their practical application in finance. The MS in applied mathematics for finance is a 36-credit program that can be completed in three semesters of full-time study or five to six semesters of part-time study. All courses are offered in the evening to accommodate the schedule of students with job commitments.

The department also offers courses to assist students in acquiring an understanding of those mathematical concepts and techniques that are fundamental to advanced study in business and administration.

COURSE DESCRIPTIONS

8000-LEVEL COURSES*

8001 Calculus for Applications I
3 hours; 3 credits
Topics in calculus, including functions, rates of change, limits, differentiation, higher-order derivatives, differentials, maxima and minima, related rates, integration, and business application.

8007 Mathematics for Business
3 hours; 3 credits
Systems of linear equations, vectors, matrices, sets and probability, conditional probability, Markov models, and methods of differential and integral calculus as applied to business and economic theory.
Prerequisite: MTH 0030 or equivalent.

8010 Calculus for Applications II
3 hours; 3 credits
Techniques of integration, infinite series, and differential and integral calculus for functions of two or more variables with applications to optimization theory.
Prerequisite: MTH 8001.

8200 Essential Discrete Mathematics
3 hours; 3 credits
Fundamental mathematics topics relating to computer and information systems, including set operations and properties; logic, truth tables, and logical arguments; relations, equivalence classes, and quantifiers; exponential, logarithmic, and recursive functions; mathematical induction and elementary combinatorics; finite probability; graphs and digraphs, trees, binary trees, planarity, and connectivity; matrices and matrix operations; and matrix representation of graphs.

*Credit for 8000-level courses does not count toward the master’s degree. Students may have 8000-level mathematics courses waived by completing appropriate undergraduate course work prior to entering Baruch College or by waiver examination. Courses at the 8000 level may not be used as elective credit in the Zicklin School of Business.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>9703</td>
<td><strong>Matrix Methods for Applications</strong></td>
<td>3 hours</td>
<td>MTH 8001.</td>
</tr>
<tr>
<td>9704</td>
<td><strong>Finite Mathematics for Applications II</strong></td>
<td>3 hours</td>
<td>MTH 8100.</td>
</tr>
<tr>
<td>9705</td>
<td><strong>Intermediate Calculus for Applications</strong></td>
<td>3 hours</td>
<td>MTH 8010.</td>
</tr>
<tr>
<td>9706</td>
<td><strong>Theory of Functions of a Real Variable</strong></td>
<td>3 hours</td>
<td>MTH 7905.</td>
</tr>
<tr>
<td>9813</td>
<td><strong>Scientific Computing</strong></td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>9821</td>
<td><strong>Numerical Linear Algebra</strong></td>
<td>3 hours</td>
<td>MTH 8052, MTH 8062.</td>
</tr>
<tr>
<td>9831</td>
<td><strong>Real Analysis and Probability</strong></td>
<td>3 hours</td>
<td>MTH 9871.</td>
</tr>
<tr>
<td>9842</td>
<td><strong>Linear and Quadratic Optimization Techniques</strong></td>
<td>3 hours</td>
<td>FIN 9801, MTH 9821, MTH 9831.</td>
</tr>
<tr>
<td>9852</td>
<td><strong>Numerical Methods for PDEs in Finance</strong></td>
<td>3 hours</td>
<td>FIN 9801, MTH 9813, MTH 9821, MTH 9831.</td>
</tr>
<tr>
<td>9862</td>
<td><strong>Stochastic Processes in Finance</strong></td>
<td>3 hours</td>
<td>FIN 9801, MTH 9813, MTH 9821, MTH 9831.</td>
</tr>
<tr>
<td>9871</td>
<td><strong>Advanced Computational Methods in Finance</strong></td>
<td>3 hours</td>
<td>MTH 8052, MTH 8062.</td>
</tr>
<tr>
<td>9881</td>
<td><strong>Current Topics in Mathematical Finance</strong></td>
<td>3 hours</td>
<td>MTH 9871.</td>
</tr>
</tbody>
</table>
**9900  SPECIAL TOPICS IN MATHEMATICS**  
3 hours; 3 credits  
This course is designed to expose the advanced student to a variety of mathematical topics that are not covered in the regular curriculum. Topics will vary from year to year.  
**Prerequisite:** Departmental permission required.

**9903  CAPSTONE PROJECT AND PRESENTATION**  
3 hours; 3 credits  
Each student will be required to prepare a case study motivated by a real-world problem in finance whose solution requires the application of mathematical techniques presented in this program. The student’s analysis and conclusions will be presented to faculty and students.  
**Prerequisites:** MTH 9852, MTH 9862.  
**Corequisite:** MTH 9871.

*Subject to approval by the Board of Trustees.*
THE FACULTY

Chair: Glenn Albright

Professors: John L. Andreassi, Judith L. Komaki, Joel M. Lefkowitz, Susan Locke, David O’Brien

Associate Professors: Glenn Albright, Mindy Engle-Friedman, Harold Goldstein, Nita L. Lutwak, Karen Lyness, Elizabeth M. Reis, Kristin Sommer

Assistant Professors: Yochi Cohen-Charash, Jaihyun Park, Charles Scherbaum

DEPARTMENT AND PROGRAM INFORMATION

The Department of Psychology offers courses leading to the Master of Business Administration and Master of Science in industrial/organizational psychology. These programs prepare students to assume roles in human resource management and in training and research in business and public organizations. The Master of Business Administration program emphasizes specialized course work within a general business framework. The Master of Science prepares students for research in the field and for future doctoral studies. Courses focus on psychology as it relates to industry and organizations and related areas. Students receive grounding in research by completing a research project.

COURSE DESCRIPTIONS

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

9700  History of Psychology
2 hours plus conference; 3 credits
Intensive analysis of the historical development of modern psychology. Topics include problems in theory construction, the development of early psychological systems, and recent developments in psychological theory.

9701  Advanced Experimental Psychology I
6 hours; 3 credits
Advanced course with special emphasis upon methodological problems within the following areas: social process, judgmental process, the learning process, concept formation, and problem solving. In addition, an original experimental project will be discussed, designed, and executed by the student. Prerequisite: STA 9100.

9703  Design of Psychological Research
2 hours plus conference; 3 credits
Research methods in the behavioral sciences, their implementation, and the relationship of modern concepts of research design and measurement to a business framework.

9708  Psychology Proseminar I
2 hours plus conference; 3 credits
Analysis of selected concepts, methods, and findings of industrial and organizational psychology. Prerequisite: PSY 9788 or MGT 9300.

9709  Psychology Proseminar II
2 hours plus conference; 3 credits
Intensive analysis of selected concepts, methods, and findings of industrial and organizational psychology. Prerequisite: PSY 9788 or MGT 9300 or permission of advisor.

9740  Personality
2 hours plus conference; 3 credits
Examination in detail of the systematic theoretical approaches to the understanding of personality. Special emphasis is placed upon the research findings in support of the various theoretical orientations. Such topics as the persistence and change of personality, biological factors, sociocultural influences, and the effects of early experience will be considered.

9746  Social Psychology
2 hours plus conference; 3 credits
Research and developments in the study of the basic psychological factors in social interaction, the social processes influencing the growth of the individual, and applied social psychology areas (e.g., ethnic relations, intergroup tensions).

9751  Leadership and Group Processes
2 hours plus conference; 3 credits
Methods and techniques utilized in the investigation of leadership and group dynamics. An analysis of face-to-face groups, intergroup friction, impact of the leader on the group, and attitude change techniques. Prerequisite: PSY 9788 or MGT 9300.
9753  ATTITUDE AND ATTITUDE CHANGE
2 hours plus conference; 3 credits
Study of attitudes, including origins, functions, and dimensions; forces influencing attitude change; and measurement of attitudes. Emphasis is on research evidence.

9760  PSYCHOMETRIC METHODS
2 hours plus conference; 3 credits
Analysis of measurement problems, including psychometric methods, scaling, principles, and techniques of test construction and test evaluation.
Prerequisite: STA 8000 or equivalent.

9772  CLINICAL INTERVIEWING
2 hours plus conference; 3 credits
Course dealing primarily with the interviewing process and its implications and ramifications for selection and employment interviewing, employee counseling, depth interviewing, and referral interviewing for therapeutic purposes. Students will be given practice in interviewing.

9786  SEMINAR IN CONTEMPORARY PSYCHOLOGICAL TOPICS
2 hours plus conference; 3 credits
Intensive study of areas of current applied or theoretical concern. Examples of the topics that may be offered in different semesters include the psychology of prejudice, the psychology of urban problems, and community mental health. No topic is repeated more than once; the course topic will be announced during the preceding semester.
Prerequisite: PSY 9788 or MGT 9300.

9788  PSYCHOLOGICAL PROCESSES IN ORGANIZATIONS
3 hours; 3 credits
Presentation of the concepts, major theories, and research in the behavioral sciences that are relevant to understanding people's behavior at work. The course focuses on human behavior in business and other organizational settings at the individual, group, and systems levels. The course aims to enhance organizational effectiveness by providing knowledge of such psychological processes as motivation, learning, decision making, and stress in the workplace. Procedures will be used to develop critical thinking skills, understanding of diversity, and the psychological aspects of dealing with ethical issues. In addition to examining psychological research, the course uses experiential learning, group projects, and case studies.
Not open to students who have taken MGT 9300 or PAF 9124.

9789  SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
2 hours plus conference; 3 credits
Seminar centering on the social context of industrial/organizational psychology, including an examination of current issues, controversies, and research on such topics as employee rights, labor-management relations, ethical problems, organizational corruption and white-collar crime, conflict resolution, and economic/social change and organizations. Implementation of a project such as a survey research study is required.
Prerequisite: PSY 9796 or PSY 9797.

9790  PSYCHOLOGICAL IMPACT OF THE ORGANIZATION ON THE INDIVIDUAL
3 hours; 3 credits
Examination of the role of organization structure, job design, interpersonal relations, and other organizational processes on the incidence of role conflict, rigidity, stress, alienation, and various addictive behaviors. Emphasis is placed on situational determinants of personally maladaptive and organizationally ineffective behaviors and on organizational intervention strategies.
Pre- or corequisite: PSY 9788 or MGT 9300.

9791  INTRODUCTION TO ENVIRONMENTAL PSYCHOLOGY
2 hours plus conference; 3 credits
Exploration of the psychological factors in the complex interaction of man and his environment. The course will consider research strategies and findings on the behavioral and attitudinal aspects of the design of living and working environments, urban transportation systems, urban ecology, safety engineering psychology, and psychological factors affecting environmental change.
Prerequisite: PSY 9788 or equivalent or written permission of advisor.

9792  PSYCHOLOGY AND URBAN PROBLEMS
2 hours plus conference; 3 credits
Psychological principles, research, and strategies relating to urban problems such as prejudice and racism, poverty, education, drugs, crime, housing, and environmental stresses. The interaction of urban conditions and organizational processes such as training and work performance will also be examined.

9794  PSYCHOLOGICAL STUDY OF POLITICAL BEHAVIOR
2 hours plus conference; 3 credits
Examination of the research on such topics as the individual and social psychological processes in the formation and change of political opinion, political information processing, voting behavior, personality characteristics in relation to political attitudes, political decision making, and individual rights and political action committees within organizations.

9795  CLINICAL TECHNIQUES IN INDUSTRIAL PSYCHOLOGY
2 hours plus conference; 3 credits
Intensive analysis and evaluation of problems in personality assessment, the validity of clinical methods, the prediction of potential, and the healthy personality. In addition, there is an emphasis on representative case studies for class evaluation.
9796  Problems in Industrial Psychology I—Personnel Psychology  
2 hours plus conference; 3 credits  
Survey of the field of personnel psychology and personnel research, including such topics as job analysis, selection, employment testing, Equal Employment Opportunity issues, leadership in organizations, employee performance appraisal, job satisfaction, motivation, and performance. The focus is on the individual employee as the unit of study.  
Prerequisite: PSY 9788 or MGT 9300; pre- or corequisite: PSY 9703.

9797  Problems in Industrial Psychology II—Organizational Psychology  
2 hours plus conference; 3 credits  
Survey of the field of organizational psychology/organizational behavior, including such topics as organizational theories; organizational effectiveness; role theory; organizational linking processes such as power, authority, and leadership; conflict within organizations; changing organizations; and motivation and performance. The focus is on the organization and groups within as the units of study.  
Prerequisite: PSY 9788 or MGT 9300; pre- or corequisite: PSY 9703.

9799  Human Engineering  
2 hours plus conference; 3 credits  
Evaluation of human factors in man-machine relationships, with an emphasis on automation, systems analysis, displays, and adaptive problems to stress.  
Prerequisite: PSY 9788 or MGT 9300.

RESEARCH SEMINAR REQUIREMENT

99001  Research Methodology in Design of Psychological Research (Seminar I)  
2 hours plus conference; 3 credits  
First course in the thesis alternative.  
Prerequisite: Grad 4 status.

99002  Research Seminar in Evaluation of Psychological Research (Seminar II)  
2 hours plus conference; 3 credits  
Critical evaluation of research literature in a selected field of psychology. Emphasis will be given to the development, undertaking, and evaluation of independent projects.  
Prerequisite: Research Methodology 99001 or 99301 (with permission of thesis advisor and department chair).

THESS REQUIREMENT

99301  Research Methodology (Thesis I)  
Conference hours to be arranged; 3 credits  
Designed primarily to assist students engaged in meeting the thesis requirements for the master’s degree. Each candidate will begin the preparation of a thesis under the guidance of a faculty advisor. Open only to graduate students who have been accepted as candidates for the degree.  
Prerequisite: Grad 4 status.

99302  Thesis (Thesis II)  
Conference hours to be arranged; 3 credits  
Open only to those who have successfully completed Research Methodology or PSY 99001 (with the approval of the thesis advisor and the department chair). A continuation of Research Methodology, designed primarily to assist students engaged in meeting the thesis requirements for the master’s degree. Each candidate will complete a thesis under the guidance of a faculty advisor.  
Prerequisite: Research Methodology 99301 or 99001 (with permission of thesis advisor and department chair).
THE FACULTY


Associate Professors: Nancy Aries, Greg Chen, Ryan Alan Smith, Sandra Stein, Gregg Van Ryzin, Lynne Weikart, Harold Wenglinsky

Assistant Professors: Diane Gibson, Jennifer Goldstein, David C. Hoffman, Thomas Main, Andrew Parker, Sarah Sayeed, Daniel Williams

PROGRAM INFORMATION

The School of Public Affairs (SPA) offers courses leading to the degree of Master of Public Administration. The MPA program is designed to prepare students from a variety of academic and professional backgrounds to excel in careers in the public, nonprofit, and private sectors. Full- and part-time MPA students may choose to tailor their program to focus on one of four specializations: public management, nonprofit administration, policy analysis and evaluation, and health care policy.

COURSE DESCRIPTIONS

8000  COMPUTER SKILLS IN PUBLIC AFFAIRS
1 hour; 0 credits
This course is a preparatory course for students enrolling in graduate programs in the School of Public Affairs. Admission to the school requires students to pass a computer proficiency exam. Students who do not pass this exam are required to take this course before the conclusion of the second semester of course work.

9010  ETHICS AND PUBLIC DECISION MAKING
3 hours; 3 credits
This course concerns the relationship of ethics and public service. Those in public service face a broad array of ethical problems and dilemmas ranging from simple matters of public trust through the application of ethical reasoning in policymaking. The course examines the limits of self-interest in public service, the differing ethical concerns of elective and appointive officials, the conflict between responsibility to hierarchical authority and personal conceptions of the right, bureaucratic responsibility for the ethical content of public policies, and the possibility of necessary evil. A significant portion of the course focuses on ethical theories that may help resolve these dilemmas.
Prerequisite: Grad 8 status or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.

9050  STATISTICAL ANALYSIS IN HEALTH CARE ADMINISTRATION
3 hours; 3 credits
The fundamental statistical tools and concepts needed by health care administrators. Topics include proper tabular and chart presentation; interpretation of descriptive measures; applications of probability and the normal distribution; confidence interval estimation; testing for differences between means and between proportions; the one-way ANOVA with multiple comparisons; and simple linear regression models. Discussions on ethical issues will be presented and statistical software packages will be used throughout the course.
Open to all MPA in health policy and administration students; others with departmental permission.

9100  INTRODUCTION TO PUBLIC AFFAIRS
3 hours; 3 credits
Systematic study of the institutions Americans have developed to pursue the public interest: government, markets, nonprofit organizations, the family. Overview of political economy, institutions, and culture; the policy process; role of values and ethics.
Open to all MPA students; others with departmental permission.

9102  ADVANCED RESEARCH METHODOLOGIES IN PUBLIC POLICY AND PUBLIC ADMINISTRATION (FORMERLY PUB 9702)
2 hours plus conference; 3 credits
Advanced research methods and techniques utilized in public agencies for policy determination and administrative decision making. Course requirements include student projects and work exercises in the design and implementation of research studies and program evaluations.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9103  COMMUNICATION IN PUBLIC SETTINGS
3 hours; 3 credits
Introduces students to communication in public settings and provides extensive opportunities for practice with basic written and oral forms. Interrelationships among communicative activities and organizational goals. Internal and external messages are given equal weight. Argumentative
structures necessary for constructing sound policy and persuasive techniques relevant to funding, regulation, client, and public constituencies. Topics will vary somewhat from semester to semester depending on the instructor’s and students’ interests. The course follows a workshop/laboratory format with intensive attention to student work as a fulcrum for the application of theory and refinement of skills.

Open to all MPA students; others with departmental permission.

9105 Public Sector Financial Management
2 hours plus conference; 3 credits
Examination of the administration of the financial function in government. The course covers procedures of managing government funds at the national, state, and local levels. Topics include accounting principles, organization of financial offices, cash management, debt administration, financial reporting, and auditing.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9106 Accounting and Auditing in the Public Sector
3 hours; 3 credits
Introduction to the principles and techniques of accounting and auditing in the public sector (for the non-accountant). Current issues and trends, as well as suggested reforms, are discussed.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9108 Communication and Information Technologies
3 hours; 3 credits
The course covers the nexus of communication and information management. Students learn how to develop, disseminate, and control information in public and nonprofit organizations, paying particular attention to the opportunities and demands posed by emerging technologies, such as the World Wide Web.
Prerequisites: CIS 8000, PAF 9103.

9109 Government Contracting
2 hours plus conference; 3 credits
Review of the principles and practices of government contracting and analysis of the major types of government contracts. Administration and management problems of the government procurement function are identified and analyzed. Major policy questions, including societal implications of large-scale government contracting, are explored.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9111 American Public Law and the Administrative State
2 hours plus conference; 3 credits
Introduction to the American legal system and its role in the development and control of the modern administrative state.

The course also emphasizes the legal context within which public and nonprofit agencies operate.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9112 Administrative Law and Regulation
2 hours plus conference; 3 credits
Study of the legislative and judicial control of the administrative process, its effect upon administrative efficiency and individual rights, and the requirements of procedural due process. Stress is placed on the application of these controls in regulatory environments.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9114 Chief Executive in American Governments
2 hours plus conference; 3 credits
Examination of the organization, functions, and operations of chief executive institutions in national, state, and local jurisdictions. Emphasis is placed on the role of the president, governors, mayors, and their top-level appointees in the management of government.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9116 Intergovernmental Relations
2 hours plus conference; 3 credits
Analysis of the vertical and horizontal relations among American governmental jurisdictions. The course focuses on the theory and history of American federalism and its emergence into an intergovernmental system. Emphasis is placed on the changing nature of constitutional, fiscal, and nonfiscal relationships.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9117 Public Personnel and Human Resource Management
2 hours plus conference; 3 credits
Analysis of problems and issues dealing with public-sector personnel. Topics covered include selection, training, employee evaluation, and promotion policies and practices. Managerial, legal, and political aspects of human resource management are also considered.
Prerequisites: Completion of introductory sequence in MPA curriculum and departmental permission.

9118 Labor Relations in the Public Sector
2 hours plus conference; 3 credits
Development and growth of public employee unionism. Topics covered include collective bargaining laws and procedures, government organization of labor relations, the dynamics of the bargaining process, the impact of collective bargaining on civil service systems, and current trends in public-sector collective bargaining.
Prerequisite: Grad 8 status in MPA program or departmental permission.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>9119</td>
<td>Organization Theory</td>
<td>2</td>
<td>3</td>
<td>Study and application of theories of organization, with special emphasis on public organizations. Topics include bureaucracy and the nature of organizations, organization environment, interface, organization goals, authority and power in organizations, communications, participation, and problems of alienation.</td>
<td>Grad 8 status in MPA program or departmental permission.</td>
</tr>
<tr>
<td>9120</td>
<td>Managing Organizations in the Public and Not-for-Profit Sectors</td>
<td>3</td>
<td>3</td>
<td>Fundamental concepts and techniques for managing government and not-for-profit agencies, including schools. This course focuses on structural models; individual behavior, including group dynamics and leadership; and political and cultural frameworks. Questions of effectiveness, responsibility, and professional relations are considered.</td>
<td>Open to all students in the School of Public Affairs (SPA); others with permission of the Office of Graduate Admissions and Student Services. MPA students take PAF 9120 to satisfy the core requirement. SPA students cannot receive credit for both PAF 9120 and PAF 9124, PAF 9302, PAF 9309, MGT 9300, or PSY 9788. Not open to students who have taken MGT 9300 and PSY 9788.</td>
</tr>
<tr>
<td>9121</td>
<td>Systems Management in the Public Sector</td>
<td>2</td>
<td>3</td>
<td>Examination of application of project management, systems analysis, PERT, CPM, and other systems management approaches to public-sector programs. Analysis of use of systems management in national, state, local, and nonprofit agencies, as well as comparisons with their use in private-sector organizations and in other countries. Focus on whether these techniques are applicable to urban and related programs.</td>
<td>Grad 8 status in MPA program or departmental permission.</td>
</tr>
<tr>
<td>9122</td>
<td>Applying Technology in Public Administration</td>
<td>3</td>
<td>3</td>
<td>Exploration of the uses of science and technology in the administration of public agencies. The course considers adoption of concepts and methods of science and technology in public-sector contexts as well as application of specific technologies (e.g., satellite technology). Also considered are the impact of technological innovations on public management (e.g., teleconferencing, robotics) and the impact of science and technology on society.</td>
<td>Grad 8 status in MPA program or departmental permission.</td>
</tr>
<tr>
<td>9123</td>
<td>Program Evaluation</td>
<td>2</td>
<td>3</td>
<td>Examination of the process and techniques of program evaluation and the assessment of effectiveness of public-sector programs. Various performance assessment criteria, problems of evaluation research, and the politics of program evaluation are reviewed.</td>
<td>Grad 8 status in MPA program or departmental permission.</td>
</tr>
<tr>
<td>9130</td>
<td>Economic Analysis and Public Policy</td>
<td>3</td>
<td>3</td>
<td>Introduction to concepts and analytic tools necessary to economic examination of individual and firm behavior; analysis of causes and consequences of public-sector intervention in the economy.</td>
<td>Open to all MPA students; others with departmental permission. Not open to students who have completed ECO 9705 or equivalent or PAF 9760.</td>
</tr>
<tr>
<td>9132</td>
<td>Governing New York City</td>
<td>2</td>
<td>3</td>
<td>Examination of the structure and dynamics of New York City government, with special emphasis on the development and delivery of city services.</td>
<td>Grad 8 status in MPA program or departmental permission.</td>
</tr>
<tr>
<td>9133</td>
<td>Economics of the Public Sector</td>
<td>3</td>
<td>3</td>
<td>This course assesses the role of government in the modern economy. The course examines the reasons for government intervention in the economy, consequences of that intervention, and issues pertaining to the public financing of those interventions. An important part of this class is the study of public finance, tax incidence, and fiscal federalism. The course has two main goals: to build and refine skills of microeconomic policy analysis and, more important, to apply these skills to contemporary policy problems.</td>
<td>PAF 9130 or departmental permission.</td>
</tr>
<tr>
<td>9136</td>
<td>Urban Economic Development</td>
<td>3</td>
<td>3</td>
<td>This course introduces students to the major features of the field of urban economic development. The course reviews the principles by which economic activity is organized in an urban setting, focuses on methods of analyzing the existing economic structure of a community, and examines examples of successful business development, human resource development, community-based employment, and physical development programs.</td>
<td>Grad 8 status or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.</td>
</tr>
<tr>
<td>9137</td>
<td>Telecommunications Policy</td>
<td>3</td>
<td>3</td>
<td>This course focuses on the communications industry and government regulation. It examines policy issues including growth of conglomerates, the impact of computers and the Internet, the scope and impact of the digital revolution, new technologies in wired and wireless transmission, allocating</td>
<td></td>
</tr>
</tbody>
</table>
the spectrum, and the future of the electronic highway. 
Prerequisite: Grad 8 status or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.

9138  **Urban Services Delivery**  
2 hours plus conference; 3 credits  
Review of the principles and problems in the design and evaluation of urban service delivery. Service areas covered include fire services, police services, health care and social services, waste disposal services, and justice system services. 
Prerequisite: Grad 8 status or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.

9139 (COM 9139)  **Communication Strategy**  
3 hours; 3 credits  
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 communication audit; how to identify legal and institutional constraints on messages; and how to understand the relationship between information and communication. (This course is the same as COM 9139. Students will receive credit for PAF 9139 or COM 9139, not both.)  
Prerequisite: PAF 9103.

9140  **Budgeting, Accounting, and Financial Analysis**  
3 hours; 3 credits  
Introduction to government budgeting, accounting, and financial analysis. Overview of the context of budgeting in the government decision process and analysis of the fiscal cycle through budget development, implementation, and review. Incorporates basic accounting concepts and information presentation and retrieval skills.  
Open to all MPA students; others with departmental permission. Spreadsheet knowledge strongly recommended.

9145  **Social Welfare Policy**  
3 hours; 3 credits  
This is a course about the poor and anti-poverty programs in the United States. It focuses on measurement, extent, and distribution of poverty; causes of poverty; trade-offs faced by policymakers in reducing poverty and economic insecurity; and issues relating to the American underclass.  
Open to all MPA students; others with departmental permission.

9150  **Introduction to the Nonprofit Sector**  
3 hours; 3 credits  
Historical and contemporary perspectives on nonprofit organizations and the nonprofit sector in the United States. The course will emphasize the size, scope, and functions of the nonprofit sector as they have evolved, with particular emphasis on relations with the public and business sectors and current issues affecting the environment in which nonprofit organizations operate. 
Prerequisite: Grad 8 status in MPA program or departmental permission.

9151  **Administration of Not-for-Profit and Voluntary Agencies**  
2 hours plus conference; 3 credits  
Study of management techniques and strategies applicable in nonprofit agencies. Topics include agency interaction with governmental and political institutions, planning and control systems, the role of the governing board, and the role of the executive director. Special attention is paid to the needs of community service/social welfare and cultural/arts organizations. 
Prerequisite: Grad 8 status in MPA program or departmental permission.

9152  **Fund Raising and Grants Administration in Not-for-Profit and Voluntary Organizations**  
3 hours; 3 credits  
Examination of the strategies and techniques for acquiring voluntary and governmental support for local nonprofit agencies. The course focuses on the role that fund raising plays in the economics of the nonprofit organization and its relationship with government agencies, foundations, and other donor/granting institutions. 
Prerequisite: Grad 8 status in MPA program or departmental permission.

9153  **Budgeting and Finance for Nonprofits**  
3 hours; 3 credits  
This course is for students whose career path is the nonprofit world and who aspire to hold senior-level positions in nonprofits. The course provides the tools for budgeting in a nonprofit and the tools of financial analysis and managerial control as is currently practiced in nonprofit organizations. 
Prerequisite: Grad 8 status or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.

9154  **Management Consulting in the Public and Nonprofit Sectors**  
3 hours; 3 credits  
This course surveys the fundamentals of management consulting focused on government and nonprofit organizations. It emphasizes organizational problem solving and
change as well as organizational diagnosis, intervention skills, and client management.
Prerequisite: Grad 8 status or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.

9159 Privatization
3 hours; 3 credits
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.
Prerequisite: Grad 8 status or departmental permission.

9160 Administrative Management II
2 hours plus conference; 3 credits
Advanced studies in the effective management of public-sector and nonprofit organizations. The course focuses on the tools and techniques for agency direction and control. Topics covered include decision theory, planning, and control strategies for program implementation; techniques for monitoring and evaluating agency, group, and individual performance; labor relations; information systems; productivity analysis; and contracting.
Prerequisites: Completion of introductory sequence in MPA curriculum and departmental permission.

9161 Business and Public Policy
3 hours; 3 credits
Analysis of the interrelations between business and governmental policymaking. The focus is on the role played by business interests in specific policy arenas (e.g., defense, energy, trade) as well as the general policy environment.
Prerequisite: MPA students must have Grad 8 status or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs. MBA students must have completed BUS 9100. Others by permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.

9162 Bureaucracy, Business, and Politics
3 hours; 3 credits
Examination of the relations between business and government agencies. Stress is placed on strategies of control and influence in the relationships.
Prerequisite: Grad 8 status or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.

9167 The Administration of Higher Education
2 hours plus conference; 3 credits
Examination of colleges and universities as unique organizations. The course provides an introduction to higher education governance, focusing on the participants, processes, and problems in institutional decision making.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9170 Applying Information, Research and Analysis I
3 hours; 3 credits
The first course in a two-course sequence (the second course is PAF 9172) that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research. Learning is pragmatic and includes the use of illustrative cases, hands-on practice with computers, and team projects and presentations. Topics include the conceptual foundations of research design, quantitative and qualitative methods of analysis, measurement, accessing and managing data with computers, graphical and numerical summaries of data, normal distributions, correlation and simple regression, and cross-tabulation.
Open to all students who have not taken PAF 9317.

