AGENDA January 14, 2019

I. Action Items

A. Approval of the minutes of the November 19, 2018 meeting

B. Policy Calendar

1. York College – MS in Aviation Management
2. School of Professional Studies – MA in Museum Studies
3. CUNY School of Public Health and Health Policy
4. CUNY Office of Academic Affairs – Approval of the Academic Board Report
The meeting was called to order by Committee Chair Jill O’Donnell-Tormey at 5:02 p.m.

The following people were present:

**Committee Members:**
- Hon. Jill O’Donnell-Tormey, Chair
- Hon. Charles A. Shorter, Vice Chair
- Hon. Henry T. Berger
- Hon. Mayra Linares-Garcia (joined @ 5:10 p.m.)

**Faculty Member:**
- Prof. Martin Burke, faculty representative

**Student Member:**
- Mr. Farbod Moghadam, student representative

**COP Liaison:**
- President William J. Fritz

**Observer:**
- Prof. Philip Pecorino

**Trustee Staff:**
- Interim General Counsel and Senior Vice Chancellor for Legal Affairs and Senior Vice Chancellor for Labor Relations Pamela S. Silverblatt
- Assistant Secretary Towanda Lewis
- Ms. Adalina Quinones

**University Staff:**
- Interim Executive Vice Chancellor and University Provost Jane Bowers

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<th>Cal. No.</th>
<th>DISPOSITION</th>
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The agenda items were considered and acted upon in the following order:

I. **ACTION ITEMS:**

A. **APPROVAL OF THE MINUTES OF THE MEETING OF OCTOBER 9, 2018.** Moved by Committee Chair O’Donnell-Tormey and seconded by Trustee Henry Berger, the minutes were approved as submitted. Mr. Farbod Moghadam abstained.

B. **POLICY CALENDAR**

1. **LaGuardia Community College - AS in Music Performance.** Interim Executive Vice Chancellor and University Provost (IEVC&UP) Jane Bowers stated that LaGuardia Community College seeks to establish an AS degree in Music Performance. The success of the existing music concentration in the Liberal Arts major at the college and the low cost of running the proposed program using existing faculty members present an opportunity to market a freestanding Music Performance program. LaGuardia Community College faculty and Brooklyn College faculty collaborated to develop the degree and an accompanying articulation agreement between the two colleges. Students at LaGuardia Community College will take courses in the area of instrumental performance, music theory, and musicianship in preparation for transfer to Brooklyn College’s School of Visual Media and Performing Arts.

A discussion about the proposed program followed, including monetary funding for facilities, degree growth, and articulation agreements. Moved by Prof. Martin Burke and seconded by Trustee Berger, and following discussion, the item was unanimously approved for submission to the Board.
2. **CUNY School of Public Health and Health Policy - MS in Global and Migrant Health Policy.** IEVC&UP Bowers stated that the CUNY School of Public Health and Health Policy proposes a 33-credit Master of Science in Global Public Health that will provide graduates with the content expertise and research methods required to design, develop, and evaluate global and migrant health policies. The curriculum was developed in consultation with external stakeholders, including Geneva and New York City based United Nations Organization, such as the World Health Organization, UNICEF, and UN AIDS, and immigrant-serving organizations, such as New York Immigration Coalition and several federally qualified health centers. It is unique in its blend of public health theories and data analysis methods with an international perspective, but program competencies are aligned with those recommended by the Association of Schools and Programs of Public Health for Global Health concentrations.

Dean Ayman El-Mohandes provided further background on the proposal, noting that New York is a hub for global health contractors. A discussion about the proposed program followed, including student expectancy, cost projections, and impact. Moved by Trustee Berger and seconded by Trustee Mayra Linares-Garcia, and following discussion, the item was unanimously approved for submission to the Board.

3. **CUNY School of Public Health and Health Policy - MS in Population Health Informatics.** IEVC&UP Bowers stated that the CUNY School of Public Health and Health Policy proposes to establish a 39-credit Master of Science in Public Health Informatics that combines foundation courses in public health with courses in informatics. Students will develop the expertise to design, develop, implement, and evaluate technology-enabled interventions and solutions to public health challenges. It will be taught 100 percent on-line, making it available to students anywhere in the world, and will lead to employment in a wide range of public health organizations. The target student population for the program includes public health researcher, practitioners, and health professionals from all related disciplines. The program has planned a collaboration with the New York City Department of Health and Mental Hygiene.

Dean Ayman El-Mohandes provided further background on the proposal, noting that the instruction will be practice-oriented. A discussion about the proposed program followed, including established partnerships, the online certification model and semester term, and residency requirements. Members praised the program, noting that the proposal will be beneficial in terms of mental health within New York City. Moved by Trustee Berger and seconded by Trustee Linares-Garcia, and following discussion, the item was unanimously approved for submission to the Board.

Committee Chair O’Donnell-Tormey moved to adjourned the meeting. The motion was seconded by Trustee Linares-Garcia and the meeting was adjourned at 5:29 p.m.
WHEREAS, the aviation sector plays an important role in the New York State economy, making up 4.6% of its total jobs and generating economic activity of over $50 billion dollars; and

WHEREAS, York College is the home of the CUNY Aviation Institute, which has developed strategic partnerships with area airports and airlines; and

WHEREAS, York College has a growing BS in Aviation Management and therefore has faculty expertise in this area of studies; and

WHEREAS, graduates from the York College BS program in Aviation Management find jobs and start their professional careers in aviation; and

WHEREAS, airlines, local governments, and government organizations express strong demand for graduates in aviation management; and

WHEREAS, graduates of the proposed master’s program will qualify for mid- to upper-level management positions with beginning salaries of $50,000 and higher; now therefore be it

RESOLVED, That York College establish a program in Aviation Management, leading to the Master of Science, effective February 4, 2019 and subject to financial ability.

EXPLANATION: The proposed thirty credit Master of Science in Aviation Management aims to prepare students for mid- and upper-level executive positions in aviation and related organizations. The course work is informed by recommendations from the American Association of Airport Executives and the Aviation Accreditation Board International and covers aviation finance and research; marketing; airport planning, management, and operations; aviation safety; and aviation supply and logistics. The curriculum culminates in both a simulated practicum and a capstone course to ensure that students understand the integration of theory and practice. York College is an ideal location for an MS in Aviation Management because it houses the CUNY Aviation Institute sponsored by the NY/NJ Port Authority and has strong partnerships with the main regional and global airports and the aviation industry. A survey of employment opportunities indicates that salaries in the field range from $50,00 per annum for low experience levels to $160,000 per annum and above for experienced candidates. Job titles for graduates include Airport Operations Manager, Commercial Business Director, Airport Manager, Program Manager, Landside Operations Duty Officer, Global Sales Service Specialist, Manager of Commercial Operations, Foreign Affairs Specialist at the Federal Aviation Administration, and many others. York College has ample full-time faculty to launch the program and, given its existing strategic partnerships and location, will have no difficulty drawing upon working professionals to teach as adjuncts.
PROPOSAL TO ESTABLISH A PROGRAM LEADING TO THE MASTER OF AVIATION MANAGEMENT EFFECTIVE FALL, 2019

SPONSORED BY THE DEPARTMENT OF BUSINESS AND ECONOMICS IN THE SCHOOL OF BUSINESS AND INFORMATION SYSTEMS

APPROVED BY

YORK COLLEGE SENATE: OCTOBER 23, 2018

College Representative: Dr. Marcia V. Keizs, President, York College/CUNY
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Provost’s Signature: _____________________________________________
Provost’s Name: Panayiotis Meleties, Ph.D.
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Abstract
This proposal is to request a Master of Science (M.S.) degree program in Aviation Management in the School of Business and Information Systems Management at York College of The City University of New York (CUNY).

The Master of Science in Aviation Management degree provides a graduate level expansion of the Bachelor of Science in Aviation Management at York College. It is based on regional and global aviation industry needs, student demand, and the strengths of the York College faculty in delivering the aviation degree program and related activities as well as regional and global anticipated aviation employment and career opportunities.

York College houses the CUNY Aviation Institute sponsored by the NY/NJ Port Authority and has strong partnerships with the main regional and global airports (JFK, LGA, EWR); and, the aviation industry (JetBlue, etc.). These partnerships have enabled graduates in the BS program in Aviation Management to find jobs and start their professional careers in aviation. Airlines, local governments, and government organizations (such as the FAA), express strong demand for graduates in Aviation Management.

The proposed MS in Aviation Management addresses the ethical, managerial, security and safety issues of the modern aviation industry. Graduates will qualify for mid to upper-level management positions, depending on their prior skills and experience. A survey of employment opportunities indicates that salaries in the field range from $50,000 per annum for low experience levels to $160,000 per annum and above for experienced candidates. Job titles for graduates include: Airport Operations Manager, Commercial Business Director, Airport Manager, Program Manager, Landside Operations Duty Officer, Global Sales Service Specialist, Manager of Commercial Operations, Foreign Affairs Specialist at Federal Aviation Administration, and many others.

The program will be housed in the Department of Business and Economics. Students will be recruited from York College, other local colleges and universities, and employees from the industry seeking career advancement. Completion of the degree is expected to take 18 months for students attending full-time. A cost analysis of the program shows that it will be self-sustaining from year one.

Executive Summary
Overview
The Department of Business and Economics at York College of The City University of New York (CUNY) is proposing a MS program in Aviation Management to begin in Fall 2019. The proposed interdisciplinary MS program in Aviation Management will be the first in CUNY, and in the tri state area. This MS program will provide opportunities for CUNY and non-CUNY students to develop their professional careers in aviation and related industries. Students who complete the program will be qualified to hold jobs as Airport Operations Managers, Commercial Business Directors, Airport Managers, Program Managers, Landside Operations Duty Officers, Global Sales Service Specialists, Manager of Commercial Operations, and Foreign Affairs Specialists at the Federal Aviation Administration, among others.
Need for the Graduate Degree and Employment Opportunities
Locally, within 35 miles of the York College campus we have three of the country’s largest airports (John F. Kennedy, Newark Liberty, and LaGuardia), three smaller airports (Westchester County Airport, Republic Airport, and New York Stewart International Airport), and the East Coast’s busiest ocean port. JFK airport is the busiest in the area and has the largest economic impact,\(^1\) serving 53 million passengers in 2014, with a local monetary impact of $44.3 billion.\(^2\) Employing approximately 38,000 people, the total local employment contribution for JFK exceeds 250,000 when considering affiliated businesses. Similarly, Newark Liberty airport employs over 20,000 direct employees, and LaGuardia employs approximately 12,000. Westchester, Combining the impact of all three airports, the aviation industry contributes over 500,000 jobs to the NYC Metro-area economy.\(^3\) Graduates of the MS degree in Aviation Management at York College will have the knowledge and skills to enhance their employment opportunities. These jobs are well paid. A survey of positions indicates that salaries range from $50,000 per annum for low experience levels to $160,000 per annum and above for experienced candidates.

Key Curriculum and Admission Requirement
In this proposed 18-month graduate program, students will complete a total of 30 credits of coursework in aviation finance, marketing, management, security, and supply and logistics. Full time students are expected to take at least 9 credits per semester. Classes will be offered during evenings, weekends, and with varying formats (face-to-face, hybrid, online) to best serve individuals already working in the aviation and related industries.

Admissions to MS in Aviation Management
Admission to the MS in Aviation Management will be administered by a Graduate Admissions Committee, appointed by the Department Chair, potentially consisting of faculty, staff, and, eventually, students. Applications for admission to the program will be consistent with the general CUNY graduate program application policy.

Faculty and Resources Needed
Currently there are three full-time tenure-track aviation faculty members appointed in the Department of Business and Economics. Adjunct faculty will also be recruited as needed to meet the specific needs of the program and based on the specializations needed for the curriculum. Current instructional and library resources are sufficient to support the introduction and development of the program.

Financial Considerations
The York College MS in Aviation Management program is intended to be self-supporting from the revenue generated by the higher graduate tuition.

Program Start Date
The MS program in Aviation Management will be offered in the 2019-2020 academic year, starting in the Fall of 2019. This will permit the needed time to place various structures in place to support the program.
Faculty and Student Outcomes
The Chair of the Department will conduct an annual review that will report on enrollment, as well as student and faculty activities and achievements, internships, placement of graduates, instructors’ teaching effectiveness, as well as student and faculty scholarly and other professional activities. Faculty evaluation will follow those standards established at CUNY for all faculty, full and part time. Student progress will be monitored to ensure retention and completion. Assessment practices for the student learning outcomes and program outcomes will be monitored according to the institutional assessment plan of the College. The placement of Aviation Management graduates in appropriate career opportunities will be an additional measure of the program’s success.

I. Purpose and Goals
The proposed MS in Aviation Management will educate students from diverse backgrounds for mid-and upper-level executive positions in aviation-related organizations. These positions could be in private commercial or cargo industry, airports, government organizations, or various aftermarket or security-related organizations. Given its location, York College actively contributes to employment in the regional airport industry, with approximately 40% of our aviation graduates holding jobs in the industry upon graduation. The program will attract students from the region (NY, NJ, CT, PA), and actively recruit international students. York College has a strong and growing undergraduate aviation program that attracts international students because of the strength of the program and location of the college. The initial core of our students will come from the tri-state area, and longer-term growth is anticipated from students in China, India and other developing nations who wish to study in the United States and bring their education and experience back to their home countries to build their respective aviation infrastructures. (Recently, many Chinese students have joined the program seeking to study aviation in the United States.)

The graduate student body will mirror the diversity of current undergraduate aviation majors, including international, national and in-state students, for whom interest in this graduate program is extremely strong. As indicated by the student survey, 73% of current York College aviation undergraduate majors are interested in an advanced degree in Aviation Management.

The proposed MS program in Aviation Management will, therefore, increase the diversity of the aviation workforce at middle and higher management levels where minorities are severely underrepresented. This program will provide educational pathways and career opportunities in a highly competitive global industry. Providing suitable graduate educational pathways, such as the proposed program, will not only increase the number of minority undergraduate students in the field of aviation, but also prepare them for the highly competitive regional and global industry and related enterprises.

II. Need for the Program
The Global and Local Economic Environment
Global air transportation has experienced strong growth over the past decade, having rebounded successfully from the industry upheaval following the events of 9/11. In August 2001, the airline industry was experiencing record numbers of passengers, averaging over 65.4 million travelers per month. After the events of 9/11, it took nearly four years for the aviation industry to rebound
after making sweeping changes in its business models and marketing, eventually surpassing previous levels, topping 71 million monthly travelers in July 2005. This growth has only begun to encompass the demand seen in Asia. The rise in economic status of the populations of India and China has added to passenger traffic. Worldwide passenger traffic is likely to double over the next 20 years, with China, the United States, and India being the largest contributors to that growth, respectively.\textsuperscript{3} Along with this boom, newer and larger airports with trained personnel will be needed to manage airports, airlines, and support services.

\textbf{New York Aviation Industry Facts}

\textit{(2010 NYS DOT Study on the Benefits of Aviation in New York)}

- The aviation sector has an important role in New York State's economy and in the communities served by airports.
- Aviation accounts for almost 4.6 percent of total jobs (directly or indirectly) in New York State.
- Annual economic activity attributable to aviation totals more than $50 billion.
- This $50 billion impact is 4.4 percent of the $1,145 billion estimated Gross State Product (GSP).
- Nearly 400,000 New York State jobs are directly or indirectly linked to airports and the aviation industry. Combined these jobs pay a total of $18 billion annually.
- Fortune 500 businesses, such as IBM, Pfizer, Verizon, American Express, Time Warner, Eastman Kodak, and many others, are significant users of New York’s aviation system and help sustain local economies. These businesses rely on commercial service and general aviation to meet their business transportation needs.
- Airports and aviation pay more than $4.5 billion in state and local taxes each year—about 4.1 percent of the state's total.
- Airline markets across New York State have attracted low-fare carriers, such as Southwest Airlines, JetBlue, AirTran and Allegiant Air, saving New Yorkers millions of dollars in airfares each year. Cities with low-fare carriers have made businesses more accessible to their clients and New York locations more accessible to tourists.
- Aviation's annual economic activity is over $2,500 per New York State resident.
- Each General Aviation aircraft based in New York State supports 5 jobs and generates $1.1 million in economic activity.

\text{(See: \url{http://www.nyama.com/new-york-aviation-industry-facts}).}

In addition to passenger traffic, the global air cargo market is on track to grow at a rate of 5.97% annually during the 5-year period of 2014 to 2019. There will be a related growth in employment demand. The New York City metro area remains the major gateway for people and cargo traveling to the United States. The explosion of international trade over the last several decades has created immense growth in the travel and logistics industries. With its thriving seaports, business and financial communities, tourism, and simply pass-through passenger traffic, the New York City area is a leader in the fields of logistics and transportation. It is no surprise that this area includes three of the nation’s largest airports whose combined traffic outweighs any metro area in the world.

Locally, within 35 miles of the York College campus are three of the country’s largest airports and the East Coast’s busiest ocean port. JFK International Airport is the busiest in the area and
has the largest economic impact, serving 53 million passengers in 2014, with a local monetary impact of $44.3 billion. Employing approximately 38,000 people, the total local employment contribution for JFK exceeds 250,000 when considering affiliated businesses. Similarly, Newark Liberty Airport employs over 20,000 direct employees, and LaGuardia employs approximately 12,000. Combining the impact across all three airports, the aviation industry contributes over 500,000 jobs to the local economy.4

The proposed program is *sui generis* locally in the aviation field. There are no other CUNY or SUNY graduate programs serving this educational need. Two graduate programs in the region prepare students for airport management (Vaughn College, NY) and aeronautics (Embry-Riddle CT). The CUNY Aviation Institute at York College provides a strategic advantage in addition to the undergraduate degree program in Aviation Management. The Aviation Institute has developed ongoing partnerships with the regional airports and major airlines, which offer internships to current students and jobs to graduates. The program will be of significant value to residents employed in the aviation and logistics industries. Located in a transportation hub with access to the MTA buses and subway and the Long Island Railroad, York College attracts students from across the metro area that are within commuting distance

**III. Students**

The proposed MS program in Aviation Management will attract students from the large pool of students in the New York metropolitan and tri-state region who are interested in working in the private and government aviation industry and related enterprises but who may lack job experience and formal qualifications that are frequently required by companies looking to hire professionals in the field. This program will prepare students for mid- and upper-level executive management positions.

**Table 1. Numbers of students majoring in business programs at York College**

<table>
<thead>
<tr>
<th>Term</th>
<th>Aviation</th>
<th>Business Administration</th>
<th>Marketing</th>
<th>Accounting</th>
<th>Economics</th>
<th>Information Systems Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>103</td>
<td>717</td>
<td>161</td>
<td>484</td>
<td>36</td>
<td>84</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>92</td>
<td>646</td>
<td>129</td>
<td>464</td>
<td>44</td>
<td>76</td>
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<tr>
<td>Fall 2012</td>
<td>81</td>
<td>580</td>
<td>121</td>
<td>473</td>
<td>49</td>
<td>88</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>92</td>
<td>541</td>
<td>121</td>
<td>476</td>
<td>35</td>
<td>79</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>112</td>
<td>530</td>
<td>123</td>
<td>473</td>
<td>31</td>
<td>79</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>120</td>
<td>525</td>
<td>115</td>
<td>427</td>
<td>41</td>
<td>103</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>125</td>
<td>507</td>
<td>135</td>
<td>402</td>
<td>41</td>
<td>105</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>139</td>
<td>504</td>
<td>141</td>
<td>396</td>
<td>42</td>
<td>95</td>
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</table>
Student Interest
Recent enrollment data indicates that there are approximately 1200 students majoring (Fall 2017) in the accounting and business fields at York: Aviation (139), Business Administration (504), Marketing (141), Accounting (396), Economics (42) who potentially could consider the proposed graduate program (Table 1).

Table 2: Numbers of aviation and business graduates at York College from academic year 2009-2010 through 2016-2017.

<table>
<thead>
<tr>
<th>AY Year</th>
<th>Aviation</th>
<th>Business Administration</th>
<th>Marketing</th>
<th>Accounting</th>
<th>Economics</th>
<th>Information Systems Management</th>
</tr>
</thead>
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<tr>
<td>09-10</td>
<td>8</td>
<td>109</td>
<td>25</td>
<td>60</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>10-11</td>
<td>21</td>
<td>139</td>
<td>33</td>
<td>63</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>11-12</td>
<td>25</td>
<td>124</td>
<td>24</td>
<td>53</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>12-13</td>
<td>15</td>
<td>118</td>
<td>16</td>
<td>71</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>13-14</td>
<td>19</td>
<td>97</td>
<td>19</td>
<td>66</td>
<td>16</td>
<td>24</td>
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<td>14-15</td>
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<td>95</td>
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<td>26</td>
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<td>15-16</td>
<td>15</td>
<td>94</td>
<td>20</td>
<td>65</td>
<td>6</td>
<td>20</td>
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<td>16-17</td>
<td>22</td>
<td>96</td>
<td>21</td>
<td>68</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>872</td>
<td>179</td>
<td>512</td>
<td>84</td>
<td>167</td>
</tr>
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</table>

Of the 1500 recent business graduates, 144 have degrees in Aviation and 872 in Business Administration (Table 2). An online survey of aviation and business majors measured student interest in the proposed program (Appendix M). In all, 53 students responded to the survey. The majority of respondents were aviation majors and, of these, the majority expressed (80%) plans to pursue postgraduate education immediately following graduation (43%) or after gaining some work experience before (37%). A majority of the respondents (96%) said they would consider applying to a full time Master’s Program in Aviation Management at York College. Of the students interested in the program the majority (66%) said they would attend full-time and 30% said that they would attend part time. Factors most influencing their choice of a graduate program are program cost (83%), availability of evening, weekend and online classes (66%), location (53%) and availability of financial support (60%).

The Aviation Institute, and the Department of Business and Economics, in collaboration with the Admissions Office will develop outreach programs and recruitment events to promote the proposed program. Graduates in Aviation, Business Administration, and Marketing programs as well as from other related programs will be actively recruited. Program representatives will visit area colleges to make presentations to student business clubs, or during career and graduate school recruitment events to provide information about the program including professional and career opportunities in the field. Program presentations and information will be disseminated at professional conferences in the related fields and through human resources offices in the industry to reach regional employees who want to enhance their careers and professional development.

The design of the curriculum articulates effectively with the BS in Aviation Management major as well as York College’s degree programs in Business Administration. These programs are articulated with corresponding associate degree programs at Bronx Community College, Queensborough Community College and Kingsborough Community College. Therefore the
A proposed graduate program will provide a pipeline for students to a senior college, then graduate school with the final attainment of careers and professional growth in the aviation sector and related industries.

**Enrollment Projections**
The initial projected enrollment for the proposed MS degree program in Aviation Management is a minimum of 10 full time and 15 part time graduate students during the first academic year. In subsequent years, a comparable number of students will be admitted, with a detailed enrollment projection for the program during the first five years shown below. Full-time students in the program will enroll for at least 9 credit hours per semester and part-time students will enroll in an average of 6 credit hours per semester. Maintaining a full-time course load, students will complete the degree requirements in three semesters. Courses will also be offered during winter and summer sessions as needed to accelerate program completion and graduation.

**Table 3. Enrollment Projection for the first 5 years.**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total Number</th>
</tr>
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<tbody>
<tr>
<td>2019-2020</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>2020-2021</td>
<td>10</td>
<td>40</td>
<td>50</td>
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<tr>
<td>2021-2022</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>2022-2023</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>2023-2024</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>

**C. Admission and Retention Requirements**

**General Requirements**
Admission to the MS in Aviation Management program will be the responsibility of the program Graduate Admissions Committee, appointed by the Chair. Applications for admission to the program will be consistent with the general CUNY graduate program application policy. Applicants will be required to take either the GRE or GMAT and will be evaluated for admission based upon a holistic portfolio of experience, previous academic performance, recommendations letters, personal essay, and test scores. For admission, an applicant to the MS in Aviation Management program will meet the following requirements:

1. A bachelor’s degree from an accredited college or university, or the foreign equivalent; preference will be given to students with undergraduate coursework in business, marketing, finance, accounting and/or statistics.
2. A minimum overall GPA of 3.0,
3. A completed application to the program, including a personal statement describing career objectives and preparation for the program,
4. Three letters of recommendation from instructors or employers that address the applicant’s suitability for work in aviation management and ability to succeed in a rigorous academic program at the graduate level.

**D. Selection Process**
The Graduate Admissions Committee will review completed applications, meeting the above requirements and focus upon:

1. Undergraduate (or graduate) academic success as indicated by overall GPA,
2. The quality of the personal statement including conceptual and writing abilities, understanding of the aviation and related industries, and relevance of past experience, and
3. Professional references.
In cases where additional information is needed, prospective students may be required to participate in an interview with the Graduate Admissions Committee.

E. Grade Point Average, academic warning, and program dismissal
1. Cumulative Grade Point Average
In order to be awarded a Master's degree, a graduate student must finish the program with a cumulative Grade Point Average of 3.0 (B) or better.

2. Academic Warning
All graduate students, regardless of matriculation status, are expected to make appropriate academic progress and maintain a 3.0 (B) cumulative Grade Point Average or better in their courses. Grades of B-, C+, and C, while considered meeting course completion requirements, are considered marginal progress outcomes.

Students earning a marginal progress grade in selected courses may be required to repeat a course and achieve a satisfactory progress grade in the selected course to continue in the program of study. Students may also be requested by their adviser to take fewer courses. (See the York College Graduate Bulletin, p. 30).

3. Dismissal
Students who are not able to maintain of Grade Point Average of 3.0 will receive an academic warning and guidance. Students who are not able to raise the GPA within one additional semester, will be dismissed from the program in accordance with established CUNY policies.

F. Student Advisement
Faculty and graduate advisors will advise students interested in and those admitted to the program. Students will receive on-going advice on program requirements, careers and professional opportunities. Student seminars and other presentations will introduce students and faculty to current industry topics and highlight career opportunities. Student and faculty presentations at CUNY, local, regional, national and international conferences will highlight the program’s activities and contributions. Assessment of the program will assist the faculty overseeing the program to fine-tune and update course offerings, improve scheduling to meet the needs of students, and expand student and faculty professional development activities.

A full-time graduate student registers for a minimum of 9 credits. A part-time graduate student registers for fewer than 9 credits. Program directors may give permission for students to register for up to 15 credits based upon a student’s performance in the program. Graduates of foreign colleges and universities who meet the standards of admission equivalent to those described above will be considered for admission. The applicant must present authoritative evidence of sufficient competence in the English language to pursue a regular course of study at the graduate level. An applicant who has not studied in an English-speaking country must take the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). For F-1 visa students, full-time enrollment is 9 credits.
IV. Proposed Curriculum
The proposed MS in Aviation Management aims to prepare students for mid-and upper-level executive positions in aviation and related organizations. The coursework is informed by recommendations from the American Association of Airport Executives (AAAE, www.AAAE.org) and the Aviation Accreditation Board International (AABI, www.aabi.aero). These organizations seek to standardize training of aviation professionals by recommending degree programs meet following competencies as applied to the field of aviation by incorporating these aims into the curriculum. AAAE offers accreditation; York is working towards achieving this accreditation.

1. Communication competence is the ability to read, write, speak, listen and use technology to effectively acquire, develop, and convey one’s thoughts and ideas;
2. Critical thinking is the ability to examine issues rationally, logically, and coherently;
3. Environmental, cultural and diversity competence is an understanding of the societal context or environment;
4. Professional identity is a concern for improving the knowledge, skills, and values of the (aviation) profession;
5. Professional ethics is an understanding of the ethics of the profession as standards that guide professional behavior;
6. Adaptive competence is anticipating, adapting to, and promoting changes important to the industry including professional purpose and role;
7. Leadership competence is an ability to make timely and effective decisions and the capacity to assume appropriate leadership roles;
8. Scholarly concern for improvement is recognizing the need to increase knowledge and to advance the industry and profession through both theoretical and applied research;
9. Motivation of continued learning is exploring and expanding personal, civic, and professional knowledge and skills throughout one’s career; and,
10. Globalization and technology competence is an understanding of the forces driving globalization and technology in aviation.

Program Description
In this proposed 18-month graduate program, students will complete a total of 30 credits towards the degree (Table 4). The MS in Aviation Management consists of 10 advanced graduate courses in aviation finance and research, marketing, airport planning, management and operations, aviation safety and management and, aviation supply and logistics.
Table 4: Masters of Aviation Management Degree: 30 credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course title</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVIA 510:</td>
<td>Organizational Behavior &amp; Change in Business Aviation</td>
<td>3</td>
</tr>
<tr>
<td>AVIA 540</td>
<td>Aviation Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>F INC 575</td>
<td>Advanced Aviation Finance</td>
<td>3</td>
</tr>
<tr>
<td>AVIA 620</td>
<td>Aviation Safety Management</td>
<td>3</td>
</tr>
<tr>
<td>AVIA 630</td>
<td>Airline Airport Emergency Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td>AVIA 635</td>
<td>Global Logistics and Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>AVIA 625</td>
<td>Contemporary Aviation Security</td>
<td>3</td>
</tr>
<tr>
<td>AVIA 645</td>
<td>Modern Airport Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td>AVIA 650</td>
<td>Innovative Airline Management (Practicum)</td>
<td>3</td>
</tr>
<tr>
<td>AVIA 660</td>
<td>Aviation Marketing and Strategic Planning (Capstone)</td>
<td>3</td>
</tr>
</tbody>
</table>

Full time students will take a minimum of 9 credits per semester. Courses will be offered various pedagogical formats as needed to serve students in the program. Summer and winter scheduling will also be used to meet the needs of the students and the program. Whenever possible, classes will be offered in the evening, weekend or on single days per week for the benefit of students who are employed full time.