9171 Human Services Administration
3 hours; 3 credits
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.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9172 Applying Information, Research and Analysis II
3 hours; 3 credits
This course is the second in a two-course sequence that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research. Learning is pragmatic and includes the use of illustrative cases, hands-on practice with computers, and team projects and presentations. Topics in this second course include sampling, experiments and quasi-experiments, probability and sampling distributions, confidence intervals, hypothesis tests, and inference for regressions.
Prerequisite: Open to all students who have completed PAF 9170 or PAF 9317; others with departmental permission.

9173 Program Auditing and Performance Measurement
3 hours; 3 credits
This course extends the student’s knowledge of financially related decision-making techniques. It provides the student
an understanding of management auditing, program auditing, and performance measurement. Key concepts include economy, efficiency, and effectiveness. From the retrospective perspective it examines how to determine whether a program has used its resources effectively and efficiently. From a concurrent perspective, it looks at what should be monitored and how. Prospectively, it examines how to prepare an organization for performance measurement and auditing. From a holistic view, it examines the decision to measure, monitor, and examine performance.

Prerequisites: PAF 9140, PAF 9170, and STA 9172.

9175 Human Resources Policy
2 hours plus conference; 3 credits
Analysis of government policies aimed at altering income levels and life opportunities of individuals. Issues are chosen from the human services area (e.g., education, disability programs, employment and training).
Prerequisite: Grad 8 status in MPA program or departmental permission.

9180 Policy Analysis
2 hours plus conference; 3 credits
Overview of the use of analytic techniques in solving public-sector problems and designing government programs. Topics include agenda setting, approaches to problem solving, the role of values in policy making and policy analysis, policy-relevant data collection and analysis, principles of benefit-cost analysis, techniques of policy analysis (e.g., queuing, simulations, formal modeling), strategies for policy adoption and implementation, and the politics of policy analysis.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9182 Development Administration
2 hours plus conference; 3 credits
Introduction to the social, economic, political, and technological constraints, requisites, and institutions used in development programs both national and transnational.
Prerequisite: Grad 8 status in MPA program or departmental permission.

9190 Capstone Seminar
3 hours; 3 credits
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.
Prerequisites: Grad 8 status and the completion of 33 credits in the MPA program or permission from the Office of Graduate Admissions and Student Services of the School of Public Affairs.

9191 Preservice Internship
20 hours per week/14 weeks or 35 hours per week/8 weeks; 3 credits
Intensive administrative internship in a governmental or nonprofit agency. A pass or no-credit grade is assigned.
Prerequisite: Grad 8 status; open to MPA students in the NUF program or with the permission of a faculty advisor.

9192 National Urban Fellowship
40 hours per week; 6 credits
Full-time internship program for students associated with the National Urban Fellows Program.
Prerequisite: Departmental permission.

9195 Internship in Public Affairs
10 hours per week/14 weeks or 18 hours per week/8 weeks; 3 credits
An intensive administrative internship in a governmental, nonprofit, or public-sector agency. Required for students enrolled in the Master in Public Administration program who do not have sufficient prior work experience. Not open to students who have completed PAF 9191.
Prerequisite: Grad 8 status or permission from the Office of Graduate Admissions and Student Services of the School of Public Affairs. Students may take this course a second time with the permission of the Office of Graduate Admissions and Student Services.

9198 Public Affairs Workshop
15 class hours (total over the semester, offered in three intensive class sessions); 1 credit
This one-credit course provides focused training in a range of public policy and public or nonprofit management topics. Offered at several points during the semester, the workshop will be taught by external practitioners and/or Baruch faculty with special expertise in the subject matter. Sample topics include Total Quality Management, Board Relations for Nonprofits, Proposal Writing, Media Relations, and Building an Agency Budget. The workshop format includes: (1) assignment of readings and other materials, mailed to students 2–3 weeks prior to the initial class, (2) an all-day Saturday meeting, followed by two to three weeks to work on written assignments, (3) a second all-day Saturday session, and (4) a final assignment completed after the second Saturday session and mailed or e-mailed to the instructor.
Open to all School of Public Affairs students; others with School of Public Affairs permission. Students may take the workshop up to three times, with the permission of their advisor.

9199 Selected Topics in Public Administration
2 hours plus conference; 3 credits
Topic will vary from offering to offering.
Prerequisite: Grad 8 status in MPA program or departmental permission.
9301 Urban School Community Leadership
3 hours; 3 credits
This course is designed to enable school leaders to work effectively with urban school communities as community advocates and to understand the school and community as integrally related. The focus will be on leading schools as community centers of learning with the continuous improvement of educational performance for all children and youth as the central goal. A major objective is to develop increased understanding of and sensitivity to the racially, culturally, and linguistically diverse communities in New York City, with emphasis on children/youth, families, and extended communities. Strategies for school leaders to participate supportively with communities in the context of power conflicts and intergroup tensions will be explored, along with strategies for involving community residents, agencies, organizations, and business in coordinated teamwork to improve learning and schools.
Open to all Master of Science in Education, Advanced Certificate Program, and Master of Public Administration students; others with school permission.

9302 Organizational Behavior in Colleges and Universities
3 hours; 3 credits
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 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.

9306 Education—Theories of Organizing and Personnel Management for the School Administrator
3 hours; 3 credits
Review of the fields of personnel management and organizational theory from the point of view of the line supervisor rather than the specialist technician and from the vantage point of the behavioral sciences. The course will provide basic theories of personnel management, organizing, delegation, controlling and coordinating units, managing by objective, and organizing for change.

9309 Instructional Leadership in Educational Organizations
3 hours; 3 credits
This course introduces 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 a sense of professional community, teacher evaluation, and the implementation of organizational change.
Not open to students who have completed PAF 9120, PAF 9124, or PAF 9302.

9310 Administration of the Urban School
3 hours; 3 credits
Designed to provide the background in the organization and administration of the public school (elementary, intermediate, junior high, and high school) in metropolitan and urban centers. Emphasis is placed on the organization, operation, and coordination of departments, services, and facilities in current use as well as planning for changes. Aspects of school finance budgeting, knowledge of which is essential for the supervisor on the school, district, or bureau level, are covered in detail.

9311 School-Community Relations
3 hours; 3 credits
Exploration of the relationship of the school to the communities that it serves, including interrelationships with parents’ associations, the community school board, community leaders, citywide 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.
Prerequisites: PAF 9301, PAF 9302.

9312 Law for the Educational Administrator
3 hours; 3 credits
Study of the legal environment in which the school administrator operates. The legal framework of public education, including elements of constitutional, legislative, and administrative law; the administrative setting of public education; and the relationship of the student and the school organization are intensively studied, with emphasis on New York State and New York City.

9313 Practicum in Supervision
3 hours; 3 credits
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.
Prerequisites: PAF 9310 and PAF 9314.
9314  CURRICULUM DEVELOPMENT AND THE IMPROVEMENT OF INSTRUCTION
3 hours; 3 credits
Designed to provide advanced study in the improvement of instruction in terms of curriculum development and curriculum modification. The particular needs of atypical pupils as well as recent changes in bilingual education concepts and practices and the resultant implications for curriculum development are integral components of this course. Emphasis is placed on curriculum design and instructional practice drawn from studies in the affective and cognitive domains. This course is intended for graduate students in administrative, supervisory, or staff positions in the schools or central offices of decentralized school districts.
Prerequisite: PAF 9313.

9315  SEMINAR ON PROBLEMS OF ADMINISTRATION OF THE URBAN SCHOOL
3 hours; 3 credits
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.
Prerequisite: PAF 9310.
This course will be offered if there is sufficient demand.

9316  SEMINAR ON PROBLEMS OF SUPERVISION OF THE URBAN SCHOOL
3 hours; 3 credits
Advanced course dealing with the same general areas as PAF 9313 and PAF 9314, namely, curriculum development and 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.
Prerequisites: PAF 9313, PAF 9314.
Students interested in this course should see an academic advisor.

9317  SEMINAR ON RESEARCH FOR THE SCHOOL ADMINISTRATOR
3 hours; 3 credits
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.

9318  ANALYSIS OF EDUCATION POLICY
3 hours; 3 credits
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.
Prerequisite: Grad 8 status in MPA program or departmental permission. PAF 9130 recommended.

9319  INTRODUCTION TO SCHOOL Finance
3 hours; 3 credits
This course deals with major issues in educational finance and budget policy with particular focus on equity in state and local financing and budgeting. It includes discussions of tax structure, resource allocation, urban issues, and equity. The course concentrates on New York State and City, reviewing the constitutional and political context, as well as the fiscal and governance structures, within which budgeting and finance issues are considered.
Open to all MPA or MS in Education or Advanced Certificate Program students; others with school permission.

9320  INTERNSHIP AND SEMINAR I
6 hours; 6 credits or 3 hours; 3 credits
The internship of one semester on a full-time basis or the equivalent meets the alternative requirements for certification. Required is a minimum of 20 hours or the equivalent in school, plus three hours of seminar session (for 6 credits), or 10 hours per week or the equivalent, plus three hours of seminar (for 3 credits).
Prerequisites: 15 credits completed in the program. Students can only take one additional course concurrently with this course. 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.

9321  INTERNSHIP AND SEMINAR II
Hours as scheduled; 3 credits
Intended for students with at least one year of prior full-time experience in a school administrative or supervisory position. This internship will provide part-time experiences in community agencies and is designed to extend administrative knowledge, skills, and sensitivity through on-the-job community experiences and seminar meetings related to these experiences and to the prior in-school administrative and supervisory experience of the student. In community agencies, the interns will be assigned responsibilities of
selected quality that they can perform under regular line supervision.

Prerequisites: Successful completion of all other required credits in the program with a minimum GPA of 3.0. At most, a student may take one 3-credit course at the same time that he/she participates in the internship.

9322 Internship in Higher Education
3 hours; 3 credits
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 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.

Prerequisites: Successful completion of all other required credits in the program with a minimum GPA of 3.0. At most, a student may take one 3-credit course at the same time that he/she participates in the internship.

9330 The Organization and Administration of U.S. Higher Education
3 hours; 3 credits
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.

9331 The History of U.S. Higher Education
3 hours; 3 credits
The origin, objectives, institutions, development, and societal relations of colleges, including community colleges and universities, will be explored. The historical factors influencing the current status of the American university will be emphasized.

9332 Information Systems in Higher Education Administration
3 hours; 3 credits
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 higher education government agency administrator.

Prerequisite: PAF 9330 or permission of instructor.

9333 Curriculum and Instruction in Higher Education
3 hours; 3 credits
Examination of the academic program and instructional systems in postsecondary 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.

Prerequisite: PAF 9331 or permission of the instructor.

9334 Collective Bargaining in Higher Education
3 hours; 3 credits
Analysis of employment relations in higher education, including two- and four-year colleges in both the public and private sectors. A prior course in collective bargaining is highly recommended so that time need not be spent developing the basic vocabulary and understanding of the bargaining process.

Interested students should see an academic advisor.

9335 The Community College
3 hours; 3 credits
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.

Prerequisites: PAF 9330 and PAF 9331, or by special permission from the Office of Graduate Admissions and Student Services of the School of Public Affairs.

9336 Student Services in Higher Education
3 hours; 3 credits
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.

9337 The Administration of the Urban University
3 hours; 3 credits
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. The course will follow a seminar format, and students will participate by presenting, discussing, and analyzing articles and case studies and by researching and writing papers.

Prerequisites: PAF 9330 and PAF 9331, or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.
9338  Higher Education, Politics, and Public Policy
3 hours; 3 credits
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 intergovernmental system. Treats the implications of the political setting of higher education for institutional leadership.
Prerequisites: PAF 9330 and PAF 9331, or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.

9339  The Financing of Higher Education
3 hours; 3 credits
This course provides an introduction for non-financial managers to the basic issues surrounding the financial management of colleges and universities. Topics to be covered include sources of revenue, such as tuition, research grants, and private gifts; working capital management; debt management; endowment management; and institutional expenditures.
Prerequisites: PAF 9330 and PAF 9331.

9340  Introduction to Special Education Administration
3 hours; 3 credits
Designed to introduce students to the principles and practices underlying contemporary special education administration. In addition to an exploration of the historical development of this administrative specialty, topics that will be dealt with include study of the organizational structure of selected special education programs in the metropolitan area and the administrative problems associated with educating severely and profoundly handicapped children.
This course will be offered if there is sufficient demand.

9341  Advanced Topics in Special Education Administration and Supervision
3 hours; 3 credits
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 nonhandicapped children in a variety of school settings. Pre- or corequisite: PAF 9340.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>9610</td>
<td>Environmental Policy</td>
<td>3</td>
<td>Grad 8 status or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs. This course can be taken two times.</td>
</tr>
<tr>
<td>9669</td>
<td>Selected Topics in Public Policy</td>
<td>3</td>
<td>Grad 8 status or permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs. This course can be taken two times.</td>
</tr>
<tr>
<td>9710</td>
<td>Health Care Delivery in the United States</td>
<td>3</td>
<td>Grad 8 status or departmental permission.</td>
</tr>
<tr>
<td>9725</td>
<td>Health Program, Policy, and Performance Evaluation</td>
<td>3</td>
<td>Grad 8 status, PAF 9710.</td>
</tr>
<tr>
<td>9730</td>
<td>Comparative Health Systems</td>
<td>3</td>
<td>Grad 8 status, PAF 9710.</td>
</tr>
<tr>
<td>9740</td>
<td>Performance Evaluation</td>
<td>3</td>
<td>Grad 8 status, PAF 9710.</td>
</tr>
<tr>
<td>9760</td>
<td>Managerial Economics</td>
<td>3</td>
<td>Grad 8 status, PAF 9710.</td>
</tr>
<tr>
<td>9766</td>
<td>Health Care Economics</td>
<td>3</td>
<td>Grad 8 status, PAF 9710.</td>
</tr>
<tr>
<td>9779</td>
<td>Selected Topics in Health Policy</td>
<td>3</td>
<td>Grad 8 status, PAF 9710.</td>
</tr>
<tr>
<td>9999</td>
<td>Independent Study in Public Affairs</td>
<td>3</td>
<td>Grad 8 status and permission of the Office of Graduate Admissions and Student Services of the School of Public Affairs.</td>
</tr>
</tbody>
</table>
THE FACULTY

Chair: Albert E. Croker

Professors: Ann Brandwein, Albert E. Croker, Dorothy Dologite, M. Barry Dumas, Martin Frankel, Linda W. Friedman, Shulamith Gross, Michael Palley, Jacob Shapiro, Abdullah Uz Tansel, Edward Wolf

Associate Professors: Hammou El Barmi, William Ferns, Lucy Garnett, Elsie S. Gottlieb, Arie Harel, Richard Holowczak, Karl Reiner Lang, Pai-Chun Ma, Yitzchak P. Sabban, Lawrence Taturn, Bruce W. Weber

Assistant Professors: Raquel Benbunan-Fich, Matthew Johnson, Marios Koufaris, Kannan Mohan, Isak Taksa, Roumen Vragov

Lecturers: Nanda Kumar, Morris Schwartz

DEPARTMENT AND PROGRAM INFORMATION

The Department of Statistics and Computer Information Systems (STA/CIS) offers programs within three functional sub-areas—Computer Information Systems (CIS), Statistics (STA), and Operations Research (OPR). These programs lead to MBA degrees in computer information systems, decision sciences* (formerly operations research), and statistics and MS degrees in business computer information systems, quantitative methods and modeling, and statistics.

The CIS programs emphasize the application of information technologies to the business, nonprofit, and public sectors. The MBA and MS programs both provide the analytical, managerial, and technical skill base necessary for the design, delivery, and implementation of organizational information systems. Special emphasis is given to the deployment of information technology as a vehicle for strategic advantage in a competitive global marketplace.

The statistics programs are concerned with the methodology used in the design of investigations to collect information and the analysis of this information to draw proper conclusions and make effective decisions.

The operations research program emphasizes the methodology of decision making through the use of structural models describing the internal and external activities of an organization.

The quantitative methods and modeling program provides a broad spectrum of basic quantitative skills spanning operations research, statistics, and computer information systems.

COURSE DESCRIPTIONS

COMPUTER INFORMATION SYSTEMS (CIS)

9000 INFORMATION SYSTEMS FOR MANAGERS
3 hours; 3 credits
Students will survey and analyze information systems and their role in business strategy. The course surveys the various genres of business information systems, including transactions processing systems, management information systems (MIS), decision support systems (DSS) and executive support systems (ESS), and expert systems. The course surveys information technologies such as hardware, software, data storage, and telecommunication and provides an analytical basis for the selection of appropriate business strategies in these areas. The course also considers timely issues of emerging technologies, social and ethical concerns, and security and control issues. The course assumes facility with spreadsheet and operating systems software prior to entry.
Pre- or corequisite**: ACC 9110 or ECO 9708, or the equivalent.

9310 OBJECT-ORIENTED PROGRAMMING I
3 hours; 3 credits
Object-oriented approach to business software development. The need to produce error-free software that is reusable and maintainable has led to a programming paradigm built upon the assignment of responsibilities to objects and upon the abstraction of the objects to form classes. This course will teach the basic concepts of encapsulation and inheritance. Computer projects will be implemented in a widely used object-oriented programming language. No prior knowledge of computer programming is required.
Prerequisite: CIS 9000.

**Change in pre- or corequisite subject to approval of the Board of Trustees.

*Subject to approval of the Board of Trustees and State Education Department.
9333  INFORMATION TECHNOLOGIES AND THE SMALL BUSINESS ENTERPRISE
3 hours; 3 credits
This course establishes the linkage between computer information technologies and the small business enterprise. The course introduces a foundation for technology investment in a context of using systems for strategic advantage, electronic data interchange (EDI), and decision support systems. The course addresses issues of concern to the start-up enterprise as well as the ongoing business, e.g., the decision of whether to build systems in-house versus systems acquisition, feasibility analysis, and short-term versus long-term planning. The course considers the impact of technological change and common reasons for systems failure.
Prerequisite: CIS 9000.

9340  PRINCIPLES OF DATABASE MANAGEMENT SYSTEMS
3 hours; 3 credits
Fundamental concepts and techniques in the design, implementation, and use of databases. Architecture and evolution of database management systems and database administration are introduced. Conceptual data modeling and relational, network, and hierarchical data models are examined. Students learn abstract query languages, such as relational algebra, relational calculus, and 4GL languages such as SQL. Database design and normalization are examined in detail. Security and recovery of databases and ethical issues are also discussed. Students implement a small-scale business application utilizing a database in a term project.
Prerequisite: CIS 9000 or STA 9750 or ORP 9750.

9350  NETWORKS AND TELECOMMUNICATIONS
3 hours; 3 credits
Key technical and managerial issues in the development of the telecommunications resource by organizations. The course covers technology (the underlying technology of information communications facilities, networking systems, and communications software), architecture (the way in which hardware, software, and services can be organized to provide computer and terminal interconnection), and applications (how information communications and networking systems can meet the cost constraints and requirements of today’s business).
Prerequisite: CIS 9000.

*9365  OPERATING SYSTEM PRINCIPLES
3 hours; 3 credits
Introduction to operating systems and the role they play in modern computer-based business information systems. The course will focus on the components that constitute operating systems and on the services provided by these systems. Students will learn how to evaluate operating systems platforms and select an appropriate system to support an organization’s information-processing needs. Topics to be covered include resource allocation and scheduling, file management, storage management, and hardware support for operating systems.  
Prerequisites: CIS 9000; corequisite: CIS 9350.

9410  OBJECT-ORIENTED PROGRAMMING II
3 hours; 3 credits
Advanced business software development. The emphasis is on the extensibility of an object-oriented programming language to produce reusable and maintainable modules such as linked lists, hash tables, inverted files, and B-trees. The algorithms needed to implement these modules will be covered. Projects will be written in an object-oriented programming language.
Prerequisite: CIS 9310.

9440  DATABASE MANAGEMENT SYSTEMS II
3 hours; 3 credits
Advanced course in database management systems that builds on the concepts covered in CIS 9340 and emphasizes development of integrated business applications. Various issues in database design and implementation are studied in detail: conceptual data modeling, concurrency control, data integrity and security, transaction processing, query processing and optimization, database backup and recovery, and database administration. Object-oriented data models, distributed databases, databases and knowledgebases, and implementation of relational database management systems are also discussed. Students develop database applications from the initial analysis and conceptual design stage to their full implementation.
Prerequisites: CIS 9000, CIS 9340.

9444  ELECTRONIC COMMERCE
3 hours; 3 credits
This course is a comprehensive introduction to electronic commerce (EC) taken from a CIS perspective. The issues addressed cover the technical infrastructure, business impact, and global considerations surrounding the analysis and implementation of electronic commerce. Students will be exposed to a variety of resources and media, including respected academic articles in the relevant literature, product and service information from EC vendors and the trade press, existing EC implementations on the Internet, and hands-on exposure in our instructional computer lab.
Prerequisite: CIS 9000.

9467  MICROCOMPUTERS: CONTEMPORARY AND EMERGING APPLICATIONS
3 hours; 3 credits
Designed to encourage an awareness of how microcomputers can be of service in enlightened and emerging ways and to enable graduate students to develop the capability of implementing state-of-the-art microcomputer solutions in their professional environments. This course gives students the background to contribute to re-engineering old processes and automating new ones with microcomputer-based solutions in such areas as business, the arts, government, health.

*Change in description and corequisite subject to approval of the Board of Trustees.
care, nonprofit organizations, and other contemporary situations. The course is mainly projects oriented and involves students in (1) microlab hands-on exercises with emerging applications, such as knowledge-based, or expert, systems and work-group decision support systems, (2) a team-developed microcomputer application project, (3) a presentation/discussion of a “technology update” topic, and (4) short exercises on hardware and software evaluation and selection, in addition to case discussions.

Prerequisite: CIS 9000.

9490 SYSTEMS ANALYSIS AND DESIGN
3 hours; 3 credits
Examination of the various tools, techniques, processes, and issues related to the analysis and design of business information systems. Hands-on experience is provided, using CASE technology. A major component of this course is a group project that develops an enterprise feasibility study, a working system prototype, and an overall system development plan for a business or nonprofit organizational problem.

Prerequisites: CIS 9000, ACC 9100 or equivalent, FIN 9770, and MGT 9300 or PSY 9788.

9550 EMERGING TRENDS IN INFORMATION TECHNOLOGIES
3 hours; 3 credits
Seminar-format course exploring important issues currently affecting the field of organizational computer systems and related information technologies. Students research and analyze emerging trends and their resulting business implications, choosing from among topics that address those issues. Written reports and oral presentations are required.

Prerequisites: CIS 9340, CIS 9350, CIS 9490.

9555 INFORMATION TECHNOLOGY IN FINANCIAL MARKETS
3 hours; 3 credits
Exploration of the application of information technology (IT) in the financial services industry. The student will learn how IT affects the financial services industry, survey the various forms of financial information systems, assess the potential for strategic advantage based on information technology, and measure “value added” by IT in the financial services industry. Topics will be covered through a combination of lectures, case studies, team projects, and software development projects.

Prerequisites: CIS 9000, FIN 9770.

9590 INFORMATION SYSTEMS DEVELOPMENT PROJECT
3 hours; 3 credits
Students work in project teams to perform the entire project development life cycle, including analysis, design, and implementation of a prototype CIS business application. Students draw upon all previous business course experiences in selecting a target application; determining application requirements; performing feasibility, data, process, and constraint analysis; integrating hardware/software into a design specification; and performing the coding, testing, and docu-

mentation to implement the application. Project management techniques, including CASE technology, are required of all teams. Relevant ethical issues are discussed during all phases of the process.

Prerequisites: CIS 9490 and completion of 9 additional credits of CIS courses above the CIS 9000 level.

9610 BUSINESS APPLICATIONS OF EXPERT SYSTEMS TECHNOLOGY
3 hours; 3 credits
Comprehensive understanding of how expert systems, also called knowledge-based systems, can leverage knowledge-worker decision-making processes and productivity in modern organizations. Students work in teams to develop a prototype expert system in an area of their choice. The project develops skills in modeling decision processes and converting the models into computer-readable form. Projects concentrate on enabling scarce and expensive human expertise to be more widely available at lower costs throughout an organization. Student teams also orally report on trends and organizational uses of related technology, such as neural networks and case-based reasoning.

Prerequisite: CIS 9000.

9700 INTEGRATING INFORMATION TECHNOLOGY AND BUSINESS PROCESSES
3 hours; 3 credits
Relationship between information technology and the fundamental processes driving the business enterprise. A distinguishing objective is to reorient students from a “business as usual” approach to information systems design toward an integrated, cross-functional reassessment of the critical processes of the firm. The role of information technology as both an objective of and a participant in effective change is emphasized in relation to crucial organizational, managerial, and cultural factors. Students work as members of project teams to analyze case studies of actual re-engineering efforts and to participate in original prototype exercises.

Prerequisites: CIS 9490 and 9 additional credits of CIS courses above CIS 9000.

9760 COMPUTER SIMULATION FOR BUSINESS PROBLEM SOLVING
3 hours; 3 credits
Use of simulation as a management tool, applying dynamic, probabilistic simulation to a wide variety of business decision areas. Coverage includes financial planning models, inventory models, corporate models, and queuing models as they are currently used in the functional areas of business. Topics in simulation modeling and analysis are covered. Term projects include simulation using spreadsheets and GPSS programming. The relationship of these types of simulation to management games and expert systems is discussed.

Prerequisite: CIS 9000 or STA 9750 or OPR 9750.
9771  SPECIAL TOPICS IN INFORMATION TECHNOLOGIES
3 hours; 3 credits
Topic in computer systems and information technologies that is not covered in the regular curriculum. The area of study is determined each semester by the instructor offering the course. The course topic will be announced during the preceding semester.
Prerequisite: Departmental permission.

9776  COMPARATIVE PROGRAMMING LANGUAGES
3 hours; 3 credits
Detailed investigation of the structure and use of several programming languages. Topical coverage includes modular programming, storage allocation, data typing, local and global variables, functions and subroutines, and complex structures. A number of projects designed to understand programming language concepts will be assigned.
Prerequisite: CIS 9310, CIS 9420, CIS 9340, or departmental permission.

The following course will be offered from time to time. The Department of Statistics and Computer Information Systems is unable to predict the frequency with which this course will be offered.

9420  MAINFRAME COMPUTER APPLICATIONS IN BUSINESS

OPERATIONS RESEARCH (OPR)

9704 (U704)  QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS
3 hours; 3 credits
Quantitative techniques in operations research and their application to the decision-making and management planning areas. Emphasis is first placed on problem formulation; quantitative decision models, including deterministic, stochastic, uncertainty, control, and competitive models, are then developed. The components of Bayesian decision models are also developed. Such characteristic operations research tools as linear programming, queuing theory, and inventory theory, as well as mathematical simulations and models of entire complex systems, are developed and applied to management areas of marketing, finance, production, and personnel and health administration.
Prerequisites: MTH 9703 or permission of instructor; STA 8000 or equivalent.

*9721  INTRODUCTION TO OPERATIONS RESEARCH
3 hours; 3 credits
This course focuses on modeling as an aid to managerial decision making. Students enhance their analytical thinking skills by developing quantitative representations of real-world problems. Using the computer, the models are analyzed—with emphasis on “what-if” questions—and modified, resulting in a better understanding of the underlying structure. Deterministic optimization and probabilistic modeling methods studied include linear and integer programming, networks, queuing theory, simulation, and decision theory. Case studies expose the student to a wide variety of applications and management planning issues in the areas of marketing, economics, finance, accounting, production planning, personnel issues, and systems analysis.
Prerequisite: STA 9708 or permission of instructor. Credit is given for OPR 9721 or MGT 9500, not both.

**9724  MATHEMATICAL PROGRAMMING
3 hours; 3 credits
This course deals with the theory and application of mathematical programming models to various business problems. We focus on advanced topics in linear and network programming. These include the revised simplex method, duality, sensitivity analysis, large-scale solution methodology, interior point methods, and recent algorithmic developments. Issues and current approaches to the solution methodology for large-scale integer programming models will be discussed. A survey of nonlinear programming methods, including quadratic programming and convex programming, will be presented. Students have the opportunity to develop models and solve them on the computer.
Prerequisite: OPR 9721 or permission of instructor.

9730  SIMULATION MODELING AND ANALYSIS
3 hours; 3 credits
This course focuses on the application of simulation as a management tool within the information systems environment. All aspects of the simulation process are studied. Special emphasis is placed on input data analysis, modeling methods, experimental design, and output analysis. Students will be introduced to a simulation modeling language, thus enabling them to study a variety of applications and simulation issues. Class problems will focus on systems design considerations such as queue configurations, buffers, sequencing, and capacity issues in the manufacturing, service, and health care environments.
Prerequisite: STA 9708 or equivalent; corequisite: OPR/STA 9750 or permission of instructor.

†9750 (STA 9750)  BASIC SOFTWARE TOOLS FOR DATA ANALYSIS
3 hours; 3 credits
Designed primarily for statistics and operations research majors, PhD candidates, and those interested in solving quantitative problems using the computer, this course provides an understanding of the principles and concepts of current

*Change in description and prerequisite subject to approval of the Board of Trustees.

Change in description subject to approval of the Board of Trustees.
computer tools for data analysis. Students will learn to use and apply a state-of-the-art spreadsheet program and a PC-based analysis system for the analysis and presentation of both qualitative and quantitative information.

Prerequisite: STA 9708 or equivalent.

9773 Special Topics in Operations Research
3 hours; 3 credits
This course is designed to expose the advanced student to the latest developments in operations research that are not covered in the regular curriculum. Students will be exposed via journal articles and special lectures to such topics as queuing network analysis, multi-objective programming Markov processes with rewards, decision support systems, and the use of heuristics in operations research models.

Prerequisite: Departmental permission required.

The following courses will be offered from time to time. The Department of Statistics and Computer Information Systems is unable to predict the frequency with which these courses will be offered.