Program Student Learning Outcomes
The coursework for this program provides students with the knowledge and skills needed to become effective mid- and upper-level aviation executives. Graduates will apply leadership competencies through demonstration of timely and effective decision-making and the capacity to assume appropriate leadership roles in the aviation industry. They will demonstrate critical thinking abilities through the examination of aviation issues rationally, logically, coherently and be able evaluate the forces driving globalization and technology in aviation through research and engaged dialogue. In table 5, a curriculum map indicates the courses and the associated program competencies.
Table 5. Master of Science in Aviation Management, Core Competencies and Student Learning Outcomes Matrix

<table>
<thead>
<tr>
<th>Courses</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AVIA 510 Organizational Behavior and Change in Aviation Business</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>AVIA 540 Aviation Research Methods</td>
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<td>X</td>
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<tr>
<td>FINC 575 Advanced Aviation Finance</td>
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<tr>
<td>AVIA 620 Aviation Safety Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>AVIA 625 Contemporary Aviation Security</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>AVIA 630 Airline/Airport Emergency Planning and Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>AVIA 635 Global Logistics and Supply Chain Management</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AVIA 645 Modern Airport Planning and Management</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>AVIA 650 Innovative Airline Management (Practicum)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>AVIA 660 Aviation Marketing and Strategic Planning (Capstone)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Notes: Courses: F- Foundational, T- Topical, C- Capstone
Course Delivery: Foundational - Fall and Spring, Topical – Fall or Spring alternating semester, and Capstone– Biannual or by demand

The program proposal was evaluated by Dr. Kim Kenville (University of North Dakota) evaluation is included in Appendix J.

V. Faculty in the Program
The proposed MS in Aviation Management program will be housed in the Department of Business and Economics at York College. Currently, there are three full time aviation faculty as well as, the director of The City University of New York Aviation Institute. The current director is a Professor of Finance at York College, Dr. Chris Hsu. The Master of Aviation Management program at York College, CUNY will rely upon the expertise and experience of faculty in the School of Business and Information Systems Management, especially the Department of Business and Economics where the program will be housed.

- Dr. Robert Aceves is an Associate Professor with over thirty years of experience in the aviation industry and academia. He is a career military flight instructor and military certified contingency planner, a peer reviewer for the Higher Learning Commission, Director of Operations for Emergency Services in New York City and Long Island, and a nationally awarded aerospace educator whose aviation expertise is often call upon by top news outlets.
- Dr. John Kolmos has over twenty years experience in aviation, holds a commercial flight instructor and airline pilot rating, and is a lead Federal Aviation Safety Representative and active in the New York Wing of the Civil Air Patrol.
- Dr. Paul Cline is a Registered Nurse with over thirty years of experience in critical care, emergency, and flight nursing. Dr. Cline’s research interests deal with the burgeoning field of Unmanned Aerial Systems (UAS) as well as the intersection of aviation and gender.
A more comprehensive review of each faculty member’s qualifications can be found in Appendix C. As the program grows and develops additional faculty will be recruited.

VI. Cost Assessment
The MS in Aviation Management will be self-supporting. Beginning with the first academic year 2019-2020 and thereafter, tuition revenue from the program will exceed direct program costs. The projected rate of enrollment growth from an initial 25 students will yield annual tuition revenue that grows from approximately $203,520 in academic year 2019-2020 to $340,350 in academic year 2024-2025 (excluding tuition increases, fees and higher fees paid by part-time students and out of state residents), while cost for faculty and expenses are expected to be $132,500 in academic year 2019-2020 and grow to $226,358.47 in academic year 2024-2025. A detailed justification of the budget is in Appendices E – H.

The program will have relatively small incremental costs. There is an available pool of qualified adjunct faculty with particular expertise from the local community to support our full-time faculty in delivering a program that is theoretically sound and grounded in practice. Anticipated costs are $25,000 per course for personnel, as full-time faculty will largely staff it.

A. Faculty in the Department
The proposed program will be housed in the Department of Business and Economics at York College. Currently, there are 13 full time faculty members appointed in the department of which three are aviation experts. Remaining faculty have expertise and active research in marketing, supply chain and logistics, financial engineering, information systems and security. These faculty members teach business and specialized finance, marketing and aviation courses in the undergraduate programs. Full-time faculty carry out research, and publish in their respective fields of expertise. The Department appoints approximately thirty adjunct faculty members every term. These part time colleagues bring additional expertise and industry experience to the department’s programs.

B. Support Staff
The Department of Business and Economics employs one full-time office administrative assistant and a part time staff who will provide support for the implementation and facilitation of the proposed program and courses as needed.

C. Facilities and Equipment
The program will be housed in the Department of Business and Economics and will be supported by the CUNY Aviation Institute. The Department of Business and Economics will have the administrative responsibility and will make use of the current department facilities (office space, conference room). In addition to the faculty offices and department’s reception area, the CUNY Aviation Institute has a flight simulator attached to a training classroom for students. Computer labs with appropriate instructional programs are available throughout the campus.

D. Library
Library services at York College provide materials, resources and support needed for research and study by students and faculty. The library is open about 80 hours a week with added hours during finals week. More than 170 computers including 19 laptops are available for use by
students. These computers are loaded with Microsoft Office Suite programs as well as Mathematica, a comprehensive technical computing software. In addition to a growing number of books in aviation, the library has more than ten aviation-related databases: ABI/INFORM Complete (ProQuest), Business Economics and Theory Collection (Gale), Business Insights: Essentials (Gale), Business Source Complete (EBSCO), Insurance and Liability Collection (Gale), Military and Intelligence Database Collection (Gale), Nexis Uni, Regional Business News (EBSCO), Science Direct, Science in Context (Gale), Scopus, and Small Business Collection (Gale). The Library will need budget support to add more aviation-specific databases, such as AIAA Journals by The American Institute of Aeronautics and Astronautics, Aviation Week Intelligence Network, and the Aerospace & High Technology Database so that both students and faculty can keep up with the industry’s trends in a timely manner.

E. Budget Information
The cost and revenue projections for the proposed program based on the expected enrollment, is given in the following Appendices: E (New Resources), F (Projected Revenue Related to the Proposed Program), G (Supporting Materials: Expenditures) and H (Five-year financial projection of the program). Revenues are calculated based on the breakdown of full and part time students described in Appendix F and Appendix J.

VII. Program Evaluation
All York College programs, including the proposed MS in Aviation Management, must meet the standards of the New York State’s Education Department and the Middle States Commission on Higher Education. In addition, the Department of Business and Economics, the CUNY Aviation Institute, and the Office of Institutional Effectiveness will be closely monitoring the program during the first five years of its implementation to assess its impact and outcomes. It will thereafter be assessed according to the established protocols at the college, including the Academic Program Review. Such assessment includes meeting institutional, program, and student learning outcomes.

Program Annual Report.
The Chair of Department will conduct an annual review that will report on enrollment, student and faculty activities, achievements, internships, placement of graduates, instructors’ teaching effectiveness, and student and faculty scholarly and other professional activities. As stated, the program will be evaluated and assessed each semester according to the procedures for the 5-year Academic Program Review that each academic department and its programs undergo.

Student Grades and Retention
The Chair of Department in collaboration with the Office of the Registrar and the Office of Institutional Effectiveness will monitor student success (such as, through GPAs and portfolios). Students will have faculty advisors and must meet their advisor each term to discuss program progress, academic plan, internship opportunities and job placement. Analysis of student performance will provide insights for program improvement.

Student Activities
Students enrolled in the proposed program will have the opportunity to participate in numerous enrichment and research activities. These include, but are not limited to: a) campus presentations
and seminars by students, faculty, and invited speakers; b) CUNY-wide presentations and conferences; and c) regional and national conferences and seminars.

**Student Internships**
The CUNY Aviation Institute and the School of Business and Information Systems faculty carry out research and support student internship placement. With the Institute’s support, students attend conferences (Women in Aviation) and participate in internships at local (JFK, LGA, EWR) and international airports (through study abroad) and the Port Authority.

**Job Placement of Graduates**
The placement of MS Aviation Management graduates in appropriate jobs will be an important measure of the program’s success. Employment opportunities for graduates of this program exist within the aviation and related industries. The program will further develop relationships with companies to hire graduates. Graduates of the program will be invited to the annual Open House event and to other Department presentations to share their experiences with students and faculty as well as to provide networking opportunities for current students.

**Faculty Evaluation.** Following established CUNY and college procedures, all instructional staff will be evaluated annually. The Chair of Business and Economics will evaluate full-time and adjunct faculty members. Faculty members will be evaluated in terms of teaching effectiveness (through peer and student evaluations), instructional and grading practices, scholarly and professional activities, and other contributions to the program, the Department, the College and the University.
References
4. Pearce, Brian, The shape of air travel markets over the next 20 years, www.iata.org/pax-forecast
AVIA 510 ORGANIZATIONAL BEHAVIOR & CHANGE IN AVIATION BUSINESS
Course Description
Drawing on management theory and the latest research on organizational behavior, this course delineates a variety of organizational behavior and management topics with a focus on the aviation industry. This includes the practical application of the tools and topics discussed. Prerequisites: Department permission; Class Time: 3 hrs 3 crs

AVIA 540—AVIATION RESEARCH METHODS
Course Description
This course provides an overview of research methodology and the requirements needed to conduct quality aviation research at the graduate level. Students are required to develop a comprehensive research project and present the results the project. Prerequisites: Department permission; Class Time: 3 hrs. 3 crs

FINC 575—ADVANCED AVIATION FINANCE
Course Description
This course offers a comprehensive review of the financial analysis and modeling techniques used by aviation financial managers. The course provides an overview of the major tasks, issues and tools of financial management in relation to today’s airline industry and the skills needed to resolve common problems faced by financial decision makers. Prerequisites: Department permission; Class time: 3 hrs, 3 crs

AVIA 620 AVIATION SAFETY MANAGEMENT
Course Description
This course examines various aspects of aviation flight and ground safety program management. Aviation safety program development, aviation human factors issues, aviation accident causation models, Safety Management Systems (SMS) and other areas relevant to aviation safety will be discussed. Case studies derived from actual National Transportation Safety Board Aviation Accident Reports will be examined. Prerequisites: Department permission; Class Time: 3 hrs. 3 crs

AVIA 625 CONTEMPORARY AVIATION SECURITY
Course Description
Analysis of threats, security and asset protection within the aviation industry, emphasizing a political and public policy perspective including the impact of international terrorism, hijacking, sabotage, bombings, theft, smuggling, and terminal invasion. Airport, airline, and terminal security programs will be presented in accordance current federal policies and regulations. Prerequisites: Department permission; Class Time: 3 hrs. 3 crs
AVIA 630 AIRLINE/AIRPORT EMERGENCY PLANNING AND MANAGEMENT
Course Description
An application of context, considerations and procedures in managing emergencies and disasters. The course will focus on the importance of developing and disseminating a disaster plan within the organization, as well as delineating and communicating areas of responsibility for action. The role of the emergency planner in the overall planning function will be considered. Emphasis will be placed on strategies for mitigation of disaster from natural disasters, technological hazards, human errors, sabotage and terrorism.
Prerequisites: Department Permission; Class Time: 3 hrs. 3 crs

AVIA 635 GLOBAL LOGISTICS AND SUPPLY CHAIN MANAGEMENT
Course Description
This class explores the logistics of managing a global airline supply chain and discusses what the strategies airlines can implement to cope with these challenges and improve their supply chain performance. Topics may include airline supply chain risk management, the total-cost-of-ownership approach to procurement, global supplier selection, network orchestration, transportation and distribution strategies around the world, and transportation security measures. Additionally, global airline warehousing and distribution as well as criteria for establishing efficient global distribution networks will be explored.
Prerequisites: Department permission; Class Time: 3 hrs. 3 crs

AVIA 645 MODERN AIRPORT PLANNING AND MANAGEMENT
Course Description
This course examines the relationship between airlines and airports; daily airport operations including ground operations, passenger flow management, baggage handling and cargo operations; issues related to noise, environment; airport safety and security issues; and changes in technology, structure, and political environment, including enhanced security, environmental impact, and regulatory issues. This course also prepares students to evaluate and justify purchasing requests when interacting with financial gatekeepers.
Prerequisites: Department permission; Class Time: 3 hrs. 3 crs

AVIA 650 INNOVATIVE AIRLINE MANAGEMENT
Course Description
This is a computer simulation practicum designed to provide the opportunity to apply real world strategic processes under simulated conditions toward the solution of specific business problems.
Prerequisites: Department Permission; Class Time: 3 hrs. 3 crs

AVIA 660 AVIATION MARKETING AND STRATEGIC PLANNING
Course Description
A capstone course on marketing and strategic planning, this course will highlight the various strategies airline companies use to gain a competitive edge as well as develop a long term, sustainable strategy for success. Case studies of airlines will illustrate the relevant concepts.
Prerequisites: Department Permission; Class Time: 3 hrs. 3 crs
<table>
<thead>
<tr>
<th><strong>AVIA.1</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department(s)</strong></td>
<td>Business and Economics</td>
</tr>
<tr>
<td><strong>Career</strong></td>
<td>[ ] Undergraduate  [X ] Graduate</td>
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<tr>
<td><strong>Academic Level</strong></td>
<td>[ x ] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial</td>
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<tr>
<td><strong>Subject Area</strong></td>
<td>Aviation</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>AVIA 510</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Organizational Behavior &amp; Change in Aviation Business</td>
</tr>
<tr>
<td><strong>Catalogue Description</strong></td>
<td>Drawing on management theory and the latest research on organizational behavior, this course delineates a variety of organizational behavior and management topics with a focus on the aviation industry. This includes the practical application of the tools and topics discussed.</td>
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<tr>
<td><strong>Prerequisites</strong></td>
<td>Department permission</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts</strong></td>
<td>[ ] Yes  [x ] No</td>
</tr>
<tr>
<td><strong>Course Attribute (e.g. Writing Intensive, WAC, etc)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>General Education Component</strong></td>
<td><em>x</em>_ Not Applicable</td>
</tr>
</tbody>
</table>

Rationale: Understanding how and why organizations operate as they do is imperative for any manager. This course discusses the latest research regarding how organizations function and their implications for the management team.
Instructor Information:
Section:
Class Time: 3 hrs. 3 crs
Room:

Course Description:
Drawing on management theory and the latest research on organizational behavior, this course delineates a variety of organizational behavior and management topics with a focus on the aviation industry. This includes the practical application of the tools and topics discussed.

Prerequisites:
Department permission

Required Materials:
Text:

Wall Street Journal: It is strongly encouraged that students foster a habit of reading the Wall Street Journal and bring-up for discussion current and relevant articles.

Learning Outcomes: By the end of this course, students should be able to:
1. Articulate prominent management theories, analyze and critique these theories, and apply these theories in the course of addressing a variety of organizational issues and problems. Apply information to issues of organizational management.
2. Demonstrate an understanding of key theories of organizational behavior and change, and to apply these theories in an organizational setting.
3. Critically examine cultures other than their own, and apply the knowledge gained in their personal and professional lives, particularly as it relates to the aviation industry.
4. Reflect upon their own skills and limitations as individuals, evidenced by performance in working with groups.
5. Identify and select relevant information from a variety of sources, and organize and apply this information in the solution to organizational behavior and management problems.
Class Policies and Procedures:

You are required to check Blackboard postings regularly. Class materials such as lecture notes and other handouts will be posted. Before each class session you are required to read the relevant textbook chapters and other assigned readings and be prepared to discuss. Several sets of exercises will be assigned throughout the course and the solutions will be discussed at the following class meeting. You should be prepared to discuss the issues raised in the exercises and your solution to the problem.

The exams will be based on the class lectures and the textbook. The lectures will roughly follow the textbook as indicated in the schedule of topics below, but sometimes the lectures will go beyond what is covered in the text. Conversely, the lectures often will not cover everything that is in the assigned chapter. Attending class and taking good notes is therefore very important.

Missing any class will expose the student to significant risks. Attendance is mandatory. An attendance sign in sheet will be circulated for the first ten minutes of each class. Attendance at all exams is mandatory. Students missing an exam without prior notification and permission from the instructor will receive a grade of zero for that exam.

The final exam is comprehensive.

Beepers, cell phones, and pagers need to be turned off before entering the classroom. Disruptive behavior will not be tolerated and could result in points being deducted from exam scores at the discretion of the professor and/or prompt dismissal from the class.

Grading:
Midterm Exam: 20%
Final Exam: 30%
Research Project: 50%

Every class period one student will present a recent (within 10 years maximum) peer reviewed article dealing with the topic of the week. It is the presenting student’s responsibility to have chosen and distributed the article to their classmates by the Friday of the week before class. All students are responsible for reading and being prepared to discuss this article during class.

The major component of your grade is a formal research project. Details will be discussed in class. Each project consists of two parts: a presentation and a formal paper suitable for publishing (a minimum of 12-15 pages but no longer than 20 pages including references). Your final project grade is based on the presentation, formal paper, and peer review scores.

Numerical grading for the course will be determined on a straight scale percentage basis with students obtaining:
A+  97.0%-100%
A   93.0%-96.9%
A-  90.0%-92.9%
B+  87.0%-89.9%
B   83.0%-86.9%
B-  80.0%-82.9%
C+  77.0%-79.9%
C   73.0%-76.9%
C-  70.0%-72.9%
F   0-69%

**Academic Integrity:**
Each student is expected to perform complete academic honesty during the class. Academic Dishonesty, such as cheating on examinations, plagiarism, obtaining unfair advantage, and falsification of records and official documents, is prohibited at York College, City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. Please go to s policies-procedures/Academic-Integrity-Policy.pdf/view?searchterm=integrity for further information.

**Student with Disabilities:**
If you anticipate the need for reasonable accommodations to meet the requirements of this course, you should contact the Programs/Services for Students with Disabilities Office (AC-1G03) and request I be provided with official notification of your accommodation needs as soon as possible. Please feel free to discuss with me accommodations and how my course requirements and activities may impact your ability to fully participate. My obligation is to accommodate all students; however, I need to be notified of the nature of accommodations required.

**Miscellany:**
Students are responsible for understanding the course policies and requirements as expressed in this syllabus, as well as those policies and requirements announced in class.
### Detailed Schedule:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Topic:</th>
<th>Objective</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Syllabus Review</td>
<td>#1</td>
<td>Syllabus Greenberg Chapter 1</td>
</tr>
<tr>
<td></td>
<td>The field of Organizational Behavior (Theory and Science)</td>
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<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>The field of Organizational Behavior</td>
<td>#1</td>
<td>Greenberg Chapter 1, 12 Instructors Article</td>
</tr>
<tr>
<td></td>
<td>Culture, Creativity, and Innovation</td>
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<tr>
<td>Week 3</td>
<td>Organizations: Justice, Ethics, and Social</td>
<td>#1, 2, 3, 4</td>
<td>Greenberg Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Responsibility</td>
<td></td>
<td>Student Article</td>
</tr>
<tr>
<td>Week 4</td>
<td>Individual Behavior: Psychological Processes in Organizations</td>
<td>#1, 2, 3, 4</td>
<td>Greenberg Chapter 3</td>
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<td>Week 5</td>
<td>Coping with Organizational Life</td>
<td>#1, 2, 3, 4</td>
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<td>Designing Effective Organizations</td>
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<td>#1, 2, 3, 4</td>
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<td>Interpersonal Behavior in the Workplace</td>
<td>1, 2, 3, 4</td>
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<td>Managing Change</td>
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<td>Week 10</td>
<td>Organizational Communication</td>
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<td>1, 2, 3, 4</td>
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<td>Making Decisions in Organizations</td>
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<td>Leadership</td>
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<td>Week 14</td>
<td>Presentations</td>
<td># 5</td>
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<td>Week 15</td>
<td>Final Exam</td>
<td># 5</td>
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<td><strong>Course Title</strong></td>
<td>Aviation Research Methods</td>
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<tr>
<th><strong>Catalogue Description</strong></th>
<th>This course provides an overview of research methodology and the requirements needed to conduct quality aviation research at the graduate level. Students are required to develop a comprehensive research project and present the results the project.</th>
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<td><strong>General Education Component</strong></td>
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</table>

**Rationale:** This course provides an opportunity for aviation students to establish or advance their understanding of research through critical exploration of research language and methodology.
Instructor Information:
Instructor:
Section:
Class Time: 3 hours, 3 credits
Room:

Course Description:
This course provides an overview of research methodology and the requirements needed to conduct quality aviation research at the graduate level. Students are required to develop a comprehensive research project and present the results the project.

Prerequisites:
Department Permission

Required Materials:
Text:

Wall Street Journal: It is strongly encouraged that students foster a habit of reading the Wall Street Journal and bring-up for discussion current and relevant articles.

Learning Outcomes: Upon completion of this course the student should be able to:
- Apply and explain approaches and techniques required in performing reliable and valid research.
- Understand and explain the terminology involved in conducting research.
- Present both an oral and written research proposal and report.
- Develop a conceptual framework for research methodology.
Class Policies and Procedures:

You are required to check Blackboard postings regularly. Class materials such as lecture notes and other handouts will be posted. Before each class session you are required to read the relevant textbook chapters and other assigned readings and be prepared to discuss. Several sets of exercises will be assigned throughout the course and the solutions will be discussed at the following class meeting. You should be prepared to discuss the issues raised in the exercises and your solution to the problem.

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The final exam is comprehensive.

Beepers, cell phones, and pagers need to be turned off before entering the classroom. Disruptive behavior will not be tolerated and could result in points being deducted from exam scores at the discretion of the professor and/or prompt dismissal from the class.

Grading:

Midterm Exam: 20%
Final Exam: 30%
Research Project: 50%

Every class period one student will present a recent (within 10 years maximum) peer reviewed article dealing with the topic of the week. It is the presenting student’s responsibility to have chosen and distributed the article to their classmates by the Friday of the week before class. All students are responsible for reading and being prepared to discuss this article during class.

The major component of your grade is a formal research project. Details will be discussed in class. Each project consists of two parts: a presentation and a formal paper suitable for publishing (a minimum of 12-15 pages but no longer than 20 pages including references). Your final project grade is based on the presentation, formal paper, and peer review scores. Numerical grading for the course will be determined on a straight scale percentage basis with students obtaining:
A+  97.0%-100%
A  93.0%-96.9%
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B+  87.0%-89.9%
B  83.0%-86.9%
B-  80.0%-82.9%
C+  77.0%-79.9%
C  73.0%-76.9%
C-  70.0%-72.9%
F  0-69%

**Academic Integrity:**
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**Detailed Schedule:**

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<thead>
<tr>
<th>Date:</th>
<th>Topic:</th>
<th>Reading:</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Business Research</td>
<td>CH 1</td>
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<td></td>
<td>Research in Business</td>
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<td>Week 2</td>
<td>Ethics in Business Research</td>
<td>CH 2, 3</td>
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<td></td>
<td>Thinking Like a Researcher</td>
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<td>Week 3</td>
<td>The Research Process: An Overview</td>
<td>CH 4, 5</td>
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<td></td>
<td>Clarifying the Research Question through Secondary Data and Exploration</td>
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<tr>
<td>Week 4</td>
<td>The Design of Business Research</td>
<td>CH 6</td>
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<tr>
<td></td>
<td>Research Design: An Overview</td>
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<td>Week 5</td>
<td>Qualitative Research</td>
<td>CH 7</td>
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<td>Week 6</td>
<td>Observation Studies</td>
<td>CH 8</td>
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<td>Week 7</td>
<td>Experiments and Surveys</td>
<td>CH 9 and 10</td>
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<td>Week</td>
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<td>Week 8</td>
<td>Midterm Exam</td>
<td>Texts, supplements, notes and Lectures</td>
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<tr>
<td>Week 9</td>
<td>Measurement</td>
<td>CH 11</td>
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<td>Week 10</td>
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<td>CH 12, 13</td>
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<td>Questionnaires and Instruments</td>
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<td>Week 11</td>
<td>Sampling</td>
<td>CH 14</td>
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<td>Week 12</td>
<td>Data Preparation and Description</td>
<td>CH 15</td>
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<td>Week 13</td>
<td>Hypothesis Testing</td>
<td>CH 17</td>
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<tr>
<td>Week 14</td>
<td>Project presentation</td>
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<tr>
<td>Week 15</td>
<td>Final Exam</td>
<td>Texts, supplements, notes and Lectures</td>
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**AVIA.3**

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<th>Department(s)</th>
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<td>Subject Area</td>
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<td>Course Number</td>
<td>575</td>
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<tr>
<td>Course Title</td>
<td>Advanced Aviation Finance</td>
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</table>

**Catalogue Description**

This course offers a comprehensive review of the financial analysis and modeling techniques used by aviation financial managers. The course provides an overview of the major tasks, issues and tools of financial management in relation to today’s airline industry and the skills needed to resolve common problems faced by financial decision makers.

**Prerequisites**

Department permission

**Credits**

3

**Contact Hours**

3

**Liberal Arts**

[ ] Yes [X ] No

**Course Attribute (e.g. Writing Intensive, WAC, etc)**

**General Education Component**

_x__ Not Applicable

**Rationale:** This course gives students insights into the highly complex factors essential to management performance in the aviation industry related to the critical area of finance.
School of Business and Information Systems
FINC 575 Advanced Aviation Finance
Course Outline

Instructor Information:
Instructor:
Section:
Class Time: 3 hrs. 3 crs
Room:

Course Description:
This course offers a comprehensive review of the financial analysis and modeling techniques used by aviation financial managers. The course provides an overview of the major tasks, issues and tools of financial management in relation to today’s airline industry and the skills needed to resolve common problems faced by financial decision makers.

Prerequisites:
Prerequisites: Department Permission

Required Materials:
Text:
Airline Finance & Accounting Management, 2nd Edition, IATA

Wall Street Journal: It is strongly encouraged that students foster a habit of reading the Wall Street Journal and bring-up for discussion current and relevant articles.

Learning Outcomes: In this course a student will learn:
Evaluate the “lease vs. buy” decision from an airline's perspective
Apply the capital budgeting process
Identify and implement financial derivatives
Apply financial techniques to the airline industry
Utilize airline cost structure
Class Policies and Procedures:

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Final Exam: 30%
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| Week 1     | **Introduction : Financial Management Within Today’s Airlines Industry**  
  - Key Features of Financial Management  
  - Financial Performance of the Airline Industry  
  - Short- and Long-Term Strategies | Module 1       |
| Week 2     | **The Role of Accounting in Airlines**  
  - The Financial Information System  
  - Basic Accounting Terminology, Principles and Practices  
  - Statutory Accounts | Module 2       |
| Week 3     | **The Role of Accounting in Airlines**  
  - Management Accounting  
  - Interfaces With Other Functions  
  - Special Accounting Considerations | Module 2       |
| Week 4     | **Finance in the Organization**  
  - Position of the Finance Function  
  - Executive Decision-Making  
  - Purchasing in the Organization | Module 3       |
| Week 5     | **Financial Ratio Analysis**  
  - Ratios and Analysis  
  - Liquidity Ratios  
  - Longer Term Solvency Ratios  
  - Profitability Ratios  
  - Limitations of Ratio Analysis | Module 4       |
| Week 6     | **Sources and Uses of Funds**  
  - The Sources and Uses of Funds Statement  
  - The Cash Basis Approach | Module 5       |
| Week 7     | **Sources and Uses of Funds**  
  - The Working Capital Approach  
  - Financing Issues in the Airline Industry | Module 5       |
| Week 8     | Midterm Exam | Texts, supplements, notes and Lectures |
| Week 9     | **Financial Control**  
  - Planning  
  - Reporting Results  
  - Cost Control  
  - Credit Control | Module 6       |
| Week 10    | **Financial Control**  
  - Yield Management and Inventory Control  
  - Safeguarding Assets  
  - Performance Analysis | Module 6       |
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<td>• Cash Management Within an Organization</td>
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<td>• Liquid Assets</td>
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<td>• Cash Management Problems</td>
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<td>• Cash Forecasts</td>
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<th>Week 12</th>
<th><strong>Accounting Trends in the Airline Industry</strong></th>
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<td>• Accounting for Fleet Assets</td>
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<td>• Aircraft Leasing</td>
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<td>• Aircraft Depreciation</td>
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<th>Week 13</th>
<th><strong>Accounting Trends in the Airline Industry</strong></th>
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<td>• Revenue Accounting</td>
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<td>• Frequent Flyer Accounting</td>
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<td>• Treasury and Foreign Currency</td>
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<th>Week 14</th>
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<th><strong>Final Exam</strong></th>
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<td><strong>Course Number</strong></td>
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<td><strong>Course Title</strong></td>
<td>Aviation Safety Management</td>
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<td><strong>Catalogue Description</strong></td>
<td>This course examines various aspects of aviation flight and ground safety program management. Aviation safety program development, aviation human factors issues, aviation accident causation models, Safety Management Systems (SMS) and other areas relevant to aviation safety will be discussed. Case studies derived from actual National Transportation Safety Board Aviation Accident Reports will be examined.</td>
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**Rationale:** The class provides students with an overview of all aspects of aviation safety and how it impacts the aviation industry. Understanding causes of accidents and implementing procedures to prevent them is important, as well as gaining insight to regulatory requirements.
Instructor Information:
Instructor:
Section:
Class Time: 3 hrs. 3 crs
Room:

Course Description:
This course examines various aspects of aviation flight and ground safety program management. Aviation safety program development, aviation human factors issues, aviation accident causation models, Safety Management Systems (SMS) and other areas relevant to aviation safety will be discussed. Case studies derived from actual National Transportation Safety Board Aviation Accident Reports will be examined.

Prerequisites:
Department Permission

Required Materials:
Text:
- NTSB ACCIDENT CASE STUDY
- NTSB reports on line, student’s choice.

Learning Outcomes: By the end of this course, students should be able to:
1. Adapt, build and compile system safety definitions, principles, and concepts into practical applications.
2. Decide and defend the basic concept of risk management as applied to aviation safety.
3. Justify the need for an aviation safety program and the issues, which must be addressed when building an aviation safety program.
4. Identify and judge the factors, which influence “risk taking” by people and management controls over “risk taking.”
5. Develop and discuss how the program elements listed below are incorporated into an aviation safety program: a) Internal reporting and information distribution systems’ Safety committees. c) Inspection and audit programs. d) Education and training. e) Awards programs. f) Preparation for an accident investigation. g) Office Management
6. Develop, defend, rate and or modify in a presentation an NTSB case finding and its change on the SMS system of the Company involved
Class Policies and Procedures:

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Grading:

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<th>Percentage</th>
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<tbody>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>Research Project</td>
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A+  97.0%-100%
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**Detailed Schedule:**
<table>
<thead>
<tr>
<th>Date:</th>
<th>Chapters:</th>
<th>Reading and Milestones</th>
</tr>
</thead>
</table>
| Week 1 | Introduction to SMS  
History and Evolution of Safety | Project Discussion Group  
Presentation or Film.  
First NTSB Report for Following Week |
| Week 2 | Part 1. Aviation Safety Program Management  
a. Accident Prevention Concepts  
b. Management Concepts and Methods  
c. Safety Program Organization | Project Groups or Film Decision.  
Present NTSB Reports  
Current Event Article due Next Week |
| Week 3 | Part 2. Aviation Safety Program Management  
d. Reporting and Information Systems  
e. Safety Committees  
f. Safety Inspections and Audits  
g. Safety Management Systems (SMS) | Current Event Article Presented  
Review for Initial Exam Covering Weeks 1,2, and 3  
Current Event Article Next Week |
| Week 4 | Ground Safety and SMS  
a. Aviation Maintenance Safety  
b. Ground Safety | Initial Exam 45 Min. Time limit  
Present Current Event Article  
NTSB Report Due Next Week |
| Week 5 | Flight Safety and SMS  
a. Issues Related to Flight Safety  
b. ATC Safety | NTSB Report  
Current Event Article Due Next Week |
| Week 6 | Part 1. Human Factors  
a. What is the meaning of HF | Review For Mid-Term Exam. Covers Weeks 1-6  
Current Event Article Due Next Week |
| Week 7 | Mid Term Exam  
Part 2. Human Factors  
b. Communications  
c. Stress  
d. Situational Awareness | One Hour Allotted for Mid-Term  
Present Current Event Article  
NTSB Report Due Next Week |
| Week 8 | Part 3. Human Factors  
e. Hazardous Attitudes  
f. Crew Resource Management  
g. Leadership  
h. Teamwork | NTSB Report Presentation  
Aviation Current Event Due Next Week |
| Week 9 | Part 1. Aircraft Accidents  
a. Accident Investigation Procedures | Aviation Current Event Presentation  
Next Week Aviation Current Event Due |
| Week 10 | Part 2. Aircraft Accidents  
b. Accident Causation Models | Aviation Current Event Presentation  
Next Week Aviation Current Event Due |
<p>| Week 11 | SMS: Forms and Reports | Aviation Current Event Presentation |</p>
<table>
<thead>
<tr>
<th>Week 12</th>
<th>SMS: Putting it All Together</th>
<th>Group/Film Project Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>Discussion on SMS in other Areas of Aviation: Airport and Maintenance Facilities</td>
<td>Group/Film Project Presentations Next Week Aviation Current Event Due</td>
</tr>
<tr>
<td>Week 14</td>
<td>Review for Final Comprehensive Exam</td>
<td>If needed Completion of Group/Film Projects Aviation Current Event Presentation</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Comprehensive Exam</td>
<td>Final Exam will be a Written Exam. Questions will Cover the Past 14 Weeks. Entire Period given for Completion</td>
</tr>
</tbody>
</table>
# AVIA 625: Contemporary Aviation Security

<table>
<thead>
<tr>
<th><strong>Department(s)</strong></th>
<th>Business and Economics</th>
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<tr>
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<td>[X ] Graduate</td>
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<td><strong>Academic Level</strong></td>
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<td></td>
<td>[ ] Compensatory</td>
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<td>[ ] Developmental</td>
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<td>[ ] Remedial</td>
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<tr>
<td><strong>Subject Area</strong></td>
<td>Aviation</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>AVIA 625</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Contemporary Aviation Security</td>
</tr>
</tbody>
</table>

**Catalogue Description**

Analysis of threats, security and asset protection within the aviation industry, emphasizing a political and public policy perspective including the impact of international terrorism, hijacking, sabotage, bombings, theft, smuggling, and terminal invasion. Airport, airline, and terminal security programs will be presented in accordance current federal policies and regulations.

**Prerequisites**

- Department Permission

**Credits**

- 3

**Contact Hours**

- 3

**Liberal Arts**

- [ ] Yes  
- [x ] No

**Course Attribute (e.g. Writing Intensive, WAC, etc)**

**General Education Component**

- _x__ Not Applicable

**Rationale:** This course provides students with and practitioners aspects of aviation security and how it impacts the Aviation Industry.
Instructor Information:
Instructor:
Section:
Class Time: 3 hrs. 3 crs
Room:

Course Description:
Analysis of threats, security and asset protection within the aviation industry, emphasizing a political and public policy perspective including the impact of international terrorism, hijacking, sabotage, bombings, theft, smuggling, and terminal invasion. Airport, airline, and terminal security programs will be presented in accordance current federal policies and regulations.

Prerequisites:
Department Permission

Required Materials:
Text:

Wall Street Journal: It is strongly encouraged that students foster a habit of reading the Wall Street Journal and bring-up for discussion current and relevant articles.
**Learning Outcomes:** By the end of this course, students should be able to:

1. Analyze the legal framework in which aviation security operates,
2. Describe context in which key concepts for securing civil aviation are implemented in different regimes.
3. Demonstrate understanding of how business decisions are being affected by threats and risks, and analyze various emergency planning response options.
4. Evaluate how aviation security is integrated within the aviation industry, and how to balance security with cost effectiveness.

**Class Policies and Procedures:**

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The final exam is comprehensive.

Beepers, cell phones, and pagers need to be turned off before entering the classroom. Disruptive behavior will not be tolerated and could result in points being deducted from exam scores at the discretion of the professor and/or prompt dismissal from the class.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Research Project</td>
<td>50%</td>
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<tr>
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<th>Date</th>
<th>Topic</th>
<th>Objective</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Pre-9/11 threats to Aviation Security &amp; U.S. Policy Response</td>
<td># 1,2</td>
<td>Bartholomew Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Price Chapter 2</td>
</tr>
<tr>
<td>Week 2</td>
<td>Post 9/11 Attacks &amp; Ensuing Policy Debate</td>
<td># 1,2</td>
<td>Bartholomew Chapter 2</td>
</tr>
<tr>
<td></td>
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<td>Price Chapter 1 Instructor Article</td>
</tr>
<tr>
<td>Week 3</td>
<td>Policy Refinement in Response to the Evolving Terrorist Threat</td>
<td># 1,2</td>
<td>Bartholomew Chapter 3</td>
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<td></td>
<td>Price Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Article</td>
</tr>
<tr>
<td>Week 4</td>
<td>U.S. Strategy for Combatting Terror Threats to the Aviation Domain</td>
<td># 1,2,3,4</td>
<td>Bartholomew Chapter 4</td>
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<td></td>
<td>Price Chapter 4</td>
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<td></td>
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<td></td>
<td>Student Article</td>
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<tr>
<td>Week 5</td>
<td>Evaluating &amp; Managing Security Risks</td>
<td># 1,2,3,4</td>
<td>Bartholomew Chapter 5</td>
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<td></td>
<td></td>
<td>Price Chapter 11</td>
</tr>
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<td>Student Article</td>
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<tr>
<td>Week 6</td>
<td>Midterm Exam</td>
<td># 1,2,3,4</td>
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<tr>
<td>Week 7</td>
<td>Exploiting Intelligence &amp; Counter-terrorism Information</td>
<td># 1,2,3,4</td>
<td>Bartholomew Chapter 6</td>
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<td></td>
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<td></td>
<td>Student Article</td>
</tr>
<tr>
<td>Week 8</td>
<td>Passenger &amp; Baggage Screening; Exam</td>
<td># 3,4</td>
<td>Bartholomew Chapter 7</td>
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<td></td>
<td>Price Chapter 6</td>
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<td>Student Article</td>
</tr>
<tr>
<td>Week 9</td>
<td>Airline In-flight Security Measures</td>
<td># 3,4</td>
<td>Bartholomew Chapter 8</td>
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<td></td>
<td>Price Chapter 8</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Student Article</td>
</tr>
<tr>
<td>Week 10</td>
<td>Commercial Airport Access Controls</td>
<td># 3,4</td>
<td>Bartholomew Chapter 9</td>
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<td></td>
<td>Price Chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Article</td>
</tr>
<tr>
<td>Week 10</td>
<td>Proliferation of Nuclear Weapons</td>
<td># 1,2,3,4</td>
<td>Sidel Article</td>
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<td></td>
<td></td>
<td></td>
<td>Student Article</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mitigating the threat of shoulder fired missiles</td>
<td># 2,3,4</td>
<td>Bartholomew Chapter 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Article</td>
</tr>
<tr>
<td>Week 12</td>
<td>GAO Reports: Aviation Security and National Strategies</td>
<td># 1,2,3,4</td>
<td>GAO Report</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Student Article</td>
</tr>
<tr>
<td>Week 13</td>
<td>GAO Reports: Airport Perimeters and access controls</td>
<td># 1,2,3,4</td>
<td>GAO Report</td>
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<td></td>
<td></td>
<td></td>
<td>Student Article</td>
</tr>
<tr>
<td>Week 14</td>
<td>Presentations</td>
<td></td>
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<tr>
<td>Week 15</td>
<td>Final Exam</td>
<td># 1,2,3,4</td>
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<tr>
<td><strong>AVIA 6</strong></td>
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<td>Subject Area</td>
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<tr>
<td>Course Number</td>
<td>AVIA 630</td>
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<tr>
<td>Course Title</td>
<td>Airline/Airport Emergency Planning and Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Catalogue Description</strong></td>
<td>An application of context, considerations and procedures in managing emergencies and disasters. The course will focus on the importance of developing and disseminating a disaster plan within the organization, as well as delineating and communicating areas of responsibility for action. The role of the emergency planner in the overall planning function will be considered. Emphasis will be placed on strategies for mitigation of disaster from natural disasters, technological hazards, human errors, sabotage and terrorism.</td>
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<tr>
<td><strong>Prerequisites [list inclusive]</strong></td>
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<td>Contact Hours</td>
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<td></td>
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<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [x ] No</td>
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<td></td>
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</tr>
<tr>
<td><strong>General Education Component</strong></td>
<td><em>x</em>_ Not Applicable</td>
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</table>

**Rationale:** The class provides students with an emergency planner’s aspects of Emergency Planning and Management and how it impacts the Aviation Industry.
School of Business and Information Systems
AVIA 630 Airline/Airport Emergency Planning and Management

Instructor Information:
Instructor:
Section:
Class Time: 3 hrs. 3 crs
Room:

Course Description
An application of context, considerations and procedures in managing emergencies and disasters. The course will focus on the importance of developing and disseminating a disaster plan within the organization, as well as delineating and communicating areas of responsibility for action. The role of the emergency planner in the overall planning function will be considered. Emphasis will be placed on strategies for mitigation of disaster from natural disasters, technological hazards, human errors, sabotage and terrorism.

Prerequisites
Department Permission

Required Materials:

Text:

Recommended Reading
Learning Outcomes: By the end of this course, students should be able to:
1. Explain the history of emergency management in the United States.
2. Identify and explain the role of airports/airlines/air transportation in the cultural and economic life of the country.
3. Explain government regulations and requirements, including the National Incident Management System.
4. Understand the nature of risk and the subjective nature of crises, disasters, and catastrophes.
6. Demonstrate the above objectives in the completion of an Emergency Management case study.

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Midterm Exam: 20%
Final Exam: 30%
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<tr>
<td>Week 1</td>
<td>Syllabus Review Autobiography and Course Critique.</td>
<td></td>
<td>Syllabus</td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to Emergency Management Airport Environment</td>
<td>#1, 2, 4</td>
<td>Price Chapters 1 &amp; 2 AC 150/5200 Chapters 1 &amp; 2 Instructor Article</td>
</tr>
<tr>
<td>Week 3</td>
<td>ICS-100 Introduction to Incident Command System Airport Operations</td>
<td>#3</td>
<td>Independent Study Course Price Chapter 3 Student Article</td>
</tr>
<tr>
<td>Week 4</td>
<td>Safety Management Systems Part 1</td>
<td>#5</td>
<td>Price Chapter 4 AC 120-92B Chapters 2-5 inclusive Student Article</td>
</tr>
<tr>
<td>Week 5</td>
<td>Safety Management Systems Part 2</td>
<td>#5</td>
<td>Price Chapter 5 AC 150/5200 Chapters 3-5 inclusive Student Article</td>
</tr>
<tr>
<td>Week 6</td>
<td>IS-700.A: National Incident Management System (NIMS) An Introduction Safety Management Systems Part 3</td>
<td>#3</td>
<td>Independent Study Course Student Article</td>
</tr>
<tr>
<td>Week 7</td>
<td>IS-800.B: National Response Framework, An Introduction Airside Operations Part 1</td>
<td>#3</td>
<td>Independent Study Course Price Chapter 6 AC 150/5200 Chapter 7 Student Article</td>
</tr>
<tr>
<td>Week</td>
<td>Course Details</td>
<td>#</td>
<td>Reference</td>
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<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----</td>
<td>-----------------</td>
</tr>
<tr>
<td>Week 8</td>
<td>Airside Operations Part 2</td>
<td>#5</td>
<td>Price Chapter 7</td>
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<td>Appendix 1</td>
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<td>Student Article</td>
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<td>Week 9</td>
<td>IS-230d Fundamentals of Emergency Management Individual Appointment with Professor Case Study Work Day</td>
<td>#3</td>
<td>Independent Study Course</td>
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<td>Week 10</td>
<td>Landside Operations (Terminal)</td>
<td>#5</td>
<td>Price Chapter 9</td>
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<td>Airport Emergency Planning Part 1</td>
<td>#5</td>
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<td>Week 12</td>
<td>Airport Emergency Planning Part 2</td>
<td>#5</td>
<td>Price Chapter 11</td>
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<td>Airport Emergency Planning Part 3</td>
<td>#5</td>
<td>Price Chapter 12</td>
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<tr>
<td>Week 14</td>
<td>Presentations</td>
<td>#6</td>
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<tr>
<td>Week 15</td>
<td>Presentations</td>
<td>#6</td>
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<td><strong>Course Number</strong></td>
<td>AVIA 635</td>
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<tr>
<td><strong>Course Title</strong></td>
<td>Global Logistics and Supply Chain Management</td>
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<tr>
<td><strong>Catalogue Description</strong></td>
<td>This class explores the logistics of managing a global airline supply chain and discusses what the strategies airlines can implement to cope with these challenges and improve their supply chain performance. Topics may include airline supply chain risk management, the total-cost-of-ownership approach to procurement, global supplier selection, network orchestration, transportation and distribution strategies around the world, and transportation security measures. Additionally, global airline warehousing and distribution as well as criteria for establishing efficient global distribution networks will be explored.</td>
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<tr>
<td><strong>Prerequisites</strong></td>
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<td><strong>General Education Component</strong></td>
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</table>

**Rationale:** Aviation is a key component of logistics and supply chain systems worldwide. Understanding of efficient logistic systems and implementing these is provided.
Instructor Information:
Instructor:
Section:
Class Time: 3 hrs. 3 crs
Room:

Course Description:
This class explores the logistics of managing a global airline supply chain and discusses what the strategies airlines can implement to cope with these challenges and improve their supply chain performance. Topics may include airline supply chain risk management, the total-cost-of-ownership approach to procurement, global supplier selection, network orchestration, transportation and distribution strategies around the world, and transportation security measures. Additionally, global airline warehousing and distribution as well as criteria for establishing efficient global distribution networks will be explored.

Prerequisites:
Department Permission

Required Materials:

Text:
Global Supply Chain Management by Matt Drake

Articles:
SUPPLY CHAIN OF A NEW GENERATION-Pepsi
Anne Field. Link Provided by Instructor
The particulars of the Pepsi Americas' supply chain story are unique to the bottling industry; the bigger challenges it faced are not. How Rizzo and his team addressed them is well worth knowing about.

Case Studies:
Yen, B., Lee, K., and Pelosi, J., Aviation spare parts supply chain management of optimization at Cathay Pacific Airways (Link to be supplied by Instructor)

Heskett, J.L. Sasser, W. E. Jr., Southwest Airlines: In a different world
**Learning Outcomes:** By the end of this course, students should be able to:

- Understand and explain the terminology involved in conducting supply chain research and network design.
- Be able to analyze supply chains and understand relevant metrics and terminology.
- To provide a framework in which students develop an in-depth analysis and solve problems of Supply Chain Management as it relates to aviation logistics and the diverse ways it contributes to competitive advantage.
- To provide students with a range of measures, tools and skills in the field of Supply Chain Management and the ability to use these in a variety of situations using aircraft in a global environment logistically.
- To develop the students’ abilities to think analytically in order to successfully apply their knowledge and technical expertise to the solution of real global business problems.
- To support and encourage students to develop their individual managerial and research capabilities in order to explain and improve the Supply Chain and manage the advantage of aviation global logistics.
- To design, propose, write and present a global logistical supply chain involving a product of their choice making use of the advantage of aviation can give their company.

**Class Policies and Procedures:**

**You are required to check Blackboard postings regularly.** Class materials such as lecture notes and other handouts will be posted. Before each class session you are required to read the relevant textbook chapters and other assigned readings and be prepared to discuss. Several sets of exercises will be assigned throughout the course and the solutions will be discussed at the following class meeting. You should be prepared to discuss the issues raised in the exercises and your solution to the problem.

**The exams will be based on the class lectures and the textbook.** The lectures will roughly follow the textbook as indicated in the schedule of topics below, but sometimes the lectures will go beyond what is covered in the text. Conversely, the lectures often will not cover everything that is in the assigned chapter. Attending class and taking good notes is therefore very important.

**Missing any class will expose the student to significant risks.** Attendance is mandatory. An attendance sign in sheet will be circulated for the first ten minutes of each class. Attendance at all exams is mandatory. Students missing an exam without prior notification and permission from the instructor will receive a grade of zero for that exam.

The midterm and final exams are comprehensive.

Beepers, cell phones, and pagers need to be turned off before entering the classroom. Disruptive behavior will not be tolerated and could result in points being deducted from exam scores at the discretion of the professor and/or prompt dismissal from the class.
Grading:
Midterm Exam: 20%
Final Exam: 30%
Research Project: 50%

Every class period one student will present a recent (within 10 years maximum) peer reviewed article dealing with the topic of the week. It is the presenting student’s responsibility to have chosen and distributed the article to their classmates by the Friday of the week before class. All students are responsible for reading and being prepared to discuss this article during class.

The major component of your grade is a formal research project. Details will be discussed in class. Each project consists of two parts: a presentation and a formal paper suitable for publishing (a minimum of 12-15 pages but no longer than 20 pages including references). Your final project grade is based on the presentation, formal paper, and peer review scores.

Numerical grading for the course will be determined on a straight scale percentage basis with students obtaining:

- A+ 97.0%-100%
- A 93.0%-96.9%
- A- 90.0%-92.9%
- B+ 87.0%-89.9%
- B 83.0%-86.9%
- B- 80.0%-82.9%
- C+ 77.0%-79.9%
- C 73.0%-76.9%
- C- 70.0%-72.9%
- F 0-69%

Academic Integrity:
Each student is expected to perform complete academic honesty during the class. Academic Dishonesty, such as cheating on examinations, plagiarism, obtaining unfair advantage, and falsification of records and official documents, is prohibited at York College, City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. Please go to s policies-procedures/Academic-Integrity-Policy.pdf/view?searchterm=integrity for further information.

Student with Disabilities:
If you anticipate the need for reasonable accommodations to meet the requirements of this course, you should contact the Programs/Services for Students with Disabilities Office (AC-1G03) and request I be provided with official notification of your accommodation needs as soon as possible. Please feel free to discuss with me accommodations and how my course requirements and activities may impact your ability to fully participate. My obligation is to accommodate all students; however, I need to be notified of the nature of accommodations required.
**Miscellany:**
Students are responsible for understanding the course policies and requirements as expressed in this syllabus, as well as those policies and requirements announced in class.

**Detailed Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters:</th>
<th>Reading and Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1. Understanding the Supply Chain</td>
<td>Select Project</td>
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<tr>
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<td>2. Supply Chain Performance: Achieving Strategic Fit and Scope and the influence of aviation on global markets</td>
<td>Read Ann Fields Article.</td>
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<td>Present 2-page Paper on Brand Identification</td>
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<tr>
<td>Week 2</td>
<td>3. Supply Chain Drivers and Metrics -- Project Idea Presentation and Discussion</td>
<td>Presentation paper 3 pages on Ann Fields Article on your analyses of Pepsis logistics and Process Improvement</td>
</tr>
<tr>
<td>Week 3</td>
<td>4. Designing Distribution Networks and Applications to Online Sales</td>
<td>Present a 3-page paper working from your analyses of Pepsis logistics and process improvement and how you would improve its strategy formulation and supply chain</td>
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<td>5. Network Design in the Supply Chain</td>
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<tr>
<td>Week 4</td>
<td>6. Designing Global Supply Chain Networks</td>
<td>Cathay Pacific Case Study</td>
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<td>7. Demand Forecasting in a Supply Chain</td>
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<tr>
<td>Week 5</td>
<td>8. Aggregate Planning in a Supply Chain and aviation’s role</td>
<td>2-page paper presentation on Case</td>
</tr>
<tr>
<td>Week 6</td>
<td>9. Sales and Operations Planning: Planning Supply and Demand in a Supply Chain involving aviation</td>
<td>Your Evaluation and Critic of the Case given in a 3-page paper Review for Mid-Term</td>
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<td></td>
<td>10. Review</td>
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<tr>
<td>Week 7</td>
<td>11. Managing Economies of Scale in a Supply Chain: Cycle Inventory</td>
<td>Midterm-One Hour Allocated.</td>
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<tr>
<td>Week 8</td>
<td>-Project Presentation Summary</td>
<td>Initial Project Design Summary Presentation</td>
</tr>
<tr>
<td>Week 9</td>
<td>12. Managing Uncertainty in a Supply Chain: Safety Inventory</td>
<td>Southwest Case Study</td>
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<tr>
<td>Week 10</td>
<td>13. Determining the Optimal Level of Product Availability</td>
<td>2 Page Paper presentation on Case</td>
</tr>
<tr>
<td>Week 11</td>
<td>14. Transportation in a Supply Chain other than aviation</td>
<td>3 Page paper presentation on Your Evaluation and Critic of the Case</td>
</tr>
<tr>
<td>Week 12</td>
<td>15. Sourcing Decisions in a Supply Chain</td>
<td>3 Page Paper comparing the supply chain of Pepsi, Cathay and Southwest and your opinion on their value</td>
</tr>
<tr>
<td>Week 13</td>
<td>16. Pricing and Revenue Management in a Supply Chain</td>
<td>Prepare a short PPT to Discuss Aviation’s Global contribution to the Supply Chain Management looking at the Logistics, Financial and the Forecasting sides.</td>
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<td>17. Sustainability and the Supply Chain</td>
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<tr>
<td>Week 14</td>
<td>Review/Final Presentation Prep</td>
<td>Presentations</td>
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<tr>
<td>Week 15</td>
<td>-Final Presentation</td>
<td>Presentations</td>
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<td><strong>Career</strong></td>
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<td><strong>Subject Area</strong></td>
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<td><strong>Course Number</strong></td>
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<tr>
<td><strong>Course Title</strong></td>
<td>Modern Airport Planning and Management</td>
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</table>

| **Catalogue Description** | This course examines the relationship between airlines and airports; daily airport operations including ground operations, passenger flow management, baggage handling and cargo operations; issues related to noise, environment; airport safety and security issues; and changes in technology, structure, and political environment, including enhanced security, environmental impact, and regulatory issues. This course also prepares students to evaluate and justify purchasing requests when interacting with financial gatekeepers. |

| **Prerequisites** [list inclusive] | Department Permission |
| **Credits** | 3 |
| **Contact Hours** | 3 |
| **Liberal Arts** | [ ] Yes  [x ] No |
| **Course Attribute (e.g. Writing Intensive, WAC, etc)** | |
| **General Education Component** | _x__ Not Applicable |

**Rationale:** The class provides students with an in-depth integration of the critical issues involved in the relationship between the airlines and the airport as well as regulatory issues. Managerial planning and strategy with consideration of pertinent factors are considered.
**Instructor Information:**
Instructor:  
Section:  
Class Time: 3 hrs. 3 crs  
Room:  

**Course Description:**  
This course examines the relationship between airlines and airports; daily airport operations including ground operations, passenger flow management, baggage handling and cargo operations; issues related to noise, environment; airport safety and security issues; and changes in technology, structure, and political environment, including enhanced security, environmental impact, and regulatory issues. This course also prepares students to evaluate and justify purchasing requests when interacting with financial gatekeepers.

**Prerequisites:**  
Department Permission

**Required Materials:**

**Text:**  

**Cases**
- Ilan, A., Lohwasser, M., and Dugosh, J. Orlando International Airport: Landing international airlines business (Link to be provided by Instructor)
- Narayanan, V. G., and Batta, G., Delays at Logan Airport (Link to be provided by Instructor)
- Diermeier, D., and Meagher, E., San Francisco International Airport and Quantum secure’s safe for aviation system. (Link to be provided by Instructor)

**Learning Outcomes:** By the end of this course, students should be able to:
1. Interpret the international business, international marketing and business strategy to illustrate the identification and selection of potential markets.

2. To justify the quantitative and qualitative data to determine which regions, countries and airlines the airport should pursue.

3. Allow students to evaluate potential business opportunities using common business models.

4. Compare the different types of airport plans by analyzing the design and construction details at selected airports using airport master plans and airport layout plans.

5. To encourage students to analyze the qualitative and quantitative data presented to the decision-makers.

6. To have students prioritize business opportunities and determine which regions of the world, countries and airlines the decision-makers should pursue.

7. Justify the validity of benefits that are difficult to quantify in conjunction with the presentation of a traditional ROI analysis.

8. Evaluate planning criteria considering safety and security measures.

9. Assess the influence of stakeholders in the air transportation system and control systems; Incentives; Pricing.

10. Design, write and present an airport FAR Part 139 operations plan based on the Case study models and how they would best a plan that improves the current conditions as presented by these test airports.

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Grading:
Midterm Exam:  20%
Final Exam:    30%
Research Project:  50%

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A+  97.0%-100%
A   93.0%-96.9%
A-  90.0%-92.9%
B+  87.0%-89.9%
B   83.0%-86.9%
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C+  77.0%-79.9%
C   73.0%-76.9%
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F   0-69%

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<thead>
<tr>
<th>Date:</th>
<th>Topic:</th>
<th>Writing Assignments:</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Future of Airports and Airline Industry</td>
<td>Syllabus and project review. Read Case Study: 1.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Systems Planning Design and Management</td>
<td>Prepare 2-page paper overview on Case Study 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Aviation Environmental Impacts and Airport-Level Mitigation</td>
<td>Present Paper on Case Study 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Organization and Financing</td>
<td>2-page paper on the qualitative and quantitative aspects of Case Study 1</td>
</tr>
<tr>
<td>Week 5</td>
<td>The Airside</td>
<td>Present paper on the qualitative and quantitative aspects of Case Study 1 Prepare 2-page paper on the business opportunities of Case study 1</td>
</tr>
<tr>
<td>Week 6</td>
<td>Airfield Capacity/Airfield Delay</td>
<td>Present paper on the Business opportunities of Case study 1 Read Case Study 2</td>
</tr>
<tr>
<td>Week 7</td>
<td>Demand Management/Mid Term</td>
<td>Prepare 2-page paper overview on Case Study 2</td>
</tr>
<tr>
<td>Week 8</td>
<td>Air traffic Management</td>
<td>Present 2-page overview. Prepare a 3-page paper to justify the validity of benefits that are difficult to quantify in conjunction with the presentation of a traditional ROI analysis.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Landside/Overall Design of Passenger Buildings</td>
<td>Prepare a 3-page analyses and critic between Case 1 and Case 2 justifying business and financial outlays and quantitate and qualitative decisions</td>
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<tr>
<td>Week 10</td>
<td>Detailed Design of Passenger Buildings</td>
<td>Read Case Study 3 and prepare a 2-page overview</td>
</tr>
<tr>
<td>Week 11</td>
<td>Ground Access and Distribution</td>
<td>Present 2-page overview. Prepare a 3-page report on the logistic decisions</td>
</tr>
<tr>
<td>Week 12</td>
<td>Government, Legal, Public Relations and EPA guidelines</td>
<td>Prepare a 2-page paper on the Economic and Financial feasibility of the projects presented in Cases 1, 2, and 3</td>
</tr>
<tr>
<td>Week 13</td>
<td>Safety Management Systems at airport</td>
<td>Prepare a paper and present your opinions on their planning criteria and Business opportunities of Cases 1, 2, and 3</td>
</tr>
<tr>
<td>Week 14</td>
<td>Reference and Data Validation</td>
<td>Prepare and present a 3-page paper on how you would attempt to solve the major problem presented in Cases 1, 2 and 3</td>
</tr>
<tr>
<td>Week 15</td>
<td>Part 139 Airport Project Presentation</td>
<td>Part 139 Presentations</td>
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<tr>
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<td><strong>Course Number</strong></td>
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<tr>
<td><strong>Course Title</strong></td>
<td>Innovative Airline Management</td>
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<tr>
<td><strong>Catalogue Description</strong></td>
<td>This is a computer simulation practicum designed to provide the opportunity to apply real world strategic processes under simulated conditions toward the solution of specific business problems.</td>
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<tr>
<td><strong>General Education Component</strong></td>
<td><em>x</em>_ Not Applicable</td>
<td></td>
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</tbody>
</table>

**Rationale:** Through computer simulation, this course gives students insights into the highly complex factors essential to management performance in the industry.
Course Outline

Instructor Information:
Instructor:
Section:
Class Time: 3 hrs. 3 crs
Room:

Course Description:
This is a computer simulation practicum designed to provide the opportunity to apply real world strategic processes under simulated conditions toward the solution of specific business problems.

Prerequisites:
Department Permission

Required Materials:
Text:


Journal Articles:
I .Harvard Business Review (HBR): Competing on Resources
II. HBR: Using the Balanced Scorecard
III. HBR: What’s a Business For?