9720 Decision Making Under Uncertainty
9722 Linear Programming
9725 Dynamic Programming
9726 Queuing Theory and Markov Processes
9729 Mathematical Programming Modeling Techniques
9737 Computer Problem Solving and Research in Operations Research
99301 Research Methodology (Thesis I)
99302 Thesis (Thesis II)

Statistics (STA)

**9000 Regression and Forecasting Models for Business Applications**
3 hours; 3 credits
This course provides a thorough review of regression and forecasting approaches as applied to business applications. Among the topics covered are residual and influence analysis; multiple regression models, including selection criteria, curvilinear regression, dummy variables, and logistic regression; and time series models, including the classical multiplicative model, moving averages, exponential smoothing, and the autoregressive model.

Prerequisite: STA 9708 or equivalent. Credit is given for STA 9000 or STA 9700, not both.

9050 (PAF 9050) Statistical Analysis in Health Care Administration
3 hours; 3 credits
The fundamental statistical tools and concepts needed by health care administrators. Topics include proper tabular and chart presentation; interpretation of descriptive measures; applications of probability and the normal distribution; confidence interval estimation; testing for differences between means and between proportions; the one-way ANOVA with
multiple comparisons, and simple linear regression models. Discussions on ethical issues will be presented and statistical software packages will be used throughout the course.

9700 (U700) MODERN REGRESSION ANALYSIS
3 hours; 3 credits
This first course in linear models is designed to present the material related to classical regression as well as relevant modern techniques. The traditional material based on ordinary least squares is blended with the modern methods of diagnosis and combating collinearity. In the area of selecting the optimal subset model, classical and contemporary methodologies are presented. Influence diagnostics to detect data points that exert a disproportionate influence on the regression model are also presented. In addition, procedures that are used when the assumptions of standard methodology are violated are discussed.
Prerequisite: STA 9708 or equivalent. Credit is given for STA 9000 or STA 9700, not both.

9701 TIME SERIES: FORECASTING AND STATISTICAL MODELING
3 hours; 3 credits
Modern methods of modeling and forecasting time series. The principal topic is the Box-Jenkins method of using autoregressive and moving average models, including nonseasonal and seasonal models, transformations to achieve stationarity, model identification by analysis of the sample autocorrelation and partial autocorrelation functions, criteria for model selection, and the use of SAS. Includes an introduction to the use of control charts.
Prerequisite: STA 9000 or 9700.

*9705 (U705) MULTIVARIATE STATISTICAL METHODS
3 hours; 3 credits
This course provides a comprehensive survey of widely used multivariate statistical methods intended for the user of advanced statistical methodology. The multivariate normal distribution and related distributions, including Hotelling's T2 and Wishart distribution, are introduced and their use illustrated in statistical estimation and hypothesis testing in multivariate normal models. Additional topics introduced and applied include multivariate analysis of variance and covariance, canonical correlation, principal component analysis, factor analysis, discriminant analysis, and cluster analysis. Students prepare their own database, apply these methods, and prepare both an oral and a written report on their findings.
Prerequisite: STA 9000 or 9700 or equivalent.

9706 NONLINEAR AND NONPARAMETRIC MODELING
3 hours; 3 credits
This course prepares students for data analysis in three important statistical areas: (1) categorical data analysis including logistic regression and log-linear models, (2) nonparametric and robust methods, and (3) the analysis of incomplete lifetime data. All three topics have found numerous applications in marketing, accounting, finance, and other areas of business. Survival analysis is concerned with the analysis of incomplete lifetime (or waiting time) data and has recently been applied to financial data, but is certain to find new applications in all major business areas. The course will emphasize important aspects of the statistical model underlying the methodology, limitations in applicability of the methods, and applications to real and simulated data.
Prerequisites: STA 9715/U703; STA 9000 or 9700. STA/OPR 9750 or equivalent is highly desirable.

**9708 APPLIED STATISTICAL ANALYSIS FOR BUSINESS DECISIONS
3 hours; 3 credits
This course provides students with the statistical tools and concepts needed in business applications. Topics include proper tabular and chart presentation; interpretation of descriptive measures; applications of probability and the normal distribution; confidence interval estimation; hypothesis testing; simple linear regression models; multiple regression models and time series analysis. Emphasis is on understanding data analysis and interpretation. Computations are facilitated using standard spreadsheet software, a valuable tool for the students. Discussions on ethical issues are integrated throughout the course. This course will enhance skills in critical thinking, as well as oral and written communication. Techniques learned in this course can be immediately put to use by the students.

19710 STATISTICAL METHODS IN SAMPLING AND AUDITING
3 hours; 3 credits
This course provides a comprehensive presentation of the methods and recent developments in sampling theory and practice, with particular emphasis on sampling in auditing. The planning of sample surveys and estimation of population characteristics and their precision through unrestricted, stratified, cluster, and probability proportional to size sampling designs are considered. Topics include attribute and variable sampling and ratio, difference, Bayes, and linear regression estimation. Applications to auditing using specialized software are presented.
Prerequisite: STA 9708. Credit is given for STA 9710 or 9785, not both.

**Change in description and elimination of prerequisite subject to approval of the Board of Trustees.
*9715 (U703) Applied Probability
3 hours; 3 credits
This course provides a thorough introduction to applied probability and probability distributions. Students will learn probability with an understanding of its applications in statistical inference. Topics include discrete and continuous random variables and distributions, such as the binomial, negative binomial, Poisson, geometric, uniform, normal, exponential, gamma, beta, chi-square, t, and F. Such topics as transformation of variables, joint distributions, bivariate normal, expectations, conditional distributions and expectations, moment-generating functions, distribution of sums of random variables, means and variances of sums, ratios of independent variables, and central limit theorem will be completely developed. Topics will be very thoroughly covered, giving students an excellent background to proceed to statistical inference.
Prerequisites: MTH 8010 or equivalent; STA 9708 or equivalent.

*9719 (U702) Foundations of Statistical Inference
3 hours; 3 credits
This course provides a thorough introduction to modern statistical inference with theory and applications. Students will learn the mathematical theory of statistical inference with an understanding of its applications. Limiting distributions and limit theorems, empirical distribution functions, bootstrap methods, parametric point estimation (including maximum likelihood estimators and Bayes estimation), confidence intervals, sufficiency and exponential families, and generalized linear models in exponential families with applications to linear regression and logistic regression are all covered. Tests of hypothesis, likelihood ratio tests, UMP tests, and tests in regression analysis are further developed. Literature on recent problems and methods in statistics is also examined.
Prerequisite: STA 9715/U703 or permission of instructor.

**9750 (OPR 9750) Basic Software Tools for Data Analysis
3 hours; 3 credits
Designed primarily for statistics and operations research majors, PhD candidates, and those interested in solving quantitative problems using the computer, this course provides an understanding of the principles and concepts of current computer tools for data analysis. Students will learn to use and apply a state-of-the-art spreadsheet program and a PC-based analysis system for the analysis and presentation of both qualitative and quantitative information.
Prerequisite: STA 9708 or equivalent.

*9783 (OPR 9783) (U783) Stochastic Processes for Business Applications
3 hours; 3 credits
This course covers fundamental concepts of stochastic processes necessary for understanding the complex probabilistic models currently used in business applications. Stochastic processes included are Poisson processes, random walks, Markov chains, and Brownian motion. Examples are selected from various business disciplines to illustrate the use of these processes in application.
Prerequisite: STA 9715/U703 or permission of instructor.

19850 (OPR 9850) Advanced Statistical Computing
3 hours; 3 credits
This course is a second course in statistical computing for students who have a working knowledge of at least one general-purpose data analysis software package. The goal of the advanced course is to enable the student to utilize the computer for complex data analyses. The topics covered in the course will include numerical linear algebra, numerical optimization, graphical techniques, numerical approximations, numerical integration, Monte Carlo methods, computationally intensive statistics (e.g., bootstrap, jackknife, permutation tests), and large-scale data analysis. The student will learn to implement these statistical methods by writing extensions to statistical packages.
Prerequisites: STA/OPR 9750 or equivalent; STA 9000 or 9700.

†Change in description subject to approval of the Board of Trustees.

The following courses will be offered from time to time. The Department of Statistics and Computer Information Systems is unable to predict the frequency with which these courses will be offered.

9100 Intermediate Statistical Methods with SAS
9470 Statistical Analysis for Public Administration
9712 Advanced Linear Models
9716 Nonparametric and Semiparametric Methods of Data Analysis
9780 Statistical Methods for Quality Improvement
9784 Stochastic Processes for Application II
9800 Problem Solving, Computer Applications, and Research in Statistics
99301 Research Methodology (Thesis I)
99302 Thesis (Thesis II)
STUDENT RIGHT-TO-KNOW INFORMATION

Under the Student Right-to-Know and Campus Security Act (Public Law 101-542), colleges and universities must publish retention and graduation rates for full-time undergraduate students admitted to degree programs beginning July 1, 1991. Information is available from the Office of the Registrar. In addition, retention and graduation rates for student athletes must be published if the institution provides athletically related student aid. Baruch College does not provide athletically related student aid.

STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of students have been codified by the Board of Trustees of The City University of New York (formerly the Board of Higher Education). Articles XV and XVI of the Bylaws of the Board are as follows:

ARTICLE XV—STUDENTS

Section 15.0 Preamble
Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom, if these rights are to be secure, then students should exercise their freedom with responsibility.

Section 15.1 Conduct Standard Defined
Each student enrolled at or in attendance in any college, school, or unit under the control of the Board and every student organization, association, publication, club, or chapter shall obey the laws of the City, State, and Nation; the bylaws and resolutions of the Board; and the policies, regulations, and orders of the college.

The faculty and student body at each college shall share equally the responsibility and the power to establish, subject to the approval of the Board, more detailed rules of conduct and regulations in conformity with the general requirements of this Article.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition to others in the academic community and to citizens generally.

Section 15.2 Student Organizations
a. Any group of students may form an organization, association, club, or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club, or chapter, and (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization, or student publication with a program against the religion, race, ethnic origin or identification, or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin, or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the Board.

b. Extracurricular activities at each college or school shall be regulated by the duly elected student government organization to ensure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in Bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs, or chapters and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend, or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for effective implementation of its regulatory functions hereunder to any officer or committee that it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended, or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal, an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in Section 15.

3. Following such hearings, the duly elected student government shall have the authority to set aside, decrease, or confirm the adverse action.

c. Any person or organization affiliated with the college may file charges with the Office of the Dean of Students (throughout these bylaws in any college or unit where the title “Dean of Students” does not exist, the same shall refer to the officer performing the functions that would otherwise be performed by a dean of students) alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any bylaw or resolution of the Board, or any policy, regulation, or order of the college, within a reasonable period of time after such occurrence. If the Dean of Students determines, after making such inquiries as he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of Section 15.3 hereof.

If the Committee sustains the charges or any part thereof against the student publication, the Committee shall be empowered to:

1. reprimand the publication, or

2. recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify, or overrule the recommendations.

d. Each college shall establish a Student Election Review Committee in consultation with the various Student Governments. The Student Election Review Committee shall approve the election procedures and certify the results of elections for student governments and student body referenda.
Section 15.3 Student Disciplinary Procedures

a. Any charge, accusation, or allegation that is to be presented against a student, and which, if proved, may subject a student to disciplinary action, must be submitted promptly in writing, in complete detail, to the Office of the Dean of Students by the individual, organization, or department making the charge.

b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within 30 calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

(i) dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;

(ii) refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3(e) of this bylaw; or

(iii) prefer formal disciplinary charges.

Conciliation Conference:

c. The conciliation conference shall be conducted by the counselor in the Office of the Dean of Students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.

2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.

3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer, if approved, the complainant shall be notified.

4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:

d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

e. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the student, including the rule, bylaw, or regulation he/she is charged with violating and the possible penalties for such violation.

2. A statement that the student has the following rights:

   (i) to present his/her side of the story;

   (ii) to present witnesses and evidence on his/her behalf;

   (iii) to cross-examine witnesses presenting evidence against the student;

   (iv) to remain silent without assumption of guilt; and

   (v) to be represented by legal counsel or an advisor at the student’s expense.

3. A warning that anything the student says may be used against him/her in a noncollege hearing.

Faculty-Student Disciplinary Committee Procedures:

f. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures, and his or her rights.

2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college’s case, the student may move to dismiss the charges. If the motion is denied by the committee, the student shall be given an opportunity to present his or her defense.

3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial, or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence that was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.

4. The college shall make a record of each fact-finding hearing by some means, such as a stenographic transcript, a tape recording, or the equivalent. A disciplined student is entitled upon request to a copy of such a transcript, tape, or equivalent without cost.

5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee’s normal operations.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties, and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.

8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The college may introduce a copy of the student’s previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges, the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.

9. The committee shall deliberate in closed session. The committee’s decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the faculty-student disciplinary committee’s decision within five days of the conclusion of the hearing. The decision shall be final subject to the student’s right of appeal.

11. Where a student is represented by legal counsel, the president of the college may request that a lawyer from the general counsel’s office appear at the hearing to present the college’s case.
Section 15.4 Appeals
An appeal from the decision of the faculty-student disciplinary committee may be made to the president, who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the Board. Any appeal under this section shall be made in writing within 15 days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committees as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the University to be appointed by the chancellor.

Section 15.5 Committee Structure
a. Each faculty-student disciplinary committee shall consist of two faculty members, two student members, and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time, and efforts shall be made to ensure full student and faculty representation.

b. The president shall select, in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committees. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels that have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.

e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures, or any other person having a direct interest in the outcome of the hearing, shall be disqualified from serving on the committee.

Section 15.6 Suspension or Dismissal
The Board reserves full power to dismiss or suspend a student or organization for conduct that impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution. The Chancellor or Chancellor’s designee, a president, or any dean may in emergency or extraordinary circumstances temporarily suspend a student or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in Bylaw 15.3 to take place within not more than seven school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student’s presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Section 15.7 The University Student Senate
There shall be a University Student Senate responsible, subject to the Board, for the formulation of University-wide student policy relating the academic status, role, rights, and freedoms of the student. The authority and duties of the University Student Senate shall not extend to areas of interest that fall exclusively within the domain of the student governments of the constituent units of the University. Consistent with the authority of the Board of Trustees in accordance with the education law and the bylaws of the Board of Trustees, the University Student Senate shall make its own bylaws providing for the election of its own officers, for the establishment of its own rules and procedures, for its internal administration, and for such other matters as is necessary for its existence. The University Student Senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the University Student Senate shall be elected by their respective constituencies, or their student governments from the elected members of the respective student governments.

Section 15.8 College Governance Plans
The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this Article.

ARTICLE XVI—STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES

Section 16.1 Student Activity Fee
The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the University, shall be deposited in a college central depository and, except where earmarked by the Board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

Section 16.2 Student Activity Fees Use-Expenditure Categories
Student activity fee funds shall be allocated and expended only for the following purposes:
1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletics programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and University environment;
9. Transportation, administration, and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the University;
11. Stipends to student leaders.
**Section 16.3 Student Government Fee**
The student government fee is that portion of the student activity fee levied by resolution of the Board that has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in Section 15.2 of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

**Section 16.4 Student Government Activity Defined**
A student government activity is any activity operated by and for the students enrolled at any unit of the University, provided (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the City, State, or Nation or the published rules, regulations, and orders of the University or the duly established college authorities.

**Section 16.5 College Association**

a. The college association shall have responsibility for the supervision and review over college student activity fee–supported budgets. All budgets of college student activity fees, except where earmarked by the Board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fees, including student government fee allocations and expenditures, for conformance with the expenditure categories defined in Section 16.2 of this article, and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.

b. A college association shall be considered approved for purposes of this article if it consists of 13 members, its governing documents are approved by the college president, and the following requirements are met:
   1. The governing board of the college association is composed of
      (i) The college president or his/her designee as chair;
      (ii) Three administrative members appointed by the college president;
      (iii) Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and that is elected by the appropriate college faculty governance body;
      (iv) Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis that will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.
   2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with Section 16.5(b)(1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable.

The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within 30 days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

3. The governing documents of the college association have been reviewed by the Board’s general counsel and approved by the Board.

**Section 16.6 Management and Disbursement of Funds**
The college and all student activity fee–allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures: one, the signature of a person with responsibility for the program; the other, the signature of an approved representative of the allocating body.

**Section 16.7 Revenues**
All revenues generated by student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income-generating organization shall require the specific authorization of the allocating body.

**Section 16.8 Fiscal Accountability Handbook**
The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments, and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

**Section 16.9 College Purposes Fund**

a. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to 25 percent of the un-earmarked portion of the student activity fee earmarked to it by resolution of the Board, upon the presentation to the Board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

b. Expenditures from the college purposes fund shall be subject to full disclosure under Section 16.13 of these bylaws.

c. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of Section 16.12 of these bylaws.

**Section 16.10 Auxiliary Enterprise Board**

a. The auxiliary enterprise board shall have responsibility for the oversight, supervision, and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise board and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.

b. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least 11 members, its governing documents are approved by the college president, and the following requirements are met:
1. The governing board is composed of the college president or his/her designee, as chair, plus an equal number of students and the combined total of faculty and administrative members.

2. The administrative members are appointed by the college president.

3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis that will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by head count from the respective constituencies.

5. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.

6. The governing documents of the auxiliary enterprise board have been reviewed by the Board’s general counsel and approved by the Board.

Section 16.11 The Review Authority of College Presidents Over Student Activity Fee–Allocating Bodies and Auxiliary Enterprise Boards

a. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his/her opinion contravenes the laws of the City, State, or Nation or any bylaw or policy of the University or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he/she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation, or expenditure, which in his or her opinion is not within the expenditure categories defined in Section 16.2 of this article. The college association shall, within 10 days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

c. The chancellor or his/her designee shall have the same review authority with respect to University student activity fees that the college president has with respect to college student activity fees.

d. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits, and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12 Referenda

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least 10 percent of the appropriate student body and voted upon in conjunction with student government elections.

a. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

b. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the Board by the president of the college together with his/her recommendation.

c. At the initiation of a petition of at least 10 percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

d. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the Board by the college president together with his/her recommendation.

Section 16.13 Disclosure

a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.

b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

c. The student activity fee–allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college, and to the student governments with respect to all of its activities.

d. The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college, and to the student governments with respect to auxiliary enterprises.

e. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency, and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.

Section 16.14 Stipends

The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the Board.

STATEMENT BY THE BOARD OF HIGHER EDUCATION ON THE MAINTENANCE OF CAMPUS ORDER

Adopted by the Board of Higher Education at its meeting held November 23, 1970.

In adopting the “student process bylaws” (Article XV), it was the intention of this Board to provide the means to enable the administration, faculty, and students of each college of the University to administer a system of student conduct and discipline designed to maintain campus order and protect the rights of members of the college community.
The legislation creating the Board of Higher Education granted to the Board the power and the responsibility to govern and administer the college system under its jurisdiction and to prescribe the conditions of student admission, attendance, and discharge. Accordingly, the Board, mindful of this responsibility, provided in bylaws (Section 15.6) that “[t]he Board reserves full power to dismiss or suspend a student or suspend a student organization for conduct that impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution.”

The Board believes that in situations involving the enforcement of its Rules and Regulations for the Maintenance of Public Order pursuant to Article 129A of the Education Law (popularly known as the “Henderson Rules”), the procedures outlined in Article XV will be inadequate to the protection of individual rights and the maintenance of order at a particular campus and that in such cases the Board has the responsibility to exercise the powers reserved in Section 15.6.

Accordingly, the Board now serves notice that it will exercise its powers under Section 15.6 when the Chancellor determines, on his/her own motion or when a president so certifies to the Chancellor, that a violation of the Henderson Rules exists, and that such violation constitutes conduct that impedes, obstructs, or interferes with the orderly and continuous administration of a unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution, and requests the Chancellor to constitute a hearing panel as hereinafter described. In such case, the Board will invoke the following procedures:

1. Written charges assigned by the president, the acting president, or a full dean shall be personally delivered or sent to the student at the address appearing on the records of the college by registered or certified mail. The charges shall contain a complete and itemized statement of the charges being brought against the student, including the rule that he/she is charged with violating and the possible penalties for such violation.

2. Along with the charges, there shall be served upon the student involved a written direction to appear at a time and place to be designated by the chairman of the hearing panel for a hearing upon such charges and statement of the student’s rights in the proceeding and possible consequence. The student shall be notified that anything he/she may say at the hearing may be used against him/her at a nonuniversity hearing, that the student may remain silent at the hearing without assumption of guilt, and that the student has a right to have legal counsel and witnesses participate at the hearing.

3. The student shall be notified of the time, place, and date of the hearing at least five school days prior thereto unless the student consents to an earlier hearing. The notice may be personally delivered or sent to the student by first-class mail to the address appearing on the college records. In the event the student has been temporarily suspended by the president or a full dean, the hearing shall be scheduled for a date not later than seven school days after the effective date of the suspension.

4. At the hearing, the proof in support of the charges will be adduced and the student, with such advisor as he/she deems appropriate, shall have the opportunity to controvert the charges or to make such explanation as he/she deems to be appropriate. Both sides may introduce evidence and cross-examine witnesses. In the event the student does not appear, the hearing nevertheless shall proceed.

5. A record of each such hearing by some means, such as a stenographic transcript, a tape recording, or the equivalent, shall be made. The student involved is entitled upon request to a copy of such transcript without cost.

6. The hearing shall be public or private as the hearing panel as hereinafter provided shall determine, except that the hearing shall be private if the student so requests.

7. As soon after the conclusion of the hearing as may be practical, the hearing panel shall make a decision and shall communicate it to the president and to each student involved. The decision shall be that the charges or any of them are sustained or dismissed. If the charges or any of them are sustained, the hearing panel shall state the penalty therefor. The penalty may consist of censure, disciplinary probation, restitution, suspension for a period of time, or expulsion. The decision of the hearing panels shall be final except that a suspension for a year or longer or expulsion shall be appealable to a committee designated by the Board. Any appeal under this section shall be made in writing within 15 days after the delivery of the hearing panel’s decision. This requirement may be waived in a particular case for good cause by the Board Committee.

8. The hearing panel shall consist of such persons as the Chancellor may designate. One such person shall be designated by the Chancellor as the presiding officer. One person shall be a student selected from a roster submitted by the University Student Senate, but such student shall not be from the college attended by the student under charge. One person shall be a member of the permanent instructional staff selected from a roster submitted by the University Faculty Senate, but such faculty member shall not be from the college attended by the University Student Senate or by the University Faculty Senate, or in the event that no person on one or the other rosters is available or willing to serve in a particular case, the Chancellor shall designate a student or a member of the permanent instructional staff, as the case may be, to serve on the hearing panel. The presiding officer shall be in charge of the hearing and shall make such rulings in the course of the hearing as he/she deems appropriate for a fair hearing. The presiding officer shall be empowered to proceed in the absence of the faculty or student member or both.

9. A request by the president that a hearing be constituted under the provisions of this statement shall not affect the power of a president or full dean to temporarily suspend a student or temporarily suspend the privileges of a student organization as provided in Section 15.6 of the bylaws.

10. In the event that a student is suspended or expelled under these procedures or the procedures of Section 15.3 of the Bylaws and the suspension or expulsion is subsequently vacated on appeal or by the courts, the college will provide, at no cost to the student, the academic services lost as a result and will delete the suspension or expulsion from the student’s academic record.

**BOARD OF HIGHER EDUCATION RULES ON PUBLIC ORDER**

The following resolution (sometimes called the “Henderson Rules”) was adopted for all units of the City University by the Board of Higher Education on June 23, 1969.

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intel-
S T U D E N T  R I G H T S  A N D  R E S P O N S I B I L I T I E S

Academic freedom and the sanctity of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges, which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

"THE PRESIDENT: The president, with respect to his/her education unit, shall:

"a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his/her jurisdiction;

"b. Be the advisor and executive agent of the Board or his/her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, resolutions, and policies of the Board; the lawful resolutions of any of its committees; and the policies, programs, and lawful resolutions of the several faculties;

"c. Exercise general superintendence over the concerns, offices, employees, and students of his/her education unit . . ."

1. Rules

1. A member of the academic community shall not intentionally obstruct
and/or forcibly prevent others from the exercise of their rights. Nor shall he/she interfere with the institution's educational processes or facilities or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.

4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises, is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his/her position without having to fear abuse—physical, verbal, or otherwise—from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Actions may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights, or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his/her possession a rifle, shotgun, or firearm or knowingly have in his/her possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his/her possession any other instrument or material that can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/college.

9. Any action or situation that recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

2. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or nontenured faculty member or tenured or nontenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities. In addition, in the case of a tenured faculty member or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1–11, he/she shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.
STUDENT RIGHTS AND RESPONSIBILITIES

3. Any visitor, licensee, or invitee engaging in any manner of conduct prohibited under substantive Rules 1–11 shall be subject to ejection and/or arrest by civil authorities.

APPENDIX

Sanctions Defined:

A. Admonition. An oral statement to the offender that he/she has violated University rules.

B. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. Restitution. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. Suspension. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. Complaint to Civil Authorities.

I. Ejection.

Regulations Governing Student Conduct

Baruch College is dedicated not only to learning and the advancement of knowledge but also to the development of ethical and responsible persons. It seeks to achieve these goals through a sound educational program and policies that encourage independence and maturity. Regulations governing student conduct have been formulated with these objectives in view.

The regulations described below have been promulgated by the duly established college authorities pursuant to Article XV, Section 15.1, of the Bylaws of the Board of Higher Education of The City of New York (see page 148). Procedures for the enforcement of campus codes are detailed in other sections of Article XV (see pages 148–50). Nothing contained herein shall conflict with the rights of The City University of New York as stated in the Rules and Regulations for the Maintenance of Campus Order pursuant to Article 129A of the Educational Law of New York State (see pages 153–55).

Members of the Baruch College community are bounded by federal, state, and municipal laws as well as by the regulations enacted by the Board of Trustees of The City University of New York and by the duly established college authorities designated by the president and dean of students.

Institutional discipline is aimed at conduct that directly and significantly impairs the opportunities of members of the college community to attain their educational objectives. The rules are intended to protect the health and safety of persons in the college community and to maintain and protect property. There are, also, guidelines for the keeping of records and the sponsoring of nonclassroom activities, such as lectures, concerts, athletic events, and social functions.

Offenses

Sanctions can result from the commission of any of the following offenses:

1. Academic cheating or plagiarism.

2. Knowingly furnishing false information to the college, forgery, or alteration or use of college documents or instruments of identification with intent to deceive.

3. Lending a Baruch College identification card to anyone or failure to present it when requested by a duly authorized and identified college official.

4. Misrepresenting oneself as a Baruch College or City University of New York representative.

5. Violation of regulations relating to the entry and use of institutional facilities, including closing hour restrictions.

6. Physical or verbal abuse or harassment of any person on college premises or at college-sponsored or supervised functions.

7. Theft, willful destruction, damage, or misuse of college property, including library materials.

8. Theft, willful destruction, or damage of property belonging to a member of the college community on college premises.

9. Advertising, soliciting, or selling any merchandise or service or soliciting of information on campus without permission of the Office of the Dean of Students.

10. Use or sale of unlawful drugs on campus.

11. Use of alcohol on campus at other than duly authorized social functions. (The sponsoring organization must obtain prior permission from the Dean of Students or his/her authorized representative in compliance with all applicable civil laws pertaining to the consumption of alcoholic beverages and provide for adequate supervision.)

12. Gambling. The Penal Law of New York State prohibits loitering in a public place for the purpose of gambling with cards, dice, or other gambling paraphernalia.

13. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other institutional activities.

14. Failure to comply with directions of duly authorized and identified college officials acting in performance of their official duties.
Sanctions

The commission of any of the above offenses shall be subject to the following sanctions: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, or complaint to civil authorities. The definition of these sanctions can be found on page 155. The procedures for the administration of these penalties are detailed in the section on disciplinary procedures on page 149.

Sale and Purchase of Research Papers for Course Use

The sale or purchase of term papers, student essays, reports, and other written assignments intended for use in credit courses is prohibited. Purchase from commercial term paper firms for use as course papers is illegal and subjects a student to disciplinary proceedings.

Smoking Regulation

Smoking is prohibited in all Baruch facilities.

Notification under FERPA of Student Rights Concerning Education Records and Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See paragraph 6 below on students’ right to prevent the disclosure of directory information. The FERPA rights of students are as follows:

1. Students have the right to inspect and review their education records. Students should submit to the registrar, dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, the student may appeal to the college’s FERPA appeals officer. Additional information regarding the appeal procedures will be provided if a request is denied.

2. Students have the right to request an amendment of their education records that they believe are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. Students should write to the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his/her right to a hearing before the college’s FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided when the student is notified of his/her right to a hearing.

3. Students have the right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks.

A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative, or other duties and responsibilities.

Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

4. Students may appeal the alleged denial of FERPA rights to:
   General Counsel and Vice Chancellor for Legal Affairs
   The City University of New York
   535 East 80th Street
   New York, NY 10021

5. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:
   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, D.C. 20202-4605

6. The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members, previous schools attended, and degrees, honors, and awards received. By filing a form with the Registrar’s Office, students may request that any or all of this directory information not be released without their prior written consent. This form is available in the Registrar’s Office and may be filed, withdrawn, or modified at any time.

Policy Against Sexual Harassment

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, transgender, alienage or citizenship, religion, race, color, national or ethnic origin, disability, genetic predisposition or carrier status, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances and that appropriate corrective and/or disci-
plinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

A. Prohibited Conduct
It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

B. Definition of Sexual Harassment
For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers) or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

C. Examples of Sexual Harassment
Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment (known as quid pro quo harassment) include, but are not limited to, the following:

1. requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
2. submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile, or abusive work or academic environment has been created. Examples of this kind of sexual harassment (known as hostile environment harassment) include, but are not limited to, the following:

1. sexual comments, teasing, or jokes;
2. sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
3. graphic or sexually suggestive comments about an individual's attire or body;
4. inquiries or discussions about sexual activities;
5. pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
6. sexually suggestive letters or other written materials;
7. sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
8. coerced sexual intercourse or sexual assault.