Learning Outcomes: By the end of this course, students should be able to:

1. Demonstrate understanding of how to carry out the planning function of airline management.
2. Identify ways to fulfill the leadership function of management and understand how leadership style enables effective organizational change strategies.
3. Discuss how decisions are made in an organization, and formulate ways to carry out the controlling function in organizations.
4. Understand how organizational social practices can advantageously link to the community
5. Understand, describe, and discuss fleet planning
6. Understand, apply, and synthesize solutions to contemporary aviation issues, relating to aircraft technology that address environmental issues, and constrains to improve the management and safe operation of a regional airline.
7. Evaluate and discuss new technology as it pertains to Airline Management

**Class Policies and Procedures:**

You are required to check Blackboard postings regularly. Class materials such as lecture notes and other handouts will be posted. Before each class session you are required to read the relevant textbook chapters and other assigned readings and be prepared to discuss. Several sets of exercises will be assigned throughout the course and the solutions will be discussed at the following class meeting. You should be prepared to discuss the issues raised in the exercises and your solution to the problem.

The exams will be based on the class lectures and the textbook. The lectures will roughly follow the textbook as indicated in the schedule of topics below, but sometimes the lectures will go beyond what is covered in the text. Conversely, the lectures often will not cover everything that is in the assigned chapter. Attending class and taking good notes is therefore very important.

Missing any class will expose the student to significant risks. Attendance is mandatory. An attendance sign in sheet will be circulated for the first ten minutes of each class. Attendance at all exams is mandatory. Students missing an exam without prior notification and permission from the instructor will receive a grade of zero for that exam.

The midterm and final exams are comprehensive.

Beepers, cell phones, and pagers need to be turned off before entering the classroom. Disruptive behavior will not be tolerated and could result in points being deducted from exam scores at the discretion of the professor and/or prompt dismissal from the class.

**Grading:**
Midterm Exam: 20%
Final Exam: 30%
Research Project: 50%

Every class period one student will present a recent (within 10 years maximum) peer reviewed article dealing with the topic of the week. It is the presenting student’s responsibility to have chosen and distributed the article to their classmates by the Friday of the week before class. All students are responsible for reading and being prepared to discuss this article during class.

The major component of your grade is a formal research project. Details will be discussed in class. Each project consists of two parts: a presentation and a formal paper suitable for
publishing (a minimum of 12-15 pages but no longer than 20 pages including references). Your final project grade is based on the presentation, formal paper, and peer review scores. Numerical grading for the course will be determined on a straight scale percentage basis with students obtaining:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
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<td>A</td>
<td>93.0%-96.9%</td>
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<td>A-</td>
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<tr>
<td>C+</td>
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<tr>
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<tr>
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<tr>
<td>F</td>
<td>0-69%</td>
</tr>
</tbody>
</table>

*Academic Integrity:*

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*Student with Disabilities:*

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*Miscellany:*

Students are responsible for understanding the course policies and requirements as expressed in this syllabus, as well as those policies and requirements announced in class.

*Detailed Schedule:*
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment / deliverable / readings</th>
</tr>
</thead>
</table>
| Week 1| Chapter 1: Introduction to Strategy & Syllabus Review | 1. Read Chapter 1  
2. Download and Read Airline Manual, Student Resources, and material in the Airline Documents Folder |
| Week 2| Chapter 2: Corporate Governance (Enron)     | 1. Read Chapter 2  
2. New Technology  
3. Confirm Team members on BB (Groups) & decide on group meeting / discussion schedule  
4. Introduction to Airline Simulation |
| Week 3| Chapter 3 & Chapter 4: External and Internal Analysis Airline Quiz | 1. Read Chapters 3 & 4  
2. Read HBR Article: Competing on Resources  
3. Submit your Airline Name  
4. Take Airline Quiz in Class |
| Week 4| Test 1  
Airline Instructions                        | 1. Make a short presentation introducing your Airline  
2. Take in-class test on Chapters 1-4 / Readings/Videos |
| Week 5| Chapter 5: Business Strategy  
Airline Workshop | Simulation STARTS  
1. Submit your Airline’s Starting Initial Strategy Plan and SWOT on Blackboard  
2. Submit your team’s first (weekly) decision on Airline – All decisions due by midnight on Sunday  
3. Submit your team's first (weekly) forecasted P&L and Cash flow statements for Q1 on Blackboard (see assignment instructions on Blackboard - this weekly assignment is due on Sundays by midnight)  
4. Read Chapter 5 |
| Week 6| Chapter 6: Global Strategy  
WalMart Case                                     | 1. Read Chapter 6  
2. Read Article on Globalization  
3. Submit Decision for Q2 on Airline  
4. Submit Q2 templates on BB |
| Week 7| Chapter 7: Corporate Strategy                      | 1. Read Chapter 7  
2. Submit WalMart Case (Team Assignment)  
3. Submit Decision for Q3 on Airline  
4. Submit Q4 templates on BB |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Tasks</th>
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</thead>
</table>
| Week 8 | Test 2 Airline Review & Help       | 1. Submit Decision for Q4 on Airline  
|        |                                    | 2. Submit Q4 templates on BB  
|        |                                    | Test 2 will cover Chapters 5-7, class discussions / videos, articles, and any other material discussed |
| Week 9 | Walmart Case Review                | 1. Read Chapter 8 & 9  
|        | Chapter 8: Strategic Change        | 2. Submit Decision for Q5 on Airline  
|        | Chapter 9: Implementation          | 3. Submit Q5 templates on BB |
| Week 10-11 | Evaluation & Control             | Present Balanced Scorecard on Your Airline  
|        | HBR Article: Using the Balanced Scorecard | 2. Submit Balanced Scorecard on BB  
|        |                                    | 3. Submit Decision for Q6 on Airline  
|        |                                    | 4. Submit Q6 templates on BB |
| Week 12 | Ethics Power Points & Nike Videos | 1. Review Power Point on Ethics  
|        | HBR Article: What’s a Business For? | 2. Read HBR Article  
|        |                                    | 3. Submit Decision for Q7 on Airline  
|        |                                    | 4. Submit Q7 templates on BB |
| Week 13 | AOL Test Airline Review & Help    | 3. Submit FINAL Decision for Q8 on Airline  
|        |                                    | 4. Submit FINAL Q8 templates on BB |
| Week 14 | Simulation Presentations          | Simulation ENDS  
|        |                                    | 1. Final Airline Presentations – Present your Final Audit Analysis on your Airline  
|        |                                    | 2. Submit your Final Audit and Go Forward Strategy Report  
|        |                                    | 3. Submit Peer evaluations |
| Week 15 | Test 3                             | Test 3 will cover Chapters 8-9, class discussions / videos, articles, and any other material discussed |
### Course Information

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</thead>
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<td>Course Number</td>
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<td>Course Title</td>
<td>Aviation Marketing and Strategic Planning (Capstone)</td>
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<tr>
<td>Description</td>
<td>A capstone course on marketing and strategic planning, this course will highlight the various strategies airline companies use to gain a competitive edge as well as develop a long term, sustainable strategy for success. Case studies of airlines will illustrate the relevant concepts.</td>
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<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
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<tr>
<td>General Education Component</td>
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**Rationale:** This course is a capstone to bring together all aspects of the curriculum for higher level strategic planning and marketing strategies. A case study format will be utilized to emphasize relevant content.
Instructor Information:
Instructor:
Section:
Class Time: 3 hrs. 3 crs
Room:

Course Description
A capstone course on marketing and strategic planning, this course will highlight the various strategies airline companies use to gain a competitive edge as well as develop a long term, sustainable strategy for success. Case studies of airlines will illustrate the relevant concepts.

Prerequisites
Department Permission

Required Materials:
Text:


Wall Street Journal: It is strongly encouraged that students foster a habit of reading the Wall Street Journal and bring-up for discussion current and relevant articles.

Learning Outcomes: By the end of this course, students should be able to:
1. Gain insight into strategic planning processes for businesses.
2. Understand the role of marketing and communications in business strategy.
3. Demonstrate key skills such as strategic planning, presentation of plans, and general communication and analytical skills.
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<tr>
<th>Date:</th>
<th>Topic:</th>
<th>Objective</th>
<th>Reading:</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Syllabus Review Marketing as a discipline</td>
<td># 1</td>
<td>Syllabus Chernev Ch. 1 &amp; 2 Urbany Ch. 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Creating Value Part 1 Projects selected</td>
<td>#1,2</td>
<td>Chernev Ch. 4, 5 Urbany Ch. 4 Instructor Article</td>
</tr>
<tr>
<td>Week 3</td>
<td>Creating Value Part 2 Abstract/Proposal Due</td>
<td># 1,2</td>
<td>Chernev Ch. 6 Urbany Ch. 5 Student Article</td>
</tr>
<tr>
<td>Week 4</td>
<td>Introduction to 3-Circle Analysis Managing the Competition</td>
<td>#2,3</td>
<td>Chernev Ch. 7 Urbany Ch. 2 Student Article</td>
</tr>
<tr>
<td>Week 5</td>
<td>Marketing Tactics: Branding and Price</td>
<td>#2,3</td>
<td>Chernev Ch. 9, 10 Urbany Ch. 6 Student Article</td>
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<tr>
<td>Week 6</td>
<td>Managing Growth Part 1</td>
<td>#1,2,3</td>
<td>Chernev Ch. 14, 15 Urbany Ch. 7 Student Article</td>
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<td>Week 7</td>
<td>Managing Growth Part 2</td>
<td>#1,2,3</td>
<td>Chernev Ch. 16,18 Student Article</td>
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<tr>
<td>Week 8</td>
<td>Strategic Planning Project Work Day</td>
<td># 3</td>
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<tr>
<td>Week 9</td>
<td>Midterm Exam</td>
<td># 3</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Manager’s Toolbox: Solving Marketing Problems</td>
<td>#1,2</td>
<td>Chernev Ch. 19 Student Article</td>
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<td>Week 11</td>
<td>Manager’s Toolbox: Positioning Statement</td>
<td>#1,2,3</td>
<td>Chernev Ch. 20 Urbany Ch. 8 Student Article</td>
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<td>Week 12</td>
<td>Manager’s Toolbox: Marketing Plan</td>
<td>#1,2,3</td>
<td>Chernev Ch. 21 Urbany Ch. 9 Student Article</td>
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<td>Week 13</td>
<td>Wrap Up. Putting it all Together.</td>
<td># 3</td>
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<td>Week 14</td>
<td>Oral Presentations</td>
<td>#3</td>
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<td>Week 15</td>
<td>Final Exam</td>
<td>#3</td>
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Appendix B
Graduate Program Schedule
### Table 1A: Graduate Program Schedule—Full-time Students

- **Indicate academic calendar type:** ☑️ Semester  □ Quarter  □ Trimester  □ Other (describe):
- **Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)**
- **Use the table to show how a typical student may progress through the program; copy/expand the table as needed.**

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<th>Course Number &amp; Title</th>
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<th>Prerequisite(s)</th>
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<td>AVIA 640 Research Methods</td>
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<td>AVIA 635 Global Logistics and Supply Chain Management</td>
<td>3</td>
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<td>Prerequisite(s)</td>
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**Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:**

**New** = indicate if new course  **Prerequisite(s)** = list prerequisite(s) for the noted course
Table 1B: Graduate Program Schedule—Part-time Students

- Indicate academic calendar type: ☑️ Semester ☐ Quarter ☐ Trimester ☐ Other (describe):
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
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<table>
<thead>
<tr>
<th>Term: Fall 1</th>
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<table>
<thead>
<tr>
<th>Term:</th>
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<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
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<tr>
<td></td>
<td>AVIA 645 Modern Airport Planning and Management</td>
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<td>Department permission;</td>
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<tr>
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Program Totals: | Credits: 30 | Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:

New = indicate if new course  Prerequisite(s) = list prerequisite(s) for the noted course
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<thead>
<tr>
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<th>Courses to be taught</th>
<th>Full-time/Part-time</th>
<th>Highest Earned Degree, Discipline,</th>
<th>Additional qualifications that demonstrate professional competence relative to the specific program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul E. Cline, Ph.D., Assistant Professor of Aviation</td>
<td>AVIA 510: Organizational Behavior &amp; Change in Business Aviation AVIA 620: Aviation Safety Management</td>
<td>Full Time</td>
<td>Ph.D., Aerospace Sciences, University of North Dakota</td>
<td>Research Interests: Human Factors. Aerospace Physiology, Gender and Aviation. Helicopter Emergency Medical Services</td>
</tr>
</tbody>
</table>
| Department of Business and Economics | AVIA 625: Contemporary Aviation Security  
AVIA 630: Airline/Airport Emergency Planning & Mgmt  
AVIA 645: Modern Airport Planning/Management  
AVIA 540: Aviation Research Methods | MS in Aviation, University of North Dakota | Registered Nurse with over 30 years experience in Critical Care, Emergency, and Flight Nursing. Certified Flight Registered Nurse  
Remote Pilot with a Small Unmanned Aerial System (sUAS) rating |
|---|---|---|---|
| Dr Chris Hsu  
Prof of Finance | AVIA 575: Advanced Aviation Finance  
AVIA 540: Aviation Research Methods | Full Time | Ph.D. in Economics  
The Graduate Center, The City University of New York | Director of CUNY Aviation Institute. Research: Quantitative Finance, Risk Management  
Experience: Financial Analyst  
China Airlines, Taipei, Taiwan |
Appendix D
Faculty to Be Hired
Initially, no new faculty are anticipated and a proportion of undergraduate courses can be covered by adjuncts. As both undergraduate and graduate programs gain traction, we will add faculty as justified by enrollment and revenue.
Appendix E
Projected Revenue for the Proposed Program
These projections are based on a total of 25 students paying in state tuition (10 full time and 15 part time) the first year, 42.5 students (12.5 full time and 30 part time) the second year, and 50 students (12.5 full time and 37.5 part time) the third-fifth year. Fractional students reflects students only needing a partial year to complete their degrees.
Appendix F
Five-Year Financial Projections
The Five-Year Revenue Projections for Program
SENIOR COLLEGE (GRADUATE) WORKSHEET
Year 1 = Fall 2019

<table>
<thead>
<tr>
<th>EXISTING FULL-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, In-State Students (students who need a partial year of credit are reported as a fraction)</td>
<td>0</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
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<td>Total Fees</td>
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<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$13200</td>
<td>$13200</td>
<td>$13200</td>
<td>$13200</td>
</tr>
</tbody>
</table>

| Tuition & Fees: |          |          |            |           |           |
| # of EXISTING FULL-TIME, Out-of-State Students (linked from "Enroll & Seat Need Projections") | 0 | 1 | 1 | 1 | 1 |
| Annual Avg # of Credits per FT student (24-30)(Note: Continuing FT students only need 6 hours to complete their degrees) | 6 | 6 | 6 | 6 | 6 |
| Tuition Income (Specify Rate per credit. Based on Fall 2018 rates) | $805 | $805 | $805 | $805 | $805 |
| Total Tuition | $0 | $4830 | $4830 | $4830 | $4830 |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) | 0 | 0 | 0 | 0 | 0 |
| Total Fees | 0 | 0 | 0 | 0 | 0 |
| Total Out-of-State Tuition & Fees | $0 | $4830 | $4830 | $4830 | $4830 |

TOTAL EXISTING FULL-TIME TUITION REVENUE | $0 | $18,030 | $18,030 | $18,030 | $18,030 |
<table>
<thead>
<tr>
<th>EXISTING PART-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
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</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td># of EXISTING PART-TIME, In-State Students</td>
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<td>15</td>
<td>22.5</td>
<td>22.5</td>
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<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
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<td>12</td>
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<td>Tuition Income (Specify Rate per credit. Based on Fall 2018 Rates)</td>
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<td>$440</td>
<td>$440</td>
<td>$440</td>
<td>$440</td>
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<tr>
<td>Total Tuition</td>
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<td>$118,800</td>
<td>$118,800</td>
<td>$118,800</td>
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<td>Total Fees</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td><strong>$0</strong></td>
<td><strong>$79,200</strong></td>
<td><strong>$118,800</strong></td>
<td><strong>$118,800</strong></td>
<td><strong>$118,800</strong></td>
</tr>
</tbody>
</table>

| Tuition & Fees:             |          |          |            |           |           |
| # of EXISTING PART-TIME Out of State Students (linked from "Enrollment and Seat Need Projections") | 0        | 0        | 0          | 0         | 0         |
| Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15) |          |          |            |           |           |
| Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015) | $0       | $0       | $0         | $0        | $0        |
| Total Tuition               | $0       | $0       | $0         | $0        | $0        |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) | 0        | 0        | 0          | 0         | 0         |
| Total Fees                  | 0        | 0        | 0          | 0         | 0         |
| **Total Out-of-State Tuition & Fees** | **$0**   | **$0**   | **$0**     | **$0**    | **$0**    |

**TOTAL EXISTING PART TIME REVENUE** | $0 | $79,200 | $118,800 | $118,800 | $118,800 |

**TOTAL EXISTING REVENUE (Part Time plus Full Time)** | $0 | $97,230 | $136,830 | $136,830 | $136,830 |
<table>
<thead>
<tr>
<th>NEW FULL-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
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<td></td>
<td></td>
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<tr>
<td># of NEW FULL-TIME, In-State Students</td>
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<td>$10,500</td>
<td>$10,500</td>
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<td>$105,000</td>
<td>$105,000</td>
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<tr>
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<td>Tuition &amp; Fees:</td>
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<td></td>
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<td>1</td>
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<td>Annual Avg # of Credits per FT student (24-30)</td>
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<td>24</td>
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<td>Tuition Income (Specify Rate per credit. Base on Fall 2018 rates)</td>
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<td>$805</td>
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<tr>
<td>Total Tuition</td>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
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<td></td>
<td></td>
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<td>$124,320</td>
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<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
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<td>Tuition &amp; Fees:</td>
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<tr>
<td>Total Fees</td>
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<td><strong>Total PT New In-State Tuition &amp; Fees</strong></td>
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<td>$79,200.00</td>
<td>$79,200.00</td>
<td>$79,200.00</td>
<td>$79,200.00</td>
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</tbody>
</table>

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<p>| Tuition &amp; Fees:        |          |          |            |           |           |
| # of NEW PART-TIME, Out-of-State Students |          |          |            |           |           |
| Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15) |          |          |            |           |           |
| Tuition Income (Specify Rate per credit) calculates 2% increase per year |          |          |            |           |           |
| Total Tuition          |          |          |            |           |           |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) |          |          |            |           |           |</p>
<table>
<thead>
<tr>
<th>Total Fees</th>
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<td>$0</td>
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<td>Tuition &amp; Fees</td>
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<tr>
<td>TOTAL NEW</td>
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<td>$79,200.00</td>
<td>$79,200.00</td>
<td>$79,200.00</td>
<td>$79,200.00</td>
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<td>PART-TIME REVENUE</td>
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<td>REVENUE (PT</td>
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<tr>
<td>plus FT new</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>students)</td>
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</table>
Appendix G
Excerpt from Aviation Accreditation Board
4.0 GRADUATE DEGREE PROGRAMS

In order to be considered for accreditation, collegiate graduate aviation programs MUST be designed to prepare graduates to function as aviation professionals. Each master’s level program must require a minimum of one year or 30 graduate credit hours of study beyond the baccalaureate-level, consisting of courses with increased depth and rigor. Each doctoral level program must require a minimum of three years or 90 graduate credit hours of study beyond the baccalaureate level with depth and rigor increased beyond the master’s level.

It is the responsibility of the institution seeking accreditation of one or more programs to identify the specific AABI Program area that applies to each degree program. The institution MUST show that each track, option, or concentration meets the applicable criteria specified for the selected AABI Program.

It is the responsibility of the institution seeking accreditation of an aviation program to demonstrate clearly that the program meets the following criteria.

Criterion 4.1 Students

The quality and performance of the students and graduates are important considerations in the evaluation of an aviation program. The institution MUST:

a. Evaluate, advise, and monitor students to determine its success in meeting program objectives
b. Have and enforce policies for the acceptance of transfer students and for the validation of courses taken for credit elsewhere
c. Have and enforce procedures to assure that all students meet all program requirements
d. Publish standards for the selection and admission of students which are related to the educational mission and purposes of the institution. These standards will require the applicant to hold an earned baccalaureate degree program that prepares them to successfully complete aviation courses at the masters and doctoral level. Exceptions may be admitted with an individually documented plan of study to compensate for any deficiencies.

e. Admitted students must hold an earned baccalaureate that prepares them to apply the basic principles of college-level mathematics and science. Exceptions may be admitted with an individually documented plan of study to compensate for any deficiencies.
f. Maintain recent examples of student work, to include examinations, homework problems, laboratory exercises, and reports. These items will include evidence of student competence in both subject matter areas and communications skills

g. Assess the effectiveness of its validation methods in granting credit for non-collegiate achievement

Criterion 4.2 Program Mission and Educational Goals

The aviation program MUST have a mission statement that reflects an educational philosophy, purposes, and general intent, and that clearly complements the institutional mission as appropriate to the institution.

The mission statement MUST be published and widely available to the institution’s constituents. The administration of the institution MUST enable the aviation program to develop
and to carry out fully its unique responsibilities as defined by its stated mission. The aviation program for which an institution seeks accreditation or reaffirmation MUST have in place:

a. Published educational goals, having sufficient detail to be measured, that are consistent with the mission of the institution and these criteria.

b. A process based on the needs of the programs’ various constituencies in which the goals are determined and periodically evaluated.

c. A curriculum and process that ensure the achievement of these goals.

d. A recurring system of ongoing evaluation that demonstrates achievement of these goals and uses the results to improve the effectiveness of the program.

**Criterion 4.3 Student Learning Outcomes**

4.3.1 GENERAL. Aviation programs MUST demonstrate that graduates have completed studies beyond the basic levels and are able to:

a. apply mathematics, science, and applied sciences to aviation-related disciplines at the master’s or doctoral level, including an adequate foundation in statistics;

b. analyze and interpret data at the master’s or doctoral level;

c. work effectively on multi-disciplinary and diverse teams;

d. make professional and ethical decisions;

e. communicate effectively, using both written and oral communication skills;

f. engage in and recognize the need for life-long learning;

g. assess contemporary issues;

h. use the techniques, skills, and modern technology necessary for professional practice;

i. assess the national and international aviation environment;

j. apply pertinent knowledge in identifying and solving problems;

k. apply knowledge of business sustainability to aviation issues;

l. apply advanced qualitative and quantitative problem-solving skills.

4.3.2 Program Criteria. Each program MUST develop outcomes appropriate to satisfy applicable AABI program-specific criteria (see Criterion 5.9)

4.3.3 Other. Outcomes may be developed as appropriate to satisfy additional program, institutional and/or other accrediting body requirements.

**Criterion 4.4 Curriculum**

The curriculum requirements specify components appropriate to graduate aviation programs, but do not prescribe specific courses. The program’s faculty MUST ensure that the aviation curriculum specifies outcomes as identified in Criterion 4.3, consistent with the mission and goals of the program and institution. Students MUST be prepared for careers in aviation, aerospace, and related disciplines through the curriculum culminating in comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work. The institution MUST assure that student learning is well integrated with learning appropriate to the degree sought. The curriculum MUST address:

a. Graduate level mathematics and basic sciences appropriate to the program

b. Outcomes appropriate to the graduate program-specific criteria

**Criterion 4.5 Faculty and Staff**

Full-time and adjunct faculty directly involved in a graduate aviation program MUST meet at least the minimum standards for academic credentials specified by the institution and required by the regional or national accrediting agency. The faculty MUST be of sufficient number as determined by student enrollment and the expected outcomes of the program. The institution
MUST designate at least one full-time faculty member or administrator with faculty rank to manage and oversee each graduate program. Faculty MUST engage in teaching, service, and scholarship.

The institution MUST demonstrate an appropriate mix of full-time and adjunct faculty necessary to fulfill its stated program outcomes.

4.5.1 Qualifications. The mission of a particular aviation program will directly affect the makeup of the faculty who participate in the program. The faculty MUST have sufficient qualifications to develop, guide, deliver, evaluate, and improve the program. The qualifications of graduate aviation faculty will include factors such as education, academic credentials, applicable experience and scholarship. The minimum academic qualification for graduate aviation faculty MUST be an earned doctorate degree.

4.5.2 Recruitment and Selection. Recruitment and selection of faculty members MUST be consistent with institutional, regional, and national mandates. Candidates SHOULD be sought with degree(s) from other than the parent institution to encourage a cross-fertilization of ideas and maintenance of high quality program standards.

4.5.3 Rank, Promotion and Tenure. Opportunities for appointment at all institutional ranks, as well as opportunities for promotion and tenure (for tenure-track faculty), MUST be consistent with those for full-time faculty across other units of the institution. In addition, the uniqueness of the professional qualifications required for participation in the many facets of collegiate aviation MUST be considered when making these judgments.

4.5.4 Salaries and Working Conditions. Salaries for aviation faculty MUST fall into the same ranges as those offered to other faculty members of the institution in comparable disciplines. Aviation faculty teaching loads MUST be in accordance with the institution’s standards.

4.5.5 Support Personnel. The administration MUST provide for an adequate number and quality of support staff.

4.5.6 Faculty and Staff Evaluation. Institutions MUST have a process for faculty evaluation to include all graduate faculty whether full-time or adjunct. Ongoing evaluations of all full-time aviation graduate faculty, along with appropriate follow-up actions where necessary, MUST ensure teaching and research effectiveness, service accountability, professional development and scholarship and lead to continued program improvement.

4.5.7 Faculty Development. All institutions MUST have a policy that supports active faculty development. All full-time and adjunct faculty members SHOULD be encouraged to further their professional academic development, thus enhancing their individual contributions to the institution, the program, and the students. Professional development of aviation faculty includes opportunities available to all faculty and also those which may be unique to the aviation field.

Examples of acceptable and desirable forms of faculty development include but are not limited to:

- Acquisition of advanced degrees;
- Acquisition of advanced aviation certification;
- Membership and participation in professional aviation associations;
- Participation in community, regional, and national aviation functions;
● Cooperative efforts with area schools in furthering aviation education faculty exchange programs;
● Sabbatical and/or professional development leaves.

**Criterion 4.6 Facilities, Equipment, and Services**

Classrooms, laboratories, and associated equipment MUST be adequate to accomplish the program objectives and provide an atmosphere conducive to learning. Appropriate facilities MUST be available to foster faculty-student interaction and to create a climate that encourages professional development and professional activities. Programs MUST provide opportunities for students to learn all elements of the program appropriate to the degree sought. Computing and information infrastructures MUST be in place to support the scholarly activities of the students and faculty and the educational objectives of the institution. The quality of off-campus aviation courses at remote facilities or airport locations MUST be maintained at least to the level of on-campus courses.

4.6.1 Laboratory Facilities and Equipment. The size of an institution, the scope and emphasis of its academic program, and its declared purposes and objectives are factors to be taken into account with respect to facilities and equipment considerations. Certain programs in aviation require substantial laboratory and classroom facilities to serve the objectives of both teaching and research. Laboratory equipment MUST be appropriate to the program objectives and SHOULD be the type encountered in industry and practice. Support and instructional personnel MUST be provided to implement and maintain the laboratory component of the program. Pre- and post-briefing rooms SHOULD afford privacy and MUST be sufficient in number to handle the instructor-student pairs using the facility at any one time.

4.6.2 Library. Access to appropriate reference materials MUST be adequate for the aviation program(s).

**Criterion 4.7 Institutional Structure and Support**

Institutional support, financial resources, and constructive leadership MUST be adequate to assure the quality and continuity of the aviation program throughout the period of accreditation. Resources MUST be sufficient to attract, retain, and provide for continued professional development of a well-qualified faculty. Resources MUST be sufficient to acquire, maintain, and operate facilities and equipment appropriate for the aviation program. In addition, support personnel and institutional services MUST be adequate to meet the program needs.

**Criterion 4.8 Aviation Safety Culture and Program**

To foster an effective safety culture, the institution MUST have and use a verifiable formal aviation safety program that involves students, faculty and staff for operations involving flight, maintenance, avionics and other aviation laboratories. The institution’s aviation safety program MUST incorporate SMS key components appropriate to its national regulators’ guidance and institution size and scope, and SHOULD be coordinated with the institution’s overall safety program.

**Criterion 4.9 Relations with Industry**

There MUST be evidence of a relationship between the aviation program and the practicing professionals in the industry. The aviation faculty MUST develop and evaluate each program with advice from appropriate industry associations and/or professionals in the field.

**Criterion 4.10 Continuous Assessment and Improvement**

Each program MUST have an assessment process that includes a written plan with documented results. This process MUST incorporate relevant evidence used to regularly assess
the program. The results of the assessment MUST be used to effect continuous improvement of the program.

4.10.1 Comprehensive Assessment Plan. The comprehensive assessment plan and process MUST address:

1. Students
2. Program Mission and Educational Goals
3. Student Learning Outcomes
4. Curriculum
5. Faculty and Staff
6. Facilities, Equipment and Services
7. Institutional Structure and Support
8. Aviation Safety Culture and Program (if required under Criterion 4.8)
9. Relations with Industry

4.10.2 Assessment Plan and Process. The assessment plan and process MUST include:

1. Timelines, metrics and responsibilities for the assessment process.
2. Evidence and how it is collected and analyzed.
3. How the assessment results are used to improve program effectiveness.

Criterion 4.11 Complementary Degree Programs

Complementary degree programs involve two or more institutions working together to offer a degree program, and the degree granting institution does not offer all elements of the program. In these circumstances the following criteria MUST be met:

4.11.2 Unit Offering Degree. The academic unit offering the degree program must be clearly and distinctly identified with an aviation orientation.

4.11.3 Students Transferring. If the degree granting institution accepts students from other than the complementary programs, these students must be enrolled in a separately designated program.