D. Consensual Relationships
Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has “professional responsibility” for another individual at the University if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits, such as promotions, financial aid or awards, or other remuneration, or that may impact upon other academic or employment opportunities.

E. Academic Freedom
This policy shall not be interpreted so as to constitute interference with academic freedom.

F. False and Malicious Accusations
Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints that, even if erroneous, are made in good faith, will be subject to disciplinary action.

G. Procedures
The University shall develop procedures to implement this policy. The president of each constituent college of the University, the Deputy Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this policy at his or her respective unit of the University. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to an individual or individuals to
be designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

H. Enforcement
There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this policy are subject to various penalties, including termination of employment and permanent dismissal from the University.

CAMPUS SAFETY AND SECURITY POLICIES
A safe and secure campus depends on the cooperation and assistance of everyone—Baruch students and staff—to be aware of possible safety hazards and of the potential for crime on campus. Crime prevention and prompt reporting of unsafe conditions should be the objectives of every member of the Baruch community.

Campus peace officers make vertical patrols in all Baruch buildings, and an officer is stationed in the lobby of each building. The officers carry portable radios to communicate with other officers and to summon aid if necessary.

Baruch's policy is that students and employees must report safety hazards, crimes, loss of property, illness, or injury. Proper reporting facilitates apprehension of criminals and assists in making Baruch safe. Incidents can be reported to any uniformed peace or security officer by calling or visiting the Office of Campus Security and Public Safety. A member of this office is in constant touch with the local precinct to monitor and record off-campus crime.

A daily crime log is maintained in the public safety office that records by date any crime that occurred on or off campus within the patrol jurisdiction of the campus Public Safety Department and was reported to the department or the 13th Precinct of the New York City Police Department. Entries into the crime log must include the nature, date, time, and general location of each crime and the disposition of the complaint, if known. The College is further required to issue a timely warning to the College community when a crime that the institution considers to be a threat to students and employees is reported to a campus security authority or a local police agency. This warning and an officer is stationed in the lobby of each building. The officers monitor and record off-campus crime.

When an officer arrives, the initial information needed is a brief account of the crime are secondary albeit important considerations. The sooner a crime is reported, the better the chance that the criminal will be caught. Even if a victim does not want to file an official police report, he/she can still provide the police with information that could help in an arrest and the possible prevention of another crime. If necessary, a member of the Baruch security office or the local police should be called. The security office's primary concern is the safety and well-being of the victim. Apprehension of the assailant and preservation of evidence of the crime are secondary albeit important considerations.

When an officer arrives, the initial information needed is a brief account of what happened, a physical description of the assailant, and the assailant's direction of flight. The sooner a crime is reported, the better the chance that the criminal will be caught. Even if a victim does not want to file an official police report, he/she can still provide the police with information that could help in an arrest and the possible prevention of another crime. If necessary, a member of the Baruch security office will guide a victim through the criminal justice system.

Prevention
General Security on Campus
- Lock office doors while offices are unoccupied.
- Do not bring unnecessary valuable items on campus.
- Do not leave purses, briefcases, or books unattended.
- Call College security (ext. 3000) to report crimes or suspicious activities.
- Call the police (911) or security (emergency ext. 3333) if immediate danger is suspected or if you are threatened.

In Elevators
- If you are alone and someone suspicious enters, stand near the controls. If necessary, press the alarm button. Security officers will respond.
**Sexual Assault**

This information serves to increase awareness and knowledge about sexual assault and to help you cope with sexual assault if it does happen. (Further detailed information is found in the Sexual Encounters booklet.)

**Friendly Stranger and “Acquaintance Rape”**

Many attacks start with casual conversation. If your gut-level response to a stranger or friend is uneasiness, try to get out of the situation as quickly as possible, even if it means being rude or making a scene. Acquaintance rape occurs more frequently than reports seem to indicate. The keys to prevention are awareness, trusting your intuition, and assertive behavior. People have deterred assailants in a variety of ways. Talking and thinking about what you might do if attacked increases your chance of defending yourself.

**Who Is the Victim?**

Everyone is a potential victim of sexual assault. The most vulnerable target is a woman alone. While a large number of reported victims are in the 13–25 age bracket, indications are that this is due to an increase in reporting in this age group. Studies do not indicate a preference for the young by sexual assailants, nor do they support the myth that sexual assault is provoked by a woman’s dress or mannerisms. Opportunity and vulnerability are key factors.

**Who Is the Sexual Assailant?**

A sexual assailant is generally a person who is emotionally unstable, yet conducts his or her day-to-day life in a reasonably normal and competent manner. He or she often has difficulty in relating to others on a permanent or lasting basis. He or she is often a friend, date, relative, co-worker, or casual acquaintance of the victim.

**Where Can Sexual Assault Occur?**

Sexual assault can happen virtually anywhere, but most reported incidents occur in the home of the victim or the home of the offender. It is important to be aware that many areas of daily activity are potentially dangerous. Sexual assault often occurs in conjunction with other crimes, such as burglary, so the more commonsense precautions one takes, the less the chance of becoming a victim. Remember: a locked door can give a potential victim adequate time to call the police (911). Remember, too: the victim does not provoke the attack. Sexual assault is a crime of violence and not of sex.

**Survival Is the Goal**

Preventive measures can reduce the risk of attack, but they are not 100 percent effective. Recent studies show that, if you are attacked, an immediate aggressive response will be twice as likely to increase the possibility of escape but can also aggravate the situation. However, submitting does not guarantee that violence will not occur. Look for ways of escape. If one method does not work, try another.

**Checklist for Victims of Assault**

Report the crime immediately to the police by dialing 911 and to the Baruch College Office of Campus Security and Public Safety at 212-802-3000.

- Do not disturb any evidence.
- Do not bathe or shower.
- Have a medical examination as soon as possible.
- Report every detail of the attack to the police officer.
- WHEN CALM, make notes of the attack, including any unusual details and description of the attacker.

**Procedures for Rape Survivors**

If you are assaulted at Baruch, call security's emergency number: 212-802-3333. Security personnel understand that sexual assault victims experience emotional trauma and will follow a procedure designed to help the victim. This will include finding out details about the assault, taking action toward detaining the assailant, and informing the victim of services available at Baruch and elsewhere.

Students should report all incidents of sexual assault to the Office of Campus Security and Public Safety at 212-802-3000 and to the Office of the Vice President for Student Development at 646-312-4570. A professional staff member will meet with you confidentially and will pursue formal disciplinary action only with your consent. After a complaint is lodged, the vice president for student development will arrange an investigation and hearing to determine culpability and the appropriate sanctions, if any. Both the accused and the accuser are entitled to the same opportunities to have others present during such proceedings, and both the accused and the accuser are informed of the outcome of such proceedings. Anyone may initiate such an action against a Baruch student.

A Baruch student who is found to have committed rape, sexual assault, or any other sexual offense, either forcible or nonforcible, is subject to arrest and disciplinary action that can include admonition, deprivation of certain privileges, probation, suspension, or expulsion. The sexual assault survivor will have the option and all available assistance to change classes.

**New York State Sex Offender Registry**

The Division of Criminal Justice Services maintains the Sex Offender Registry. Inquiries may be made at www.criminaljustice.state.ny.us/nsor/.

**Alcohol and Drug Use Policies**

Baruch College is dedicated not only to teaching and to the advancement of knowledge but also to the development of ethical and responsible individuals. The College seeks to achieve these goals through a sound educational program and policies that encourage maturity and independence. The regulations that govern student and employee conduct have been formulated with those objectives in view.

The U.S. Department of Education has issued regulations implementing the provisions of the Drug-Free Schools and Communities Act Amendments of 1989. These regulations require that a college distribute information annually about the possession, use, and distribution of alcohol and illicit drugs at that college.

Members of the Baruch College community are bound by federal, state, and municipal laws as well as by the regulations of the Board of Trustees of The City University of New York.

The unlawful manufacture, distribution, possession, or use of illegal drugs or other controlled substances and the unauthorized use of alcohol by students on campus and by College employees at work is prohibited. Student clubs and organizations may petition the Office of Student Life or the Office of the Vice President for Student Development
in advance of a planned event for the use of beer or wine at “duly authorized functions.” Organizations must adhere to stringent guidelines that comply with the New York State Alcoholic Beverage Control Law prohibiting the sale, delivery, or providing of alcoholic beverages to people under the age of 21. In addition, organizations granted permission to serve alcoholic beverages must provide adequate supervision for distribution and consumption. Specific details pertaining to the “Permit for the Use of Alcoholic Beverages at an Authorized Student Program” may be found in the student organization handbook, The Informer, available in the Office of Student Life, Vertical Campus, Room 2-210.

Any person found to have violated the College policy on alcohol and drug use is subject to discipline by City University officials.

The legal age for drinking alcohol in New York State is 21, and state laws deal harshly with underaged drinking. As stated earlier, it is also against the law in New York State to sell or give away alcohol to anyone under the age of 21.

The possession or use of illegal drugs is a crime in the State of New York. Anyone found in possession of or using such drugs on College property will be dealt with severely and may be suspended from the College, in addition to facing criminal charges and arrest.

**Weapons**

No one within the University community, except peace officers pursuant to authorization of the college presidents, shall have in their possession a rifle, shotgun, firearm, or any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage to a building or the grounds of a campus.

**Institutional Sanctions**

Students are expected to comply with the Rules of Conduct printed in the Undergraduate Bulletin and Graduate Bulletin (see pages 155–56). A student found to be in violation of these rules can be subject to disciplinary action. Sanctions may include admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, and/or complaint to civil authorities, as stated in full in Baruch College’s bulletins.

A student who is experiencing difficulty with alcohol or chemical dependency may seek direct assistance or be referred by members of the institutional staff to the Office of the Vice President for Student Development or to the appropriate counseling center. The vice president for student development may take disciplinary action or recommend that the student meet with a counselor for assistance through self-help organizations or other outside agencies.

**Counseling, Treatment, and Rehabilitation Programs**

Baruch College provides educational and counseling services to students and employees through the Department of Student Development and Counseling, located in Room 2-210 of the Vertical Campus. A full list of off-campus resources is available in the Counseling Center.
CRIME STATISTICS FOR THE BARUCH COMMUNITY

Baruch College Office of Campus Security and Public Safety submits a monthly Uniform Crime Report to the vice president for finance and administration and to the Office of the University Director of Security and Public Safety. The following chart reflects the number of crimes for the most recent three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonforcible Sex Offenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hate Crimes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Violation*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Abuse*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Possession*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Arrests only

NEW YORK STATE LAWS AND PENALTIES RELATED TO SEXUAL OFFENSES

<table>
<thead>
<tr>
<th>Applicable NYC Penal Law</th>
<th>Classification</th>
<th>Fine</th>
<th>Prison</th>
</tr>
</thead>
<tbody>
<tr>
<td>P/L 130.20 Sexual Misconduct</td>
<td>Class “A” Misdemeanor</td>
<td>Up to $1,000</td>
<td>Excess of 15 days–Not in excess of 1 year</td>
</tr>
<tr>
<td>P/L 130.25 Rape 3rd Degree</td>
<td>Class “E” Felony</td>
<td>Up to $5,000</td>
<td>1 to 4 years</td>
</tr>
<tr>
<td>P/L 130.30 Rape 2nd Degree</td>
<td>Class “D” Felony</td>
<td>Up to $5,000</td>
<td>1 to 7 years</td>
</tr>
<tr>
<td>P/L 130.35 Rape 1st Degree</td>
<td>Class “B” Felony</td>
<td>Up to $5,000</td>
<td>1 to 25 years</td>
</tr>
<tr>
<td>P/L 130.55 Sexual Abuse 3rd Degree</td>
<td>Class “B” Misdemeanor</td>
<td>Up to $1,000</td>
<td>Excess of 15 days–Up to 3 months</td>
</tr>
<tr>
<td>P/L 130.60 Sexual Abuse 2nd Degree</td>
<td>Class “A” Misdemeanor</td>
<td>Up to $5,000</td>
<td>Excess of 15 days–Up to 1 year</td>
</tr>
<tr>
<td>P/L 130.65 Sexual Abuse 1st Degree</td>
<td>Class “D” Felony</td>
<td>Up to $5,000</td>
<td>1 to 7 years</td>
</tr>
<tr>
<td>P/L 130.67 Aggravated Sexual Abuse 2nd Degree</td>
<td>Class “C” Felony</td>
<td>Up to $5,000</td>
<td>1 to 15 years</td>
</tr>
<tr>
<td>P/L 130.70 Aggravated Sexual Abuse 1st Degree</td>
<td>Class “B” Felony</td>
<td>Up to $5,000</td>
<td>1 to 25 years</td>
</tr>
</tbody>
</table>

EMERGENCY CLOSING ANNOUNCEMENTS

If it should become necessary to cancel classes or to close Baruch College buildings because of severe weather conditions or other emergencies, notification will be broadcast on the following radio stations after 6 am on the day involved. Announcements will indicate whether day classes, evening classes, or both have been canceled.

<table>
<thead>
<tr>
<th>AM Radio</th>
<th>FM Radio</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCBS 880</td>
<td>WFAS 103.9 and 106.3</td>
</tr>
<tr>
<td>WINS 1010</td>
<td>WBSL 107.5</td>
</tr>
<tr>
<td>WLIB 1190</td>
<td>WFAS 1230</td>
</tr>
<tr>
<td>WFAS 1280</td>
<td>WADO 1280</td>
</tr>
</tbody>
</table>
THE ADMINISTRATION

ADMINISTRATION OF THE CITY UNIVERSITY OF NEW YORK

THE BOARD OF TRUSTEES

Benno C. Schmidt, Jr., Chairperson
Valerie Lancaster Beal
Rev. John S. Bonnici, S.T.D.
John J. Calandra
Wellington Z. Chen
Kenneth E. Cook
Alfred B. Curtis, Jr.
Joseph Llohta
Randy M. Mastro
Hugo M. Morales, M.D.
Kathleen Pesile
Carol A. Robles Roman
Nilda Soto Ruiz
Marc V. Shaw
Jeffrey Wiesenfeld
Susan O’Malley, ex officio
Chair, University Faculty Senate
Shamsul Haque, ex officio
Chairperson, University Student Senate
Frederick P. Schaffer, General Counsel and Vice Chancellor for Legal Affairs
Genevieve Mullin, Secretary of the Board

OFFICERS OF THE UNIVERSITY

Matthew Goldstein
Chancellor
Louise Mirrer
Executive Vice Chancellor for Academic Affairs
Allan H. Dobrin
Senior Vice Chancellor and Chief Operating Officer
Jay Hershenson
Vice Chancellor for University Relations
Otis O. Hill
Vice Chancellor for Student Development and Enrollment Management
Emma Espino Macari
Vice Chancellor for Facilities Planning, Construction, and Management
Ernesto Malave
Vice Chancellor for Budget and Finance

Brenda Richardson Malone
Vice Chancellor for Faculty and Staff Relations
Frederick P. Schaffer
General Counsel and Vice Chancellor for Legal Affairs
Dave Fields
Special Counsel to the Chancellor

PRESIDENTS OF THE COLLEGES AND DEANS OF THE PROFESSIONAL SCHOOLS

Ned Regan
Baruch College
Christoph M. Kimmich
Brooklyn College
Gregory Williams
City College
Marlene Springer
The College of Staten Island
Jennifer Raab
Hunter College
Gerald W. Lynch
John Jay College of Criminal Justice
Ricardo R. Fernandez
Lehman College
Edison O. Jackson
Medgar Evers College
Fred W. Beaufait
New York City Technical College
James L. Muyskens
Queens College
Robert L. Hampton
York College
Antonio Perez
Borough of Manhattan Community College
Carolyn G. Williams
Bronx Community College
Dolores M. Fernandez
Eugenio Maria de Hostos Community College
Gail O. Mellow
Fiorello H. LaGuardia Community College
Byron N. McClenny
Kingsborough Community College
Eduardo J. Marti
Queensborough Community College
Frances Degen Horowitz
Graduate School and University Center
Kristin Booth Glen, Dean
City University School of Law at Queens College
Stanford A. Roman, Jr., Dean
The City University Medical School

All personnel listings in this section are based on incumbency information available when this volume went to press and are not necessarily either comprehensive or effective for the current academic year.
ADMINISTRATION OF BARUCH COLLEGE

OFFICERS OF ADMINISTRATION

Ned Regan
  President
David G. Dannenbring
  Provost and Vice President for Academic Affairs
David Gallagher
  Vice President for College Advancement
Robert M. Specter
  Vice President for Administration and Finance
Samuel D. Johnson, Jr.
  Vice President for Student Development
John R. Dugan, Jr.
  Dean, Faculty and Staff Relations

GRADUATE STUDIES

ZICKLIN SCHOOL OF BUSINESS

John A. Elliott
  Dean and Vice President and Irwin and Arlene Ettinger Professor of Accountancy
Robert H. Ducoffe
  Acting Associate Dean
Phyllis Zadra
  Acting Assistant Dean
Joseph Onochie
  Academic Director, Executive Programs
Chris Koutsoutis
  Administrative Director, Executive Programs
Ted Joyce
  Academic Director, Baruch/Mount Sinai Graduate Program in Health Care Administration
Robert M. Stolinsky
  Executive Director, Baruch/Mount Sinai Graduate Program in Health Care Administration
Richard E. Kopelman
  Academic Director, Executive MSILR Program
Terrence F. Martell
  Director, Weissman Center for International Business
Richard Holowczak
  Director, Subotnick Financial Services Center
Steven B. Lilien
  Director, Center for Financial Integrity

Alvin N. Puryear
  Director, Lawrence N. Field Center for Entrepreneurship and Small Business
Anne G. Morris
  Director, Center for Logistics and Transportation
Frances Murphy
  Director, Graduate Admissions
Tracy Handler
  Director, Graduate Career Management Center
Regine Goldberg
  Director, Graduate Student Life
Maria K. DiBenedetto
  Director, Advisement Services, Full-Time and Accelerated Part-Time MBA Programs
Elaine H. Bernstein
  Director, Advisement Services, Flex-Time MBA and MS Programs
Glova Smith
  Director, Technology Support Services

DOCTORAL PROGRAM IN BUSINESS

Joseph B. Weintrop
  Executive Officer

WEISSMAN SCHOOL OF ARTS AND SCIENCES

Myrna Chase
  Dean
Gary Hentzi
  Associate Dean
Ben Rohdin
  Acting Director of Graduate Studies

SCHOOL OF PUBLIC AFFAIRS

Stan Altman
  Dean
David S. Birdsell
  Executive Director of Academic Programs
Barbara J. Fife
  Executive Director of External Relations
Pamela Ferner
  Director of Graduate Admissions and Student Services
Karen Sauvigné
  Executive Director of Administration
## INSTRUCTIONAL STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Academic Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronald M. Aaron</td>
<td>Professor of Student Development and Counseling and Associate Dean of Students</td>
</tr>
<tr>
<td></td>
<td>BA, Hunter College; MS, Indiana State University; EdD, Indiana University</td>
</tr>
<tr>
<td>Ervand Abrahamian</td>
<td>University Distinguished Professor of History</td>
</tr>
<tr>
<td></td>
<td>BA, MA, Oxford University; MA, PhD, Columbia University</td>
</tr>
<tr>
<td>Saad Abulhab</td>
<td>Director of Technology, Newman Library</td>
</tr>
<tr>
<td></td>
<td>BSEE, Polytechnic University; MSLIS, Pratt University</td>
</tr>
<tr>
<td>Ellen Adelman</td>
<td>Senior Career Advisor, Department of Student Development and Counseling</td>
</tr>
<tr>
<td></td>
<td>BA, University of Rochester; MA, EdM, Columbia University</td>
</tr>
<tr>
<td>Maureen Ahearn</td>
<td>Identification Center Coordinator, Campus Security and Public Safety</td>
</tr>
<tr>
<td></td>
<td>BA, Fordham University</td>
</tr>
<tr>
<td>Ruth Adler</td>
<td>Professor of Modern Languages and Comparative Literature</td>
</tr>
<tr>
<td></td>
<td>BA, City College; MA, Hunter College; PhD, New York University</td>
</tr>
<tr>
<td>Maureen Ahearn</td>
<td>Identification Center Coordinator, Campus Security and Public Safety</td>
</tr>
<tr>
<td></td>
<td>BA, Fordham University</td>
</tr>
<tr>
<td>Glenn Albright</td>
<td>Associate Professor and Chair of Psychology</td>
</tr>
<tr>
<td></td>
<td>BS, Parsons College; MS, Southern Illinois University; PhD, CUNY</td>
</tr>
<tr>
<td>Tuzyline Allan</td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td></td>
<td>BA, Durham University (England); MA, New York University; PhD, SUNY at Stony Brook</td>
</tr>
<tr>
<td>Linda Allen</td>
<td>Professor of Economics and Finance</td>
</tr>
<tr>
<td></td>
<td>BA, Queens College; PhD, New York University</td>
</tr>
<tr>
<td>Stan Altman</td>
<td>Dean of the School of Public Affairs and Professor of Public Affairs</td>
</tr>
<tr>
<td></td>
<td>BEE, City College; MSEE, Purdue University; PhD, Polytechnic Institute of Brooklyn</td>
</tr>
<tr>
<td>Valentina Amusina</td>
<td>Disability Accommodation Specialist, Department of Student Development and Counseling</td>
</tr>
<tr>
<td></td>
<td>BS, MS, St. Petersburg University</td>
</tr>
<tr>
<td>Randy Anderson</td>
<td>Associate Professor of Economics and Finance</td>
</tr>
<tr>
<td></td>
<td>BA, North Central College; PhD, University of Alabama</td>
</tr>
<tr>
<td>Maria Andrade</td>
<td>Assistant Professor of Modern Languages and Comparative Literature (joint appointment with Black and Hispanic Studies)</td>
</tr>
<tr>
<td></td>
<td>BA, Universidad de Los Andes (Columbia); PhD, SUNY at Stony Brook</td>
</tr>
<tr>
<td>John L. Andreassi</td>
<td>Professor of Psychology</td>
</tr>
<tr>
<td></td>
<td>BA, City College; MA, Fordham University; PhD, Case Western Reserve University</td>
</tr>
<tr>
<td>Marcellus Andrews</td>
<td>Professor of Public Affairs and Director, Center on Equality, Pluralism, and Policy</td>
</tr>
<tr>
<td></td>
<td>BS, BA, University of Pennsylvania; MA, MPhil, PhD, Yale University</td>
</tr>
<tr>
<td>Angela Anselmo</td>
<td>Assistant Professor of Student Development and Counseling and Director of SEEK</td>
</tr>
<tr>
<td></td>
<td>BA, City College; MSED, CUNY; MSc, New Seminary; MA, PhD, Yeshiva University</td>
</tr>
<tr>
<td>Francis Antonucci</td>
<td>Assistant to the Director of Campus Facilities and Operations</td>
</tr>
<tr>
<td></td>
<td>BBA, Baruch College</td>
</tr>
<tr>
<td>Arthur Apter</td>
<td>Professor of Mathematics</td>
</tr>
<tr>
<td></td>
<td>BS, PhD, Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>Ivonne R. Arauz</td>
<td>Coordinator of Academic Services, School of Public Affairs</td>
</tr>
<tr>
<td></td>
<td>BS, Boston University; MSED, Baruch College</td>
</tr>
<tr>
<td>Nancy Aries</td>
<td>Associate Professor of Public Affairs</td>
</tr>
<tr>
<td></td>
<td>AB, University of Michigan; PhD, Brandeis University</td>
</tr>
<tr>
<td>Anne Austin</td>
<td>Director of Baruch College Early Learning Center, Department of Student Development and Counseling</td>
</tr>
<tr>
<td></td>
<td>BS, City College; MS, Bank Street College of Education</td>
</tr>
<tr>
<td>Elliot Axelrod</td>
<td>Professor and Chair of Law</td>
</tr>
<tr>
<td></td>
<td>BS, New York University; JD, New York Law School</td>
</tr>
<tr>
<td>Carl E. Aylman</td>
<td>Director of Student Life, Department of Student Development and Counseling</td>
</tr>
<tr>
<td></td>
<td>BS, City College; MA, Teachers College, Columbia University; JD, Brooklyn Law School</td>
</tr>
<tr>
<td>Phyllis T. Bagley</td>
<td>Senior Registrar</td>
</tr>
<tr>
<td></td>
<td>BSW, MSW, Temple University</td>
</tr>
</tbody>
</table>
### INSTRUCTIONAL STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Title 1</th>
<th>Title 2</th>
<th>Degree/Institution(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Bailin</td>
<td>Assistant Professor, Library</td>
<td></td>
<td>BA, MA, McGill University; MLS, Queens College; PhD, McGill University</td>
</tr>
<tr>
<td>Turan G. Bali</td>
<td>Associate Professor of Economics and Finance</td>
<td></td>
<td>BA, Bogazici University (Turkey); MPhil, PhD, CUNY</td>
</tr>
<tr>
<td>Moshe Banai</td>
<td>Professor of Management</td>
<td></td>
<td>BA, Ben Gurion University; MSc, Tel-Aviv University; PhD, London Business School, University of London</td>
</tr>
<tr>
<td>David P. Barnet</td>
<td>Assistant Director, Academic Programs, School of Public Affairs</td>
<td>BA, Reed College; MA, PhD, Johns Hopkins University</td>
<td></td>
</tr>
<tr>
<td>Jack R. Barone</td>
<td>Associate Professor of Mathematics</td>
<td></td>
<td>BS, MA, St. John's University; PhD, New York University</td>
</tr>
<tr>
<td>Joyce E. Barrett</td>
<td>Lecturer, Law</td>
<td></td>
<td>BSEd, Temple University; MA, New York University; JD, New York Law School</td>
</tr>
<tr>
<td>Sarah Bartlett</td>
<td>Bloomberg Professor of Journalism, Department of English</td>
<td>BA, University of Sussex (England); MPhil, Institute of Development Studies, University of Sussex</td>
<td></td>
</tr>
<tr>
<td>Sudipta Basu</td>
<td>Associate Professor of Accountancy</td>
<td></td>
<td>BA, St. Stephen's College; MBA, Indian Institute of Management; MS, PhD, University of Rochester</td>
</tr>
<tr>
<td>Kapil Bawa</td>
<td>Professor of Marketing</td>
<td></td>
<td>BA, St. Stephen's College; Postgraduate Diploma, Indian Institute of Management; PhD, Columbia University</td>
</tr>
<tr>
<td>Jana O'Keefe Bazzoni</td>
<td>Associate Professor of Communication Studies</td>
<td></td>
<td>BA, Saint Mary-of-the-Woods College; MA, Hunter College; MPhil, PhD, CUNY</td>
</tr>
<tr>
<td>Sandra Benavides</td>
<td>Coordinator of Academic Services, School of Public Affairs</td>
<td>BBA, MSED, Baruch College</td>
<td></td>
</tr>
<tr>
<td>Raquel Benbunan-Fich</td>
<td>Assistant Professor of Statistics and Computer Information Systems</td>
<td>BS, Universidad Simon Bolivar (Venezuela); MBA, Institute of Graduate Studies in Business Administration (ISEA; Venezuela); PhD, Rutgers University</td>
<td></td>
</tr>
<tr>
<td>Martin Benis</td>
<td>Professor of Accountancy</td>
<td></td>
<td>BS, University of Pennsylvania; MBA, PhD, New York University; CPA, New York</td>
</tr>
<tr>
<td>Neil Bennett</td>
<td>Professor of Public Affairs</td>
<td></td>
<td>BS, Brown University; PhD, Princeton University</td>
</tr>
<tr>
<td>Paula S. Berggren</td>
<td>Professor of English</td>
<td></td>
<td>AB, Barnard College; MA, PhD, Yale University</td>
</tr>
<tr>
<td>Carol R. Berkin</td>
<td>Professor of History</td>
<td></td>
<td>AB, Barnard College; MA, PhD, Columbia University</td>
</tr>
<tr>
<td>Terry Berkowitz</td>
<td>Professor of Art, Department of Fine and Performing Arts</td>
<td>MFA, School of the Art Institute of Chicago</td>
<td></td>
</tr>
<tr>
<td>Nigara Tashkent Bermek</td>
<td>Manager, Client Services and Documentation, Baruch Computing and Technology Center</td>
<td>BA, Baruch College</td>
<td></td>
</tr>
<tr>
<td>Elaine Bernstein</td>
<td>Manager of Advisement Services, Flex-Time MBA and MS Programs, Zicklin School of Business</td>
<td>BA, Hunter College; MPA, Baruch College</td>
<td></td>
</tr>
<tr>
<td>Roslyn Bernstein</td>
<td>Professor of English</td>
<td></td>
<td>BA, Brandeis University; MA, PhD, New York University</td>
</tr>
<tr>
<td>Zane Berzins</td>
<td>Manager, News and Public Information</td>
<td></td>
<td>AB, Barnard College; MA, Brandeis University</td>
</tr>
<tr>
<td>Mithu Bhambhani</td>
<td>Transfer Credit Evaluator Specialist, Registrar</td>
<td>Bachelor of Commerce, Delhi University</td>
<td></td>
</tr>
<tr>
<td>Debra B. Bick-Duggan</td>
<td>Associate Director of Student Life</td>
<td></td>
<td>BA, Lehman College; MA, Michigan State University</td>
</tr>
<tr>
<td>Stanton F. Biddle</td>
<td>Professor, Library</td>
<td></td>
<td>BA, Howard University; MLS, Clark Atlanta University; MPA, New York University; DLIS, University of California at Berkeley</td>
</tr>
<tr>
<td>David Birdsell</td>
<td>Professor of Public Affairs and Executive Director, Academic Programs, School of Public Affairs</td>
<td>BA, MA, University of Virginia; PhD, University of Maryland</td>
<td></td>
</tr>
<tr>
<td>Shirley Bishop</td>
<td>Human Resources Generalist</td>
<td></td>
<td>BBA, Baruch College</td>
</tr>
<tr>
<td>Michael L. Black</td>
<td>Associate Professor of English</td>
<td></td>
<td>BA, Middlebury College; MA, PhD, Columbia University</td>
</tr>
<tr>
<td>Name</td>
<td>Title/Position</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Jeanne R. Blazina</td>
<td>Deputy Director of Human Resources</td>
<td>BA, SUNY at Albany; MSILR, Baruch College/Cornell University</td>
<td></td>
</tr>
<tr>
<td>Ellen Block</td>
<td>Associate Professor of English</td>
<td>BA, City College; MAT, University of Chicago; MA, PhD, New York University</td>
<td></td>
</tr>
<tr>
<td>Lauren G. Block</td>
<td>Associate Professor of Marketing</td>
<td>BS, SUNY at Albany; MBA, Emory University; PhD, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Jean Boddewyn</td>
<td>Professor of Marketing and Coordinator of the International Business Program</td>
<td>BA, Catholic University of Louvain; MBA, University of Oregon; PhD, University of Washington</td>
<td></td>
</tr>
<tr>
<td>William Boddy</td>
<td>Professor of Communication Studies</td>
<td>BA, York University (Toronto); MA, PhD, New York University</td>
<td></td>
</tr>
<tr>
<td>Louis Bolce</td>
<td>Associate Professor of Political Science</td>
<td>BA, MA, PhD, University of Cincinnati</td>
<td></td>
</tr>
<tr>
<td>Alvin L. Booke</td>
<td>Lecturer, Management</td>
<td>BBA, MBA, City College</td>
<td></td>
</tr>
<tr>
<td>Jerry Bornstein</td>
<td>Associate Professor, Library</td>
<td>BA, New York University; MLS, Pratt Institute; MA, Hunter College</td>
<td></td>
</tr>
<tr>
<td>Etan Bourkoff</td>
<td>Professor of Physics, Department of Natural Sciences</td>
<td>BS, MS, Massachusetts Institute of Technology; PhD, University of California at Berkeley</td>
<td></td>
</tr>
<tr>
<td>Eugenia M. Bragen</td>
<td>Lecturer, English</td>
<td>BAE, University of Mississippi; MA, New York University</td>
<td></td>
</tr>
<tr>
<td>Ann C. Brandwein</td>
<td>Professor of Statistics and Computer Information Systems</td>
<td>BS, City College; MS, PhD, Rutgers University</td>
<td></td>
</tr>
<tr>
<td>John Brenkman</td>
<td>University Distinguished Professor of English</td>
<td>BA, PhD, University of Iowa</td>
<td></td>
</tr>
<tr>
<td>Harold P. Brent</td>
<td>Professor of English</td>
<td>AB, Providence College; MA, University of Nevada; PhD, University of Wisconsin–Madison</td>
<td></td>
</tr>
<tr>
<td>Joel Brind</td>
<td>Professor of Natural Sciences</td>
<td>BS, Yale University; MS, PhD, New York University</td>
<td></td>
</tr>
<tr>
<td>Richard Brody</td>
<td>Coordinator, Study Abroad Program, Weissman Center for International Business</td>
<td>BS, MEd, Temple University; EdD, Rutgers University</td>
<td></td>
</tr>
<tr>
<td>Dionne Brown</td>
<td>Academic Advisor, Center for Advisement and Orientation</td>
<td>BBA, MEd, Baruch College</td>
<td></td>
</tr>
<tr>
<td>Scott S. Bryson</td>
<td>Professor of Modern Languages and Comparative Literature</td>
<td>BA, University of California, Los Angeles; MA, PhD, University of California at Berkeley</td>
<td></td>
</tr>
<tr>
<td>Fred Buckley</td>
<td>Professor of Mathematics</td>
<td>BA, Pace University; PhD, CUNY</td>
<td></td>
</tr>
<tr>
<td>Stanley Buder</td>
<td>Professor of History</td>
<td>BA, City College; MA, PhD, University of Chicago</td>
<td></td>
</tr>
<tr>
<td>Donal Byard</td>
<td>Assistant Professor of Accountancy</td>
<td>BA, University of Limerick (Ireland); MS, University College, Dublin; PhD, University of Maryland College Park</td>
<td></td>
</tr>
<tr>
<td>Joseph Calliste</td>
<td>Assistant Director of Scheduling, Campus Security and Public Safety</td>
<td>BA, Brooklyn College</td>
<td></td>
</tr>
<tr>
<td>Athelstan S. Canagarajah</td>
<td>Associate Professor of English</td>
<td>BA, University of Kelaniya (Sri Lanka); MA, Bowling Green University; PhD, University of Texas at Austin</td>
<td></td>
</tr>
<tr>
<td>Dionisio Canas</td>
<td>Professor of Modern Languages and Comparative Literature</td>
<td>BS, Mercy College; MA, Hunter College; PhD, New York University</td>
<td></td>
</tr>
<tr>
<td>Juan Caraballo</td>
<td>Lecturer, Student Development and Counseling</td>
<td>BA, Hunter College; MA, New York University</td>
<td></td>
</tr>
<tr>
<td>Douglas R. Carmichael</td>
<td>Wollman Distinguished Professor of Accountancy</td>
<td>BS, MAS, PhD, University of Illinois; CPA, Illinois</td>
<td></td>
</tr>
<tr>
<td>Olga Casanova</td>
<td>Professor of Modern Languages and Comparative Literature</td>
<td>BA, Lehman College; MA, Hunter College; PhD, CUNY</td>
<td></td>
</tr>
<tr>
<td>Alessandra Castagnetto</td>
<td>Financial Aid Counselor</td>
<td>BS, Brooklyn College</td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTIONAL STAFF

Mildred Castillo
Payroll/Financial Aid Distribution and TAP Processing Supervisor
BA, MSEd, Baruch College

Sultan Catto
Professor of Physics, Department of Natural Sciences
BSc, New York Institute of Technology; MPh, MSc, PhD, Yale University

Danny Cayas
Information Systems Assistant, Weissman School of Arts and Sciences
BA, Queens College

Mark Lincoln Chadwin
Professor of Marketing
BA, Yale University; MA, PhD, Columbia University

Archishman Chakraborty
Assistant Professor of Economics and Finance
BSc, Calcutta University; MA, Delhi University; PhD, Princeton University

Susan Maizel Chambre
Professor of Sociology and Anthropology
BA, Queens College; AM, PhD, University of Pennsylvania

Michael N. Chanin
Professor of Management
BS, City College; MBA, Baruch College; PhD, CUNY

Sheau-Yueh Chao
Associate Professor, Library
BA, Tamkang University (Taiwan); MLS, University of Wisconsin–Madison; MS, New York City Technical College

Carolle Charles
Associate Professor of Sociology and Anthropology
BA, MA, University of Montreal; PhD, SUNY at Binghamton

Mario Charles
Associate Professor, Library
BA, Brooklyn College; MLS, Pratt Institute; MS, Baruch College

Myrna Chase
Dean of the Weissman School of Arts and Sciences and Professor of History
BA, Washington University; PhD, CUNY

Greg Chen
Associate Professor of Public Affairs
BS, MS, University of Science and Technology, Beijing; MA, PhD, University of Victoria (British Columbia)

W. David Cheng
Professor of Student Development and Counseling and Director of Counseling
BA, Lafayette College; MS, PhD, Rutgers University

Susan Cheon
Assistant Professor of Accountancy
BBA, Chung-Ang University (Korea); MA, PhD, University of Georgia

T. William Chien
Professor of Management
BS, National Chiao Tung University (Taiwan); PhD, Purdue University

John Choonoo
Associate Director of Institutional Research and Analysis
BA, SUNY at Oneonta; MA, EdD, Columbia University

Eva Shan Chou
Associate Professor of English
AB, Radcliffe College; MA, PhD, Harvard

Mitchell Cohen
Professor of Political Science
BA, Case Western Reserve University; MA, MPhil, PhD, Columbia University

Yochi Cohen-Charash
Assistant Professor of Psychology
BA, MS, Tel Aviv University; MA, PhD, University of California, Berkeley

Joseph E. Collison
Associate Professor of Mathematics
BS, Manhattan College; MS, PhD, New York University

Ariadne Condos
Theatre Production Manager, Baruch Performing Arts Center
BA, Baruch College; MFA, Brooklyn College

Hector Cordero-Guzman
Associate Professor and Chair of Black and Hispanic Studies
BA, University of Dayton; MA, PhD, University of Chicago

Crescentia Coutinho
Conferences Coordinator, Campus Facilities and Operations
BSc, Bombay University

James Coyle
Associate Professor of Marketing
BA, Rockhurst College; MA, PhD, University of Missouri

Albert E. Croker
Professor and Chair of Statistics and Computer Information Systems
BS, MS, PhD, SUNY at Stony Brook

Joe Cruickshank
Director, Executive Programs, School of Public Affairs
BA, Iowa State University; MPA, Baruch College

David Cruz de Jesús
Assistant Professor of Modern Languages and Comparative Literature
BA, MA, PhD, SUNY at Albany
## INSTRUCTIONAL STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleonora Curlo</td>
<td>Associate Professor of Marketing</td>
<td>BS, University of Milan; MS, California Institute of Technology; PhD, University of Maryland</td>
</tr>
<tr>
<td>Jay Dahya</td>
<td>Associate Professor of Economics and Finance</td>
<td>BSc, MSc, PhD, University of Dundee (Scotland)</td>
</tr>
<tr>
<td>Christine Daley</td>
<td>Program Assistant for Executive Education, School of Public Affairs</td>
<td>AB, Boston College; MA, Loyola Marymount College</td>
</tr>
<tr>
<td>Gerard Dalgish</td>
<td>Professor of English</td>
<td>BA, Lehman College; MA, PhD, University of Illinois</td>
</tr>
<tr>
<td>Marianne D’Amato</td>
<td>Assistant Director for Purchasing</td>
<td>BA, Lehman College; MA, Fordham University; MBA, Baruch College</td>
</tr>
<tr>
<td>David G. Dannenbring</td>
<td>Provost and Vice President for Academic Affairs and Professor of Management</td>
<td>BS, California State Polytechnic University; PhD, Columbia University</td>
</tr>
<tr>
<td>Doris daRin</td>
<td>Associate Professor of English</td>
<td>BA, Wayne State University; MA, University of Michigan; PhD, New York University</td>
</tr>
<tr>
<td>Masako Darrough</td>
<td>Professor of Accountancy</td>
<td>BA, International Christian University (Japan); PhD, University of British Columbia</td>
</tr>
<tr>
<td>Ajay Das</td>
<td>Associate Professor of Management</td>
<td>BA, University of Lucknow (India); MBA, University of Northern Iowa; PhD, Michigan State University</td>
</tr>
<tr>
<td>T.K. Das</td>
<td>Professor of Management</td>
<td>BS (Hons.), University of Calcutta; MSc, Jadavpur University; MM, Asian Institute of Management, Philippines; PhD, University of California, Los Angeles</td>
</tr>
<tr>
<td>Bridgett Davis</td>
<td>Associate Professor of English</td>
<td>BA, Spelman College; MS, Columbia University</td>
</tr>
<tr>
<td>Harry Z. Davis</td>
<td>Professor of Accountancy</td>
<td>BA, Yeshiva University; MBA, Baruch College; MPhil, PhD, Columbia University</td>
</tr>
<tr>
<td>James DeFilippis</td>
<td>Assistant Professor of Black and Hispanic Studies</td>
<td>BA, University of Vermont; MA, PhD, Rutgers University</td>
</tr>
<tr>
<td>Rosa Alvarado DeJesus</td>
<td>Assistant to the Director of Technology and Support Services, Zicklin School of Business</td>
<td>BBA, Baruch College</td>
</tr>
<tr>
<td>Gayle DeLong</td>
<td>Assistant Professor of Economics and Finance</td>
<td>BA, American University; MA, University of South Carolina; PhD, Columbia University</td>
</tr>
<tr>
<td>Gerald D. DeMaio</td>
<td>Associate Professor of Political Science</td>
<td>BA, Manhattan College; MA, PhD, New York University</td>
</tr>
<tr>
<td>Kemal Ozgur Demirtas</td>
<td>Assistant Professor of Economics and Finance</td>
<td>BS, Bogazici University (Turkey); PhD, Boston College</td>
</tr>
<tr>
<td>Zhen Deng</td>
<td>Assistant Professor of Accountancy</td>
<td>BA, Beijing University; MA, Columbia University; PhD, New York University</td>
</tr>
<tr>
<td>Anthony DeRosa</td>
<td>Systems Analyst/Programmer, Baruch Computing and Technology Center</td>
<td>AAS, College of Staten Island</td>
</tr>
<tr>
<td>Thomas Desch-Obi</td>
<td>Assistant Professor of History</td>
<td>BA, Harvard University; MA, PhD, University of California, Los Angeles</td>
</tr>
<tr>
<td>Maria K. DiBenedetto</td>
<td>Director of Advisement Services, Full-Time Honors MBA Program, Zicklin School of Business</td>
<td>BA, Queens College; MA, EdM, Columbia University</td>
</tr>
<tr>
<td>Alan DiGaetano</td>
<td>Professor of Political Science</td>
<td>BA, University of Michigan; MA, Wayne State University; PhD, Boston University</td>
</tr>
<tr>
<td>Vincent DiGirolamo</td>
<td>Assistant Professor of History</td>
<td>BA, University of California, Berkeley; MA, PhD, Princeton University</td>
</tr>
<tr>
<td>Michael DiMarco</td>
<td>Bursar</td>
<td>BS, Wagner College; MBA, Baruch College</td>
</tr>
<tr>
<td>Diane DiMartino</td>
<td>Associate Professor, Library</td>
<td>BA, Brooklyn College; MLS, Pratt Institute; MPA, Baruch College</td>
</tr>
<tr>
<td>Emily Comstock DiMartino</td>
<td>Associate Professor of English</td>
<td>BA, Syracuse University; MS, PhD, Fordham University</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Institution/University</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jacqueline DiSalvo</td>
<td>Associate Professor of English</td>
<td>Antioch College; MA, PhD, University of Wisconsin–Madison</td>
</tr>
<tr>
<td>Dorothy Dologite</td>
<td>Professor of Statistics and Computer Information Systems</td>
<td>Rider College; MA, PhD, St. John’s University</td>
</tr>
<tr>
<td>Algeon Douglas</td>
<td>Human Resources Assistant</td>
<td>SUNY at Albany</td>
</tr>
<tr>
<td>Elizabeth Douthitt</td>
<td>Assistant Professor of Management</td>
<td>University of Missouri; MS, PhD, Rutgers University</td>
</tr>
<tr>
<td>Arthur Downing</td>
<td>Acting Assistant Vice President for Technology and Chief Information Officer and Professor and Chief Librarian, Library</td>
<td>Rutgers University; MA, New York University</td>
</tr>
<tr>
<td>Douglas Duchin</td>
<td>Associate Professor, Library</td>
<td>University of Nevada; MLS, University of Southern California; MSEd, Baruch College</td>
</tr>
<tr>
<td>Robert Ducoffe</td>
<td>Associate Dean, Zicklin School of Business, and Professor of Marketing</td>
<td>McGill University; MA, University of Southern California; PhD, Michigan State University</td>
</tr>
<tr>
<td>John R. Dugan, Jr.</td>
<td>Dean of Faculty and Staff Relations/Counsel to the President</td>
<td>Harvard University; JD, New York Law School</td>
</tr>
<tr>
<td>M. Barry Dumas</td>
<td>Professor of Statistics and Computer Information Systems</td>
<td>Columbia University</td>
</tr>
<tr>
<td>Katheleen Eads-Orbach</td>
<td>General Manager for Theatre, Baruch Performing Arts Center</td>
<td>San Jose State University</td>
</tr>
<tr>
<td>William J. Earle</td>
<td>Professor of Philosophy</td>
<td>Iona College; PhD, Columbia University</td>
</tr>
<tr>
<td>Martin Edelstein</td>
<td>Lecturer, Sociology and Anthropology</td>
<td>Queens College</td>
</tr>
<tr>
<td>Matthew Edwards</td>
<td>Assistant Professor of Law</td>
<td>SUNY at Binghamston; JD, New York University</td>
</tr>
<tr>
<td>Seymour L. Eisenman</td>
<td>Assistant Professor of Accountancy</td>
<td>Bethany College; MBA, Baruch College; PhD, CUNY</td>
</tr>
<tr>
<td>Hammou El Barmi</td>
<td>Associate Professor of Statistics and Computer Information Systems</td>
<td>University of Mohamed (Morocco); MS, PhD, University of Iowa</td>
</tr>
<tr>
<td>Lisa Ellis</td>
<td>Assistant Professor, Library</td>
<td>Dartmouth College; MLS, Rutgers University; MA, Hunter College</td>
</tr>
<tr>
<td>John Elliott</td>
<td>Dean and Vice President of the Zicklin School of Business and the Irwin and Arlene Ettinger Professor of Accountancy</td>
<td>MBA, University of Maryland; PhD, Cornell University</td>
</tr>
<tr>
<td>William Eng</td>
<td>Professor of Student Development and Counseling and Director of Intercollegiate Athletics, Department of Student Development and Counseling</td>
<td>City College; EdD, New York University</td>
</tr>
<tr>
<td>Mindy Engle-Friedman</td>
<td>Associate Professor of Psychology and Ombuds</td>
<td>SUNY at Binghamston; MS, PhD, Northwestern University</td>
</tr>
<tr>
<td>Judith Entes</td>
<td>Associate Professor of English</td>
<td>Stony Brook; MS, City College; PhD, Fordham University</td>
</tr>
<tr>
<td>Michele R. Epstein</td>
<td>Director of Telephony Planning and Technology</td>
<td>Lehman College; MA, New York University; MBA, Baruch College</td>
</tr>
<tr>
<td>Shelley Eversley</td>
<td>Assistant Professor of English</td>
<td>Columbia College; MA, PhD, Johns Hopkins University</td>
</tr>
<tr>
<td>Hanan T. Eytan</td>
<td>Associate Professor of Economics and Finance</td>
<td>Technion—Israel Institute of Technology; MBA, Tel-Aviv University; PhD, Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>Nermin Eyuboglu</td>
<td>Associate Professor of Marketing</td>
<td>Middle East Technical University; MBA, Fairleigh Dickinson University; PhD, University of North Carolina</td>
</tr>
<tr>
<td>Gwendolyn M. Ferguson-Pugh</td>
<td>Executive Assistant to the Vice President for Administration and Finance</td>
<td>Hunter College</td>
</tr>
<tr>
<td>Pamela Ferner</td>
<td>Director of Graduate Admissions and Student Services, School of Public Affairs</td>
<td>Wooster College; MSEd, Baruch College</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL STAFF

William J. Ferns
Associate Professor of Statistics and Computer Information Systems
BA, Trinity College; MS, Baruch College; PhD, CUNY

Frances Ferrara
Verification Coordinator/Financial Aid Counselor
BBA, Baruch College

Barbara Fife
Director of External Affairs and Co-Director, Center for Innovation and Leadership in Government, School of Public Affairs
BA, Bryn Mawr College; MUP, Hunter College

Wayne Finke
Associate Professor of Modern Languages and Comparative Literature
BA, MA, PhD, New York University

Mary Finnen
Assistant Vice President for Budget and Finance
BBA, MBA, Baruch College

Nancy Foner
Lillie and Nathan Ackerman Visiting Professor of Equality and Justice in America, School of Public Affairs
BA, Brandeis University; MA, PhD, University of Chicago

Benedetto Fontana
Assistant Professor of Political Science
BA, Brooklyn College; MA, PhD, University of Chicago

Tracy Ford
Graduate Admissions Counselor
BA, University of Pennsylvania; MBA, Columbia University

Robert C. Foskey
Lecturer, Management
BBA, Baruch College; MBA, Fordham University

Clark (Jack) Francis II
Professor of Economics and Finance
BS, MBA, Indiana University; PhD, University of Washington

Stephen Francoeur
Instructor, Library
BA, Wesleyan University; MLS, Pratt Institute

Kevin Frank
Assistant Professor of English
BA, University of Southern California; MA, PhD, University of California, Los Angeles

George D. Frankel
Systems Analyst/Programmer, Baruch Computing and Technology Center
BA, City College; MFA, Columbia University

Martin Frankel
Professor of Statistics and Computer Information Systems
AB, University of North Carolina; MA, PhD, University of Michigan

Robert A. Freedman
Lecturer and Counselor, Dean's Office, Zicklin School of Business
AB, Columbia University; MEd, Teachers College, Columbia University

Alfred W. Friedland
Lecturer, Mathematics
BA, MA, Brooklyn College

Linda Weiser Friedman
Professor of Statistics and Computer Information Systems
BA, Baruch College; MS, PhD, Polytechnic Institute of New York

Andrea Gabor
Assistant Professor of English
BA, Wesleyan University; MS, Columbia University

David Gallagher
Vice President for College Advancement
BA, MA, St. John's University

Eric M. Gander
Associate Professor of Communication Studies
BA, MA, University of Virginia; PhD, Northwestern University

Ramonita Garcia
Financial Aid Counselor
BA, Baruch College

Naomi Gardberg
Assistant Professor of Management
BA, MBA, Tulane University; PhD, New York University

Elisabeth Gareis
Associate Professor of Communication Studies
BA, Friedrich-Alexander University (Germany); MA, PhD, University of Georgia

David Garlock
Director of Purchasing and Auxiliary Services
AB, MA, Columbia University; PhD, CUNY

Lucy Garnett
Associate Professor of Statistics and Computer Information Systems
BS, Massachusetts Institute of Technology; MA, PhD, Dartmouth College

Michael Gartenberg
Associate Professor of Mathematics
BS, Brooklyn College; MA, PhD, Yeshiva University

Mehmet Genc
Lecturer, Management
BA, MBA, Middle East Technical University; PhD, University of Minnesota
Charles Gengler  
Associate Professor of Marketing  
BS, University of Illinois; MS, PhD, University of Texas

Antoinette Georgiades  
College Laboratory Technician, Communications and Marketing

Judith Gerber  
Manager of Educational and User Services,  
Computer Center for Visually Impaired People  
BA, SUNY Empire State College

Emil Gernert, Jr.  
Associate Professor of Biology, Department of Natural Sciences  
BS, Manhattan College; MS, PhD, New York University

Aloke Ghosh  
Associate Professor of Accountancy  
BS, St. Xavier College; MA, PhD, New York University

Christos Giannikos  
Assistant Professor of Economics and Finance  
MS, PhD, Columbia University

Diane Gibson  
Assistant Professor of Public Affairs  
BS, University of Wisconsin; MA, PhD, University of Chicago

Martin Gill  
Associate Director of Campus Security and  
Public Safety (Operations)  
BS, New York Institute of Technology

Michael Gillespie  
Executive Director, Communications and Marketing  
BA, University of Minnesota; MA, PhD, Indiana University

Adam D. Glassman  
Assistant Professor of Law  
BA, Brooklyn College; JD, Fordham University

Barbara G. Gluck  
Associate Professor of English  
AB, Barnard College; MA, PhD, Columbia University

John Goering  
Professor of Public Affairs and Director, Undergraduate Program in Real Estate and Metropolitan Development, School of Public Affairs  
BA, Fordham University; MA, PhD, Brown University

Stephen E. Goldberg  
Director, International Student Service Center  
BS, MA, New York University

Harold Goldstein  
Associate Professor of Psychology  
BA, University of Michigan; MA, PhD, University of Maryland

Jennifer Goldstein  
Assistant Professor of Public Affairs  
BA, University of California at Berkeley;  
MA, Stanford University

Susan B. Goldstein  
Lecturer, Communication Studies  
BA, Brooklyn College; MS, University of Michigan

Stephanie Golob  
Assistant Professor of Political Science  
BA, Yale University; MA, PhD, Harvard University

Joan C. Gondola  
Professor of Student Development and Counseling  
BA, Hunter College; MS, Purdue University;  
PhD, Texas Woman's University

Martia Goodson  
Associate Professor of Black and Hispanic Studies  
BA, Antioch College; MA, Rutgers University;  
PhD, Union Graduate School

Gabriel R. Gordon  
Associate Professor of Statistics and Computer Information Systems  
BA, Polytechnic Institute of Brooklyn; MS, Purdue University;  
PhD, Polytechnic Institute of Brooklyn

Warren B. Gordon  
Associate Professor and Chair of Mathematics  
BE, City College; MS, PhD, New York University

Hyman Gorenberg  
Professor of Accountancy  
BBA, City College; JD, Brooklyn Law School;  
LLM, New York University; CPA, New York

Janet Gornick  
Associate Professor of Political Science  
BA, MPA, PhD, Harvard University

Elsie Sterbin Gottlieb  
Associate Professor of Statistics and Computer Information Systems  
BA, Cornell University; MBA, MPhil, PhD, New York University

Stephen Gould  
Professor of Marketing  
BA, Washington University; MBA, Baruch College;  
MPhil, PhD, CUNY

Stephanie Govan  
Assistant to the Associate Dean, Weissman School of Arts and Sciences  
BA, Lehman College; MPA, Baruch College

Jamie Greiff  
Financial Aid Counselor  
BS, SUNY at New Paltz

INSTRUCTIONAL STAFF
Andreas F. Grein  
Associate Professor of Marketing and Director, Full-Time Honors MBA Program, Zicklin School of Business  
BBA, University of New Brunswick; MBA, University of South Carolina; PhD, New York University

Alison Griffiths  
Associate Professor of Communication Studies  
BA, University of Leicester (England); MA, University of London; PhD, New York University

Anthony Gross  
User Education and Support Specialist, Baruch Computing and Technology Center  
BA, Haverford College

Shulamith T. Gross  
Professor of Statistics and Computer Information Systems  
BS, Hebrew University of Israel; PhD, University of California at Berkeley

Kenneth Guest  
Assistant Professor of Sociology and Anthropology  
BA, Columbia University; MA, Union Theological Seminary; MA, MP, PhD, CUNY

Peter M. Gutmann  
Professor of Economics and Finance  
AB, Williams College; BS, Massachusetts Institute of Technology; MA, Columbia University; PhD, Harvard University

James F. Guyot  
Professor of Public Affairs  
BA, Michigan State University; MA, PhD, Yale University

Richard Hallex  
Manager of Computer Maintenance and Inventories, Baruch Computing and Technology Center  
BA, Queens College

Christopher Hallowell  
Professor of English and Director of the Journalism Program  
BA, Harvard College; MSJ, Columbia University

Thomas Halper  
Professor and Chair of Political Science  
AB, St. Lawrence University; MA, PhD, Vanderbilt University

Tracy Handler  
Director, Graduate Career Services, Zicklin School of Business  
BA, SUNY at Albany; MEd, MA, Columbia University

Bert Hansen  
Associate Professor of History  
AB, Columbia University; PhD, Princeton University

Charlotte Strunk Hansen  
Assistant Professor of Economics and Finance  
BSc, MSc, PhD, University of Aarhus (Denmark)

Arie Harel  
Associate Professor of Statistics and Computer Information Systems  
MSc, Ben Gurion University of the Negev (Israel); MPhil, PhD, Columbia University

Giora Harpaz  
Professor of Economics and Finance  
BA, MBA, Hebrew University; DBA, PhD, Indiana University

Diane Harrigan  
Senior Editor/Writer, Communications and Marketing  
BA, Boston College

Jennifer A. Harrington  
Undergraduate Coordinator, School of Public Affairs  
BA, Hunter College

Miriam Hausman  
Professor of Mathematics  
BS, City College; MS, PhD, Courant Institute, New York University

Bryant T. Hayes  
Lecturer, English  
BA, University of Kansas; MA, PhD, Purdue University

Thomas Hayes  
Professor of English  
BA, Western Maryland College; MA, American University; PhD, New York University

Ramona K.Z. Heck  
Professor of Management and Peter S. Jonas Professor of Entrepreneurship  
BS, MS, PhD, Purdue University

Thomas Heinrich  
Associate Professor of History  
BA, University of Bielefeld (Germany); MA, SUNY at Buffalo; PhD, University of Pennsylvania

Ted Henken  
Assistant Professor of Sociology and Anthropology (joint appointment with Black and Hispanic Studies)  
BA, Holy Cross College; MA, PhD, Tulane University

Gary P. Hentzi  
Associate Dean, Weissman School of Arts and Sciences, and Associate Professor of English  
BA, Oberlin College; MA, PhD, Columbia University

Edwin Hertz  
Assistant Professor of Sociology and Anthropology  
BA, MA, Hunter College; PhD, New York University