Criterion 4.12 Credit for Non-Collegiate Achievement

For credits that are neither covered by articulation agreements nor determined by the degree granting institution to be substantially similar to courses it offers at the lower-division level, the degree granting institution MUST establish validation procedures if advanced placement, waiving of requirements, or granting of credit for experience is offered. Validation techniques such as standardized and/or locally prepared examinations, successful completion of advanced courses in the institution, and interviews may be used to meet this criterion. Each institution MUST maintain published non-collegiate credit policies and adequate records to evaluate the effectiveness of the validation techniques used.
Appendix H
Sample Job Opportunities
PROJECT MANAGER IN AVIATION PLANNING - CMT
Crawford, Murphy & Tilly (CMT) is seeking a Project Manager in Aviation Planning to assist clients in developing and implementing their vision which could include managing a variety of initiatives (master plan updates, airport layout plans, environmental studies, justification documents, land acquisition, stakeholder engagement, etc.). The Project Manager will have an active role in the development and execution of business development strategies and implementation of strategic initiatives. The successful candidate will have a Bachelor's or Master's Degree in airport management, planning, aviation science, or engineering and demonstrated experience (5+ years) in providing airport planning services including but not limited to master planning, GIS development, airspace analysis, benefit-cost analysis, and environmental documentation. Posting Deadline: Open Until Filled Web: http://careercenter.aaae.org/jobs/10737428

Executive Director / Airport Manager. Salary $90K
The Winchester Regional Airport Authority (WRAA) is seeking an experienced leader in the aviation field to serve as Executive Director / Airport Manager. WRAA (OKV) is an active general aviation airport in a community setting that also serves as a reliever to the metro DC area. In addition to overseeing the day-to-day operations of the airport, the individual in this role will be responsible for clearly communicating the airport’s vision and working effectively in a collaborative setting with all stakeholders, including customers, employees, vendors, regulatory agencies, the Board of Directors, and the broader Winchester community. Visit www.fcva.us/jobs today. Manages the airport in accordance with the standards of the Federal Aviation Administration (FAA); ensures compliance with Federal and State Grant Assurances; keeps abreast of rules and regulations issued by the FAA and Virginia Department of Aviation concerning air and ground aircraft movements; ascertains that all airport uses comply with the proper FAA safety criteria and Airport Minimum Standards and Rules and Regulations. Coordinates and monitors maintenance and operation of airport buildings and grounds, lighting and runway and taxiway systems, electronic and specialized equipment uses for flight planning, approaches, landings and takeoff with the Airport Operations Supervisor. Coordinates capital improvement projects and funding sources on a Local, State and Federal level; develop and administer annual operating and capital budgets; prepares and
administers Federal and State grant applications; coordinates Federal and State funded reimbursements. Resolves customers inquiries, complaints and problems. Provides labor and clerical staff assistance; manages, supervises and evaluates employees; establish work schedules for staff; responsible for aircraft line services to include aircraft fueling operations.

Requirements: Bachelor's Degree in Airport Management, Business Administration or a related aviation/aeronautical field, Minimum of five years of experience in airport management or supervisory experience demonstrating capabilities required for this position, Comprehensive knowledge of Federal and State regulations and standards required. Basic computer skills and experience with Microsoft Office required; familiarity with Total FBO preferred, Comprehensive knowledge of Federal and State regulations concerning the operation of a General Aviation airport and of eligible projects and funding sources (FAA Grant Assurances); thorough knowledge of airport air side operations; supervision of employees engaged in airport fueling operations; basic accounting principles; ability to solve airport traffic and management problems. Establish and maintain effective working relationship with co-workers, deal professionally, courteously and effectively with the general public.

AIRPORT OPERATIONS MANGER SALARY RANGE $69,696.00 - $104,545.00
The purpose of this position is to oversee the day-to-day operations of McKinney National Airport (TKI) under the guidelines of the Airport Director and city directives. Assisted by airport maintenance staff and various City departments, the employee is responsible for the day-to-day safety, security, regulatory compliance and efficient operation of the airport. Manages the airfield maintenance section. Assists with project management for airfield capital infrastructure improvements. Responsible for the administration of the annual TxDOT Aviation Routine Airport Maintenance Program grant. Monitors and assists with the preparation of the airport budget and helps to ensure that the airport adheres to Federal Aviation Administration Grant Assurances, Orders and other regulatory directives. EDUCATION & EXPERIENCE: Bachelor's in Airport Management, Business Administration, Public Administration or closely related field; five years experience in airport operations and maintenance. *Starting salary depends on experience and qualifications PLEASE APPLY ONLINE BY 3/14/2018: https://www.governmentjobs.com/careers/cityofmckinney/jobs/2000239/airport-operationsmanager?pagetype=jobOpportunitiesJobs
Web: http://careercenter.aaae.org/jobs/10796434

OPERATIONS SPECIALIST
The Huntsville-Madison Airport Authority is accepting applications for the position of Operations

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Specialist. Duties include airside and landside inspections, periodic safety and quality control inspections of aviation fuel storage facility and fueling operations, safety and environmental compliance, emergency response, NOTAM management, wildlife management, and Communications Coordinator duties on an as-needed basis. Communications Coordinator duties include security system monitoring, responding to Operations and Security related issues, and Public Safety dispatch. Candidates should be familiar with FAR Parts 139 & 77 and with TSAR 1540 series. This position is required to work a rotating schedule, including second and third shift, weekends, and oncall.

Individual will serve as liaison between airport management, tenants, and the public. Benefits include Family Health Insurance, Retirement, Health Reimbursement Account, etc. Applications can be submitted at https://flyhuntsville.applicantpro.com/jobs/ Equal Opportunity Employer. Drug Free Workplace.

Web: http://careercenter.aaae.org/jobs/10792761

COMMERCIAL BUSINESS DIRECTOR
JOB SUMMARY Responsible administrative and supervisory work directing the operations of the Mobile Airport Authority. Responsible for the management of Real Estate and other assets owned by the Authority; representing the Airport to the public, vendors, and others seeking to do business with the Authority. Provide oversight and management of concessionaires and leasehold tenants; develop applicable business standards and procedures to support the mission, overall goals, and objectives of the Authority; manage the staff and resources assigned to the division. Responsible for the development and management of real estate management software and preparing an electronic database for all leasehold tenants. Exercise considerable independent judgment, discretion, and initiative in carrying out the daily operations of the division and reports to the Chief Financial Officer. Accomplishments are judged through conferences, customer feedback, written reports and observation of results achieved.

Web: http://careercenter.aaae.org/jobs/10793328

AIRPORT OPERATIONS & MAINTENANCE MANAGER
Opportunity in sunny Central WA! The City of Yakima Air Terminal is looking for an experienced leader of airfield operations and maintenance to perform, plan, and coordinate the daily operations and maintenance personnel assignments. Work is performed independently under minimal supervision. This position performs airfield inspections, wildlife mitigation, snow removal operations, and emergency response (including afterhours, weekends, or holidays). The Operations
and Maintenance Manager is frequently required to make presentations and interact with airport personnel, regulatory agencies, city departments, airport tenants, and the general public on an individual or group basis. The Operations and Maintenance Manager trains, supervises, and evaluates the performance of assigned personnel. Provides support to the Director for day to day management and operational functions and assists with short and long term planning for the Yakima Air Terminal.
Web: http://careercenter.aaae.org/jobs/10781698

AIRPORT MANAGER Salary $40-$50K
The Tri-State Steuben County Airport in Angola, Indiana is conducting a search to fill the position of Airport Manager. This position is very “hands on”. The successful candidate will have extensive knowledge in the business and operations of a general aviation airport serving a small community and will bring ideas to expand activity at the airport with aviation related and other uses. Additionally, the successful candidate will possess personnel managerial skills to direct part-time labor and soft skills required to interact cordially with professional and private pilots as well as local officials, media and the general public. Annual compensation is $40,000 to $50,000 plus county employee benefits. For a complete job description for this position please connect to the following link: http://steubencountyairport.com/job-description/ Please send resume’s to: mailto:steubencountyairport@gmail.com
Web: http://careercenter.aaae.org/jobs/10781613

ASSISTANT AIRPORT MANAGER, Salary $89,544 to $96,925
Town of Barnstable, Massachusetts Assistant Airport Manager The Town of Barnstable is seeking qualified applicants for the position of Assistant Airport Manager. Work involves planning, organizing and directing the operations of an FAA Part 139 municipal airport. Position is responsible for direct supervision of the Operations, Maintenance, Aircraft Fire Fighting, and the Security/Noise Abatement functions. Successful candidates will have a Bachelor’s Degree in Aviation Management or related field and more than 7 years experience in airport operations; more than 3 of which is in a management/supervisory capacity; or any equivalent combination of education and experience. Pilots license preferred. Must be able to pass a security check, possess working knowledge of federal, state and local regulations governing airport operations.
Web: http://careercenter.aaae.org/jobs/10786712

AIRPORT DEPUTY DIRECTOR
The primary duties are in support of the County Airport. Responsibilities include managing airport programs and staff, long range planning, marketing and development. **ESSENTIAL JOB DUTIES**

Depending upon assignment, the incumbent may perform a combination of the following duties, which are a representative sample of the level of work appropriate to this class: Represent the Airport Director in the daily operations, business, and development of the Airport with County Council, County Executive, other departments, the media and public. Represent the Airport at meetings, workshops and seminars with federal, state, and local agencies. Assist in promoting/developing Airport property. Research federal, state, and local funding sources, develop grant applications, and execute grant projects. Manage programs, planning and projects, including financial planning, budgeting and execution. Negotiate contracts and major purchases of equipment, real estate, and services. Hire, supervise, train, mentor and discipline subordinate employees. Ensure the safety/security of staff, customers, equipment and facilities.

Web: [http://careercenter.aaae.org/jobs/10787038](http://careercenter.aaae.org/jobs/10787038)

**Airport Operations Specialist**

Act as a direct representative of airside, terminal and landside management to support the County's Airport Operations functions. Ensures compliance with federal regulations pertaining to airports. Manages the airports FAA Part 139 and TSA training programs; facilitates FAA/TSA required training. Implements and ensures compliance with federal regulations pertaining to airport operations, safety, certification, wildlife hazard management, and security under FAA Part 139 and TSA 1542. Oversees/updates ACM, ASP, and airport policies/procedures. Responds to airfield incidents and recommends closures and reopening of airfield as necessitated by weather/emergency conditions. Coordinates investigations/responses to security violations/breaches in accordance with ASP. Evaluates and implements airside, terminal, and landside closures and/or restrictions; communicates with airlines and tenants to mitigate operational impacts of maintenance repair work or construction. Conducts airfield and airport facility inspections to ensure compliance; monitors and evaluates runway conditions during snow and ice conditions; issues condition advisories via NOTAM Manager and/or verbal communications.

Web: [http://careercenter.aaae.org/jobs/10787077](http://careercenter.aaae.org/jobs/10787077)

**LANDSIDE, OPERATIONS DUTY OFFICER**

The Jacksonville Aviation Authority welcomes applications for the role of Landside Operations Duty Officer until March 2, 2018. This is technical work performing landside terminal and grounds
inspections to help enforce compliance with Federal safety regulations and airport rules, policies, procedures, leases and agreements. Responds to any emergencies in the terminal and landside. This work requires general knowledge of Part 139 aviation rules and regulations. Contacts require courtesy, tact, skills in understanding and influencing people, and effectiveness in dealing with others. The work is performed following clearly defined regulations, policies and procedures, and involves a variety of situations, requiring the frequent use of judgment in search of solutions. The work is performed in a commercial service airport environment. Operates computers and other standard office equipment. The work is performed under limited supervision subject to regulations, policies and procedures.

Web: http://careercenter.aaae.org/jobs/10776831

**AIRPORT DIRECTOR - AHN** Salary $90K-$105K
The Unified Government of Athens-Clarke County is seeking an Airport Director for the Athens-Ben Epps Airport (AHN). Reporting to the Athens-Clarke County Manager, the Airport Director manages the day-to-day operations of the Airport, enforces FAA rules and regulations, directs the development of commercial airline services, and assists with the general marketing of the Airport including its new 18,000-square-foot LEED certified, $4.5 million terminal facility. The successful candidate will have Bachelor's degree in Aviation Management or related discipline and 5 years of related experience including a minimum of 5 years of supervisory experience. Must be an innovative and collaborative individual who is adept at communication and has a high regard for customer service and tenant/stakeholder relations. Posting Deadline: March 30, 2018.

Web: http://careercenter.aaae.org/jobs/10777784

**OPERATIONS & MAINTENANCE SUPERVISOR** Salary $50,000
Tipton Airport Authority seeking operations & maintenance supervisor. Tipton is a public use general aviation airport located near Fort Meade, MD. This is a full time position responsible for overseeing airfield operations, aircraft fueling system and maintenance of all airport facilities. plus
Submit resume by COB March 12, 2018 to Mr. Michael Wassel at michael@tiptonairport.org.
Web: http://careercenter.aaae.org/jobs/10772317

**AIRPORT OPERATIONS SUPERVISOR**
Airport Operations Supervisor – Portland, ME. Under the direction of the Operations Manager and/or the Assistant Operations Manager, this position plans, organizes, and supervises airside and landside operations on a rotating 24x7 schedule that includes nights, weekends, holidays, and mandatory call-ins. Responsibilities include the inspection of airside, terminal, cargo, FBO, and
landsie facilities. Other duties include coordinating airport construction, coordinating special events, enforcing the Jetport's SWPPP, mitigating wildlife hazards, responding to emergency situations, answering calls for service, supervision of the Airport Operations Center, as well as other duties as assigned. Reviews and acts on matters involving safety, security, customer service, certification, and other related matters as they impact airlines, tenants, and passengers. Coordinates security and driver's training. Incumbent may assist with updates to the airport's regulatory manuals and plans. Operations Supervisors may actively participate during certification inspections and interact with Federal Inspectors as well as senior airport management.

Web: http://careercenter.aaae.org/jobs/10768467

AIR SERVICE DEVELOPMENT MANAGER
Salary: between $6,551.00 and $7,864.00 per month Education: A bachelor's degree from an accredited college or university with major course work in business administration, marketing, aviation, or a related field. Work experience: Five years of full-time professional experience in aviation service development, including two years of supervisory experience. Essential Job Functions: Supervise the execution of long and short-term air service development plans. Expand cargo and passenger growth; maintain a strong presence in the aviation air service development community. Work directly with the Director of Aviation to develop regional strategy for strengthening air service with other regional airports. Develop strong relationships with current and potential customers. Research economic impact of air service in Colorado Springs. Conduct research on passenger, cargo, and general aviation service. Closing date: 03/01/2018 04:00 PM Online Application: Please visit https://colorado springs.gov/jobs and click on 'Apply for a City Career' > 'City Career Postings - Apply Now' button.

Web: http://careercenter.aaae.org/jobs/10760688

AIRPORT MANAGER Salary Range $66,518 - $93,184
The City of Pocatello is currently accepting applications for an Airport Manager. This position oversees the staff and operations of the Pocatello Regional Airport and works closely with the Airport Commission citizen advisory board as well as the Mayor and City Council. This position is responsible for compliance with FAR Part 139 and CFR 1542, capital improvement program, and economic development of airport property. Requires a Bachelor’s degree in business management, public administration, or related field. Three to five years’ experience in airport administration/operations is preferred. Must currently be, or have the ability to become, a AAAE Certified Member within eighteen months and be able to pass a Security Threat Assessment and CHRC. Online application with the City of Pocatello is required. To view a full job description or apply, go to cityjobs.pocatello.us
CHIEF EXECUTIVE OFFICER
The Birmingham Airport Authority is looking for a dynamic, approachable and successful change leader with at least 10 years of experience in the management of a commercial service airport. This person's experience should exhibit innovative progress, strong stakeholder and community engagement, plus a focus on teams and organizational development as it relates to commercial aviation management. The ideal candidate must have a strong working knowledge of airport matters as it relates to operations, administration, planning and engineering, marketing, business and revenue development.

AIRPORT OPERATIONS SUPERVISOR $55k-$73k
The Billings Logan International Airport is seeking an Airport Operations Supervisor. Bachelor’s degree with course work in airport administration, business management, fire science, or a related field. Three years of progressively responsible airport operations experience related to construction, facility maintenance, operation of heavy equipment, snow removal, and firefighting. Two years of supervisory experience is preferred. Possession of or ability to obtain a commercial driver's license and EMT certification. Experience with city government and the aviation industry are preferred. $26.48 – $29.18/hour DOE, plus excellent benefits, including overtime and standby. Current hourly wage tops out at $35.47/hour. The application and supporting documents can be submitted online at www.ci.billings.mt.us or to City of Billings, Human Resources, 210 N. 27th Street, Billings, MT 59101. Pre-employment drug testing and a Federal fingerprint based criminal history check are required. EOE. Applications must be received by 5:00 p.m. on Friday, March 16, 2018.

AIRPORT OPERATIONS COORDINATOR Salary $41k-$54k
The City of La Crosse, La Crosse Regional Airport, WI is recruiting for the position of AIRPORT OPERATIONS COORDINATOR at the La Crosse Regional Airport. This position involves performing a variety of specialized and detailed tasks in support of Airport Operations, Aviation Security, and Public Safety. Position responds to aircraft fire emergencies, complies with Transportation Security Regulations Parts 1540 and 1542 and Federal Aviation Regulations Part 139, and completes various logs and reports supporting airport operations. The perfect candidate for this position is a team orientated self-starter who has the drive and desire to learn on a daily basis and to master the various skills needed in airport operations. Candidates must be able to work in a team atmosphere as well as individually with minimal supervision. Customer service skills are a
must as the Airport values positive interactions with all of our customers including internal stakeholder, tenants, and airline passengers. 

Web: http://careercenter.aaae.org/jobs/10753257

AIRPORT SAFETY MANAGER (ARFF)

Under administrative direction, directs and coordinates the functions and daily activities of the Airport Rescue and Firefighting (ARFF) section for Cleveland Hopkins International and Burke Lakefront Airports. Commands and directs all emergency aircraft incidents and EMS operations on airport property including, but limited to, aircraft emergencies, building fires, HAZMET emergencies, and Weapons of Mass Destruction/Infrared Explosive Devices (WMD/IED) emergencies.

Assumes emergency radio communication. Interprets FAA and NTSB regulations, advisory circulars, and NFPA standards and determines procedures and policies accordingly. Develops training programs related to airport firefighting, EMS and airport disaster pre-planning. Holds all tabletop and live drills as required by the Airport Emergency Plan (AEP). Inspects station, personnel, apparatus and equipment. Maintains necessary records and prepares reports. Oversees all reports and logs of subordinates. Develops and manages operational budget. Maintains good working relationships with local fire departments and mutual aid support agencies. Performs other jobrelated duties as required.

Web: http://careercenter.aaae.org/jobs/10749027

AIRSIDE OPERATIONS SPECIALIST

Reporting to: Airside Operations Supervisor Dispatches law enforcement, fire, operations and maintenance personnel via two-way radio to security, safety, and emergency incidents in coordination and cooperation with surrounding governmental agencies. Utilizes the California Law Enforcement System (CLETS) and the Justice Data Interface Controller (JDIC) software to assist law enforcement personnel to verify outstanding wants, warrants, NCIC, and DMV records. Communicates with mutual aid agencies in accordance with the National Incident Management System (NIMS) and the Airport Emergency Plan (AEP). Monitors the Automated License Plate Recognition System (ALRPS) on behalf of the Airport Police Department. Monitors and operates the Access Control Systems (ACS) and Digital Surveillance Video System (DVSS). Maintains daily operations and law enforcement records, report logs, contractor tracker and checklists. Part 139 inspections related to pavement management, signage, markings, lighting, wildlife mitigation, safety areas, aircraft operations and NAVAIDS

Web: http://careercenter.aaae.org/jobs/10736930

AIRPORT OPERATIONS MANAGER

JOB DETAILS: Responsibilities include the inspection of airside, terminal, and landside facilities. Other duties include coordinating airport construction, snow removal coordination, issuing
NOTAMs, ensuring FAR Part 139 compliance, coordinating special events, enforcing environmental regulations, oversight of wildlife hazard mitigation program, responding to emergencies, and other duties as assigned. Reviews and acts on matters involving safety, security, customer service, and other situations as they impact tenants and passengers. Intermediate skill level or above in Microsoft Office to include Word, Excel, Publisher, Power Point and Outlook. Manages work with goal of maximizing safety and security with minimal disruption to Airport operations. Develops and implements approved Airport security, certification, and safety programs in accordance with FAA and TSA regulations and Airport Authority guidelines. Reacts and responds to incidents, events, problems, and complaints in a professional manner with the authority to take appropriate actions. Additional information can be found on the Airport’s website: https://bishopairport.org/businessfnt/employment-opportunities/job-opportunities
Web: http://careercenter.aaae.org/jobs/10737582

AIRPORT SERVICES MANAGER
Application Deadline: Friday, March 2, 2018 5:00 p.m. Accepting on-line applications only. Apply at www.eugene-or.gov/jobs. Under general direction, plans, organizes, and manages the airport services program area including marketing, public relations, customer service, tenant and general aviation issues at the Eugene Airport. Performs research and analysis on issues relating to the passenger experience, tenant support and compliance, and general aviation activities. Provides complex staff assistance and analytical information to the Assistant Airport Director regarding public relations, tenant relations and overall customer service. Performs independent analysis of issues and responds to stakeholder and customer concerns. Plans, implements, and manages the public information and public relations program, serves as Public Information Officer. Develops and implements marketing, advertising, and community outreach program. Manages the indoor advertising program for the Airport and is responsible for selling advertisement opportunities. Web: http://careercenter.aaae.org/jobs/10737835

EXECUTIVE DIRECTOR - MLI
The Metropolitan Airport Authority of Rock Island County is seeking an Executive Director for the Quad City International Airport (MLI). The Executive Director is responsible for the overall business and financial administration, planning, operations, and development of the airport. The Executive
Director exercises considerable independent and responsible judgement and provides oversight, coordination, direction and development of Airport Strategic Plan, Airport Layout Plan, business policies, and procedures and ensures compliance with the by-laws of the Metropolitan Airport Authority. The ideal candidate will have an undergraduate degree in Aviation Administration, Public Administration or closely related field or equivalent experience in a related field that provides the appropriate level of knowledge and exposure necessary to perform duties. Professional certification in aviation administration is a plus. Posting Deadline: March 9, 2018. Web: http://careercenter.aaae.org/jobs/10732234

OPERATIONS SUPERVISOR
The Bloomington Normal Airport Authority, operator of the Central Illinois Regional Airport is seeking motivated applicants for the position of Operations Supervisor. The Operations Supervisor is a position that reports directly to the Deputy Director of Operations and Facilities. Responsibilities include: Airside, Terminal and Landside operations; daily inspections; coordination of and response to emergency situations; NOTAM management; wildlife management; snow removal; serves as a liaison between airport management, tenants and the public; prepares appropriate security badges, implements and updates the Airport Certification Manual. Applicants must have a thorough knowledge of: FAR Parts 77, 139, TSR 1542 and 150 Airport Series Advisory Circulars; safety considerations in the operation of a commercial airport; safety precautions used in airport maintenance and construction; principles and procedures involved in the operation of a commercial airport; federal rules and regulations affecting airport operations; modern principles and practices of supervision and management. Web: http://careercenter.aaae.org/jobs/10733036

AIRPORT OPERATIONS/Maintenance SUPERVISOR
Enforces airport ordinances and FAA regulations applicable to airport users, tenants, contractors and the public. Coordinates the building maintenance and housekeeping staff and activities at the Dayton International Airport, Dayton Wright Brothers Airport and the Dayton Heliport on a 24-hour, 7-day per week basis. Assists the Operations/Maintenance Coordinator in the development of specifications and bid appraisal process for building maintenance services and equipment to ensure maximum necessary service at the lowest cost. Supervises the runway checks, airfield signage, terminal cleaning, general repair, staff services, heating and air conditioning equipment and structural problems that may arise. YOUR ONLINE APPLICATION MUST BE SUBMITTED BY
FEBRUARY 26, 2018. A complete position description may be obtained from the Dayton Ohio Civil Service Board at jobs.daytonohio.gov
Web: http://careercenter.aaae.org/jobs/10728823

AIRPORT DUTY MANAGER Salary $53K – $74k
Spokane International Airport is looking to hire Airport Duty Manager(s). This position is responsible for the daily operations and management of the airfield. Requires a Bachelor’s Degree in Aviation Management, Airport Operations, or related field and three years of airport or aviation related experience. A combination of education and experience will be considered in meeting the requirements of this position. Successful applicant must possess excellent communication, supervisory, computer and customer relations skills. Position requires team work with other departments, airport tenants and the FAA. To apply visit our web site at www.spokaneairports.net.
Position open until filled.
Web: http://careercenter.aaae.org/jobs/10724426

AVP AIRPORT OPERATIONS CONTROL
Reporting to the Vice President of Operations, the Assistant Vice President of Airport Operations Control will be a proven strategic leader who will drive operational excellence across three Airport functions—the Airport Operations Center (AOC), Corporate Aviation, and the Terminal D and E Ramp Control Towers. This position requires a deep understanding of leadership, vision, and a high level of strategic thinking. As the AVP, you will participate in exciting, crucial projects such as designing a next generation Airport Operations Control facility that will improve operational efficiency and focus on an exceptional experience for DFW customers. If you are ready to push yourself to the next level, consider this opportunity at DFW International Airport where we are transforming travel every day!
Web: http://careercenter.aaae.org/jobs/10713102

AIRPORT DIRECTOR Salary range: $98,000-$147,000
The City of Idaho Falls is currently accepting applications for the position of Airport Director. This position plans and directs the day-to-day activities and long range planning of the Idaho Falls Regional Airport (IDA) while providing a financially sustainable, safe, and convenient environment for public and private air travel and related business activities. This position works under the broad policy guidance and direction of the Mayor and City Council. Provides general supervision to Airport Operations Manager and the Airport Administration Manager and associated staff. Position will be open until filled; first review of applications will begin the week of February 27, 2018. All interested
candidates are encouraged to upload and attach a resume and cover letter to the electronic job application explaining how their education and experience makes them the ideal candidate for the position. Online Applications and full job description can be found at: www.idahofallsidaho.gov Web: http://careercenter.aaae.org/jobs/10713257

DEPUTY DIRECTOR OF AVIATION - EGE
Eagle County, Colorado is seeking a Deputy Director of Aviation to support and assist with management of Eagle County Regional Airport (EGE) day-to-day administration and operations. In addition, this position works closely with the director on planning initiatives and activities, business planning, and strategy development. This role has an emphasis on airport planning and will directly supervise and lead Operations and Administrative departments. The successful candidate will have a Bachelor's degree from an accredited college or university in Aviation Planning, Aviation or Airport Management, Civil/Transportation Engineering, Aviation Science or Technology, or a related field and five years of progressively responsible experience in an aviation management position involving either airport planning activities or aviation management including broad based knowledge and experience in providing aviation planning services with minimum three (3) years’ experience in professional airport planning activities, aviation planning, design or related experience (public or private). Posting Deadline: March 2, 2018. Web: http://careercenter.aaae.org/jobs/10705780

AIRPORT OPERATIONS SECURITY COORDINATOR
We're looking for Airport Operations Security Coordinators at the Aspen Airport. Don't let the title of this job fool you. This all-encompassing position covers: Airside and Terminal Operations, Security Compliance, Emergency Management, Aircraft Rescue Fire Fighting, Snow Removal and Wildlife Mitigation. Aspen Airport is the third busiest airport in Colorado and serves 270,000 passengers per year. Aspen Airport is the closest airport to a ski resort in North American and is located in the heart of the Rocky Mountains, has a small town vibe with world class amenities including: four ski resorts, top rated restaurants, more recreational activities than you can count and a music scene that compares to a big city. Keep reading if you're intrigued… Web: http://careercenter.aaae.org/jobs/10641326
Appendix I
Student Interest Survey Results
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<th>Respondent Current Year in Academic Program</th>
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<tr>
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<td>Junior</td>
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<td>Freshman</td>
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<th>Graduate Program Intent</th>
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<td>Attend a master's program upon graduation</td>
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<td>Gain work experience before consider graduate study</td>
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<td>Unsure</td>
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<td>Will definitely not pursue a master’s degree</td>
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<th>Factors in Choosing a Graduate Program</th>
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<td>Cost of program</td>
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<td>Length of program</td>
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<td>Availability of evening classes</td>
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<td>Availability of online courses</td>
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<td>Availability of financial aids</td>
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<td>Qualifications of professors</td>
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<td>Location</td>
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<td>Availability of weekend classes</td>
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<td>Sizes of classes</td>
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<th>Potential for Full or Part Time Graduate Program Enrollment</th>
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<td>Full Time Enrollment</td>
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<td>Part Time Enrollment</td>
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<td>Not Interested in a Masters Program</td>
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<th>Would You Enroll in a York College M.S. Aviation Management Program?</th>
<th>N=53</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix J
Evaluation Report for Program Proposal
I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The purpose seems narrow in geography, but the population described is quite large, so the reach is intentionally small, which is prudent when beginning a new program, and optimal in keeping the desired quality high and respected in the industry. The structure is focused and controlled which will enable it to grow as needed. A director of the program will allow for proper administration and monitoring. The Graduate Faculty Committee shall provide adequate oversight.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The focus is a business aviation master’s degree, which is specialized from a business administration graduate program, focusing on the area of aviation. There are many programs across the country that focus on aviation management.

3. Comment on the plans and expectations for continuing program development and self-assessment.
I did not read any items pertaining to continued development, this appears to be an initial program development document. The self-assessment will be accomplished through an Annual Report and five year program review.

<table>
<thead>
<tr>
<th>4.</th>
<th>Assess available support from related programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There does not appear to be collaboration outside the college.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is increasing enrollment in undergraduate aviation programs throughout the United States. This will also trickle down to affect the graduate programs too. Employers are wanting increased education from their employees, and this program can fill that need. In today’s workplace the master’s degree is the new standard of education.</td>
</tr>
</tbody>
</table>

### II. Faculty

<table>
<thead>
<tr>
<th>6.</th>
<th>Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The faculty members, as described, will meet the needs of the program’s depth and breadth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>Assess the faculty in terms of size and qualifications. What are plans for future staffing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As described, the faculty numbers are ample to begin this program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.</th>
<th>Evaluate credentials and involvement of adjunct and support faculty.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If adjunct faculty are utilized for graduate classes, it is implied they will have the required level of education and aviation industry experience.</td>
</tr>
</tbody>
</table>

### III. Resources

<table>
<thead>
<tr>
<th>9.</th>
<th>Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The library holdings are vast, and there does not appear to be any specialized facilities needed for the creation of this program. There appears to be support from area aviation entities, although letters of support would be beneficial, or the creation of an outside industry advisory board.</td>
</tr>
</tbody>
</table>
10. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

Not qualified to judge this criterion

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

The strength of the proposed program can be from a strong foundation in sustaining an aviation undergraduate program, and support from the college. A weakness may be the backup faculty and succession planning in the course offerings. Another weakness is the lack of electives for the students to choose a specialization. An opportunity for the program would be to develop specializations within the program in area of human factors, safety, airport administration, project management, policy or unmanned applications.
External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the NYS Education Department by:

York College of City University of New York

(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

Master of Aviation Management

>Title of Proposed Program

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;

2. am not a spouse, parent, child, or sibling of any of the individuals listed above;

3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application;

4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Kimberly A. Kenville, Ph.D., C.M., professor of Aviation, University of North Dakota

Signature:

Date: 4/14/2018
Kimberly A. Kenville, Ph.D., C.M.