Christopher A. Hessel  
Associate Professor of Economics and Finance  
BS, Long Island University; MBA, PhD, New York University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Gorman Hetherington</td>
<td>Executive Assistant to the President</td>
<td>BA, New York University</td>
</tr>
<tr>
<td>Marina Heung</td>
<td>Associate Professor of English</td>
<td>BA, Cornell University; MA, PhD, Northwestern University</td>
</tr>
<tr>
<td>Wendy Heyman</td>
<td>Assistant Professor and Senior Counselor, Dean's Office, Weissman</td>
<td>BA, University of Maryland; MA, Hunter College; PhD, New York University</td>
</tr>
<tr>
<td>George R. Hill</td>
<td>Associate Professor of Music, Department of Fine and Performing Arts</td>
<td>AB, Stanford University; MA, University of Chicago; PhD, New York University</td>
</tr>
<tr>
<td>Peter Hitchcock</td>
<td>Professor of English</td>
<td>MA, University of Massachusetts; PhD, CUNY</td>
</tr>
<tr>
<td>David C. Hoffman</td>
<td>Assistant Professor of Public Affairs</td>
<td>BA, University of Pittsburgh at Johnstown; MA, Temple University; PhD, University of Iowa</td>
</tr>
<tr>
<td>Linda M. Hoffman</td>
<td>Professor of Chemistry, Department of Natural Sciences</td>
<td>BS, Queens College; MS, PhD, New York University</td>
</tr>
<tr>
<td>Mary Jean Carey Holland</td>
<td>Professor of Biology, Department of Natural Sciences</td>
<td>AB, Vassar College; MS, PhD, New York University</td>
</tr>
<tr>
<td>Richard Holowczak</td>
<td>Associate Professor of Statistics and Computer Information Systems</td>
<td>BS, College of New Jersey; MBA, PhD, Rutgers University; MS, New Jersey Institute of Technology</td>
</tr>
<tr>
<td>Armen Hovakimian</td>
<td>Associate Professor of Economics and Finance</td>
<td>BS, Yerevan Polytechnic Institute (Armenia); MBA, American University; PhD, Boston College</td>
</tr>
<tr>
<td>Douglas Howard</td>
<td>Associate Professor of Mathematics</td>
<td>BS, Massachusetts Institute of Technology; MBA, Columbia University; PhD, Courant Institute, New York University</td>
</tr>
<tr>
<td>Lie-Fern Hsu</td>
<td>Associate Professor of Management</td>
<td>BS, National Chiao-Tung University; MBA, Washington State University; MS, PhD, Case Western Reserve University</td>
</tr>
<tr>
<td>Larry Huckins</td>
<td>Assistant Professor of Economics and Finance</td>
<td>BS, University of New Hampshire; MA, PhD, University of Chicago</td>
</tr>
<tr>
<td>Irene Hueter</td>
<td>Associate Professor of Mathematics</td>
<td>MS, PhD, University of Berne</td>
</tr>
<tr>
<td>Jonathan Huntley</td>
<td>Professor of Mathematics</td>
<td>BS, Yale University; MS, PhD, Stanford University</td>
</tr>
<tr>
<td>Patricia Imbimbo</td>
<td>Director of Career Services, Department of Student Development and</td>
<td>BA, Oakland University; MA, New York University; PhD, Teachers College, Columbia University</td>
</tr>
<tr>
<td>Curtis E. Izen</td>
<td>Manager of Network Support, Baruch Computing and Technology Center</td>
<td>BS, Brooklyn College; MBA, Baruch College</td>
</tr>
<tr>
<td>Harvey M. Jackson</td>
<td>Lecturer, Student Development and Counseling</td>
<td>BA, Ellsworth Community College; BS, Seattle University; MS, Long Island University</td>
</tr>
<tr>
<td>Joan Japha</td>
<td>Professor of Biology, Department of Natural Sciences</td>
<td>BS, Brooklyn College; PhD, University of Connecticut</td>
</tr>
<tr>
<td>Susan Ji</td>
<td>Assistant Professor of Economics and Finance</td>
<td>BS, MS, Tianjin University (China); PhD, Florida State University; PhD, Arizona State University</td>
</tr>
<tr>
<td>Qun Gerry Jiao</td>
<td>Associate Professor, Library</td>
<td>BA, Beijing Institute of Aeronautics and Astronautics; MEd, Miami University; MA, Columbia University; MLIS, University of South Carolina</td>
</tr>
<tr>
<td>Matthew Johnson</td>
<td>Assistant Professor of Statistics and Computer Information Systems</td>
<td>BS, Indiana University; MS, PhD, Carnegie Mellon University</td>
</tr>
<tr>
<td>Patricia J. Johnson</td>
<td>Lecturer, Student Development and Counseling</td>
<td>BS, Morris Brown College; MSEd, Northern Illinois University</td>
</tr>
<tr>
<td>Samuel D. Johnson, Jr.</td>
<td>Professor and Chair of Student Development and Counseling and Vice</td>
<td>AB, Ripon College; AM, Colgate University; PhD, University of Minnesota</td>
</tr>
<tr>
<td>David R. Jones</td>
<td>Associate Professor of Political Science</td>
<td>BA, Haverford College; MA, PhD, University of California, Los Angeles</td>
</tr>
<tr>
<td>Bruce W. Jordan</td>
<td>Professor of Mathematics</td>
<td>AB, Princeton University; AM, PhD, Harvard University</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL STAFF

Carmel Jordan
Associate Professor of English
BA, Lehman College; MA, PhD, Fordham University

Eileen A. Josephart
Transfer Evaluation Specialist, Office of the Registrar
BA, Baruch College

Ted Joyce
Professor of Economics and Finance and Academic Director of the MBA in Health Care Administration Program
BA, University of Massachusetts at Amherst; PhD, CUNY

Gayana Jurkevich
Professor of Modern Languages and Comparative Literature
AB, Mount Holyoke College; MA, University of Minnesota; MPhil, PhD, New York University

Robert J. Kaestner
Professor of Public Affairs
BA, MA, SUNY at Binghamton; PhD, CUNY

Elias Kalman
Lecturer, Management
BS, MBA, City College

Debbie Kaminer
Assistant Professor of Law
BA, University of Pennsylvania; JD, Columbia University School of Law

Donna Katz
Associate Director of Human Resources
BA, SUNY at Stony Brook; MS, Baruch College

Steven Katz
Associate Professor of Economics and Finance
BA, Yeshiva University; MS, MBA, PhD, New York University

Daniel G. Kaufmann
Associate Director of Campus Operations, Campus Facilities and Operations
AAS, Queensborough Community College

Elaine M. Kauvar
Professor of English
BA, University of Colorado; MA, Duke University; PhD, Northwestern University

Brian Kell
Executive Assistant to the President for External Affairs
BA, Elizabethtown College; MALS, CUNY Graduate Center

David Keller
Admissions Counselor
BA, SUNY Purchase

W. Yvette Kelley
Director of Technology, School of Public Affairs
BA, Pace University; JD, Rutgers University

Joseph J. Kerstein
Eli and Claire Mason Professor of Accountancy and Chair of the Stan Ross Department of Accountancy
BA, University of Cincinnati; MBA, New York University; PhD, University of Pennsylvania

Roberta L. Kessler
Assistant to the Dean, Weissman School of Arts and Sciences
BA, Baruch College; MSW, Yeshiva University

Ramzi Raja Khuri
Associate Professor of Physics, Department of Natural Sciences
BA, MS, Yale University; PhD, Princeton University

Joseph Kij
Systems Specialist/Database Administrator, Baruch Computing and Technology Center
BA, University of Arizona

Hyeong Min Kim
Assistant Professor of Marketing
BA, MS, Columbia University; PhD, University of Michigan

Beverley King-Hall
Assistant Registrar
BBA, MS, Baruch College

Laurence A.S. Kirby
Professor of Mathematics
BA, MA, Cambridge University; PhD, Manchester University

Carl Kirschner
Director of Student Support Services, Department of Student Development and Counseling
BA, Queens College; MA, PhD, New York University

Norman L. Kleinberg
Associate Professor of Economics and Finance
BS, University of Pennsylvania; MS, Courant Institute, New York University; PhD, Massachusetts Institute of Technology

Louise Klusek
Assistant Professor, Library
BA, Holy Family College; MLS, University of Pittsburgh; MBA, Temple University

Linda H. Kneller
Associate Registrar
AB, Albion College; MS, Brooklyn College; MPA, Baruch College

Judith Komaki
Professor of Psychology
AB, University of Southern California; PhD, University of Illinois

Richard E. Kopelman
Professor of Management and Academic Director of the Executive MSILR Program
BS, MBA, University of Pennsylvania; DBA, Harvard University
Sanders D. Korenman  
Professor of Public Affairs  
BA, University of California at Berkeley;  
PhD, Harvard University

Abraham K. Korman  
Goldman Distinguished Professor of Management  
BA, Brooklyn College; MA, University of Illinois;  
PhD, University of Minnesota

Helaine Korn  
Associate Professor of Management  
BS, Cornell University; MBA, PhD, Stern School of Business, New York University

Viatchesla Kosmina  
Information Systems Analyst, Department of Communication Studies  
BBA, Moscow State Institute of International Relations (MGIMO)

Elena Kosygina  
Assistant Professor of Mathematics  
BS, Moscow State University; MS, PhD, New York University

Marios Koufaris  
Assistant Professor of Statistics and Computer Information Systems  
BS, University of Pennsylvania; MPhil, PhD, New York University

Chris Koutsoutis  
Administrative Director of Executive Programs, Zicklin School of Business  
BA, Hunter College; JD, Yeshiva University

Thomas Kramer  
Assistant Professor of Marketing  
BBA, MBA, Baruch College; PhD, Stanford University

Sandra Kraskin  
Director, Sidney Mishkin Gallery  
BS, MA, PhD, University of Minnesota

Allen I. Kraut  
Professor of Management  
BA, City College; MA, Columbia University;  
PhD, University of Michigan

Eric Krebs  
Professor of Fine and Performing Arts and Director, Baruch Performing Arts Center  
BA, MA, Rutgers University

Chandrika Kulatilleke  
Assistant Professor of Chemistry, Department of Natural Sciences  
BSc, MP, University Colombo (Sri Lanka);  
PhD, Wayne State University

Nanda Kumar  
Instructor, Statistics and Computer Information Systems  
BEng, Guindy Anna University (India); MBA, Narsee Monjee Institute of Management Studies (India); PhD, University of British Columbia

Shyam Kumar  
Assistant Professor of Management  
BTech, Indian Institute of Technology, Delhi; MBA, Indian Institute of Management, Bangalore; PhD, University of Illinois, Urbana-Champaign

Wendy Kyman  
Assistant Professor of Student Development and Counseling  
BS, City College; BS, SUNY Empire State College;  
MS, Brooklyn College; PhD, New York University

Douglas P. Lackey  
Professor of Philosophy  
AB, Michigan State University; PhD, Yale University

Barbara M. Lambert  
Associate Director of Career Development, Office of Career Planning and Services  
BA, City College; MA, Hunter College

Philip Lambert  
Professor of Music, Department of Fine and Performing Arts  
BM, BME, University of Oklahoma; MA, PhD, Eastman School of Music, University of Rochester

Frederick S. Lane  
Professor of Public Affairs  
BS, MA, University of Florida; PhD, Syracuse University

Karl Reiner Lang  
Associate Professor of Statistics and Computer Information Systems  
BBA, Free University of Berlin; PhD, University of Texas

Barbara Lawrence  
Associate Provost  
AB, University of Illinois; AM, PhD, New York University

Jack Lee  
Assistant Professor of Marketing  
BS, Massachusetts Institute of Technology;  
MPhil, PhD, New York University

Jae Won Lee  
Associate Professor of Economics and Finance  
BA, Seoul National University; MA, City College; PhD, CUNY

Myung-Soo Lee  
Professor of Marketing  
BBA, Chung-Ang University (Korea); MBA, SUNY at Albany;  
PhD, SUNY at Buffalo

Joel M. Lefkowitz  
Professor of Psychology  
BBA, City College; MS, PhD, Case Western Reserve University
INSTRUCTIONAL STAFF

Nancy Leighton  
Internship Coordinator, Department of Student Development and Counseling  
BA, Lafayette College; MA, EdM, Teachers College, Columbia University

Gail Levin  
Professor of Art, Department of Fine and Performing Arts  
BA, Simmons College; MA, Tufts University; PhD, Rutgers University

Arthur Lewin  
Associate Professor of Black and Hispanic Studies  
BA, Queens College; PhD, CUNY

Merton Lewis  
Information Systems Assistant of Natural Sciences Department  
BA, Baruch College

Patricia Lewis  
Graduate Program Advisor, Zicklin School of Business  
BA, Fordham University; MA, New York University

Ying Li  
Assistant Professor of Accountancy  
MS, University of International Business (China); PhD, Massachusetts Institute of Technology

J. David Lichtenthal  
Professor of Marketing  
BA, SUNY at Potsdam; MBA, SUNY at Buffalo; PhD, Pennsylvania State University

Steven B. Lilien  
Irving Weinstein Professor of Accountancy  
BS, MS, PhD, New York University; CPA, New York

Seth Lipner  
Professor of Law  
BS, Rensselaer Polytechnic Institute; JD, Albany Law School; LLM, New York University

Sidney I. Lirtzman  
Saxe Distinguished Professor of Management and Vice President and Dean Emeritus of the Zicklin School of Business  
BA, City College; MA, PhD, Columbia University

Lewis Liu  
Associate Professor, Library  
BA, Beijing Teacher’s College (China); MEd, SUNY at Buffalo; MBA, Niagara University; MS, University of Illinois at Urbana-Champaign; PhD, SUNY at Buffalo

Susan Locke  
Professor of Psychology  
BA, Vassar College; PhD, Adelphi University

N. Paul Loomba  
Professor of Management  
BSME, BSEE, University of Nebraska; MS, Massachusetts Institute of Technology; PhD, University of Wisconsin–Madison

Meir Lubetski  
Professor of Modern Languages and Comparative Literature  
BA, MA, Hebrew University; MS, Brooklyn College; PhD, New York University

Andrew Luiz  
Senior College Laboratory Technician, Office of Services for Students with Disabilities  
AAS, Long Beach City College

David Luna  
Associate Professor of Marketing  
BA, Lakeland College; MBA, Marquette University; PhD, University of Wisconsin–Milwaukee

Honghong Luo  
Senior College Lab Technician, Department of Natural Sciences  
BS, Nanjing University (China); MS, Zhongshan University (China); PhD, University of Alaska, Fairbanks

Steven Lustgarten  
Professor of Economics and Finance  
BA, City College; MS, PhD, University of California, Los Angeles

Nita L. Lutwak  
Associate Professor of Psychology  
BA, Baruch College; MA, Hunter College; PhD, Fordham University

Karen Luxton-Gourgey  
Director of the Computer Center for Visually Impaired People  
BA, Oberlin College; MA, New York University; EdD, Teachers College, Columbia University

Karen Lyness  
Associate Professor of Psychology  
BA, Miami University; MA, PhD, Ohio State University

Barry Kai-Fai Ma  
Associate Professor of Economics and Finance  
BA, University of Toronto; MS, PhD, Stanford University

Pai-Chun Ma  
Associate Professor of Statistics and Computer Information Systems  
BS, National Chiao-Tung University (Taiwan); MBA, SUNY at Buffalo; PhD, New York University

Thomas Main  
Assistant Professor of Public Affairs  
BA, University of Chicago; MPA, Kennedy School of Government, Harvard University; PhD, Princeton University

Teri Maiorca  
Director of Marketing  
BA, Fordham University

Clayton Majete  
Lecturer, Sociology and Anthropology  
BA, Morgan State University; MA, PhD, New York University
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augusta Malacarne</td>
<td>Director of Rassias Method® Language Programs</td>
</tr>
<tr>
<td>Charles J. Malerich</td>
<td>Associate Professor of Chemistry, Department of Natural Sciences</td>
</tr>
<tr>
<td>Brenda Maller</td>
<td>Transfer Evaluation Specialist, Office of the Registrar</td>
</tr>
<tr>
<td>Eugene Marlow</td>
<td>Professor of English</td>
</tr>
<tr>
<td>Terrence Martell</td>
<td>Professor of Economics and Finance and Director of the Weissman Center for International Business</td>
</tr>
<tr>
<td>Elena M. Martinez</td>
<td>Professor and Chair of Modern Languages and Comparative Literature</td>
</tr>
<tr>
<td>Alvin L. Marty</td>
<td>Professor of Economics and Finance</td>
</tr>
<tr>
<td>Alyce Mayo</td>
<td>Director, Special Programs and Donor Relations</td>
</tr>
<tr>
<td>Anita Mayo</td>
<td>Associate Professor of Mathematics</td>
</tr>
<tr>
<td>Deborah Mazzia</td>
<td>Assistant to the Registrar</td>
</tr>
<tr>
<td>Lois J. McAndrew</td>
<td>Assistant Director of Campus Security and Public Safety</td>
</tr>
<tr>
<td>Cecelia McCall</td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td>William McClellan</td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td>William W. McCutchen, Jr.</td>
<td>Associate Professor of Management</td>
</tr>
<tr>
<td>John McGarraghy</td>
<td>Professor of Public Affairs</td>
</tr>
<tr>
<td>Mary McGlynn</td>
<td>Assistant Professor of English</td>
</tr>
<tr>
<td>Henry J. McLaughlin</td>
<td>Director of Campus Security and Public Safety</td>
</tr>
<tr>
<td>Spencer Means</td>
<td>Associate Professor, Library</td>
</tr>
<tr>
<td>Terence Martell</td>
<td>Professor of Economics and Finance and Director of the Weissman Center for International Business</td>
</tr>
<tr>
<td>Elena M. Martinez</td>
<td>Professor and Chair of Modern Languages and Comparative Literature</td>
</tr>
<tr>
<td>Alvin L. Marty</td>
<td>Professor of Economics and Finance</td>
</tr>
<tr>
<td>Alyce Mayo</td>
<td>Director, Special Programs and Donor Relations</td>
</tr>
<tr>
<td>Anita Mayo</td>
<td>Associate Professor of Mathematics</td>
</tr>
<tr>
<td>Deborah Mazzia</td>
<td>Assistant to the Registrar</td>
</tr>
<tr>
<td>Lois J. McAndrew</td>
<td>Assistant Director of Campus Security and Public Safety</td>
</tr>
<tr>
<td>Cecelia McCall</td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td>William McClellan</td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td>William W. McCutchen, Jr.</td>
<td>Associate Professor of Management</td>
</tr>
<tr>
<td>John McGarraghy</td>
<td>Professor of Public Affairs</td>
</tr>
<tr>
<td>Mary McGlynn</td>
<td>Assistant Professor of English</td>
</tr>
<tr>
<td>Henry J. McLaughlin</td>
<td>Director of Campus Security and Public Safety</td>
</tr>
<tr>
<td>Spencer Means</td>
<td>Associate Professor, Library</td>
</tr>
<tr>
<td>Terence Martell</td>
<td>Professor of Economics and Finance and Director of the Weissman Center for International Business</td>
</tr>
<tr>
<td>Elena M. Martinez</td>
<td>Professor and Chair of Modern Languages and Comparative Literature</td>
</tr>
<tr>
<td>Alvin L. Marty</td>
<td>Professor of Economics and Finance</td>
</tr>
<tr>
<td>Alyce Mayo</td>
<td>Director, Special Programs and Donor Relations</td>
</tr>
<tr>
<td>Anita Mayo</td>
<td>Associate Professor of Mathematics</td>
</tr>
<tr>
<td>Deborah Mazzia</td>
<td>Assistant to the Registrar</td>
</tr>
<tr>
<td>Lois J. McAndrew</td>
<td>Assistant Director of Campus Security and Public Safety</td>
</tr>
<tr>
<td>Cecelia McCall</td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td>William McClellan</td>
<td>Associate Professor of English</td>
</tr>
<tr>
<td>William W. McCutchen, Jr.</td>
<td>Associate Professor of Management</td>
</tr>
<tr>
<td>John Merrick</td>
<td>Associate Professor of Economics and Finance</td>
</tr>
<tr>
<td>Trudy Milburn</td>
<td>Assistant Professor of Communication Studies</td>
</tr>
<tr>
<td>Stacey N. Miles</td>
<td>Assistant for Affirmative Action</td>
</tr>
<tr>
<td>Lisa Miller</td>
<td>Assistant Director of Student Life for New Students and Peer Programs, Student Development and Counseling</td>
</tr>
<tr>
<td>Joshua E. Mills</td>
<td>Professor of English and Director of the Business Journalism Program</td>
</tr>
<tr>
<td>Darryl G. Minor</td>
<td>Assistant Supervisor of Open Access Computing Facilities, Baruch Computing and Technology Center</td>
</tr>
</tbody>
</table>

BA, Hunter College

BS, St. John’s University; PhD, Yale University

BA, Queens College

BA, Hunter College; MBA, Golden Gate University; PhD, New York University

BA, Iona College; PhD, Pennsylvania State University

BA, University of Puerto Rico; MA, PhD, New York University

BA, New York University

BA, Brooklyn College; MA, Teachers College, Columbia University

BA, Barnard College; PhD, New York University

BS, John Jay College of Criminal Justice

BS, Massachusetts State College at Boston; MA, PhD, New York University

BSCE, Duke University; MBA, Harvard University; PhD, Indiana University

BA, St. Mary’s University; MA, Catholic University of America; EdD, Harvard University

BA, University of Texas at Austin; MA, MPhil, PhD, Columbia University

BA, Iona College; MS, Lehman College

BA, University of Houston; MA, Duke University; MSLS, University of North Carolina

BA, Iona College; MS, Lehman College

BA, Baruch College; JD, New York Law School; LLM, New York University

BA, Metropolitan State College; MA, University of Denver; PhD, New York University

BA, LaSalle University; MA, PhD, Brown University

BA, University of California, Davis; MA, Texas A&M University; PhD, University of Massachusetts at Amherst

BA, SUNY at Binghamton; MSED, Baruch College

BA, SUNY College at New Paltz; MA, Hunter College

BA, MA, City College

BA, Baruch College

BA, SUNY College at Old Westbury; MSED, Baruch College

BA, SUNY at Binghamton; MSED, Baruch College

BA, SUNY College at New Paltz; MA, Hunter College

BA, MA, City College

BA, Baruch College
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education and Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Miroshnik</td>
<td>Senior College Laboratory Technician</td>
<td>BS, Polytechnic College, Kiev, Ukraine</td>
</tr>
<tr>
<td>Kenneth M. Mischel</td>
<td>Associate Professor of Economics and Finance</td>
<td>BA, University of Pennsylvania; PhD, Columbia University</td>
</tr>
<tr>
<td>Jerry Mitchell</td>
<td>Associate Professor of Public Affairs</td>
<td>BS, Southwest Missouri State University; MPA, Texas A&amp;M University; PhD, University of Kansas</td>
</tr>
<tr>
<td>Kannan Mohan</td>
<td>Assistant Professor of Statistics and Computer</td>
<td>BEng, Coimbatore Institute of Technology (India); PhD, Georgia State University</td>
</tr>
<tr>
<td>Jonna Morales-Thomson</td>
<td>User Education and Support Specialist, Baruch Computing and Technology Center</td>
<td>BS, Hunter College</td>
</tr>
<tr>
<td>Carlos Julio Moreno</td>
<td>Professor of Mathematics</td>
<td>BA, PhD, New York University</td>
</tr>
<tr>
<td>Carol Morgan</td>
<td>Director of the Student Academic Consulting Center</td>
<td>BA, MA, Lehman College</td>
</tr>
<tr>
<td>Vicki Morris</td>
<td>Financial Officer, Manager of Test Preparation Programs</td>
<td>BBA, MPA, Baruch College</td>
</tr>
<tr>
<td>Joseph Mui</td>
<td>Systems Analyst/Programmer, Baruch Computing and Technology Center</td>
<td>BA, Lehman College; MBA, Baruch College</td>
</tr>
<tr>
<td>Sandra Mullings</td>
<td>Associate Professor of Law</td>
<td>BA, MS, Queens College; JD, Yale University</td>
</tr>
<tr>
<td>Frances Murphy</td>
<td>Associate Director, Graduate Admissions, Zicklin School of Business</td>
<td>BBA, Cardinal Cushing College; MBA, Baruch College</td>
</tr>
<tr>
<td>James F. Murphy</td>
<td>Assistant Vice President for Enrollment</td>
<td>BA, St. John's University; MS, Baruch College</td>
</tr>
<tr>
<td>Samuel Murray</td>
<td>Financial Aid Counselor</td>
<td>BBA, MSED, Baruch College</td>
</tr>
<tr>
<td>Douglas Muzzio</td>
<td>Professor of Public Affairs and Co-Director, Center for Innovation and Leadership in Government, School of Public Affairs</td>
<td>BA, Fordham University; MA, PhD, New York University</td>
</tr>
<tr>
<td>Robert J. Myers</td>
<td>Associate Professor and Chair of Communication Studies</td>
<td>BA, MA, Queens College; PhD, St. John's University</td>
</tr>
<tr>
<td>Lilach Nachum</td>
<td>Associate Professor of Marketing</td>
<td>BA, MBA, Tel-Aviv University; PhD, Copenhagen Business School</td>
</tr>
<tr>
<td>Marilyn Neimark</td>
<td>Professor of Accountancy</td>
<td>BA, Cornell University; MBA, MPhil, PhD, New York University; CPA, New York</td>
</tr>
<tr>
<td>Ali Nematollahy</td>
<td>Assistant Professor of Modern Languages and Comparative Literature</td>
<td>BA, University of Maryland; MA, PhD, CUNY</td>
</tr>
<tr>
<td>Eric Neubacher</td>
<td>Assistant Professor, Library</td>
<td>BA, Bucknell University; MLS, Rutgers University; MPA, Baruch College</td>
</tr>
<tr>
<td>Sue Y. Ng</td>
<td>Senior College Laboratory Technician, Department of Modern Languages and Comparative Literature</td>
<td>BBA, Baruch College</td>
</tr>
<tr>
<td>Bogdan Niculescu</td>
<td>College Laboratory Technician, Department of Natural Sciences</td>
<td>BA, Clarkson College</td>
</tr>
<tr>
<td>Michael Nix</td>
<td>Assistant Professor of Theatre, Department of Fine and Performing Arts</td>
<td>BA, Richmond College; MS, Pratt Institute</td>
</tr>
<tr>
<td>Hayden Noel</td>
<td>Assistant Professor of Marketing</td>
<td>BSc, University of the West Indies; MBA, Pace University; PhD, University of Florida</td>
</tr>
<tr>
<td>Hugo Nurnberg</td>
<td>Professor of Accountancy</td>
<td>BA, Queens College; MBA, Baruch College; PhD, Columbia University; CPA, New York</td>
</tr>
<tr>
<td>David O'Brien</td>
<td>Professor of Psychology</td>
<td>BA, Boston University; PhD, Temple University</td>
</tr>
<tr>
<td>David Olan</td>
<td>Professor of Music, Department of Fine and Performing Arts</td>
<td>AB, Columbia College; MS, MM, University of Wisconsin–Madison; DMA, Columbia University</td>
</tr>
<tr>
<td>Veena Oldenberg</td>
<td>Professor of History</td>
<td>BA, MA, University of Lucknow (India); MA, University of Bridgeport; PhD, University of Illinois</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Education</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>June O'Neill</td>
<td>Bert and Sandy Wasserman Professor of Finance and Director of the Center for the Study of Business and Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Sarah Lawrence College; PhD, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Joseph Oronchic</td>
<td>Associate Professor of Economics and Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBA, University of Nigeria; MBA, Tulane University; MS, University of Southwestern Louisiana; MA, PhD, University of New Orleans</td>
<td></td>
</tr>
<tr>
<td>Peter Orland</td>
<td>Professor of Natural Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, University of California, Santa Cruz</td>
<td></td>
</tr>
<tr>
<td>Rita Ormsby</td>
<td>Assistant Professor, Library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, University of Iowa; MSL, University of Wisconsin–Madison; MPA, Baruch College</td>
<td></td>
</tr>
<tr>
<td>Mehmet Ozbilgin</td>
<td>Assistant Professor of Accountancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, Istanbul Technical University; MBA, Georgia State University; PhD, Purdue University</td>
<td></td>
</tr>
<tr>
<td>Michael A. Palley</td>
<td>Professor of Statistics and Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, Wharton School, University of Pennsylvania; MS, MPhil, PhD, Stern School of Business, New York University</td>
<td></td>
</tr>
<tr>
<td>Jaihyun Park</td>
<td>Assistant Professor of Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Seoul National University; MS, PhD, Yale University</td>
<td></td>
</tr>
<tr>
<td>Andrew Parker</td>
<td>Assistant Professor of Public Affairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, University of London; MUP, Hunter College; MPhil, PhD, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Vince Passaro</td>
<td>Director of Public Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AB, MFA, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Meenakshi Pasupathy</td>
<td>Assistant Professor of Economics and Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSc, MA, Madras University (India); MA, PhD, Washington University</td>
<td></td>
</tr>
<tr>
<td>Gloria Paulus</td>
<td>Curricular Information Specialist, Center for Advisement and Orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Montclair State College; MA, Hunter College</td>
<td></td>
</tr>
<tr>
<td>Alan Pearlman</td>
<td>Senior College Laboratory Technician, Weissman School of Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSEd, MSEd, Baruch College</td>
<td></td>
</tr>
<tr>
<td>Carmen Pedroso</td>
<td>Affirmative Action Officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, MA, University of Miami</td>
<td></td>
</tr>
<tr>
<td>Aisha Peña</td>
<td>Assistant Professor, Library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AAS, New York City Technical College; BA, Hunter College; MS, Pratt Institute; MS, Polytechnic University</td>
<td></td>
</tr>
<tr>
<td>Katherine Pence</td>
<td>Assistant Professor of History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Pomona College; MA, PhD, University of Michigan</td>
<td></td>
</tr>
<tr>
<td>Lin Peng</td>
<td>Assistant Professor of Economics and Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, University of Science and Technology (China); MA, Wesleyan University; PhD, Duke University</td>
<td></td>
</tr>
<tr>
<td>Glenn Petersen</td>
<td>Professor and Chair of Sociology and Anthropology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, California State College, Bakersfield; MA, MPhil, PhD, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Sally Pinto</td>
<td>Project Coordinator, Lawrence N. Field Center for Entrepreneurship and Small Business, Zicklin School of Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Fordham University; MBA, Baruch College</td>
<td></td>
</tr>
<tr>
<td>Michael P. Plekon</td>
<td>Professor of Sociology and Anthropology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Catholic University of America; MA, PhD, Rutgers University</td>
<td></td>
</tr>
<tr>
<td>Bobbie J. Pollard</td>
<td>Associate Professor, Library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Jackson State College; MLS, Atlanta University; MA, New York University</td>
<td></td>
</tr>
<tr>
<td>Debra Popkin</td>
<td>Professor of Modern Languages and Comparative Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, City College; MA, PhD, Columbia University; Diplôme, University of Paris, Sorbonne</td>
<td></td>
</tr>
<tr>
<td>David Potash</td>
<td>Associate Provost</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Rice University; MA, New York University; PhD, Cambridge University</td>
<td></td>
</tr>
<tr>
<td>J. Greg Price</td>
<td>Associate Registrar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBA, Baruch College</td>
<td></td>
</tr>
<tr>
<td>Alvin N. Puryear</td>
<td>Lawrence N. Field Professor of Entrepreneurship and Professor of Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Yale University; MBA, PhD, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Joey Quiñones</td>
<td>Information Systems Assistant, Weissman School of Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Eloise Quiñones-Keber</td>
<td>Professor of Art, Department of Fine and Performing Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Immaculate Heart College; MA, University of California, Los Angeles; MA, PhD, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title/Role</td>
<td>Education/Institutions</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Alfonso Quiroz</td>
<td>Professor of History</td>
<td>BA, Universidad Catolica; MA, PhD, Columbia University</td>
</tr>
<tr>
<td>David Rachman</td>
<td>Professor of Marketing</td>
<td>BS, University of Scranton; MBA, City College; PhD, New York University</td>
</tr>
<tr>
<td>Keith Ramig</td>
<td>Associate Professor of Chemistry, Department of Natural Sciences</td>
<td>BS, Indiana University of Pennsylvania; PhD, University of Pittsburgh</td>
</tr>
<tr>
<td>Denyse Ramkaran</td>
<td>Director of Testing and Evaluation</td>
<td>BA, MA, John Jay College</td>
</tr>
<tr>
<td>Ester Ramos</td>
<td>Head of Circulation, Library</td>
<td>BBA, Baruch College</td>
</tr>
<tr>
<td>Daichand Rampaul</td>
<td>Chief College Laboratory Technician, Department of Natural Sciences</td>
<td>BA, Baruch College</td>
</tr>
<tr>
<td>Raymond Rankis</td>
<td>Assistant Athletic Director and Director of Intramural Athletics and Recreation</td>
<td>BS, MS, Lehman College</td>
</tr>
<tr>
<td>Ned Regan</td>
<td>President and Professor of Public Affairs</td>
<td>BA, Hobart College; JD, State University of New York School of Law</td>
</tr>
<tr>
<td>Jakob Reich</td>
<td>Associate Professor of Mathematics</td>
<td>BS, MA, PhD, University of New Mexico</td>
</tr>
<tr>
<td>Elizabeth M. Reis</td>
<td>Associate Professor of Psychology</td>
<td>BA, University of Massachusetts; MEd, PhD, Columbia University</td>
</tr>
<tr>
<td>Alexander Reisz</td>
<td>Assistant Professor of Economics and Finance</td>
<td>BBA, MBA, HEC School of Management (France); PhD, New York University</td>
</tr>
<tr>
<td>Joel Rentzler</td>
<td>Professor of Economics and Finance</td>
<td>BA, BS, MS, Columbia University; PhD, New York University</td>
</tr>
<tr>
<td>David Reynolds</td>
<td>University Distinguished Professor of English</td>
<td>BA, Amherst College; PhD, University of California at Berkeley</td>
</tr>
<tr>
<td>Sharon Ricks</td>
<td>Director of Advising, Center for Advisement and Orientation</td>
<td>BSW, SUNY at Stony Brook; MSED, Baruch College</td>
</tr>
<tr>
<td>Charles A. Riley</td>
<td>Associate Professor of English</td>
<td>BA, Princeton University; MPhil, PhD, CUNY</td>
</tr>
<tr>
<td>Alvany Rocha</td>
<td>Professor of Mathematics</td>
<td>BS, MS, Universidad Federal de Pernambuco; PhD, Rutgers University</td>
</tr>
<tr>
<td>Ernest Rodrigues-Naaz</td>
<td>Staff Director, Center for Innovation and Leadership in Government, School of Public Affairs</td>
<td>AAS, New York University; BBA, Baruch College; MPA, Columbia University</td>
</tr>
<tr>
<td>Marvin Rodriguez</td>
<td>Curricular Information Specialist, Center for Advisement and Orientation</td>
<td>BBA, Baruch College</td>
</tr>
<tr>
<td>Sandra Roff</td>
<td>Professor, Library</td>
<td>BA, Hunter College; MA, SUNY at Oneonta; MA, University of Pennsylvania; MLS, Pratt Institute</td>
</tr>
<tr>
<td>Edward G. Rogoff</td>
<td>Associate Professor of Management</td>
<td>BA, MBA, PhD, Columbia University</td>
</tr>
<tr>
<td>Ben Rohdin</td>
<td>Director of Administrative and Financial Services, Weissman School of Arts and Sciences and Acting Director of Graduate Studies</td>
<td>BS, Fordham University; MPA, Baruch College</td>
</tr>
<tr>
<td>Carl Rollyson</td>
<td>Professor of English</td>
<td>BA, Michigan State University; MA, PhD, University of Toronto</td>
</tr>
<tr>
<td>Barry Rosen</td>
<td>Associate Professor of Marketing</td>
<td>BS, MS, SUNY College of Environmental Science and Forestry; MBA, Syracuse University; PhD, SUNY at Buffalo</td>
</tr>
<tr>
<td>Harry M. Rosen</td>
<td>Professor and Chair of Management</td>
<td>BS, University of Pennsylvania; MS, Columbia University; PhD, Cornell University</td>
</tr>
<tr>
<td>David Rosenberg</td>
<td>Assistant Professor of Law</td>
<td>BA, Oberlin College; JD, Cornell University</td>
</tr>
<tr>
<td>Geanne Rosenberg</td>
<td>Assistant Professor of English</td>
<td>BA, Bryn Mawr College; MS, JD, Columbia University</td>
</tr>
<tr>
<td>Ruth D. Rosenthal</td>
<td>Associate Professor of Communication Studies</td>
<td>BA, MS, Brooklyn College; PhD, CUNY</td>
</tr>
<tr>
<td>Name</td>
<td>Title and Affiliations</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Howard N. Ross</td>
<td>Professor of Economics and Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AB, MA, PhD, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Burton Rothberg</td>
<td>Associate Professor of Accountancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, Massachusetts Institute of Technology; MA, Northwestern University; DBA, Harvard University</td>
<td></td>
</tr>
<tr>
<td>Barbara Katz Rothman</td>
<td>Professor of Sociology and Anthropology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Brooklyn College; MA, PhD, New York University</td>
<td></td>
</tr>
<tr>
<td>Hannah Rothstein</td>
<td>Professor of Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Brooklyn College; MA, Hebrew University; PhD, University of Maryland</td>
<td></td>
</tr>
<tr>
<td>Murray Rubinstein</td>
<td>Professor of History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, City College; MA, St. John’s University; PhD, New York University</td>
<td></td>
</tr>
<tr>
<td>Anna Jo Ruddel</td>
<td>Lecturer, Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Hunter College; MA, City College</td>
<td></td>
</tr>
<tr>
<td>William Ruland</td>
<td>Professor of Accountancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Pennsylvania State University; MBA, PhD, SUNY at Buffalo</td>
<td></td>
</tr>
<tr>
<td>James Russell</td>
<td>Director of Instructional Technology, Baruch Computing and Technology Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Moravian College; MPA, Kutztown University</td>
<td></td>
</tr>
<tr>
<td>Yitzchak P. Sabban</td>
<td>Associate Professor of Statistics and Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, MA, Hebrew University; PhD, New York University</td>
<td></td>
</tr>
<tr>
<td>Savita Sahay</td>
<td>Assistant Professor of Accountancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BComm, MComm, University of Delhi; MPhil, Delhi University of Economics; MS, PhD, University of California at Berkeley</td>
<td></td>
</tr>
<tr>
<td>Deborah Saivetz</td>
<td>Assistant Professor of Theatre, Department of Fine and Performing Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, MA, PhD, Northwestern University</td>
<td></td>
</tr>
<tr>
<td>Ora F. Saloman</td>
<td>Professor of Music, Department of Fine and Performing Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AB, Barnard College; MA, PhD, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Jorge Sanchez</td>
<td>Director, Budget Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administrador Publico, Facultad de Ciencias Politicas y Administrativas (Bogota); MA, New York University; MSED, MPA, Baruch College</td>
<td></td>
</tr>
<tr>
<td>Aurea Santana</td>
<td>Coordinator, Academic Personnel and Budget Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBA, MSED, Baruch College</td>
<td></td>
</tr>
<tr>
<td>Miguel Santos</td>
<td>Professor of Biology and Ecology, Department of Natural Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, City College; MS, SUNY at Buffalo; JD, PhD, Rutgers University</td>
<td></td>
</tr>
<tr>
<td>Parmatma Saran</td>
<td>Professor of Sociology and Anthropology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, MA, Patna University (India); PhD, CUNY</td>
<td></td>
</tr>
<tr>
<td>Bharat Sarath</td>
<td>Professor of Accountancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Pembroke College; PhD, University of Calgary; PhD, Stanford University</td>
<td></td>
</tr>
<tr>
<td>Karen Sauvigné</td>
<td>Executive Director of Administration, School of Public Affairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Montclair State University; MA, Rutgers University</td>
<td></td>
</tr>
<tr>
<td>E.S. Savas</td>
<td>Professor of Public Affairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, BS, University of Chicago; MA, PhD, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Barbara E. Savedoff</td>
<td>Associate Professor of Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Princeton University; MA, Columbia University; PhD, Rutgers University</td>
<td></td>
</tr>
<tr>
<td>Sarah Sayeed</td>
<td>Assistant Professor of Public Affairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Princeton University; MA, PhD, Annenberg School for Communication, University of Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Valerie Schawaroch</td>
<td>Assistant Professor of Natural Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, Adelphi University; MA, City College of New York; PhD, CUNY</td>
<td></td>
</tr>
<tr>
<td>Donald Schepers</td>
<td>Assistant Professor of Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, St. Mary’s University; MDiv, St. Michael’s Faculty of Theology, University of Toronto; MBA, A.B. Freeman School of Business, Tulane University; PhD, University of Arizona</td>
<td></td>
</tr>
<tr>
<td>Charles A. Scherbaum, Jr.</td>
<td>Assistant Professor of Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, University of Washington; MS, PhD, Ohio University</td>
<td></td>
</tr>
<tr>
<td>Steven Schnaars</td>
<td>Professor of Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, University of Dayton; MBA, Baruch College; MS, PhD, CUNY</td>
<td></td>
</tr>
<tr>
<td>George O. Schneller IV</td>
<td>Associate Professor of Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Mount Union College; MS, PhD, Lehigh University</td>
<td></td>
</tr>
</tbody>
</table>
Eugene Scholtens  
Senior College Laboratory Technician, Department of Fine and Performing Arts  
BA, MA, University of Illinois

Grace Schulman  
University Distinguished Professor of English  
BS, Bard College and American University; MA, PhD, New York University

Seymour Schulman  
Professor of Biology, Department of Natural Sciences  
BS, City College; MS, PhD, New York University

Morris Schwartz  
Lecturer, Statistics and Computer Information Systems  
BE, ME, City College; EE, New York University; MS, Polytechnic University of New York; MBA, New York Institute of Technology

Robert Schwartz  
Marvin M. Speiser Professor of Finance and University Distinguished Professor of Finance  
BA, New York University; MBA, PhD, Columbia University

Myron Schwartzman  
Professor of English  
BA, Columbia College; MPhil, University of London; PhD, SUNY at Stony Brook

Sibyl Schwarzenbach  
Associate Professor of Philosophy  
BA, Cornell University; MA, PhD, Harvard University

Susan S. Sciusco  
Manager of Satellite Operations and Installation, Baruch Computing and Technology Center  
BBA, Baruch College

Robert M. Scotto  
Assistant Professor of English  
BA, Manhattan College; MA, Brooklyn College; PhD, CUNY

Sankar Sen  
Associate Professor of Marketing  
BA, Brandeis University; MS, University of Minnesota; PhD, University of Pennsylvania

Tansen Sen  
Associate Professor of History  
BA, Beijing Languages Institute; MA, Beijing University; PhD, University of Pennsylvania

Carroll Seron  
Professor of Public Affairs  
BA, University of California, Santa Cruz; MA, PhD, New York University

S. Prakash Sethi  
University Distinguished Professor of Management and Academic Director, Executive Programs, Zicklin School of Business  
MBA, PhD, Columbia University

Mary Seto  
Assistant to the Dean, Zicklin School of Business

Violet Seung  
Lecturer, Student Development and Counseling  
MA, Teachers College, Columbia University

Henry Seward  
Assistant Professor of Accountancy  
BA, Yale University; MBA, Michigan State University; DBA, Harvard University

Jacob Shapiro  
Professor of Statistics and Computer Information Systems  
BA, Kiev Institute of National Economy; MS, University of Houston; PhD, University of California at Berkeley

Beryl I. Shaw  
Associate Professor of Mathematics  
BA, MA, PhD, Yeshiva University

Mark Sheingorn  
Professor of Mathematics  
AB, Dartmouth College; MA, PhD, University of Wisconsin–Madison

Pamela Sheingorn  
Professor of History  
BA, University of Kansas; MA, PhD, University of Wisconsin–Madison

Robert F. Shogan  
Lecturer, Communication Studies  
BA, Brooklyn College; MA, Columbia University

John Shon  
Instructor, Accountancy  
BS, SUNY at Buffalo

Lauren Silberman  
Professor of English  
AB, Smith College; MPhil, PhD, Yale University

Bliss B. Siman  
Associate Professor, Library  
BFA, Ithaca College; MLS, Drexel Institute of Technology; MA, Hunter College

Isabel Cid Sirgado  
Professor of Modern Languages and Comparative Literature  
MA, St. John's University; PhD, New York University

Ralph A. Sirianni  
Senior College Laboratory Technician, Department of Student Development

Barbara Sirois  
Coordinator of Services for Students with Disabilities, Department of Student Development and Counseling  
BA, University of Wisconsin–Milwaukee; MA, Hunter College
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lene Skou</td>
<td>Deputy Director, Weissman Center for International Business, Zicklin School of Business</td>
<td>JD, University of Copenhagen; LLM, New York University</td>
</tr>
<tr>
<td>Dennis Slavin</td>
<td>Associate Provost and Associate Professor of Music, Department of Fine and Performing Arts</td>
<td>BA, Brandeis University; MFA, PhD, Princeton University</td>
</tr>
<tr>
<td>Cheryl Smith</td>
<td>Assistant Professor of English</td>
<td>BA, MA, PhD, Tufts University</td>
</tr>
<tr>
<td>Glova Smith</td>
<td>Director of Technology Support Services, Zicklin School of Business</td>
<td>BS, Fordham University; MS, Lehman College</td>
</tr>
<tr>
<td>Patricia Smith</td>
<td>Professor and Chair of Philosophy</td>
<td>BA, University of West Florida; MA, PhD, JD, University of Arizona</td>
</tr>
<tr>
<td>Ryan Alan Smith</td>
<td>Associate Professor of Public Affairs</td>
<td>BA, University of Pennsylvania; MS, University of Wisconsin–Madison; PhD, University of California, Los Angeles</td>
</tr>
<tr>
<td>Shoshanna Sofaer</td>
<td>Robert P. Luciano Chair of Health Care Policy and Professor of Public Affairs</td>
<td>AB, Barnard College; MPH, DPH, University of California at Berkeley</td>
</tr>
<tr>
<td>Gary F. Soldow</td>
<td>Professor and Chair of Marketing</td>
<td>BA, MA, PhD, University of Minnesota</td>
</tr>
<tr>
<td>Alisa Solomon</td>
<td>Professor of English</td>
<td>BA, University of Michigan; MFA, Yale University</td>
</tr>
<tr>
<td>Kristin Sommer</td>
<td>Associate Professor of Psychology</td>
<td>BA, MA, PhD, University of Toledo</td>
</tr>
<tr>
<td>Young Kyu Son</td>
<td>Associate Professor of Management</td>
<td>BS, Seoul National University; MS, PhD, Auburn University</td>
</tr>
<tr>
<td>Robert M. Specter</td>
<td>Vice President for Administration and Finance</td>
<td>BA, University of Rochester; MS, New Mexico Institute of Mining and Technology; MBA, Arizona State University</td>
</tr>
<tr>
<td>Mark Spergel</td>
<td>Director of Orientation and CUNY BA Program</td>
<td>BA, University of Chicago; MA, Hunter College; PhM, PhD, CUNY</td>
</tr>
<tr>
<td>Georghios Sphicas</td>
<td>Professor of Management</td>
<td>BA, BBA, American University of Beirut; MA, PhD, Columbia University</td>
</tr>
<tr>
<td>Dan Stefanica</td>
<td>Assistant Professor of Mathematics</td>
<td>BA, University of Bucharest (Romania); PhD, Courant Institute, New York University</td>
</tr>
<tr>
<td>Sandra J. Stein</td>
<td>Associate Professor of Public Affairs</td>
<td>BA, Grinnell College; MA, PhD, Stanford University</td>
</tr>
<tr>
<td>Louis W. Stern</td>
<td>Associate Professor of Management</td>
<td>BA, Temple University; MS, PhD, Lehigh University</td>
</tr>
<tr>
<td>Robert M. Stolinsky</td>
<td>Lecturer and Administrative Director of the Baruch College/</td>
<td>Mount Sinai School of Medicine Graduate Program in Health Care Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA, Hiram College; MA, New York University</td>
</tr>
<tr>
<td>Barbara M. Strauch</td>
<td>Operations Manager, Baruch Computing and Technology Center</td>
<td>BA, Baruch College</td>
</tr>
<tr>
<td>Vincent Su</td>
<td>Professor of Economics and Finance</td>
<td>BA, National Taiwan University; MBA, City College; PhD, Rutgers University</td>
</tr>
<tr>
<td>Neil Sullivan</td>
<td>Professor of Public Affairs</td>
<td>BA, MA, University of Southern California; PhD, Brandeis University</td>
</tr>
<tr>
<td>Paul Sunda</td>
<td>Program Assistant for Executive Education</td>
<td>BA, John Jay College; MSED, Baruch College</td>
</tr>
<tr>
<td>Leonard Sussman</td>
<td>Professor of Art, Department of Fine and Performing Arts</td>
<td>BA, University of California at Berkeley; MFA, Pratt Institute</td>
</tr>
<tr>
<td>Anne Swartz</td>
<td>Professor of Music, Department of Fine and Performing Arts</td>
<td>BA, Wilson College; MA, PhD, University of Pittsburgh</td>
</tr>
<tr>
<td>David J. Szalda</td>
<td>Professor of Chemistry and Chair of Natural Sciences</td>
<td>BS, Manhattan College; MA, PhD, Johns Hopkins University</td>
</tr>
<tr>
<td>Hirokazu Takada</td>
<td>Professor of Marketing</td>
<td>BA, Otaru University of Commerce (Japan); MM, Northwestern University; PhD, Purdue University</td>
</tr>
</tbody>
</table>
Isak Taks
Assistant Professor of Statistics and Computer Information Systems
BS, Institute of National Economics, Ukraine; MS, Columbia University; PhD, CUNY

Akshay K. Talwar
Associate Professor of Accountancy
BS, St. Xavier College; MS, Syracuse University; JD, Fordham University; LLM, New York University; CPA, New York

Christine Tan
Assistant Professor of Accountancy
BCom, PhD, University of Melbourne

Kishore Tandon
Professor of Economics and Finance
BS, MA, University of Rajasthan (India); MS, University of Manitoba; PhD, University of Pittsburgh

Abdullah Uz Tansel
Professor of Statistics and Computer Information Systems
BS, MS, PhD, Middle East Technical University; MBA, University of Southern California

Francis B. Tansey
Lecturer, Economics and Finance
BA, MBA, City College

Lawrence G. Tatum
Associate Professor of Statistics and Computer Information Systems
BA, New College; PhD, New York University

Abraham Tawil
Acting Associate Dean and Director of the Division of Continuing and Professional Studies
BA, Brooklyn College; MD, American University School of Medicine (Wisconsin); MBA, Baruch College; JD, Benjamin Cardozo School of Law

Claude Taylor
Lecturer, English
BA, Bard College; MA, Teachers College, Columbia University

Felipe Tejera
Systems Specialist/Statistical Specialist, Baruch Computing and Technology Center
BA, Columbia University

Susan Tenenbaum
Associate Professor of Political Science
BA, Hunter College; PhD, CUNY

David E. Tepper
Professor of Mathematics
BA, MA, PhD, Temple University

Penelope Terry
Associate Director, Undergraduate Admissions and Financial Aid Services
BS, Medgar Evers College

Gloria Penn Thomas
Professor of Marketing and Executive Officer, PhD Program in Business, Zicklin School of Business
BA, Wellesley College; PhD, Temple University

Celestine P. Thompson
Lecturer, Student Development and Counseling
BA, Delaware State College; MSW, Columbia University

Cynthia Thompson
Associate Professor of Management
BS, Florida State University; PhD, University of Tennessee

Anthony Tinker
Professor of Accountancy
MSc, Bradford University; PhD, University of Manchester

Aaron R. Todd
Associate Professor of Mathematics
BS, University of Michigan; MSc, University of Leeds (England); PhD, University of Florida

John E. Todd
Associate Professor and Chair of English
BA, Oberlin College; MA, Columbia University; PhD, University of Wisconsin–Madison

Eliza Tom
Associate Registrar
BBA, Baruch College

Andrew Tomasello
Associate Professor of Music, Department of Fine and Performing Arts
BA, Queens College; PhD, Yale University

Patrice Tombline
Director, Lawrence N. Field Center for Entrepreneurship and Small Business
BA, Holy Cross College; MPA, Baruch College

Saundra Towns
Lecturer, English
BA, City College; MA, Long Island University

Randolph Trumbach
Professor of History
BA, University of New Orleans; MA, PhD, Johns Hopkins University

Judy Tse
Director of Undergraduate Student Services, Zicklin School of Business
BBA, MSEd, Baruch College

Yoshihiro Tsurumi
Professor of Marketing
BA, MA, PhD, Keio University (Japan); MBA, DBA, Harvard University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education/Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward B. Tucker</td>
<td>Professor of Biology, Department of Natural Sciences</td>
<td>BSc, MSc, University of Alberta; PhD, University of Calgary</td>
</tr>
<tr>
<td>Carl Ullman</td>
<td>Lecturer, Management</td>
<td>AB, MBA, Harvard University</td>
</tr>
<tr>
<td>Gregg Van Ryzin</td>
<td>Associate Professor of Public Affairs and Director, Baruch Survey Research Unit</td>
<td>BA, Columbia University; PhD, CUNY</td>
</tr>
<tr>
<td>Betsy Velez</td>
<td>Assistant Director of Rassias Method Language Programs</td>
<td>BBA, Baruch College</td>
</tr>
<tr>
<td>Emre A. Veral</td>
<td>Associate Professor of Management</td>
<td>BS, University of Missouri; MS, PhD, Clemson University</td>
</tr>
<tr>
<td>Ashok Vora</td>
<td>Professor of Economics and Finance</td>
<td>BSc, University of Bombay; MBA, Indian Institute of Management; PhD, Northwestern University</td>
</tr>
<tr>
<td>Roumen Vragov</td>
<td>Assistant Professor of Statistics and Computer Information Systems</td>
<td>BBA, Southwestern College; PhD, University of Arizona</td>
</tr>
<tr>
<td>Donald J. Vredenburgh</td>
<td>Professor of Management</td>
<td>BA, Georgetown University; MBA, Wharton School, University of Pennsylvania; PhD, SUNY at Buffalo</td>
</tr>
<tr>
<td>John H. Wahlert</td>
<td>Professor of Biology, Department of Natural Sciences</td>
<td>BA, Amherst College; MA, PhD, Harvard University</td>
</tr>
<tr>
<td>Mike Waldman</td>
<td>Assistant Professor, Library</td>
<td>BA, EAESP-FGV (Brazil); MA, University of Florida; MLS, Syracuse University</td>
</tr>
<tr>
<td>Paula G. Walter</td>
<td>Professor of Law</td>
<td>BA, BCL, LLB, McGill University</td>
</tr>
<tr>
<td>Jonathan Wang</td>
<td>Assistant Professor of Economics and Finance</td>
<td>BS, Fudan University (China); PhD, Georgia State University</td>
</tr>
<tr>
<td>Walter O. Wang</td>
<td>Lecturer, Mathematics</td>
<td>BA, Queens College; MS, New York University</td>
</tr>
<tr>
<td>Noriko Watanabe</td>
<td>Assistant Professor of Modern Languages and Comparative Literature</td>
<td>BA, Kwansei-Gakuin University (Japan); MA, PhD, SUNY at Buffalo</td>
</tr>
<tr>
<td>Valerie J. Watnick</td>
<td>Assistant Professor of Law</td>
<td>BS, Bucknell University; JD, Cornell University</td>
</tr>
<tr>
<td>Gwendolyn Webb</td>
<td>Associate Professor of Finance</td>
<td>BA, Wheaton College; MA, University of Pennsylvania; MBA, PhD, New York University</td>
</tr>
<tr>
<td>Bruce Weber</td>
<td>Associate Professor of Statistics and Computer Information Systems and Director, Subotnick Financial Services Center</td>
<td>BA, Harvard University; MA, Wharton School, University of Pennsylvania; PhD, University of Pennsylvania</td>
</tr>
<tr>
<td>Lynne A. Weikart</td>
<td>Associate Professor of Public Affairs</td>
<td>BA, Case Western Reserve University; MA, New School for Social Research; MA, PhD, Columbia University</td>
</tr>
<tr>
<td>Joseph B. Weintrop</td>
<td>Stan Ross Professor of Accountancy</td>
<td>BASc, University of Waterloo; MBA, York University; PhD, University of Oregon</td>
</tr>
<tr>
<td>Jay Weiser</td>
<td>Associate Professor of Law</td>
<td>BA, Columbia College; JD, Columbia University School of Law; MA, Stanford University</td>
</tr>
<tr>
<td>Jeffrey H. Weiss</td>
<td>Professor of Economics and Finance</td>
<td>AB, University of California at Berkeley; MS, PhD, University of Wisconsin--Madison</td>
</tr>
<tr>
<td>Harold Wenglinsky</td>
<td>Associate Professor of Public Affairs</td>
<td>BA, Princeton University; PhD, New York University</td>
</tr>
<tr>
<td>Frank Werber</td>
<td>Assistant Director, Baruch Computing and Technology Center</td>
<td>BA, College of the Holy Cross; JD, St. John's University</td>
</tr>
<tr>
<td>Nancy West</td>
<td>Associate Director of Undergraduate Admissions and Financial Aid Services</td>
<td>BA, Queens College</td>
</tr>
<tr>
<td>Cynthia Hyla Whittaker</td>
<td>Professor and Chair of History</td>
<td>BA, Marymount College; MA, PhD, Indiana University</td>
</tr>
<tr>
<td>Ronny G. Widener</td>
<td>Director of Human Resources and Deputy Labor Relations Designee</td>
<td>BA, Fordham University; MSILR, Baruch College/ Cornell University</td>
</tr>
<tr>
<td>Richard Wilkins</td>
<td>Assistant Professor of Communication Studies</td>
<td>BA, MEd, Tampere University (Finland); PhD, University of Massachusetts</td>
</tr>
</tbody>
</table>
Daniel W. Williams  
Assistant Professor of Public Affairs and Director,  
Undergraduate Program in Public Affairs, School of Public Affairs  
BA, MA, University of Virginia;  
DPA, Virginia Commonwealth University

Eugene Williams  
Director, Bronx Small Business Development Center  
MA, New School for Social Research

W. Ray Williams  
Assistant Professor of Law  
AB, Winston-Salem State; JD, Rutgers University;  
LLM, Widener University School of Law;  
Certificate Program, New York University

David E. Wilson  
Director of Administrative Services, Dean’s Office,  
Zicklin School of Business  
BA, Trinity College; MDiv, Union Theological Seminary

Debbie M. Wilson  
Controller  
BBA, MPA, Baruch College

Avner Wolf  
Professor and Chair of Economics and Finance  
BA, MPhil, MA, Hebrew University; PhD, Columbia University

Edward H. Wolf  
Professor of Statistics and Computer Information Systems  
BA, MS, PhD, Rutgers University

Henry Wollman  
Director of the Steven L. Newman Real Estate Institute  
AB, Dartmouth College; MArch, Yale University

Sherman K. Wong  
Associate Professor of Mathematics  
BA, MA, PhD, University of California at Berkeley

Liuren Wu  
Associate Professor of Economics and Finance  
BA, MS, Beijing Institute of Technology; PhD, Chinese Academy of Science; MPhil, New York University

Clifford Wymbs  
Assistant Professor of Marketing  
BA, MS, Rutgers University; MBA, Columbia University

Ping Xu  
Assistant Professor of Modern Languages and Comparative Literature  
Diploma, Jingzhou Teachers College (China); MA, Nanjing University (China); MA, PhD, SUNY at Binghamton

Nicholas Yang  
Deputy Controller  
BA, Queens College

Rui Yao  
Assistant Professor of Economics and Finance  
BS, Peking University; PhD, University of North Carolina

Jianming Ye  
Associate Professor of Accountancy  
BSc, Xiamen University (China); PhD, University of Chicago

Nancy Yousef  
Associate Professor of English  
BA, Harvard University; MS, MPhil, PhD, Columbia University

Zhiqiang Yu  
Assistant Professor of Modern Languages and Comparative Literature  
BA, Fudan University (China); MA, University of Iowa; PhD, University of Washington

Phyllis Zadra  
Acting Assistant Dean and Executive Director of Undergraduate Programs, Zicklin School of Business  
BA, MS, City College; EdD, Teachers College, Columbia University

Ingrid-Mona Zamfirescu  
Assistant Professor of Mathematics  
BA, MA, University of Bucharest; MP, PhD, Columbia University

Franco Zangrilli  
Professor of Modern Languages and Comparative Literature  
BA, Lehman College; PhD, Rutgers University

Ping Zhou  
Assistant Professor of Accountancy  
BS, Southwestern University (China); MS, Fudan University (China); PhD, Georgia State University

Paschalina Ziamou  
Assistant Professor of Marketing  
BS, Aristotle University of Thessalonika; MS, University of Burgundy; PhD, University of Rhode Island
DIRECTIONS

BY SUBWAY Take the #1, #6, F, N, or R to 23rd Street Station.