Professor
Department of Aviation
John D. Odegard School of Aerospace Sciences
University of North Dakota

Owner, Kim Kenville Consulting
DBE – ND, NC, MN

Box 9036                  1125 Reeves Drive
                      Grand Forks, ND  58202                   Grand Forks, ND 58201
701.777.4964 (w)                  218.779.9335 (h)
imk@aero.und.edu
kimkenville@gmail.com

Education


B.B.A.  Airport Administration (1991). University of North Dakota, Grand Forks, ND.

Professional Experience

2011 – present **Member**, North Dakota Aeronautics Commission. 5- member commission appointed by the Governor of North Dakota. Two terms (2011-2016, 2016 – 2021)
   - Vice Chair (2016-)

2011- present **Professor**, Department of Aviation, John. D. Odegard School of Aerospace Sciences, University of North Dakota, Grand Forks, ND.


2008 – 2017 **Director, Graduate Program** – Aviation Department. Responsible for recruitment, admission, advising course schedule, curriculum development,
assessment activities. Establish and maintain corporate partnerships, and
development of new research opportunities for both on campus and online
students.


2006-2011  **Associate Professor (tenure 2008),** Department of Aviation, John D. Odegard
School of Aerospace Sciences, University of North Dakota, Grand Forks, ND.
Academic responsibilities include teaching two-400-level airport management
courses (Avit 402 & 442), and online graduate courses (Avit 501, 502, 514 and
520, 593, 997, 998). Administration of the airport management intern/placement
program.

1999 - 2006  **Assistant Professor,** Department of Aviation, John D. Odegard School of
Aerospace Sciences, University of North Dakota, Grand Forks, ND.
Academic responsibilities included teaching a 300-level general
introduction to the Air Transportation Industry course. Primary course instructor
for two 400-level Airport Management and Operations classes.

1998-1999  **Special Projects Coordinator,** UND Alumni Association and Foundation, Grand
Forks, ND.
The responsibilities included developing a marketing strategy for
fundraising with UND Aerospace alumni. Research and implementation of an
affinity credit card program for UND alumni. Prospecting and soliciting alumni
and corporations for monetary contributions, corporate alliances, and developing
affinity campaigns for specialized groups within the University.

1997-1998  **Dean’s Graduate Assistant,** College of Business and Public Administration,
University of North Dakota, Grand Forks, ND.
Responsible for writing, editing and publishing the UND Business, an
external public relations publication for the Business School. Planned alumni
activities, conducted research projects, and acted as a general liaison for the Dean.

1994-1995  **Airport Control Center Operator,** General Mitchell International Airport,
Milwaukee, WI.
Responsible for the enforcement of FAR Part 77, 107, 108 and 139 at a
medium hub airport. Issued Notice to Airmen (NOTAM’s), monitored security
systems, airport identification/badging requirements, snow removal coordination,
emergency management activities, general tenant relations, and monitored all
day-to-day airport operations.

1991-1994  **Airport Operations Agent,** Detroit Metropolitan Wayne County Airport, Detroit,
MI.
Responsible for the enforcement of Federal Aviation Regulations (FAR)
Part 77, 107, 108, and 139 at a large hub airport. Runway inspections, snow
removal, emergency management activities, landside and terminal operations.
Monitored tenants, security systems and general day-to-day operations of a large
hub airport. Scheduled operations for the International Terminal, and worked closely with US Customs, Immigration and Agricultural services, forged ongoing positive tenant relations with all organizations within the terminal.

1987-1991  
**Public Relations Assistant** - UND Aerospace Tour Guide  
**Aircraft Dispatcher** - UND Aerospace Flight Operations

Summer 1989  
**Noise Abatement Intern**, Metropolitan Airports Commission, Minneapolis St. Paul International Airport, Minneapolis, MN. 
Selected to supervise seven noise abatement summer interns. Compiled numerous reports for the noise abatement community committee.

**Courses Taught**

**Aviation (Avit) 302 Air Transportation.** This course is a general survey course of the air transportation industry. The goal is to introduce students to the airline, general aviation, and airport industry. Course enrollment is between 35-45 students per semester. Coordinate curriculum changes with the course prime instructor; this is a 3 credit, semester-long course.

**Aviation (Avit) 402 Airport Planning and Management.** This is the first course in a two course series that introduces students to airport management. The course is required for Airport Management and Air Traffic Control majors, and it serves as an upper division elective requirement for all other aviation majors. Serve as the course prime and the only instructor for the course. The enrollment is 35 – 40 students. There are normally three sections per semester, and the course is valued at 3 credits.

**Aviation (Avit) 407 General Aviation Operations & Management.** This is an upper-division aviation management course that focuses on the General Aviation area of the industry. The class looks at management, leadership, human resources issues coupled with running a fixed-based operation and/or corporate aviation department. This course has 35 students per section and is valued at 3 credits.

**Aviation (Avit) 442 Advanced Airport Operations and Administration.** This is the second airport management course and is required of all Airport Management majors. It is the final preparatory course for the field of airport management. Students have the option of completing the American Association of Airport Executives (AAAE) certification exam for the final exam. I serve as the course prime for this class, and the usual enrollment is between 20-25 students, offered in the spring semester. This is a 3-credit course.

**Aviation (Avit) 501 Issues in Aviation.** This course is designed to explore the historical, current and future issues related to the aerospace industry. Course will include issues pertaining to legal, environmental, regulatory, and current events shaping the industry. Three-credit semester long online synchronous environment. (fall 2007, 2008)
Aviation (Avit) 502 Aviation Economics. An in-depth examination of the economic aspects of the air transportation industry, with microeconomic analysis applied to decision making in the airline, general and corporate aviation, and airport businesses. Topics include: basic economics of air transport supply and demand; demand forecasting; cost drivers; network structures and strategies; ratemaking; yield, revenue and capacity management; regulatory issues; political influences; unique economic characters of international commercial aviation; capitalization and credit facilities; economic and structural analytical tools and models. Three-credit semester long online synchronous environment.

Aviation (Avit) 514 Aviation Management Theory. An in-depth review of organizations in the aviation industry, their structures, environments and leadership as it relates to human behavior. Topic include organizational design, climate and the interactions with individuals, groups, and different organizational structures within the airline, general aviation, corporate, and airport organizations. Three-credit semester long online synchronous environment.

Aviation (Avit) 520 Strategic Airport Management. This course will explore the elements of airport planning within the public administration domain. Emphasis will be placed on individual airport’s strategic plans, how airports operate efficiently and effectively with changing regulations and economic fluctuations in the global marketplace. Three-credit semester long online synchronous environment.

Usual semester teaching load = 9 credits (2-3 preparations including graduate course))

Advisors:
- 25 undergraduate students in airport management degree program.
- 40-50 Masters of Aviation (MS) online students.
- 5-7 online/on campus Ph.D. students

Graduate Student Work

Dissertation Committee/Chair Advisor:
- Nancy Shane (2016). THE RELATIONSHIP OF A PILOT’S EDUCATIONAL BACKGROUND, AERONAUTICAL EXPERIENCE AND RECENTY OF EXPERIENCE TO PERFORMANCE IN INITIAL TRAINING AT A REGIONAL AIRLINE

Thesis Committee Chair/Independent Study Advisor/Committee Member:
• Sam Enlof (2009). Alternative Fuels for Ground Support Equipment
• Danielle Dracy (2010). Handedness as a Predictor of Success in FAR Part 141 Flight Training
• Scott Lookabill (2010). Examination of Runway Occupancy Times for General Aviation Aircraft.
• Derrick Denny (2010). Applying Additional Self Service Methodologies to Commercial Aviation Baggage Handling: Is A Potential “Win-Win” Being Left on the Table?
• Kyle Fischer (2010). Safety Management System Implementation and Personnel Issues at Small Airports
• Julie Hall (2010). Flight Instructor Socio-Communicative Orientation and Perceptions of Cockpit Assertiveness
• Adam Sorenson (2012). Employee Work Attitudes Post Merger and Acquisition
• Tyson Jaquez (2012). Participation in Instrumental Music as a Predictor of Success in a Collegiate Level Flight Training Program.
• Terra Jorgenson (2013). Delays in Hiring Air Traffic Collegiate Training Initiative (AT-CTI) Graduates and the Impact on their Training Success Rate.
• Karin Hensellek (2014). A MIXED METHOD APPROACH TO COLLEGIATE AVIATION SELF-ASSESSMENT OF G-LOAD ON LANDING: PILOT PERCEPTION VERSUS REALITY
• Michael Elsenrath (2014). EFFECTS OF RAILWAY LABOR ACT ELECTION RULE CHANGES ON VOTER PARTICIPATION AND UNIONIZATION ACTIVITY
• Martin Hellwig (2014). PREDICTING IRREGULAR FLIGHT OPERATIONS USING A BINARY MACHINE LEARNING APPROACH BASED ON NATIONAL METEOROLOGICAL DATA
• Daniel Lindsey (2014). PRIVATIZATION OF AIR TRAFFIC CONTROL SERVICES IN THE UNITED STATES: A COMPARISON OF PAST GOVERNMENT PRIVATIZATION EFFORTS IN THE UNITED STATES AND OTHER COUNTRIES
• Robert Sims (2016). A REVIEW AND APPLICATION OF AVIATION FORECASTING FOR AIRPORT PLANNERS
• Demerise Tighe (2016). MEASURING CHANGE IN PM2.5 EMISSIONS AS NEXTGEN OPERATIONAL PROCEDURES ARE IMPLEMENTED AT LARGE U.S. AIRPORTS
• Paula Calson (2016). A MIXED METHOD APPROACH TO COLLEGIATE AVIATION RISK ASSESSMENT FOR DUAL CROSS-COUNTRY FLIGHTS AT THE JOHN D. ODEGARD SCHOOL OF AEROSPACE SCIENCES

Publications/Grants

Refereed Research


### Other Publications


Kenville, K.A. (2005) *Airport strategic planning*. Summer newsletter to area airports outlining the information gathered in the dissertation process. It was sent to airports that participated in the research study.


UND Business. (1997-1998). Semi-annual publication. Duties included gathering information about the college, faculty, students, and alumni and writing the semi-annual alumni publication and ensuring its publication through the UND Alumni Association and Foundation.

### Publication Contributions


132

**Grants- Submitted - UND**


Airport Cooperative Research Program (ACRP). Improving Stakeholder Engagement in Aircraft Accident Planning #10-22. Subconsultant with Jviation, Inc. $500,000. February 2014. Not selected

Airport Cooperative Research Program (ACRP). NextGen—A Primer #01-27. Subconsultant with Harris Miller Miller and Hanson, LLC. $600,000. January 2014. (not selected 2 of 17).


Airports Cooperative Research Program (ACRP). Airport-to-Airport Mutual Aid Programs. #04-10. Principal Investigator with Ulteig Engineers. $288,436. March 2010 (not selected).


Minnesota Department of Transportation (MNDOT) Aviation Proposal for AirTap Consultant. Subcontractor with Ulteig Engineers $45,000. April 4, 2008. (not selected – non Minnesota contractor and school).

Airport Cooperative Research Program (ACRP) Project #04-06, $299,811. Subcontractor with AirportAdmin, Inc. on a proposal to develop a “Guidebook for Addressing Aircraft/Wildlife Hazards at General Aviation Airports. Submitted January 30, 2008 (not selected).


Grants- Received - UND

Senate Scholarly Activities Committee (SSAC). $342.40. Travel Stipend for Research Presentation to the Colorado Airport Operators Association Meeting, Gunnison, CO. June 2009.


Presentations


Kenville, K.A. (2012). Airport Mutual Aid Agreements. Minnesota Council of
Airports., Mankato, MN. September.

Kenville, K.A. (2011, August 2). Basic Aviation Incident Management Response
and Recovery Webinar. Sponsored by the American Association of Airport Executives
(AAAE). 100 attendees.

Chapter of the American Association Airport Executives (AAAE). Branson, MO.

Kenville, K.A. (2010, March 25). Helping Airports and Air Carrier Employees
Cope with Traumatic Events. An Airport Cooperative Research Program (ACRP).
National Webinar, 50 attendees.

March 7. Fargo, ND.

Aviation. October 2008. University Aviation Association (UAA). Fall Education
Conference.

Association of Airport Executives (AAAE) Family Assistance Workshop. (September
2009). Washington, DC.

Airport Operators Association Annual Meeting. (September 2009), Cheyenne, WY.

Airport Operators Association Annual Meeting. (June 2009), Gunnison, CO.

Midwest Aviation Symposium, Airport Association of North Dakota Annual Meeting
(March 2009), Bismarck, ND.


Standards. June. Center for General Aviation Research (CGAR).

Kenville, K.A. (2004-2005). Presentations to Faculty members at weekly meetings
Academic Integrity: Student Dishonesty and the Dean of Student’s Office
Generation Y and the Classroom

Professional Consultant Activities:

American Association of Airport Executives (AAAE) Certified Member (CM) Instructor. Philadelphia International Airport – August 2017

Outside Reviewer. The Ohio State University. Faculty Promotion from Associate to Full Professor for Dr. Seth B. Young (July, 2016).


Project Panel Chair ACRP #01-32 Guidebook for Managing Small Airports. December 2015-December 2017. $350,000 project.

Special Liaison for the Dean of the John D. Odegard School of Aerospace Sciences AY 2015-present for Airport Operations Issues (Nitrogen Plant, Airport Lease Agreements, Ramp Funding with ND Legislature, Flying Team Access to GFK Airfield.


External Faculty Promotion and Tenure Reviewer: Farmingdale State College/State University of New York. AY 2013: Jeanne Radigan.


GFK Airport Operations Training Session. Provided a training session to the Grand Forks International Airport Operations Division on Responding and Coping with Traumatic Events. 20 participants. March 24, 2010.


GFK Airport Executive Director Search Committee Member. Selected to sit on the committee to select the Executive Director for Grand Forks International Airport, January 2009.

UND President’s Summer Administrative Leadership Program. Applied for the Harvard Management Program sponsored by the UND President’s office. (2 selected, 3rd on list).

NextGen Institute – Airports Working Group. Chosen from over 300 applicants for a position on the working group for airports for NextGen of Air Transportation, FAA, 2007


Transportation Research Board – Airport Cooperative Research Program (ACRP). Project Panel for 03-09 (FY 2007). Guide for Developing Airport Strategic Plans and a Portfolio of Strategic Plans for U.S. Airport Operators for an Uncertain Future. Developed Request for Proposal (12/06), Selected Contractor (4/07), Interim Meeting (1/09) at the National Academy of Sciences – Transportation Research Board headquarters in Washington, DC.

Issues in Higher Education Leadership Seminar (2005-2006). Selected as one of six participants from UND faculty and staff to attend a monthly personal discussion for emerging leaders on campus with the Leadership Team (Pres. VP, Provost, Deans) at UND. Seminar was led by Associate Provost, Dr. Victoria Beard.

Civil Mediation Seminar, May 2005. UND Conflict Resolution Center’s Civil Mediation Seminar (40 hour course), participant.

Faculty Advisor, Spring 2005. Advised two graduate students in an outside paid contract writing the Airport Certification Manual (ACM) for the Dickinson-Theodore Roosevelt Regional Airport and the Williston Municipal Airport. Project involves working with the FAA Regional Office in Chicago, and the consulting firm of Kadrmas, Lee and Jackson, Bismarck, ND.

Facilitator, January 2005 and January 2010. Strategic Planning Session Theodore Roosevelt Regional Airport, Dickinson, ND. Lead a strategic brainstorming session to craft the airport’s strategic plan.

Regional Airport Work. Assist in filling personnel vacancies at regional airports, working airport Board of Directors, and the State Aeronautics Commission to secure a viable candidates, provide references, and aid in promoting the position(s) to UND alumni.

Devils Lake, ND; Dickinson, ND; Jamestown, ND; LaCrosse, WI; Rusk County, WI; Eagle River, WI; Madison, WI; South St. Paul, MN; Cheyenne, WY.

American Association of Airport Executives (AAAE), Certified Member (C.M.) designation, August 2000.

Kim Kenville Consulting


Airport Rules and Regulations. Raleigh-Durham International Airport (RDU) 2015-2016. Sub consultant to IEM.


Strategic Management Plan – Minot International Airport (MOT), Minot, ND. April 2014- July 2014


Growing Aviation in North Dakota. a grant funded by the North Dakota Aeronautics Commission for aviation education and K-12 teacher education over four year period. November 2009 - 2011.

Professional Associations

National

National Academies - Transportation Research Board (TRB).
- ACRP Oversight Committee Thought Leader Forum, 2018
- TRB Representative for the University of North Dakota (2010 – present)
- AV010 Committee on Intergovernmental Relations in Aviation Member (elected 2011)
  - Affiliate Member 2007-present
  - AV020: Aviation Planning Committee (friend)

American Association of Airport Executives (AAAE) member. 1991 to present

Committees:
  Academic Relations – Vice Chair 2015-
  Operations, Safety and Training Committee, 2012- present
  Diversity Committee, 2014-2016
  Student Relations Committee (steering committee for all student chapters), 2002 to present.
  Foundation Committee, 2000-2002
Women in Aviation International, 2000 to 2008
   MentorNet for women and minorities in the Science and Technology Industries

University Aviation Association (UAA), 2001 to 2008

Regional
   Great Lakes Chapter (GLC) of American Association of Airport Executives,
   1999 to present.
   Committees:
      Annual Conference (GFK) Planning Committee, 2017
      Membership, Academic Relations and Diversity Chair, 1999-2015
      Professional Development Committee, 2000 to present
      Student Chapter Relations Committee, 2002 to present

   Upper Midwest Aviation Symposium (UMAS) sponsored by the North Dakota
   Aviation Council/North Dakota Aeronautics Commission

State
   Fargo Air Museum Strategic Plan Committee, 2017
   North Dakota Aeronautics Commission. August 2011- present
      Vice Chair 2016-2018.
      Commissioner - Selected by Governor Dalrymple.

Service

University of North Dakota
   UND Trivia Pursuit – President’s Team, 2018
   Senate Legislative Affairs Committee, 2018-2021
   Senate Special Review Committee Pool, 2017-2018
      -SRC Panel Chair – Faculty Grievance, 2018
   Blue Ribbon Department Promotion Committee, 2017
      -Member, Department of Computer Science
   Senate Intercollegiate Athletics Committee, 2015-2018
      -Athletic Director Search Committee, 2017-2018
      -Chair 2016-2018
   Graduate Committee – Aerospace Representative, 2014-2017
   Senate Student Academic Standards Committee, 2014-2017
   Senate Faculty Handbook Committee, 2013-2014
   Senate Executive Committee, 2011-2013
   Council of College Faculties, 2010- 2013
   Senate Honorary Degrees Committee, 2010 – 2015
      -Chair 2015
   Office of Instructional Development (OID) Restructuring Task Force, 2008
   Senate Budget, Restructuring and Reallocation Committee, 2008-2011, 2016-2020
Higher Learning Commission Focused Visit Steering Committee, 2006-2008
Faculty Instructional Development Committee, 2006-2009
  -Chair 2008-2009
Senate Scholarly Activities Committee (provost designee), 2006-2007
General Education Task Force, 2005-2007
Graduate Faculty (Associate Membership), 2005-
  -Psychology Graduate Program Review, 2008
Academic Policies & Admissions Committee, 2005-2008
  -Chair, 2005-2006
  -Vice Chair, 2004-2005
Vice President & Provost Search Committee, 2004-2005
University Senate College Representative, 2016-2017
UND Faculty Ambassador, new student orientation, 2000, 2001, 2003, 2005
Summer Sessions Committee, 2002-2004
Administrative Procedures Committee, 2001-2004, 2009-2011
Faculty Mentor for Alice T. Clark Program, 2001
UND Commencement Committee, 2000
Alice T. Clark Faculty Mentoring Program, 1999-2000.

John D. Odegard School of Aerospace Sciences (college/department)
Assessment Committee, 2007-2011
  Aviation Graduate Faculty Committee, 2005- present
    -Chair 2008-2017
    -Team Lead for Aerospace Sciences Ph.D. program submission, 2010
New Faculty Search Committee, 2000-2005, 2013-2014, 2015-
  Chair 2013-present
Curriculum Committee, 2000-2005, 2017-
  -Revise and update Aviation Masters degree curriculum
  -Revise and update Airport and Aviation Management curriculum
  -Chair, 2006, 2009
Scholarship Committee, 1999-2003
Aviation Department Visioning/Strategic Planning Committee, 1999-2000, 2006-2007, 2014-
Faculty Advisor
  -Student Chapter of American Association of Airport Executives (20-40 students), 1999 to present
  -Take 5-10 students per year to the National AAAE Conference
Community Service
St. Michael’s Catholic Parish – Bridge Builders Board 2010-2015
  -Oversee at $700,000 endowment for the benefit of the school
St. Michael’s Catholic School – Board of Education, 2007-2010
  -Secretary, 2007-2008, 2008-2009
Community Violence Intervention Center (CVIC). Annual Rise and Shine against
  Violence fund raising breakfast
  -Table Captain, 2008
St. Michael’s Catholic School Home/School Association, 2003 to 2007
  -President, 2006-2007
  -Co-President, 2005-2006
  -Co-chair – Public Relations & Recruitment, 2004-2005
Alpha Phi Sorority, House Corporation Board President. UND Campus 1995-2002.
  -1998 UND Alumnus of the Year
  -Rebuilt basement (9 bedrooms/4 bathrooms) after the 1997 Flood
  -Raised $50,000 for sorority house endowment after 1997 Flood

Honors/Awards/Certifications
UND “Exceptional Student Advisor” for UND AAAE Chapter, 2012.
  Enlightenment Award for Dedication and Excellence in Aviation Education,
  Wyoming Airport Operators Association, 2009
Who’s Who Among American Teachers, 2003, 2005
  Volunteer Reader Award, St. Michael’s Catholic School, 2004
University of North Dakota Outstanding Department Service Award, 2002
  Certified Member (C.M.) American Association of Airport Executives, 2000
  University of North Dakota Outstanding Alumnus Award, Greek Banquet, 1998
  Private Pilots License, 1988

Revised/Updated 03132018.
WHEREAS, Museums support more than 726,000 American jobs, and in the New York area employment projections from 2014-2024 show museums, historical sites, and similar institutions with 20.7% growth and the professions of archivist, curator, and museum technician and conservator with 14%-19% growth; and

WHEREAS, The Mayor of New York has called upon its cultural institutions to diversify the ranks of their employees, and it is anticipated that students in the proposed program will reflect a diverse ethnic, gender, and age make-up similar to the general CUNY population; and

WHEREAS, The proposed program is being developed in collaboration with the New York Historical Society, whose intellectual resources and expertise will provide students with a unique experience, including practicums and engagement with museum professionals whose daily jobs consist of implementing museum studies theory into practice; and

WHEREAS, The proposed program is taught primarily on-line, will draw upon CUNY SPS current infrastructure for online delivery, and will be available to individuals beyond the New York metropolitan area, now therefore be it

RESOLVED, That CUNY School of Professional Studies establish a Master of Arts in Museum Studies, effective February 4, 2019 and subject to financial ability.

EXPLANATION: The CUNY School of Professional Studies proposes to offer a thirty-credit Master of Arts degree in Museum Studies that will immerse students in the theory and practice of museums and related institutions. The bulk of the courses will be taught on-line and cover such topics as administration, finance, law, fundraising, and visitor services. Six of the fourteen courses in the program are currently part of the CUNY SPS catalogue. The remainder will be developed by SPS consortial faculty in collaboration with museum professionals at the New York Historical Society. In addition to on-line courses, the program will include courses taken at the Historical Society, which can be done intensively in a summer residency or throughout the academic year, as suits the student’s schedule. The lower cost of CUNY’s graduate tuition than that for comparable programs in the area is expected to attract a wide audience and generate revenue for the school.
Proposal to Establish:
Master of Arts in Museum Studies

Anticipated Start
Fall 2019

Approved by the
CUNY School of Professional Studies Curriculum Committee on
October 16, 2018

Approved by the
CUNY School of Professional Studies Governing Council
December 6, 2018

College Representative: Dr. George Otte, Senior Associate Dean of Academic Affairs

Telephone: 646.344.7258
Email: george.otte@cuny.edu

Provost’s Name: Dr. George Otte
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EXECUTIVE SUMMARY

The CUNY School of Professional Studies (CUNY SPS) proposes to develop a 30-credit Master of Arts degree in Museum Studies that will immerse students in the theory and practice of museums and related museum studies.

The purpose of the program is to ground students in both the theory and practical applications of museum operations, from the curatorial to the administrative, that they might experience how such work takes place on the ground, ultimately enabling them to apply this understanding to professional situations beyond the classroom.

To achieve this purpose, the program is being developed in collaboration with the New-York Historical Society (N-YHS), whose intellectual resources and expertise will provide students with a unique and purposeful experience. CUNY faculty, who will have direct access to the N-YHS’s resident historians, curators, researchers, educators, designers, conservators, fundraisers, and administrators, will develop the program’s core courses in collaboration with N-YHS senior staff using best practices followed by the prestigious N-YHS, New York City’s oldest museum (founded 1804). Furthermore, this partnership provides a unique opportunity to incorporate practicums into the MA in Museum Studies that will enhance the typical museum “field trips” with contextualized engagement with the museum professionals whose daily jobs consist of implementing museum studies theory into practice.

Program Outcomes

Students graduating with a Masters of Arts in Museum Studies will have the knowledge, skills, and preparation necessary to engage in professional museum practice.

Specifically, they will be able to:

- PLO1: Analyze theory, history, and background of museums and public culture.
- PLO2: Apply best practices regarding collections acquisitions, archival management, and care.
- PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
- PLO4: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation mindful of inclusion and diversity, including, but not limited to visitors with disabilities.
- PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice.
- PLO6: Understand the important need for efficient and integrated administration.
- PLO7: Create and curate a museum exhibition.

Students pursuing the MA in Museum Studies will most typically hold undergraduate degrees in Art History, History, Education, or the Humanities more broadly, but by no means are limited to those fields. It is anticipated that students in the program will reflect a diverse ethnic, gender, and age make-up similar to the general CUNY population. In fact, due to the lower tuition (see program comparison section below), accessibility, and resources made available via the N-YHS, we expect to attract a larger percentage of applicants from underrepresented groups than other Museum Studies programs. Indeed, there is growing awareness to train and nurture curators of color.

In delivering resources to students in the MA in Museum Studies, CUNY SPS will build on its current infrastructure, which supports dozens of degree and certificate programs as well as a portfolio of noncredit programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new program.

Initial start-up support for the program will be provided by the School with the expectation, based on enrollment projections, that the program will quickly become self-sustaining.
# Application for the Registration of New Graduate and Undergraduate Curricula/Programs – Including Programs to be Offered in Distance Education Format

## General Information

<table>
<thead>
<tr>
<th>Institution (Legal Name)</th>
<th>Institution Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUNY School of Professional Studies at the Graduate School and University Center</td>
<td>310500</td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>CUNY School of Professional Studies</td>
<td>310510</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Proposed Program Title</th>
<th>Degree Award</th>
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<tbody>
<tr>
<td>Museum Studies</td>
<td>MA</td>
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<table>
<thead>
<tr>
<th>Address of Any Campus Where the Proposed Program Will Be Offered (main and/or branch campuses)</th>
<th>Full-time or Part-time 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>365 Fifth Avenue&lt;br&gt;New York, NY 10016</td>
<td>Full-time</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>All Program Format(s) (standard, distance education2, evening, weekend and/or other)</th>
<th>HEGIS Code</th>
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<tbody>
<tr>
<td>Distance Education</td>
<td>1099.00</td>
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<table>
<thead>
<tr>
<th>Joint Registration IHE (if applicable)</th>
<th>Total Number of Credits</th>
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<table>
<thead>
<tr>
<th>Lead Contact [First Name, Last Name, Title]</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Otte, George, Associate Dean of Academic Affairs&lt;br&gt;CUNY School of Professional Studies</td>
<td>646.344.7258</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:george.otte@cuny.edu">george.otte@cuny.edu</a></td>
</tr>
</tbody>
</table>

---

1 Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information concerning full and part time study. Note: Only programs registered as full time are eligible for TAP. Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes.

2 If a major portion of the program (50% or more) can be completed through study delivered by distance education then the program must be registered in the distance education format. Hybrid or blended courses do not count toward the 50%.
Attestation and Assurances
On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institution’s goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.3

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with §52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution’s faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner’s regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>December 12,</td>
</tr>
</tbody>
</table>

Type or print the name and title of signatory

Dr. George Otte, Associate Dean of Academic Affairs

Phone Number

646.344.7258

---

3 The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.
**Program Purpose**

*Department Expectation:* Clearly define a program purpose that is aligned to the degree award and program title.

Refer to narrative, beginning on page 6.

**Program Objectives**

*Department Expectation:* Articulate between 1 and 3 program-level (curriculum-level) objectives that are clearly defined and directly aligned with the program purpose and proposed degree award.

1. Goals and Student Learning Outcomes contained within the body of the proposal.

2.

3.

**Program Targets** - *Department Expectation:* Establish realistic enrollment, retention, graduation, and job placement targets for this program that are connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. *Note:* There are not specific Department defined targets required for the registration of curricula. The Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets are they related to program implementation.

**Enrollment Projections**

The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

See projections in the Five-Year Revenue Projections for Programs Worksheet in the appendix.

**Annual Retention Rate**

<table>
<thead>
<tr>
<th>Target (%)</th>
<th>Target graduation rate (%)</th>
<th>Target Job Placement Rate (%)</th>
</tr>
</thead>
</table>
Curriculum and Course Information

Please provide the following:

1. The applicable sample student program schedule table:
   - Table A: Undergraduate Program Schedule; or
   - Table B: Graduate Program Schedule

   When completing the program schedule table please refer to the requirements in §52.2(c) of the Regulations of the Commissioner concerning completion of Associate, Baccalaureate and Master’s degree programs.

2. Please list the course titles for all new courses included as part of the proposed program, and, either attach the course syllabi or, if such syllabi are not yet available, provide course descriptions and objectives in the chart below.

<table>
<thead>
<tr>
<th>New Course Titles</th>
<th>Indicate that course syllabi are attached or, provide course descriptions and objectives (if course syllabi are not available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course information is contained within the proposal.</td>
</tr>
</tbody>
</table>
NARRATIVE

Purpose and Outcomes

The CUNY School of Professional Studies (CUNY SPS) proposes to develop a 30-credit Master of Arts degree in Museum Studies that will immerse students in the theory and practice of museums and related museum studies.

The purpose of the program is to ground students in both the theory and practical applications of museum operations, from the curatorial to the administrative, that they might experience how such work takes place on the ground, ultimately enabling them to apply this understanding to professional situations beyond the classroom.

To achieve this purpose, the program is being developed in collaboration with the New-York Historical Society (N-YHS), whose intellectual resources and expertise will provide students with a unique and purposeful experience. CUNY faculty, who will have direct access to the N-YHS’s resident historians, curators, researchers, educators, designers, conservators, fundraisers, and administrators, will develop the program’s core courses in collaboration with N-YHS senior staff using best practices followed by the prestigious N-YHS, New York City’s oldest museum (founded 1804). Furthermore, this partnership provides a unique opportunity to incorporate practicums into the MA in Museum Studies that will enhance the typical museum “field trips” with contextualized engagement with the museum professionals whose daily jobs consist of implementing museum studies theory into practice.

The New-York Historical Society

The New-York Historical Society predates the founding of the Metropolitan Museum of Art by nearly 70 years. Its eleven founders all lived through the turbulent years of the American Revolution and the British occupation of New York. These men believed that New York’s citizens needed to take decisive action to preserve eyewitness evidence of their own historical moment, which they recognized as important, fearing “dust and obscurity” would be the inevitable fate of accounts and artifacts if left in the hands of private individuals. It is in this tradition that New-York Historical has moved forward into the 21st century, offering to visitors on-site and online a vast collection of art, objects, artifacts and documents and an ongoing collecting program that aims to facilitate a broad grasp of history’s enduring importance and its usefulness in finding explanations, causes, and insights.

The institution’s collections number over 14.6 million items and span five centuries of the history of our continent. Treasures in the museum division include all 435 extant original watercolors for John James Audubon’s Birds of America and George Washington’s camp bed from Valley Forge. The research library’s more than three million books, manuscripts, maps, and architectural drawings include the first documentary evidence of the phrase “United States of America,” Napoleon’s Authorization for the Louisiana Purchase (1803), the McKim, Mead and White Architectural Collection, and an exceptional collection of American Civil War material, including Ulysses S. Grant’s handwritten terms of surrender for Robert E. Lee.

In 2011, N-YHS completed the first phase of a major institutional expansion, establishing new permanent exhibitions, cutting-edge digital interactive installations, and the nation’s first dedicated children’s history museum. The museum recently completed a multi-year renovation of the Henry Luce III Center for the Study of American Culture, an expansive open-study storage space that opened in 2000 to display over 40,000 artworks, artifacts, and objects of material culture from the museum’s collection. In April 2017, the N-YHS opened a dramatically redesigned Luce Center—20,000 square feet of new gallery spaces and state-of-the-art, interactive learning experiences designed to provide enhanced interpretive content to visitors of all ages.

The N-YHS also is committed to new initiatives that engage visitors in distinctive ways beyond exhibitions and collections. For example:

- The Citizenship Project, in partnership with CUNY’s Citizenship Now!, a major initiative to help the more than one million legal immigrants in the New York region become American citizens through free civics and American history classes and other educational and digital learning tools
• Dynamic programming and curriculum resources for students and teachers in New York and beyond, including a Homeschool Academy, SAT prep courses, teacher workshops, custom professional learning, and an NEH Summer Institute for School Teachers
• A new Center for Women’s History—the first such center within the walls of a major museum—which through fellowships, public and educational programming, a new online curriculum, as well as exhibitions, invigorates the presentation and study of American history through a disruption of conventional historical narratives and incorporation of the crucial roles played by women of every race, class, age, and background
• An ongoing partnership with the Arts & Minds program, giving people with memory disorders a chance to exercise their mental facilities with onsite programs utilizing N-YHS’s collections while making interpersonal connections with participants
• In the 420-seat auditorium, a robust yearly public program schedule of conversations, lectures, films, performances, and other events that bring together the nation’s most eminent historians, writers, and thinkers to explore the American story.

N-YHS’s current strategic plan strengthens the mandate to develop well-informed, fully realized participants in 21st century society by providing scholars, students, and the general public with increased access to its collections. The strategic plan pursues greater accessibility in several ways: bringing history to life through immersive, engaging exhibition experiences; prioritizing educational programming innovation and expansion, with an emphasis on strengthening and growing partnerships with schools and universities; leveraging technology to bring museum content to a wider audience; and serving as a forum for discourse and debate about issues historic and contemporary.

Moreover, the fact that the N-YHS is located in New York City cannot be underplayed. As employees of a museum based in one of the world’s most diverse and preeminent cultural capitals, staff members have access to the city's other cultural institutions and leaders; have fostered close professional relationships with museum and academic colleagues from the city, the nation, and the world; and work with an embedded understanding and commitment to embracing inclusion and diversity at all levels: from staff, to visitors, to educational programs, which span from kindergarten to the postdoctoral level.

Program Outcomes

Students graduating with a Masters of Arts in Museum Studies will have the knowledge, skills, and preparation necessary to engage in professional museum practice.

Specifically, they will be able to:
• PLO1: Analyze theory, history, and background of museums and public culture.
• PLO2: Apply best practices regarding collections acquisitions, archival management, and care.
• PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
• PLO4: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation mindful of inclusion and diversity, including, but not limited to visitors with disabilities.
• PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice.
• PLO6: Understand the important need for efficient and integrated administration.
• PLO7: Create and curate a museum exhibition.

Impact on CUNY SPS

This program will create a new area within CUNY SPS.
**Need and Justification**

Museums play a critical role in public life. Open to everyone, regardless of class, gender, race, religion, ability, or sexuality, museums provide communities with a sense of place and a collective heritage. In many cases they also ensure that marginalized voices and histories are heard and integrated into textbooks and course syllabi at both K-12 and college levels. In addition, museums also function as an economic engine, critical for tourism in cities and regions throughout the world, and contributing significantly to a tourist’s experience during travel. According to data relating to the economic impact of museums in the United States reported by the American Alliance of Museums in 2017:

- Museums support more than 726,000 American jobs.
- Museums contribute $50 billion to the U.S. economy each year.
- Seventy-six percent of all U.S. leisure travelers participate in cultural or heritage activities such as visiting museums. These travelers spend 60 percent more on average than other leisure travelers.
- The economic activity of museums generates more than $12 billion in tax revenue, one-third of it going to state and local governments. Each job created by the museum sector results in $16,495 in additional tax revenue.
- For every direct job at a museum, an additional job is supported elsewhere in the economy. This is higher than many other industries.
- Museums and other nonprofit cultural organizations return more than $5 in tax revenues for every $1 they receive in funding from all levels of government.

There are approximately 850 million visits each year to American museums according to American Alliance of Museums (AAM) data, more than the attendance for all major league sporting events and theme parks combined. This significant number of annual visitors indicates a strong need for trained museum staff—a need that can also be anticipated to grow in the short (five year) term as many museums, both small and large in the U.S. and abroad report increased visitation. Indeed, exponential growth in the need for trained museum staff can be expected as new museums open across the globe annually in record numbers.

- Many museums, small as well as large, have reported dramatic increases in attendance over the past three years:
  - In 2017, New York City welcomed 14.8 million visitors to its top three museums, according to the Themed Entertainment Association.
  - The Metropolitan Museum of Art, NYC's most-visited museum, increased its attendance from 7 million to 7.4 million between 2017 and 2018.
  - The Conner Prairie in Fishers, Indiana reported an increase in attendance of 8.7% in 2017.
  - The Henry Ford, in Dearborn, Michigan reported a 5% increase in 2016.
  - The Metropolitan Museum, in New York, reported an increase of 6% in 2016.
  - Of 507 national respondents to a 2017 survey conducted by Edge Research on behalf of the National Trust for Historic Preservation, 62% of historic sites and history museums reported an increase in visitors over the past five years.
  - The Themed Entertainment Association’s TEA/AECOM 2016 Theme Index and Museum Index: The Global Attractions Attendance Report noted an 8.7% jump in attendance of the National Museum of Air and Space in D.C., the most visited museum in the United States.

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From 2015 to 2016, attendance at Madrid’s Reina Sofía went up by 400,000 to 3.6 million, while the Prado broke the 3 million visitor barrier for the first time since 2012. The Centre Pompidou, in Paris, increased its numbers during the same period by 275,000, to 2.2 million.

New museums have opened throughout the United States and abroad in record numbers. Examples include:

- The National Museum of African American History and Culture in D.C., which opened in 2016. The NMAAH reported over 1 million visitors during the first four months of its inaugural year.
- In 2017, the Main Museum of Los Angeles opened the first phase of its three-building, experimental art museum in downtown LA.
- A record 451 new museums opened across China in 2012 alone. Three new major museums will open in Beijing, Shanghai, and Hong Kong in 2018.

New publicly accessible collections funded by private collectors and benefactors continue to open, for example, Carlos Slim’s Museo Soumaya in Mexico City (2.2 million visitors), Bernard Arnault’s Louis Vuitton Foundation in Paris (1.2 million visitors), and Eli and Edythe Broad’s Broad Museum in Los Angeles (753,000 visitors).

As museums become increasingly attentive to the needs of diverse communities, there is a growing need for museum staff with special training in accommodating visitors ranging from the disabled, to the elderly, to home-schooled students, to veterans and military families, and so on.

Increasingly museums are called upon to provide social services, including programs for children on the autism spectrum, English as a Second Language classes, and programs for adults with Alzheimer’s or other cognitive impairments.

AAM data indicates that museums receive approximately 55 million visits each year from students in school groups, requiring specially trained museum educators to help teach state and local curricula, tailoring their programs in math, science, art, literacy, language arts, history, civics and government, economics and financial literacy, geography, and social studies.

In an age of “fake news” and public skepticism museums, according to AAM and other surveys, are considered the most trustworthy source of information in America, rated higher than local papers, nonprofits researchers, the U.S. government, or academic researchers. An increase in the number of Americans turning to museums for authentic “stuff” and information will require increased numbers of staff trained to help ensure a positive visitor experience.

Comparable Programs

Within CUNY, there are two graduate programs where students are able to take courses specific to museums. Baruch College offers a MA in Arts Administration, which is heavily focused on leadership and management in public, non-profit and commercial arts organizations. Four of the eight required courses focus on administration, while the other four focus specifically on the arts and not museums as a whole.

- Budgeting and Financial Analysis I
- Fund Raising and Grants Administration in Not-for-Profit and Voluntary Organizations
- Managing in Arts Environments
- Public and Nonprofit Management I
- Arts, Culture, and the Civic Environment
- Marketing the Arts
- Professional Consultancy/Thesis in Arts Administration
- Professional Internship in Arts Administration

---

City College offers a concentration in Art Museum Studies as part of a 36-credit Master of Arts program in Art History. While there is some overlap in course content in this concentration, the program specifically focuses on art museums, and not the full spectrum of museums.

From administration and finance, to curation and education, the proposed program at CUNY SPS is designed to teach students about all areas of a museum, regardless of the focus, content, or the audience a specific museum serves. Another critical difference is the commitment of the proposed program to develop and deliver the curriculum through the lens of diversity and inclusion. Students will learn to curate exhibitions, design educational services, and provide museum services with intentional attention to all potential visitors to a museum. Further, the proposed program not only features the ability for students to complete coursework online, but also advantageously positions them in residence at an actual working museum environment in New York City.

While comparable programs outside of CUNY (see chart below) offer students practical experiences that are limited to internships with minimal professional supervision within a controlled selection of participating museums, this proposed program will offer students the opportunity to work with faculty and professionals in fields that extend beyond Art History, encompassing History, Education, Visitor Services, and Design, as well as Museum Administration. Together with the lower cost of CUNY tuition, the flexibility of distance learning, and required practicums at the N-YHS which offer singular opportunities for professional interaction and engagement, this MA in Museum Studies is unique in the marketplace, preparing its graduates for effective and well-informed work in the museum field.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
<th>Requirements</th>
<th>Format</th>
<th>Tuition Detail</th>
<th>Tuition</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>CUNY SPS</td>
<td>Proposed MA in Museum Studies</td>
<td>30 credits</td>
<td>Online</td>
<td>In state - $455/credit</td>
<td>$13,650</td>
<td>All coursework completed online. In person practicums.</td>
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<td>Out of State - $830/credit</td>
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<tr>
<td>Bank Street</td>
<td>M.S.Ed in Museum Education</td>
<td>40 credits (includes fieldwork)</td>
<td>In person</td>
<td>$1,565/credit</td>
<td>$62,600</td>
<td>Applicants must already work in a cultural institution. One weekend/month and week in June.</td>
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<tr>
<td>NYU</td>
<td>MA in Museum Studies</td>
<td>32 credits (24 museum-specific)</td>
<td>In person</td>
<td>$1,723/credit</td>
<td>$55,136</td>
<td>5 years to finish</td>
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<td>George Washington University</td>
<td>MA in Museum Studies</td>
<td>42 credits (24 Museum Studies, 12 related studies, 6 internship)</td>
<td>In person and online</td>
<td>$1,710/credit</td>
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<td>Harvard University</td>
<td>Master of Liberal Arts - Museum Studies</td>
<td>10 courses</td>
<td>Primarily distance learning</td>
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<td>$27,500</td>
<td>Through the Extension School</td>
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<td>Cooperstown Graduate Program</td>
<td>MA in Museum Studies</td>
<td>History or Science track; 48 credits (22 core, 2 research, 1 diversity/cultural sensitivity, 19 elective)</td>
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<td>In state - $453/credit</td>
<td>$21,744</td>
<td>Satellite campus of SUNY Oneonta</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Out of state - $925/credit</td>
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<tr>
<td>Pratt Institute</td>
<td>Advanced Certificate in Museum Studies</td>
<td>15 credits, 2 semesters of internship</td>
<td>In person</td>
<td>$1,713/credit</td>
<td>$29,695</td>
<td>Granted by SUNY</td>
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<tr>
<td>Pratt Institute</td>
<td>Master of Science in Museums and Digital Culture</td>
<td>36 credits (12-3-credit courses)</td>
<td>In person</td>
<td>$1,316/credit</td>
<td>$47,376</td>
<td>2-year (3 courses / semester) or 3-year (2 courses/semester ); optional summer courses;</td>
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<tr>
<td>Johns Hopkins University</td>
<td>MA in Museum Studies</td>
<td>10 courses</td>
<td>All online except 2-week onsite seminar</td>
<td>$4,167/course</td>
<td>$41,670</td>
<td></td>
</tr>
</tbody>
</table>
In its most recent report (July 2018), the US Department of Labor, Bureau of Labor Statistics, anticipates a 13% growth in the Museums, Historical Sites, and Similar Institutions sector between 2016 – 2026. This number represents faster than average growth than for all occupations. Correspondingly, employment of curators is projected to grow 14% and museum technicians 12% from 2016 to 2026, faster than the average for all occupations. The need to store information in archives and public interest in science, art, and history, may continue to spur demand for museum professionals. In addition, continued public interest in museums and other cultural centers should lead to increased demand for curators and for the collections they manage. Although applicants should expect very strong competition for jobs, experience gained through “hands-on” internships in archives or museums can be helpful for landing a position in the field. Significantly, the report also specifies that a master’s degree is typically required or suggested as a prerequisite for employment.

The median annual wage for archivists, curators, and museum workers in the US was $47,360 in May 2017. The lowest 10 percent earned less than $26,260, and the highest 10 percent earned more than $85,350. Median annual wages for curators was $53,770; for archivists $51,760; and for museum technicians and conservators $40,670. However, wages vary dramatically by geography and specific job types. The following is a snapshot of employment in specific occupations within the Museums, Historical Sites and Similar Institutions industry.

<table>
<thead>
<tr>
<th>Industry: Museums, Historical Sites, and Similar Institutions</th>
<th>Period: May 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation (SOC code)</td>
<td>Employment*</td>
</tr>
<tr>
<td>Management Occupations(110000)</td>
<td>12320</td>
</tr>
<tr>
<td>Top Executives(111000)</td>
<td>5690</td>
</tr>
<tr>
<td>Advertising, Marketing, Promotions, Public Relations, and Sales Managers(112000)</td>
<td>1960</td>
</tr>
<tr>
<td>Operations Specialties Managers(113000)</td>
<td>2130</td>
</tr>
<tr>
<td>Education Administrators(119030)</td>
<td>440</td>
</tr>
<tr>
<td>Education Administrators, All Other(119039)</td>
<td>400</td>
</tr>
<tr>
<td>Business and Financial Operations Occupations(130000)</td>
<td>10190</td>
</tr>
<tr>
<td>Education, Training, and Library Occupations(250000)</td>
<td>24660</td>
</tr>
<tr>
<td>Public Relations Specialists(273031)</td>
<td>1750</td>
</tr>
<tr>
<td>Financial Clerks(433000)</td>
<td>2300</td>
</tr>
</tbody>
</table>

*Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

**Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours.

---


Curators, archivists and museum technicians do not work solely in museums, historical sites and similar institutions. In fact, according to the data retrieved from the Occupational Employment Statistics Query System\(^{10}\) such professionals are found across at least 77 industries, of which Museums, Historical Sites and Similar Institutions employ but 9% of such workers. The following is a snapshot of the industries that employ 93% of the archivists, curators, and museum workers.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment*</th>
<th>% of Employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage**</th>
<th>Hourly median wage</th>
<th>Annual median wage**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-industry, Private, Federal, State, and Local Government(000000)</td>
<td>29920</td>
<td>19.62%</td>
<td>$25.22</td>
<td>$52,450</td>
<td>$22.77</td>
<td>$47,360</td>
</tr>
<tr>
<td>Cross-industry, Private Ownership Only(000001)</td>
<td>20230</td>
<td>13.27%</td>
<td>$24.59</td>
<td>$51,140</td>
<td>$22.16</td>
<td>$46,090</td>
</tr>
<tr>
<td>Sector 71 - Arts, Entertainment, and Recreation(71-72)</td>
<td>14440</td>
<td>9.47%</td>
<td>$23.57</td>
<td>$49,020</td>
<td>$21.04</td>
<td>$43,760</td>
</tr>
<tr>
<td>Museums, Historical Sites, and Similar Institutions(712100)</td>
<td>13790</td>
<td>9.04%</td>
<td>$23.55</td>
<td>$48,980</td>
<td>$21.02</td>
<td>$43,710</td>
</tr>
<tr>
<td>Federal, State, and Local Government, including government owned schools and hospitals(999001)</td>
<td>9690</td>
<td>6.35%</td>
<td>$26.54</td>
<td>$55,190</td>
<td>$23.94</td>
<td>$49,790</td>
</tr>
<tr>
<td>Federal, State, and Local Government (OES Designation)(999000)</td>
<td>7370</td>
<td>4.83%</td>
<td>$26.69</td>
<td>$55,520</td>
<td>$23.76</td>
<td>$49,430</td>
</tr>
<tr>
<td>Sector 99 - Federal, State, and Local Government (OES Designation)(99-100)</td>
<td>7370</td>
<td>4.83%</td>
<td>$26.69</td>
<td>$55,520</td>
<td>$23.76</td>
<td>$49,430</td>
</tr>
<tr>
<td>Sector 61 - Educational Services(61-62)</td>
<td>4610</td>
<td>3.02%</td>
<td>$26.98</td>
<td>$56,110</td>
<td>$25.46</td>
<td>$52,960</td>
</tr>
<tr>
<td>Educational Services(611000)</td>
<td>4610</td>
<td>3.02%</td>
<td>$26.98</td>
<td>$56,110</td>
<td>$25.46</td>
<td>$52,960</td>
</tr>
<tr>
<td>Colleges, Universities, and Professional Schools(611300)</td>
<td>4250</td>
<td>2.79%</td>
<td>$27.03</td>
<td>$56,220</td>
<td>$25.47</td>
<td>$52,980</td>
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<tr>
<td>State Government, including schools and hospitals(999201)</td>
<td>4080</td>
<td>2.68%</td>
<td>$24.98</td>
<td>$51,960</td>
<td>$23.21</td>
<td>$48,280</td>
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<tr>
<td>Federal government, including USPS(999101)</td>
<td>3020</td>
<td>1.98%</td>
<td>$30.61</td>
<td>$63,670</td>
<td>$28.10</td>
<td>$58,440</td>
</tr>
<tr>
<td>Federal Executive Branch (OES Designation)(999100)</td>
<td>3020</td>
<td>1.98%</td>
<td>$30.61</td>
<td>$63,670</td>
<td>$28.10</td>
<td>$58,440</td>
</tr>
<tr>
<td>Local Government, including schools and hospitals(999301)</td>
<td>2590</td>
<td>1.70%</td>
<td>$24.24</td>
<td>$50,420</td>
<td>$22.18</td>
<td>$46,130</td>
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<tr>
<td>Local Government, excluding schools and hospitals (OES Designation)(999300)</td>
<td>2360</td>
<td>1.55%</td>
<td>$24.01</td>
<td>$49,930</td>
<td>$21.78</td>
<td>$45,300</td>
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<tr>
<td>Educational Services - Privately owned(611005)</td>
<td>2300</td>
<td>1.51%</td>
<td>$27.92</td>
<td>$58,070</td>
<td>$26.72</td>
<td>$55,580</td>
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<td>Colleges, universities, and professional schools - Privately owned(611305)</td>
<td>2150</td>
<td>1.41%</td>
<td>$28.05</td>
<td>$58,330</td>
<td>$26.84</td>
<td>$55,820</td>
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<tr>
<td>Educational Services - State government owned(611002)</td>
<td>2080</td>
<td>1.36%</td>
<td>$25.96</td>
<td>$54,000</td>
<td>$24.13</td>
<td>$50,200</td>
</tr>
<tr>
<td>Colleges, universities, and professional schools - State government owned(611302)</td>
<td>2060</td>
<td>1.35%</td>
<td>$26.00</td>
<td>$54,070</td>
<td>$24.16</td>
<td>$50,250</td>
</tr>
<tr>
<td>State Government, excluding schools and hospitals (OES Designation)(999200)</td>
<td>1990</td>
<td>1.30%</td>
<td>$23.95</td>
<td>$49,810</td>
<td>$22.34</td>
<td>$46,470</td>
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</tbody>
</table>

* Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately.
** Estimates do not include self-employed workers.
** Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours.

New York State Employment Data

Long-Term Industry Employment Projections, 2014-2024
New York City, Long Island & Hudson Valley

<table>
<thead>
<tr>
<th>Industry Title</th>
<th>Employment</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museums, Historical Sites, and Similar Institution</td>
<td>15,190</td>
<td>20.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>2014</th>
<th>2024</th>
<th>% Change</th>
<th>Mean</th>
<th>Median</th>
<th>Entry3</th>
<th>Experience d4</th>
<th>Typical education needed for entry5</th>
<th>Employment Prospects7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archivists</td>
<td>420</td>
<td>480</td>
<td>14.3%</td>
<td>$54.7</td>
<td>$49.2</td>
<td>$34.9</td>
<td>$64,720</td>
<td>Master’s degree</td>
<td>Favorable</td>
</tr>
<tr>
<td>Curators</td>
<td>1,01</td>
<td>1,23</td>
<td>21.8%</td>
<td>$83.3</td>
<td>$73.5</td>
<td>$51.2</td>
<td>$99,430</td>
<td>Master’s degree</td>
<td>Very</td>
</tr>
<tr>
<td>Museum Technicians and Conservators</td>
<td>750</td>
<td>890</td>
<td>18.7%</td>
<td>$66.5</td>
<td>$61.7</td>
<td>$43.3</td>
<td>$78,100</td>
<td>Bachelor’s degree</td>
<td>Favorable</td>
</tr>
</tbody>
</table>

2 Occupational wages technical documentation is found at https://labor.ny.gov/stats/lswage2.asp.

3 Entry wage: The mean (average) of the bottom third of wages in an occupation.

4 Experienced wage: The mean (average) of the top two-thirds of wages in an occupation.

A sample of job postings may be found in the Appendix.

11 New York State Department of Labor, Division of Research and Statistics. https://www.labor.ny.gov/stats/nyc/index.shtm


**Recruitment**

Students pursuing the MA in Museum Studies will most typically hold undergraduate degrees in Art History, History, Education, or the Humanities more broadly, but by no means are limited to those fields. It is anticipated that students in the program will reflect a diverse ethnic, gender, and age make-up similar to the general CUNY population. In fact, due to the lower tuition (see program comparison section below), accessibility, and resources made available via the N-YHS, we expect to attract a larger percentage of applicants from underrepresented groups than other Museum Studies programs. Indeed, there is growing awareness to train and nurture curators of color. According to a national study conducted by the Mellon Foundation, the Association of Art Museum Directors, and the American Alliance of Museums, in 2015 only 16 percent of leadership positions at art museums were held by people of color, even while 38 percent of Americans identify as Asian, black, Hispanic, or multiracial.

In fact, CUNY SPS is already involved in such efforts. In response to the 2017 CreateNYC Cultural Plan, a call for diversity in the city’s cultural realm, CUNY SPS has developed the Leadership Accelerator program to strengthen the pipeline of diverse professionals in New York City’s arts and culture community. This non-credit program focuses on middle-level culture workers, aiming to help them strengthen the necessary skills to advance professionally while strengthening their peer network. The MA in Museum Studies would collaborate closely with this initiative.

When the Crystal Bridges Museum of American Art opened in Bentonville, Arkansas in 2011, there were 38,000 applications in the first year of operation from students requesting participation in the Museum’s programs. While not specifically related to a formal degree program, the enormous outpouring of demand for museum-sponsored programming gives evidence of strong student interest in museums and potentially, the field of Museum Studies.

N-YHS’s experience is equally suggestive of strong student interest and demand for programs offered by, or in collaboration with, museums, especially one that includes a practical, onsite museum experience. N-YHS data from the past three years point to a robust and growing demand for these programs, which offer education and practical experience in curation, museum technology, archival work, exhibition design, and museum education. Applications to existing fellowship programs for graduate students increased from 150 in 2015, to 166 in 2016, to 178 in 2017, a nearly 19% increase over the three year period. In addition, applications for summer internship programs nearly doubled between 2016 and 2017, from 235 in 2016 to 406 in 2017.

There is also significant evidence of a nation-wide trend towards increased offerings of graduate programs in Museum Studies, most developed within the past decade and that this is in response to student interest and demand.

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Marketing and Recruitment Plan
While a long-term marketing and recruitment plan will be developed in the first year of the program, initial recruitment efforts will include the following:

- Direct marketing to CUNY undergraduate departments in History, Public History, American Studies, Anthropology, Art History, Education, and other related fields.
- E-blasts to college and university department administrators, deans of schools, and professors in related subject areas.
- Promotion on the New-York Historical Society website and within the institution’s own network of interns, fellows and staff.
- Advertising through professional organization websites and newsletters, including the New York Foundation for the Arts online opportunities board; the Emerging Museum Professionals Network; the Museum Association of New York; the American Association of Museums; the "MuseWeekly" email blast; the National Council on Public History; the American Historical Association; the New York Film Academy, and the Andrew W. Mellon Foundation.
- Presence and dissemination of information at professional conferences, including the American Association of Museums; the American Historical Association; the Organization of American Historians; the Berkshire Conference; the National Council on Public History; and the Conference on New York State History.
- Dissemination of information and presence at student career fairs
- Message dissemination on social media
- Word of mouth
**Enrollment**

**Enrollment Projections**
We anticipate three cohorts will start each year (fall, spring, and summer terms) with 25 students in each cohort. The following projections includes both new and continuing students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>PT</td>
<td></td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT</td>
<td>6</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>PT</td>
<td>19</td>
<td>67</td>
<td>109</td>
<td>109</td>
<td>109</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT</td>
<td>11</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>PT</td>
<td>35</td>
<td>80</td>
<td>108</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>213</td>
<td>284</td>
<td>284</td>
<td>284</td>
</tr>
</tbody>
</table>

Detailed five-year enrollment projections are presented in Table 8 in the Appendix.

**Admissions Requirements**
Applicants for master's degree programs at CUNY SPS must have earned a bachelor's degree from an accredited institution, with a GPA of 3.0 or better to qualify for admission. Applications from people with a variety of undergraduate majors and professional backgrounds will be encouraged.

Applicants are required to submit official transcripts from all colleges and universities attended, write a personal statement, upload a resume and provide two letters of recommendation.

**Transfer Credit**
Consistent with CUNY SPS policy, MA in Museum Studies will accept up to 12 credits of graduate credits for transfer. Transfer credits will be evaluated on an individual basis to determine applicability to the MA in Museum Studies program at CUNY SPS. There is no statute of limitation for transfer credits.
Curriculum

The proposed curriculum is undergirded by a rich cross-curricular, interdisciplinary conceptual framework that addresses the varied but interwoven aspects of professional museum work. Students will study the background history and theoretical underpinnings of museums more broadly while investigating and evaluating the critical importance of education, visitor experience and orientation, administration, technology, and collections management that serve and reinforce the curatorial realm and exhibition content and design.

The program will not have formal concentrations, but the required courses will address the interconnected approach detailed above. The proposed electives provide students with the opportunity to follow a content area more deeply. Yet throughout the entire curriculum, the underlying and constant thread is diversity and inclusiveness, a critical and often overlooked aspect of current museum practice. As the program matures, and as student interest and enrollment expands, additional courses and threads will be developed.

Six of the 14 courses included in the proposed curriculum are currently part of the CUNY SPS catalog. These courses were developed and are taught by CUNY SPS faculty.

Practicum Courses
The first three core courses in the program (MST 600, MST 610, and MST 620) are four credits each. Three credits of coursework will be supplemented and contextualized by a one-credit practicum per course. Utilizing the rich and varied resources of the New-York Historical Society, the residency will allow students to gain real-life experiences in the practices of curation, collections management, and museum operations. Over the course of 15 hours (per course), students will observe and document how museum and cultural entity professionals approach their work, and will learn how they handle issues facing museum operations.