BY BUS Take the M1, 2, 3, 5, 6, 7, 15, 18, 101, or 102 to 23rd Street.

BY TRAIN Metro-North to Grand Central, then #6 to 23rd Street Station or M101 or M102 bus to 25th Street entrance of Vertical Campus. New Jersey Transit or the LIRR to Penn Station, then 20-minute walk to campus.
<table>
<thead>
<tr>
<th>ACADEMIC UNITS AND SERVICES</th>
<th>Bldg.</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zicklin School of Business</td>
<td>B, H</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>B</td>
<td>13-270</td>
</tr>
<tr>
<td>Graduate Career</td>
<td>B</td>
<td>13-221</td>
</tr>
<tr>
<td>Management Center</td>
<td>H</td>
<td>820</td>
</tr>
<tr>
<td>Graduate Academic Services</td>
<td>B</td>
<td>13-221</td>
</tr>
<tr>
<td>Departments/Programs</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>of Accountancy</td>
<td>B</td>
<td>12-225</td>
</tr>
<tr>
<td>Economics and Finance</td>
<td>B</td>
<td>10-268</td>
</tr>
<tr>
<td>Health Care Administration Program</td>
<td>J</td>
<td>913</td>
</tr>
<tr>
<td>Law</td>
<td>B</td>
<td>9-225</td>
</tr>
<tr>
<td>Industrial and Labor</td>
<td>B</td>
<td>13-282</td>
</tr>
<tr>
<td>Management</td>
<td>B</td>
<td>9-240</td>
</tr>
<tr>
<td>Marketing</td>
<td>B</td>
<td>12-240</td>
</tr>
<tr>
<td>Statistics and CIS</td>
<td>B</td>
<td>11-220</td>
</tr>
<tr>
<td>Executive Programs</td>
<td>B</td>
<td>13-282</td>
</tr>
<tr>
<td>Doctoral Programs</td>
<td>B</td>
<td>13-255</td>
</tr>
<tr>
<td>Honors MBA Program</td>
<td>B</td>
<td>13-280</td>
</tr>
<tr>
<td>The Mildred and George Weisman School of Arts and Sciences</td>
<td>A, B</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>B</td>
<td>8-250</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>B</td>
<td>8-211</td>
</tr>
<tr>
<td>(graduate admissions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departments/Programs</td>
<td>B</td>
<td>8-240</td>
</tr>
<tr>
<td>American Studies</td>
<td>B</td>
<td>8-240</td>
</tr>
<tr>
<td>Asian and Asian American Studies</td>
<td>B</td>
<td>5-260</td>
</tr>
<tr>
<td>Black and Hispanic Studies</td>
<td>B</td>
<td>4-280</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>B</td>
<td>8-240</td>
</tr>
<tr>
<td>Corporate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications (graduate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>B</td>
<td>7-240</td>
</tr>
<tr>
<td>Business Journalism</td>
<td>B</td>
<td>7-260</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>B</td>
<td>7-235</td>
</tr>
<tr>
<td>History</td>
<td>B</td>
<td>5-260</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>B</td>
<td>6-280</td>
</tr>
<tr>
<td>Mathematics</td>
<td>B</td>
<td>6-230</td>
</tr>
<tr>
<td>Modern Languages and Comparative Literature</td>
<td>B</td>
<td>6-280</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>A</td>
<td>506</td>
</tr>
<tr>
<td>Philosophy</td>
<td>B</td>
<td>5-295</td>
</tr>
<tr>
<td>Political Science</td>
<td>B</td>
<td>5-280</td>
</tr>
<tr>
<td>Psychology</td>
<td>B</td>
<td>8-215</td>
</tr>
<tr>
<td>Sociology and Anthropology</td>
<td>B</td>
<td>4-260</td>
</tr>
<tr>
<td>School of Public Affairs</td>
<td>A, C, D</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>C</td>
<td>305</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>D</td>
<td>408</td>
</tr>
<tr>
<td>Baruch Survey Research Unit</td>
<td>A</td>
<td>1621</td>
</tr>
<tr>
<td>Career Services</td>
<td>A</td>
<td>1407</td>
</tr>
<tr>
<td>Center for Educational Leadership</td>
<td>A</td>
<td>1504</td>
</tr>
<tr>
<td>Center for Innovation and Leadership</td>
<td>C</td>
<td>301</td>
</tr>
<tr>
<td>Executive Education Programs</td>
<td>A</td>
<td>1504</td>
</tr>
<tr>
<td>Graduate Admissions and Student Services</td>
<td>C</td>
<td>312</td>
</tr>
<tr>
<td>Health Care Policy Program</td>
<td>C</td>
<td>403</td>
</tr>
<tr>
<td>J P Morgan Chase Lincoln-Douglas Debates</td>
<td>A</td>
<td>1504</td>
</tr>
<tr>
<td>National Urban Fellows Program</td>
<td>A</td>
<td>1508</td>
</tr>
<tr>
<td>Nonprofit Computer Lab</td>
<td>A</td>
<td>1401</td>
</tr>
<tr>
<td>Nonprofit Programs</td>
<td>A</td>
<td>1504</td>
</tr>
<tr>
<td>Technology Unit</td>
<td>A</td>
<td>1602</td>
</tr>
<tr>
<td>Departments/Programs</td>
<td>C</td>
<td>312</td>
</tr>
<tr>
<td>Educational Administration and Supervision</td>
<td>C</td>
<td>312</td>
</tr>
<tr>
<td>Higher Education Administration</td>
<td>C</td>
<td>312</td>
</tr>
<tr>
<td>Public Administration (graduate)</td>
<td>C</td>
<td>312</td>
</tr>
<tr>
<td>Public Affairs (undergraduate)</td>
<td>C</td>
<td>311</td>
</tr>
<tr>
<td>Real Estate and Metropolitan Development (undergraduate)</td>
<td>C</td>
<td>311</td>
</tr>
<tr>
<td>Division of Continuing and Professional Studies</td>
<td>A</td>
<td>920</td>
</tr>
<tr>
<td>The William and Anita Newman Library</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Chief Librarian</td>
<td>H</td>
<td>420</td>
</tr>
<tr>
<td>Circulation</td>
<td>H</td>
<td>203</td>
</tr>
<tr>
<td>Periodicals Desk</td>
<td>H</td>
<td>311</td>
</tr>
<tr>
<td>Reference Desk</td>
<td>H</td>
<td>2nd Fl.</td>
</tr>
<tr>
<td>Reserve Collection</td>
<td>H</td>
<td>203</td>
</tr>
<tr>
<td>Special Institutes, Centers, and Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baruch Computing and Technology Center</td>
<td>H</td>
<td>910</td>
</tr>
<tr>
<td>Bernard L. Schwartz Communication Institute</td>
<td>J</td>
<td>318</td>
</tr>
<tr>
<td>Bernie West Theatre</td>
<td>A</td>
<td>911</td>
</tr>
<tr>
<td>Center for the Study of Business and Government</td>
<td>C</td>
<td>406</td>
</tr>
<tr>
<td>Center for Transportation and Logistics</td>
<td>J</td>
<td>908</td>
</tr>
<tr>
<td>Computer Center for Visually Impaired People</td>
<td>H</td>
<td>648</td>
</tr>
<tr>
<td>Early Learning Center</td>
<td>I</td>
<td>905</td>
</tr>
<tr>
<td>Jewish Resource Center</td>
<td>J</td>
<td>905</td>
</tr>
<tr>
<td>Lawrence N. Field Center for Entrepreneurship and Small Business</td>
<td>B</td>
<td>2-140</td>
</tr>
<tr>
<td>Sidney Mishkin Gallery</td>
<td>D</td>
<td>101</td>
</tr>
<tr>
<td>Steven L. Newman</td>
<td>C</td>
<td>120</td>
</tr>
<tr>
<td>Subotnick Financial Services Center</td>
<td>H</td>
<td>125</td>
</tr>
<tr>
<td>Weissman Center for International Business</td>
<td>J</td>
<td>810</td>
</tr>
<tr>
<td>Undergraduate Admissions</td>
<td>H</td>
<td>720</td>
</tr>
<tr>
<td>Undergraduate Information Center</td>
<td>J</td>
<td>102</td>
</tr>
<tr>
<td>Student Services and Offices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletics Recreation Center</td>
<td>B</td>
<td>1-110</td>
</tr>
<tr>
<td>Bookstore</td>
<td>B</td>
<td>1-191</td>
</tr>
<tr>
<td>Career Development Center</td>
<td>B</td>
<td>2-150</td>
</tr>
<tr>
<td>Center for Advisement and Orientation</td>
<td>B</td>
<td>2-233</td>
</tr>
<tr>
<td>Disability Services</td>
<td>B</td>
<td>2-270</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>H</td>
<td>725</td>
</tr>
<tr>
<td>ID Center</td>
<td>H</td>
<td>133</td>
</tr>
<tr>
<td>International Student</td>
<td>H</td>
<td>880</td>
</tr>
<tr>
<td>Service Center</td>
<td>B</td>
<td>1-110</td>
</tr>
<tr>
<td>Intramurals and Recreation</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Medical Records Office</td>
<td>H</td>
<td>850</td>
</tr>
<tr>
<td>Ombudsman</td>
<td>B</td>
<td>8-283</td>
</tr>
<tr>
<td>Registrar</td>
<td>H</td>
<td>850</td>
</tr>
<tr>
<td>Student Academic Consulting Center (SACC)</td>
<td>B</td>
<td>2-116</td>
</tr>
<tr>
<td>Student Health Care Center</td>
<td>J</td>
<td>127</td>
</tr>
<tr>
<td>Student Life</td>
<td>B</td>
<td>2-210</td>
</tr>
<tr>
<td>Activities Center</td>
<td>B</td>
<td>3rd Fl.</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>J</td>
<td>927</td>
</tr>
<tr>
<td>Graduate Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly</td>
<td>B</td>
<td>3-256</td>
</tr>
<tr>
<td>HELPLINE</td>
<td>B</td>
<td>3-241</td>
</tr>
<tr>
<td>Student Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dollars and Sense</td>
<td>B</td>
<td>7-175</td>
</tr>
<tr>
<td>Graduate Voice</td>
<td>B</td>
<td>3-290</td>
</tr>
<tr>
<td>WBMB/Radio Station</td>
<td>B</td>
<td>3-283</td>
</tr>
<tr>
<td>Financial Offices</td>
<td>D, H</td>
<td></td>
</tr>
<tr>
<td>Bursar</td>
<td>H</td>
<td>810</td>
</tr>
<tr>
<td>Controller</td>
<td>D</td>
<td>509</td>
</tr>
<tr>
<td>Campus Security and Public Safety</td>
<td>A</td>
<td>102</td>
</tr>
<tr>
<td>Alumni Services</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Baruch College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Association</td>
<td>D</td>
<td>907</td>
</tr>
<tr>
<td>Baruch College Black and Latino Alumni Association</td>
<td>J</td>
<td>1030</td>
</tr>
<tr>
<td>ADMINISTRATIVE UNITS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>President</td>
<td>B</td>
<td>4-230</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>B</td>
<td>4-230</td>
</tr>
<tr>
<td>Affirmative Action Officer</td>
<td>D</td>
<td>817</td>
</tr>
<tr>
<td>Institutional Research and Program Assessment</td>
<td>J</td>
<td>1004</td>
</tr>
<tr>
<td>Office of the Provost/President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td>D</td>
<td>710</td>
</tr>
<tr>
<td>Office of the Vice President for Student Development</td>
<td>B</td>
<td>2-255</td>
</tr>
<tr>
<td>Office of the Vice President for Administration and Finance</td>
<td>D</td>
<td>601</td>
</tr>
<tr>
<td>Assistant Vice President/Finance</td>
<td>D</td>
<td>511</td>
</tr>
<tr>
<td>Assistant Vice President/Campus Facilities and Operations</td>
<td>D</td>
<td>609</td>
</tr>
<tr>
<td>Office of the Vice President for College Advancement</td>
<td>D</td>
<td>901</td>
</tr>
<tr>
<td>Human Resources</td>
<td>D</td>
<td>202</td>
</tr>
</tbody>
</table>

*Students are encouraged to check for updated location information on the Web site www.baruch.cuny.edu or by calling the main College phone number at (646) 312-1000.

191
INDEX
A
ABS grade (absent from final), 35
Academic advisement, 30
Academic regulations, 17–18, 30–36
Accelerated Part-Time MBA Program, 46
Accountancy. See also Taxation
course descriptions
  accountancy (master’s level), 88–90
doctoral courses, 69–70
taxation (master’s level), 90–92
department and program information, 88
executive programs, 65–66, 66
faculty, 88
MBA programs, 43, 51
MS programs, 57
Accreditation, 6–7
Administration, personnel, 164–65
Admissions
  School of Public Affairs, 80
  Weissman School of Arts and Sciences, 78
  Zicklin School of Business, 39–40, 62, 63, 64, 65, 66
Advanced certificate program in educational administration and supervision, 84
Advisors, academic, 30. See also Career services; Counseling services
ALPS (Aspiring Leaders Program), 85
Alumni organizations, 18
Appeals process, 35–36, 150
Application for degree, 33
Arts and sciences. See Weissman School of Arts and Sciences
Athletics/intramurals, 17
Auditor status, 34
Awards and prizes, annual, 27–28

B
Baruch College Alumni Association, 18
Baruch College Fund, 18
Baruch Computing and Technology Center, 11
Baruch Student Health Care Center, 15
Baruch Survey Research Unit, 11
Bernard L. Schwartz Communication Institute, 13
Bert W. and Sandra Wasserman Trading Floor, 13
Black and Latino Alumni Association, 18
Bookstore, 13
Brooklyn Law School
  JD/MBA joint degree program, 48
Business. See also Zicklin School of Business
course descriptions
doctoral courses, 70–71
master’s-level courses, 93–94
doctoral program, 67–77
program information, 93
specialized centers, 11–13
Business computer information systems. See also Computer information systems
executive program, 63–64
MS program, 57–58
Business journalism, MA program, 7, 78. See also English

C
Campus, 10–14
  bookstore, 13
college locations, 10
  Computer Center for Visually Impaired People, 11
computing facilities, 11
directory of, 191
library (William and Anita Newman Library), 10–11
  map of, 190
  safety and security policies, 14, 158–61
  specialized centers, 11–13
  Student Activities Center, 13
Career services. See also Advisors, academic
  Career Development Center, 14
  Department of Student Development and Counseling, 14
  at School of Public Affairs, 14
  at Weissman School of Arts and Sciences, 14
  at Zicklin School of Business, 14
Center for Educational Leadership, 11–12
Center for Financial Integrity, 12
Center for Innovation and Leadership in Government, 12
Center for Logistics and Transportation, 12
Center for the Study of Business and Government, 12
Center on Equality, Pluralism, and Policy, 12
Cheating and plagiarism, 154, 155
Closing announcements, in emergencies, 161
College accreditation, 6–7
College history, 6
College mission, 6
College organization, 7–8
College Work-Study Program, 24
Committees on academic standing, 35–36
Communication studies
course descriptions, 95–97
department and program information, 95
  faculty, 95
  MA program, corporate communication, 7, 78–79
Computer Center for Visually Impaired People, 11
Computer information systems. See also Statistics and computer information systems
course descriptions
doctoral, 71–72
  master’s level, 139–42
MBA programs, 43, 51–52
MS programs, 57–58, 63–64
Computing facilities, 11
Conduct standards. See under Student rights and responsibilities
Confidentiality rights, 156
Continuing and Professional Studies division, 8
Corporate communication, MA program, 7, 78–79. See also Communication studies
Counseling Center, 15
Counseling services. See also Advisors, academic; Career services
general, 14, 160
  personal/psychological, 15
Course loads, 31
Crime. See under Security

D
Decision sciences, MBA program, 43, 52
Degree objective, how to change, 31
Degrees
  application for, 33
  extension of time limit for, 33
  second, application for, 33
types offered, 6, 38
Development and counseling services, 14
Directory of offices and departments, 191
Disabled student services, 16
Disciplinary procedures, 149–50, 152–53, 154–55
Division of Continuing and Professional Studies, 8
Doctoral Program in Business
admission, 39–40, 69
course descriptions
accountancy, 69–70
business, 70–71
computer information systems, 71–72
economics and finance, 72–74
management, 74–75
marketing, 75–76
quantitative analysis, 76–77
course requirements, 67–68
dissertation, 69
financial aid, 69
grades and examinations, 69
overview, 67
specializations, 67

Drug and alcohol policies, 154, 155, 159–60
Drug and alcohol treatment, 160

E
Economics and finance
course descriptions
doctoral courses, 72–74
master’s-level courses
economics, 98–99
finance, 99–102
insurance, 102
department and program information, 98
Executive MS program, 64–65
faculty, 98
MBA programs, 43, 52–53
Education
course descriptions, 103–104
degree and certificate programs, 82–84
advanced certificate program in educational administration and supervision, 84
MSED in educational administration and supervision, 83
MSED in higher education administration, 83–84
program information, 103
Emergency closing announcements, 161
En route MBA (doctoral program), 69
English. See also Business journalism
course descriptions, 105–107
department and program information, 105
Executive degree programs, 39, 62–66, 84–85
Baruch/Mount Sinai MBA in health care administration, 63
Executive MBA, 62
Executive MS in business computer information systems, 63–64
Executive MS in finance, 64–65
Executive MSILR, 65
Executive MS in internal auditing: risk assessment and assurance, 65–66
Executive MST (taxation), 66
Executive SAS (School Administration and Supervision)/ALPS (Aspiring Leaders Program), 85
Extension of time limit for degree, 33
Extracurriculars, 16–17
Graduate Student Assembly, 16–17
Graduate Voice newsletter, 17
honor societies, 17
intramural sports and recreation, 17
Office of Student Life, 16
student clubs and organizations, 17
regulations governing, 148

F
Faculty, 166–88. See also under individual departments
Fees, tuition and, 20–21, 150–52
Field Center (Lawrence N. Field Center for Entrepreneurship and Small Business), 12–13
Field Fellows, 12
Finance. See also Economics and finance
Executive MS program, 64–65
MBA program (finance and investments), 43, 52–53
Financial aid and awards, 21–27
application procedures, 22
Baruch College programs, 26–27
disbursement dates and policies, 23–24
eligibility, 22–23
federal programs, 24–25
graduate assistantships, 26
income taxes and, 23
for Native Americans, 24
need determination, 23
New York State/City programs, 24
for overseas study, 23
refunding of aid, 24
satisfactory academic progress for, 23
student budget guidelines, 23
student loans, 24–25
for veterans, 25–26
work-study programs, 24
Financial services center, 13
Flex-Time MBA Program, 44–45
Full-Time Honors MBA Program, 46–47

G
General MBA Option, 42, 43, 53
GHI (health insurance), 15
Grade point average (GPA), 34
Grading system, 33–35
Graduate assistantships, 26
Graduate committees on academic standing, 35–36
Graduate Student Assembly, 16–17
Graduate studies, overview, 6
Graduate Voice newsletter, 17
Graduation and retention rates, student right to know, 148
Graduation requirements, 33

H
Health care administration
course descriptions, 108
faculty, 108
MBA program, 43, 53, 63
program information, 108
Health care center and services, 15
Health insurance, 15
HEGIS codes, 38
Henderson Rules, 153–56
History of the college, 6
Honor societies, 17

I
1D cards, 21, 31
Immunizations, 15, 31
INC grade (incomplete), 35
Industrial and Labor Relations (MSILR program)
course descriptions, 109
faculty, 109
program information, 65, 109
Industrial/organizational psychology. See also Psychology
MBA program, 43, 53–54
MS program, 7, 79
Insurance, course descriptions, 102
Internal auditing, Executive MS program, 65–66
International business
course descriptions, 110–11
faculty, 110
MBA program, 43, 54
program information, 110
International Student Emergency Loan Fund, 27
International Student Service Center, 15–16
Internships, 93–94
Intramural sports and recreation, 17

J
JD/MBA joint degree programs, 48

L
Law
course descriptions
law, 112–13
real estate, 113. See also Steven L. Newman Real Estate Institute
department and program information, 112
faculty, 112
JD/MBA joint degree programs, 48
Lawrence N. Field Center for Entrepreneurship and Small Business, 12–13
Lawrence N. Field Fellows, 12
Leave of absence, 32
Legal consultation, 16
Library (Newman Library), 10–11
Loans, federal programs, 24–25
Location of college facilities, 10

M
MA programs, 78–79. See also under discipline/field
Maintenance of matriculation, 33
Management
course descriptions
doctoral courses, 74–75
entrepreneurship and small business management, 114–15
operations management, 115–16
organizational behavior/human resource management, 116–17
strategic management, 117–18
department and program information, 114
faculty, 114
MBA programs
entrepreneurship and small business management, 43, 54
operations management, 43, 54–55
organizational behavior/human resource management, 43, 55
Map of campus, 190
Marketing
course descriptions
doctoral courses, 75–76
master’s-level courses, 119–21
department and program information, 119
faculty, 119
MBA programs, 43, 55
advertising, 43, 58
international marketing, 43, 55
Internet marketing, 43, 55
marketing research, 43, 55
MS programs/subspecializations, 58–59

Mathematics
course descriptions, 122–24
department and program information, 122
faculty, 122
MS program, 7, 79
Matriculation and class status, 30
MBA programs, general information, 41–48. See also under specific discipline or schedule
Measles, mumps, rubella immunization, 15, 31
Medical Records Office, 15
Mildred and George Weissman School of Arts and Sciences.
See Weissman School of Arts and Sciences
Mission of the college, 6
Mitsui USA Foundation Scholarships, 27
Mount Sinai/Baruch MBA in health care administration
course descriptions, 108
faculty, 108
MBA program, 43, 53, 63
program information, 108
MS programs, general information, 48–49. See also under specific discipline/field
MSILR (Master of Science in Industrial and Labor Relations)
course descriptions, 109
faculty, 109
program information, 65, 109

N
National Urban Fellowship, 82
Native Americans, financial aid for, 24
New York Law School
JD/MBA joint degree program, 48
Newman Library, 10–11
Newman Real Estate Institute, 13
Nonprofit Group, The, 13

O
Office of Services for Students with Disabilities, 16
Office of Student Life, 16
Ombuds, 15
Operations research. See also under Statistics and computer information systems
course descriptions
doctoral, 77
master’s level, 142–43
Overseas study
financial aid for, 23
programs, 86

P
Pass/no credit option, 34
Permission to take courses at other CUNY units, 32
Personal counseling, 15
PhD program. See Doctoral program in business
Plagiarism, 155
Police, telephone numbers, 160
Post-master’s program, 86
Preliminary course requirements and waiver guidelines for MBA and MS programs, 50
Probation, 35
Professional studies, Division of Continuing and Professional Studies, 8
Program changes, 31
Program load, 31
Programs and degrees offered, 6, 38
Psychological counseling, 15
Psychology
- course descriptions (industrial/organizational psychology), 125–27
- department and program information, 125
- faculty, 125
- MBA in industrial/organizational psychology, 43, 53–54
- MS in industrial/organizational psychology, 79

Public administration
- course descriptions, 128–38
- faculty, 128
- Master of Public Administration, 80–82
- Executive MPA, 84–85
- National Urban Fellowship track, 82
- program information, 128

Public Affairs, School of. See School of Public Affairs

Q
- Qualifying exams and waivers, 31–32
- Quantitative analysis, course descriptions, doctoral courses, 76–77
- Quantitative methods and modeling, MS program, 59–60
- QuickStart courses, 41

R
- Real estate
  - course descriptions, 113
  - Steven L. Newman Real Estate Institute, 13
- Records, educational
  - confidentiality of, 156
  - right to inspect, 156
- Recreation and intramural sports, 17
- Re-entry to college, 32
- Refunds of tuition, 21
- Registration, 30–31
  - late registration fee, 20
- Resignation or withdrawal, 33
- Retention rates, student right-to-know, 148
- Rights of students. See Student rights and responsibilities
- Rules and regulations. See Academic regulations; Student rights and responsibilities

S
- Safety and security policies, 14, 158–60
- Scholarship requirements, 35
- School of Public Affairs
  - admission, 80
  - advisement services, 30
  - appeal of administration decisions, 36, 150
  - Career Services Office, 14
  - graduate programs, 80–85
  - executive programs
    - MPA, 84–85
    - SAS/ALPS (School Administration and Supervision/Aspiring Leaders Program), 85
  - Master of Public Administration (MPA), 80–82
  - Executive MPA, 84–85
  - National Urban Fellowship track, 82
  - MSEd/education programs
    - advanced certificate program in educational administration and supervision, 84
    - educational administration and supervision (MSEd), 83
    - general information, 82–83
    - higher education administration (MSEd), 83–84
    - location, 10
  - overview of, 8
  - post-master’s program, 86
- Second degree, application for, 33
- Security
  - Campus Security department, 158, 160
  - telephone number, 160
  - crime log, 158
  - crime prevention, 158
  - crime reporting guidelines
    - general crime, 158
  - sexual assault, 159
  - crime statistics 2000–2002, 161
  - policies, 14, 158–60
  - Sexual assault
    - awareness and prevention, 159
    - criminal penalties for, 161
    - reporting of, 159
  - Sexual harassment policies, 156–58
  - Smoking policy, 156
  - Snow emergency closing announcements, 161
  - Specialized centers, 11–13
- Statistics and computer information systems
  - course descriptions
    - computer information systems (CIS)
      - doctoral courses, 71–72, 76–77
      - master’s-level courses, 139–42
    - operations research (OPR), 142–43
    - statistics (STA), 143–45
  - department and program information, 139
  - faculty, 139
  - MBA program, 43, 56
  - MS program, 60
  - Steven L. Newman Real Estate Institute, 13. See also Real estate
  - Student activities, funding and management of, 150–52
  - Student Activities Center, 13
  - Student activity fees, 20
  - regulations governing, 150–52
  - Student budget, estimated, 23
  - Student clubs and organizations, 17
  - regulations governing, 148
  - Student Health Care Center, 15
  - Student Life, Office of, 16
  - Student rights and responsibilities, 148–58
    - conduct standards, 148, 154, 155–56, 156–58
    - cheating or plagiarism, 155
    - drugs and alcohol, 154, 155, 159–60
    - Henderson Rules, 153–56
    - sale and purchase of research papers, 156
    - sanctions, 155, 156, 160
    - sexual harassment policies, 156–58
    - smoking, 156
    - weapons, 154, 160
  - confidentiality rights, 156
  - disciplinary procedures, 149–50, 153–55, 155–56
  - right-to-know information
    - contents of educational records, 156
    - graduation and retention rates, 148
    - student activities, funding and management of, 150–52
    - student organizations, regulations governing, 148
    - University Student Senate, 150
  - Student services, 14–16
    - advisement services, 30
    - Career Development Center, 14
    - counseling services
      - general, 14, 160
      - personal/psychological, 15
| Department of Student Development and Counseling, 14 | Withdrawal or resignation, 33 |
| Disabled Student Services Office, 16 | Work-study programs, 24 |
| Health Care Center, 15 | for veterans, 26 |
| health insurance, 15 | |
| International Student Service Center, 15–16 | |
| legal consultation, 16 | |
| Medical Records Office, 15 | |
| ombuds, 15 | |
| psychological counseling, 15 | |
| in School of Public Affairs, 14 | |
| tutoring, 14 | |
| veterans' services, 16 | |
| in Weissman School of Arts and Sciences, 14 | |
| in Zicklin School of Business, 14 | |
| Study abroad | |
| financial aid for, 23 | |
| programs, 86 | |
| Subotnick Financial Services Center (SFSC)/Bert W. and Sandra Wasserman Trading Floor, 13 | |
| T | |
| Taxation. See also Accountancy | |
| course descriptions, 90–92 | |
| Executive MST, 66 | |
| MBA program, 43, 56 | |
| MS program, 60–61 | |
| Technology fee, 20 | |
| Time limit for degree, extension of, 33 | |
| Transfers of credit, 32 | |
| Tuition and fees, 20–21 | |
| refunds, 21, 23–24 | |
| special situations, 21 | |
| student activity fees, regulations governing, 150–52 | |
| student budget, estimated, 23 | |
| Tutoring, 14 | |
| U | |
| University Student Senate, 150 | |
| V | |
| Veterans | |
| financial aid programs, 25–26 | |
| student services for, 16 | |
| W | |
| Waivers and qualifying exams, 31–32 | |
| Wasserman Trading Floor, 13 | |
| Weapons policy, 154, 160 | |
| Weissman Center for International Business, 13 | |
| Weissman School of Arts and Sciences | |
| admission, 78 | |
| advisement services, 30 | |
| appeal of administration decisions, 36, 150 | |
| career services, 14 | |
| graduate degree programs, 78–79 | |
| MA in business journalism, 7, 78 | |
| MA in corporate communication, 7, 78–79 | |
| MS in applied mathematics for finance, 7, 79 | |
| MS in industrial/organizational psychology, 7, 79 | |
| location, 10 | |
| Office of Graduate Studies, 14 | |
| overview of, 7–8 | |
| post-master’s program, 86 | |
| William and Anita Newman Library, 10–11 | |
overview of, 43
part-time program, 41
preliminary course requirements, 41, 50
statistics, 43, 56
taxation, 43, 56
waiver guidelines, 50
MS programs
accountancy, 57
business computer information systems, 57–58
CPA program, 57
Executive MS programs
business computer information systems, 63–64
finance, 64–65
internal auditing: risk assessment and assurance, 65–66
MSILR (Master of Science in Industrial and Labor Relations), 65, 109
MST (Master of Science in Taxation), 66
general information, 48–49
marketing, 58–59
preliminary course requirements, 41, 48, 50
program summary, 49
quantitative methods and modeling, 59–60
statistics, 60
taxation, 60–61
waiver guidelines, 50
overview of, 7, 39
post-master’s program, 86