Enrollment Options
Students will have the opportunity to select a program model that best suits their interests and schedules. Options will include the following. As the program matures, variations on the delivery will be developed to accommodate students’ schedules and interests.

Summer Residency
Students may begin the program with an in-person intensive summer residency at the New-York Historical Society during which students will complete two of the practicum-related courses. This model embeds students in the day-to-day operations of the museum concurrent with classroom work, offering them the experience of observing working practitioners in a variety of museum departments and thus encountering direct applications of the issues, work, and challenges addressed in class readings. Students will then progress through the remaining curriculum via distance education.

Traditional
Students will enroll in courses during regular semesters. All requirements, including the practicums, will be the same, but will be spread out through the full 15-week term.
Curriculum Requirements

Completion of the program requires 30 credits, as follows:

<table>
<thead>
<tr>
<th>Required</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 600 – History and Theory of Museums</td>
<td>4</td>
</tr>
<tr>
<td>MST 610 – Exhibition Design and Curatorial Theory</td>
<td>4</td>
</tr>
<tr>
<td>MST 620 – Museum Education and Interpretation</td>
<td>4</td>
</tr>
<tr>
<td>MST 630 – Museum Administration, Finance and the Law</td>
<td>3</td>
</tr>
<tr>
<td>MST 699 – Museum Studies Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives – select four of the following (all are three credits) 12**

- BUS 600 – Organizational Behavior and Leadership
- BUS 606 – Leading Groups and Teams
- BUS 610 – Strategic Marketing and Socially Responsible Practices
- BUS 680 – Economics for Business Decisions
- DSAB 605 – Disability and Diversity
- MST 642 – Public History/Women's History in the Public Realm
- MST 644 – The Art and Material Culture of the New York Historical Society
- MST 645 – Contemporary Issues in Public History
- MST 650 – Digital Media and the Museum
- MST 652 – Learning Program Design
- MST 660 – Development, Fundraising, and Grantsmanship
- MST 662 – Visitor Services and Visitor Studies
- MST 670 – Independent Study in Museum Studies
- MST 690 – Special Topics in Museum Studies
- PROM 600 – Fundamentals of Project Management
# Curricular Map

<table>
<thead>
<tr>
<th>Course</th>
<th>PL O1</th>
<th>PL O2</th>
<th>PL O3</th>
<th>PL O4</th>
<th>PL O5</th>
<th>PL O6</th>
<th>PL O7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses - Frequency of PLOs addressed</strong></td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>MST 600 – History and Theory of Museums</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MST 610 – Exhibition Design and Curatorial Theory</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MST 620 – Museum Education and Interpretation</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>MST 630 - Museum Administration, Finance and the Law</td>
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<td></td>
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<td>MST 699 – Museum Studies Capstone</td>
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<td>X</td>
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<tr>
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<td>0</td>
<td>5</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>MST 642 - Public History/Women’s History in the Public Realm</td>
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</tr>
<tr>
<td>MST 644 - The Art and Material Culture of the New York Historical Society</td>
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<td></td>
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<td></td>
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<tr>
<td>MST 645 - Contemporary Issues in Public History [PLO is content-dependent]</td>
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<td></td>
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<tr>
<td>MST 650 - Digital Media and the Museum</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>MST 652 - Learning Program Design</td>
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</tr>
<tr>
<td>MST 660 - Development, Fundraising, and Grantsmanship</td>
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<tr>
<td>MST 662 - Visitor Services and Visitor Studies</td>
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</tr>
<tr>
<td>MST 670 - Independent Study in Museum Studies [PLO is content-dependent]</td>
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<td></td>
</tr>
<tr>
<td>MST 690 - Special Topics in Museum Studies [PLO is content-dependent]</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Descriptions

Note: Courses with an asterisk are part of CUNY SPS’s catalog of existing courses.

*BUS 600 - Organizational Behavior and Leadership (3 Credits)
Prerequisite: None
This course is designed to introduce students to the major concepts, models, theories, and research in the field of organizational behavior and leadership. We will cover relevant theories and concepts from psychology, sociology, anthropology, and social psychology. Although the course is analytical and conceptual in nature, the primary focus is on applying behavioral science knowledge to the practice of management and leadership. The course focuses on individual and small-group processes, ethics, managing group and inter-group processes, creating meaningful change, and improving organizational effectiveness.

*BUS 606 - Leading Groups and Teams (3 Credits)
Prerequisite: BUS 600
This course is designed to introduce students to the major concepts, models, theories, and research in the field of organizational behavior and leadership. We will cover relevant theories and concepts from psychology, sociology, anthropology, and social psychology. Although the course is analytical and conceptual in nature, the primary focus is on applying behavioral science knowledge to the practice of management and leadership. The course focuses on individual and small-group processes, ethics, managing group and inter-group processes, creating meaningful change, and improving organizational effectiveness.

*BUS 610 - Strategic Marketing and Socially Responsible Practices (3 Credits)
Prerequisite: None
This course will cover the principles of marketing management. Topics covered include: environments of marketing, social marketing, green marketing, buyer behavior, marketing research, market segmentation, market forecasting, product planning and development, pricing, advertising, and global marketing. This course will stress the importance of ethics and corporate social responsibility when making marketing decisions.

*BUS 680 - Economics for Business Decisions (3 credits)
Prerequisite: Undergraduate course in Macroeconomics or Microeconomics.
Drawing upon modern managerial and behavioral economics, this course will develop students’ ability to apply the tools of economic analysis to business decisions. The course will cover the following topics: macroeconomic environment, economic decisions and rationality, markets and organizations, demand, production and cost, market structure, pricing, strategy and game theory, incentive conflicts and contracts, organizational architecture, decision rights, human resource decisions, vertical integration and outsourcing, leadership and change within organizations, regulation, and creating organizational architectures that foster ethical behaviors.

*DSAB 605 - Disability and Diversity (3 Credits)
Prerequisite: None
This course focuses on disability as a category of diversity and identity in comparison with other categories of diversity and identity, such as race, class, gender and ethnicity, as well as on diversity within disability. It also critically examines different strategies that may be used to increase the freedom or liberty of people with disabilities. Disability as culture will be explored, as will systems of exclusion or disadvantage as they intersect with disability and other categories of diversity.

MST 600 – History and Theory of Museums (4 credits)
Prerequisite: None
This course will explore the transformation of cultural institutions in the United States and consider the continuing contemporary debates on the practices and public role of museums. How do museums—both large and small—serve the needs of the local communities in which they are located and the private interests of their founders? How have history museums shaped debates about public memory and national heritage? In addition to exploring the evolution of such institutions, the course will examine museum collecting and conservation, and the theory and practice of mounting exhibitions in museums, with an emphasis on those in New York City. This course includes a 15-hour practicum during which students will hear from and have open dialogues with senior professionals and practitioners in the museums and
public culture fields. These guests’ professional work directly engages and corresponds with the specific topics addressed in weekly readings.

**MST 610 – Curatorial Theory and Exhibition Design (4 credits)**
*Prerequisite: None*

This course exposes students to the practical and theoretical concerns that inform the organization, design, and curation of exhibitions. It considers both specific modes of interpretation and the broader cultural roles of museum exhibitions. The course culminates in student exhibition projects that involve identifying need, selecting and organizing objects, building narrative, and creating design. This course includes a 15-hour practicum that will engage students with actual work happening in relevant curatorial and design areas of the operations, enabling them to understand questions and participate in formulating answers to curatorial issues.

**MST 620 – Museum Education and Interpretation (4 credits)**
*Prerequisite: None*

This course will expose students to the myriad functions of the educational arm of museum operations and the constituencies it serves: from K-12 students to scholarly fellows, to visitors with special needs to free classes for legal immigrants to pass the naturalization exam. What are the intellectual, innovative, and strategic modes of content delivery for these varied groups? Course will discuss who defines and delivers such content—from education professionals to curators to volunteer docents—and how plans are prioritized and implemented. This course includes a 15-hour practicum that will engage students professionals engaged in K-12 education; scholarly programs; public programs; digital media initiatives; and visitor services, which will provide a robust working knowledge of the diverse areas impacting museum Education and Interpretation. Students will observe programs in action and gain first-hand experience crafting and scaling learning experience for diverse learners across an array of topics and content areas.

**MST 630 – Museum Administration, Finance, and the Law (3 credits)**
*Prerequisite: None*

This course will survey the administrative aspects of museum operations, investigating their critical intersection with outward-facing museum functions in realizing mission-driven goals and curatorial objectives. Understanding a museum’s financial foundations is critical to not only a museum worker’s success, but to the museum’s success as a whole. This course is designed to provide that basic understanding. Using real-world examples, students will explore how Museums finance themselves, how they price services, manage funds, and comply with finance laws and practices. Topics will include how to think about revenue opportunities such as admissions, memberships, food services, retail, and intellectual property. Students will acquire a basic understanding of museum accounting and how it impacts day-to-day decision making. The role of the board is discussed, as are current trends in institutional financing.

**MST 642 - Public History/Women’s History in the Public Realm (3 credits)**
*Prerequisite: None*

This course will explore the field of public history and its particular ramifications in the museum setting. A term that describes the diverse ways history is put to work in the world and outside traditional modes of scholarship, public history represents an interactive process between the historian, the public, and the historical object or subject. Students will explore the presentation and curation of history and historical memory in exhibitions, film, interactive displays, websites, and public programs, and learn more specifically about its adaptation in the New-York Historical Society’s Center for Women’s History, the first of its kind within the walls of a major U. S. museum.

**MST 645 – Contemporary Issues in Public History (3 credits)**
*Prerequisite: None*

This course will explore current questions and concerns in the field of public history from outside the area of established museum operations. A term that describes the diverse ways history is put to work in the world and outside traditional modes of scholarship, public history represents an interactive process between the historian, the public, and the historical object or subject. Students will investigate such contemporary topics and issues as public monuments and historical reinterpretation and censorship; the role of museums in urban change, revitalization, and gentrification; historiography, recent history, and museum spaces; the public historian’s role in the representation and
inclusion of previously excluded or marginalized groups; the treatment of contemporary issues (eg., #MeToo, Black Lives Matter, Russian hacking of elections, etc.) in a historical framework; the intersection of current events and history with technology and the internet; and the role of popular nonfiction literature and film in promoting historical thought and conversation.

MST 644 - The Art and Material Culture of the New York Historical Society (3 credits)

Prerequisite: MST 610
This course immerses students in the world-renowned collections of New York’s first museum. The New-York Historical Society holdings comprise approximately 80,000 objects documenting the history of the United States through the prism of New York City and State. In-depth exploration of the collection provides insight into the past and into the museum practices (collection, curation, interpretation, design) that aim to make the past resonate with contemporary audiences.

MST 650 – Digital Media and the Museum (3 credits)

Prerequisites: MST 610, MST 620
How does a museum avoid doing “tech for tech’s sake” while being responsive to and remaining relevant in our increasingly digital world? This course will interrogate the myriad ways and the degrees of success to which museums engage technology and the digital to engage visitors and learners. From exhibition interactives to online learning, from digital humanities to social media presence cultivation, students will consider the impact digital media has on the museum experience, both positive and negative. Specific topics under study will include: expanding the institution’s mission and reach via the web, effectively utilizing interactives to convey content, integrating technological skills-learning into museum education, and digital collections—including improving access, collecting and cataloging “digitally-born” items, and managing content management systems.

MST 652 – Learning Program Design (3 credits)

Prerequisite: MST 620
This course will unpack the intricacies of effective museum education programming. Students will learn the many considerations that go into creating a successful learning experience in a museum or delivered by museum staff, including: articulating clear and achievable learning objectives, scaffolding the experience to meet said objective, differentiating program activities to make them accessible to the widest range of learners, and more. How do Museum Educators promote learning in short-term experiences? How do effective Museum learning experiences differ from traditional classroom learning and why? Students will experience inquiry-driven learning from the learner’s perspective first-hand, dissect the pedagogy, analyze exemplar museum learning program outlines, and hear from program designers and practitioners to understand how museum education pedagogy deploys museum collections and exhibitions to create meaningful learning experiences for a diverse set of learners.

MST 660 - Development, Fundraising, and Grantsmanship (3 credits)

Prerequisite: None
This course provides a comprehensive introduction to nonprofit funding practices, including personal and institutional giving, board development and engagement, corporate sponsorship, fundraising campaigns, and special events. Students will learn about the basic skills and processes necessary for effective fundraising. These will include the principles of fundraising, donor cultivation and management, grant and proposal writing, event and campaign planning, online giving, and the management of fundraising data.

MST 662 - Visitor Services and Visitor Studies (3 credits)

Prerequisite: None
The objective of this course is to introduce students to the people and communities who visit museums, and to trends in museum attendance. In this course, we will study visitor experiences in physical museums, as well as museum websites. We will consider museums as sites for constructing meaning and places of lifelong learning, and explore the ways on-site and online museum visits can change or transform individuals. After taking this course, students will be able to analyze visitor experiences at museums in constructive and critical ways. Students will reflect on how museums can fulfill their search for value and meaning by building new kinds of relationships with their publics. Students will learn to evaluate visitor responses to on-site exhibitions and programs, and how to assess content on
Museum websites and social media sites. At the broadest level, students will improve their skills as museum educators, communicators, and visitor researchers.

**MST 670 - Independent Study in Museum Studies (3 Credits)**

*Prerequisite: Permission of Academic Director*

Eligible students will have an opportunity to design and carry out an independent project under the guidance of a faculty member.

**MST 690 - Special Topics in Museum Studies (3 Credits)**

*Prerequisite: Permission of Academic Director*

This course will offer the opportunity to study special topics within the scope of Museum Studies. Topics may vary from semester to semester and could include: the in-depth study of museum access and connection/engagement with local communities and issues; representation of museum staffing and questions of addressing the complicated past of collecting and curatorial interpretation of objects; museum admission via a vis pricing, pay-as-you-wish, community engagement, and accessibility; the return and/or loaning-out-for-display/use of artifacts to communities/nations from which they were taken; and the role of digital resources, digitization, and preservation.

**MST 699 – Capstone Project (3 Credits)**

*Prerequisites: MST 600, MST 610, MST 620, and permission of the Academic Director*

All students will complete a capstone project under the direction of a faculty mentor to enable students to apply and integrate their learning throughout the degree program. The project will be executed both independently and as a team exercise by which students will create a conceptual framework and design for a new museum or related cultural initiative. Students will have the opportunity to apply their knowledge in key areas by identifying a museum-operational area of interest and formulating a collaborative plan towards realizing the project’s goals and completion. Areas of interest may include, but not be limited to: curation; education; public history; digital media; design; development and fundraising; financial and administrative issues; or visitor services. The capstone will include the development of an ePortfolio.

**Support for Student Retention and Progress towards Completion**

CUNY SPS has developed an extensive set of student services, beginning at the point of inquiry and designed to maximize student retention and success and promote efficient completion of degree requirements. The proposed program expects to build upon these services by providing:

- Individualized advisement on course selection that takes into account the full set of demands on the student's time and their career and academic goals;
- Career and further academic planning guidance beginning in their first semester, delivered by the Career Services office and faculty;
- An interactive orientation to online study and to the mechanics of using Blackboard, the program’s content delivery system;
- Ongoing assessment of the foundation skills that underlie academic and professional success;
- Access to training in the use of software tools required in courses and in the professional workplace, along with helpdesk services;
- Online library services and training in the skills underlying information literacy; and,
- Full financial aid services.

**External Evaluation**

Sara Ogger, Executive Director of Humanities New York, has conducted an external evaluation. The full evaluation is included in the appendix.
**Faculty**

The program will be implemented and supported by Consortial Faculty from the CUNY community, as well as a cadre of adjunct faculty. Over time, additional full-time faculty will be hired to meet the growing demands of the program.

**Consortial Faculty Model**

Consortial Faculty may be full-time faculty members at other CUNY institutions who are appointed to CUNY SPS for six hours of reassigned time per academic year, or they may be industry professionals who receive equivalent compensation for engaging in curricular oversight, mentoring, committee service, faculty observations, and other duties on behalf of the program.

Consortial Faculty who are full-time faculty members at other CUNY institutions are only appointed once formal permission is granted by the provost of that faculty member's home institution. For each Consortial Faculty, CUNY SPS pays the individual’s home institution for release time incurred.

It is important to note that these appointments are for services that full-time faculty traditionally provide: committee service and leadership; curriculum development and oversight; mentoring, instructor observation, and supervision. SPS Consortial Faculty who wish to teach online courses at CUNY SPS do so after receiving a workload waiver from their home institutions, and are compensated at their established adjunct rank and rate. In this way, CUNY faculty are able to contribute their time and talents to CUNY SPS programs without impacting their commitment to their home institutions.

**Role of Faculty in Development of the Program:**

CUNY faculty worked collaboratively with colleagues at the N-YHS to develop courses that are theoretically sound while also providing practical application in the field of museum studies. The curriculum was approved by the CUNY SPS Curriculum Committee and then the full proposal approved by the CUNY SPS Governing Council.

Instructors for the program will be hired as CUNY SPS faculty, who will deliver the coursework as well as participate in oversight and governance of the program.

The following individuals, all experts in their field with teaching experience, are among the faculty who participated in the development and/or its review.

**Katherine Griefen, Lecturer, Gallery and Museum Studies Program, Queensborough Community College**
- MA, Hunter College, Arts History
- Curator-in-Residence, Kupferberg Holocaust Center
- Director, Accola Greifen Fine Art

**Patricia Mathews-Salazar, Professor and Director, Center for Ethnic Studies, Borough of Manhattan Community College & Professor of Anthropology, BMCC & Graduate Center**
- PhD, Yale University
- M.A. in Anthropology, Indiana University, Bloomington
- Pontificia Universidad Católica del Perú, Lima, Perú
  - Law (Licenciatura en Derecho)
  - Anthropology (Diploma de Estudios Antropológicos)

**Andrew W. Robertson, Professor, History Ph.D. Program at the Graduate Center and Lehman College**
- D.Phil, Oxford University
- Distinguished Scholar-in-Residence, Kinder Institute on Constitutional Democracy, University of Missouri (2017-2018)
- Acting Executive Officer, History PhD Program, CUNY Graduate Center (2016-2017)
Valerie Paley, Vice President and Chief Historian; Founding Director, Center for Women’s History
- PhD, Columbia University, History
- Master of Arts, Columbia University, American Studies
- Adjunct Lecturer in American Studies, Columbia University
- Seasoned museum administrator, public historian, and scholar of NYC and US history with experience in curating landmark exhibitions; developing innovative museum interactive technology; interacting with media outlets as an institutional spokesperson; and leveraging museum collections and scholarship to achieve strategic mission-driven goals. Special expertise in team leadership and in consensus-building among diverse stakeholders. Wide-ranging familiarity with philanthropic culture, both in scholarly study and in practice. Recognized ability as a creative thinker, communicator, and collaborator.

Wendy Ikemoto, Associate Curator of American Art
- PhD, Harvard University, History of Art and Architecture; primary field American art, secondary field Japanese art

Mia Nagawiecki, Vice President for Education
- Master of Arts, Columbia University, American Studies
- Vice President for Education at the New-York Historical Society. Oversees all education initiatives at the museum, including innovative programs for students, teachers, teens, and adults, which serve over 200,000 people annually. Works on the development of all N-YHS curriculum guides and has led hundreds of workshops and institutes for K-12 educators in the New York metropolitan area and beyond. A frequent presenter at national social studies and history education conferences, she has also designed and led credit-bearing courses for teachers in the NYC Department of Education.

Richard Shein, Chief Financial Officer
- Master of Public Administration, Ohio State University
- Adjunct Assistant Professor at New York University’s School of Professional Studies, Certificate in Arts Management
- Chief Financial Officer, New-York Historical Society, responsible for all financial aspects of this $30 million non-profit organization including: Accounting, Budgeting, Cash Management, Policy Analysis, Capital Accounting and Payroll. He also supervises IT, Web and Retail departments, and provides support for the Board’s Investment, Finance, and Audit Committees. Prior to joining N-YHS, was Budget Director at the American Museum of Natural History and Associate Budget Director at Columbia University. Former Senior Manager at Deloitte Consulting and U.S. Presidential Management Fellow.

Nicholas Juravich, Andrew W. Mellon Foundation Postdoctoral Fellow, Center for Women’s History
- PhD, Columbia University, History
- Andrew W. Mellon Foundation Postdoctoral Fellow in Women's History at the New-York Historical Society, an associate editor for the Gotham blog of New York City history, and a contributor to both the Harlem Education History Project at Teachers College and the Teaching Labor's Story Initiative of the Labor and Working-Class History Association. Manuscript, "The Work of Education: Community-Based Educators in Schools, Freedom Struggles, and the Labor Movement" (under advance contract with Illinois Press), analyzes programs that brought thousands of working-class women into public schools as community-based educators in the 1960s and 1970s. As a dissertation, the project was awarded the Herbert Gutman Dissertation Prize from the Labor and Working-Class History Association and the Claude Eggertsen Dissertation Award from the History of Education Society.
Academic Director
CUNY SPS will recruit an Academic Director who will oversee the program, and will be responsible for managing
course offerings, application review, and student advisement. The Academic Director will also join the other
Academic Directors in participating in policy review, oversight of academic standards, and School governance. A job
description is included in the appendix.

Teaching Faculty for the Program:
Faculty who will teach in this program will include full-time and part-time CUNY faculty, as well as practitioners in
areas related to museum studies. Practitioners teaching in the practicum courses will directly align practicum content
with course readings, structure, and preparation.

Faculty Development
Faculty new to teaching online and/or with CUNY SPS are required to attend and pass with a minimum grade of 85%
CUNY SPS' “Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty.”

Provided by CUNY SPS’ Office of Faculty Development and Instructional Technology, this two-week, asynchronous,
instructor-facilitated workshop is designed to prepare faculty for teaching online and/or hybrid classes. The workshop
models effective design and facilitation skills and addresses design issues, pedagogical approaches to teaching
online and hybrid courses, as well as organization and management of an online class. It also provides an
opportunity for faculty to become more familiar with the environment of the Blackboard LMS from both a student and
instructor perspective. The total time on task is estimated at an average of 10 hours for participants. There are no
face-to-face meetings required, but additional assistance (in person or online) is available.

This foundational workshop has the following objectives, expressed in terms of outcomes for faculty participants:
- To gain first-hand experience in and appreciation of the needs of an online learner;
- To become familiar with the basic operations and features of a Blackboard classroom from both student and
  instructor perspectives;
- To identify the salient differences and requirements between face-to-face, hybrid and fully online courses;
- To identify some widely accepted best practices for online and hybrid teaching;
- To apply to one’s own course the necessary instructional design, organizational and facilitation skills, and
  overall communication strategies as modeled in the certification workshop;
- To reflect on past teaching approaches and begin to devise likely strategies for effective assignments and
  assessments;
- To demonstrate basic competencies in producing the essential elements of an online syllabus and schedule,
  creating an effective announcement, and providing an ice-breaking introductory topic;
- To design engaging discussion prompts that will result in active discussion and stimulate critical thinking;
- To share ideas concerning online and hybrid teaching with CUNY colleagues within an online community of
  learners; and
- To become familiar with templates and processes needed in order to be ready to teach online.

CUNY SPS’ Office of Faculty Development and Instructional Technology (OFDIT) also provides online tutorials and
resource materials, as well as one-to-one assistance, for CUNY SPS faculty.

An important emphasis in preparing both course developers and trainers is specific strategies for creating and
responding to written assignments. The program aims to develop student competence in writing not only in standard
academic forms, but also for the purposes they encounter in the professional workplace. A writing handbook will be
required for incoming students and used throughout the curriculum. Instructors will learn how to reference sections of
the handbook as they are creating writing assignments and later giving feedback to students.

The proposed program will also take advantage of CUNY SPS Faculty Peer Mentoring Program (FPMP) for
instructors hired to teach in the program online. FPMP is a research-based, formal peer mentoring program, pairing
an experienced faculty member with a new CUNY SPS faculty member for the period of one semester. An essential
element of this program is that the peer mentor does not serve in any supervisory or evaluation role in relation to
his/her mentee. The program, facilitated by OFDIT, is designed to provide new faculty with the appropriate learning models and skills to teach online effectively at CUNY SPS, offer social and informational support for new faculty, strengthen new faculty members’ connections to the online faculty community at CUNY SPS, and help bridge the gap between initial orientation or training in Blackboard and online teaching and actual management of one’s own online course.

The program features a Mentoring Manual for Mentors and Mentees that provides detailed information on procedures, expectations, and a schedule for each stage of the semester along with suggestions for fostering a rewarding mentoring relationship. All forms and guidelines in the Manual focus on best practices for online teaching and the process of self-reflection to improve one’s teaching.

**Academic Policies**

The proposed program will implement procedures intended to ensure that students are fully responsible for all assignments and that the highest standards of academic integrity are maintained. Such policies and procedures are a necessary component of all academic programs, regardless of the form of course delivery.

The program will address the issue of academic integrity, which includes, but is not restricted to plagiarism, through several mechanisms:

- **Clearly worded policy statement:** The program will introduce entering students to the policies regarding academic integrity during their initial orientation and then will have these policy statements included in the syllabus of every course. The policy statement will include a description of the kinds of behaviors that violate academic integrity standards, the procedures that will be followed when violations are thought to have occurred, and the consequences for students should violations be confirmed. In general, all students are bound by the academic policies established by the School of Professional Studies and published in the School’s website, academic handbook, and annual bulletin.

- **Detailed guidelines for students on how to avoid violations of academic integrity policies:** In some cases, students include unattributed sections of text, graphics, and other non-original elements in assignments without realizing that this is not allowed. To avoid such incidents, the program will develop and disseminate a detailed guide for students that includes, among other things, online sites where students can submit drafts of assignments before they are given to the instructor and where sections that are copied from other sources are identified.

- **Teaching practices and training:** Instructors will be introduced to the program policies with regard to academic integrity when they begin teaching in the program and will be expected to disseminate reminders to their students each semester. Additionally, instructors will be given guidelines on specific ways to structure assignments and tests so that the possibilities for plagiarism and cheating are minimized.

We are confident that these procedures, taken together, will ensure a program culture in which academic integrity is widely understood and valued and where violations are minimized and relatively easy to detect. We will continue to monitor the professional literature in this area so that our efforts are consistent with current best practice.

**Support Services and Resources**

To support students in this new program, CUNY SPS will build on its current infrastructure, which supports dozens of degree and certificate programs as well as a portfolio of noncredit programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new program.

CUNY SPS has advisors who are trained to work with undergraduate and graduate students, and all services, including the registrar, bursar, and financial aid offices — available online and in person — likewise have the capacity to handle the additional students.
1. **Academic Advisement**: A dedicated advisor will provide advisement from pre-application through registration, completion of degree and graduation. In addition, students receive advisement from faculty teaching their courses and interact with each other and with faculty throughout the semester. This ongoing contact ensures that there are sufficient informal opportunities to discuss academic issues. Each student is issued a CUNY email account facilitating timely communications among students, instructors, advisors, and administrative staff.

2. **Instructional Technology**: The core educational technology infrastructure is CUNY’s enterprise Blackboard course management system. Blackboard supports the faculty’s requirement to share documents, have group discussions, assign collaborative projects, and respond to individual student questions or assignments.

Students are required to complete an online orientation designed to ensure an applied, experiential knowledge of the learning management system and the highly interactive pedagogy practiced by CUNY SPS online programs.

The CUNY SPS Help Desk is available to help students and faculty with any technology issues that may arise. More than simply addressing problems as they arise, the Help Desk takes a proactive stance towards support by providing constituents with how-to guides and videos, live training, and regular updates on technology changes.

Other support services include admissions, registration, and grade reporting, which are all available online or in-person. Web-based tools, used by well-trained administrative staff, complement this support structure. Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School’s general operating budget. Expenses other than personnel include the library, equipment, software and services, marketing, and supplies. The majority of library costs are shared over all CUNY SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

3. **Library**: CUNY SPS partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, the Newman Library provides CUNY SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, CUNY SPS students also have access to other libraries across the CUNY system.

4. **Writing Support and Tutoring**: Online writing and tutoring support is provided to CUNY SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live interactive Web conference, on the telephone, using text messaging, or via e-mail. Students may ask questions about specific subject areas, or, if they need assistance writing a paper, they may submit a written draft for a tutor to review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY.

5. **Career Services**: CUNY SPS’s Career Services Office helps both current students and alumni seek full-time employment, think through a career change, or explore internship opportunities. Additionally, the School is implementing programs to address on-the-job issues, professional development, and career assessment needs. The Career Services Office incorporates a mix of the latest technology and digital communications to offer a host of online tools and workshops that meet the diverse needs of this unique community. In addition to traditional methods of placement counseling, the Optimal Resume online career management program is available. This program provides extensive support for resumes, cover letters, interview practice, portfolios, etc., and places career resources within reach of any students or alumni seeking career assistance.
**Evaluation**

**Governance and Oversight**
The Governing Plan of CUNY SPS requires the appointment of the academic director of each degree program to serve on the Governing Council. In addition, each program will have appointed to the Governing Council full-time and consortial faculty elected by and in number equal to 25% of such faculty in each approved degree program who shall also serve for staggered three-year terms. This ensures that each program has representation on the school’s Governing Council.

**Program Oversight**
Oversight of the program will be led by the Dean of CUNY SPS, the Senior Associate Dean of Academic Affairs, the Academic Director, and appointed faculty for the program.

1. **Program Outcomes Assessment:** All degree programs are required to identify programmatic outcomes, which include student learning outcomes. Consistent with the requirements of regional accreditation agencies, the focus of evaluation will be on direct assessment of student achievement of learning outcomes using authentic evidence of student work. Assessment will be accomplished by establishing a program assessment cycle and instruments to evaluate student achievement of program competencies. Indirect assessment measures include student course evaluations, and grade distributions. In addition to measures of academic achievement, data on retention, progress toward degree, degree completion, and post-graduation outcomes will be tracked as key indices of program success.

2. **Course Outcomes:** Learning outcomes are defined for each course and provide key reference points for course design and assessment. Courses will use a combination of evaluative devices, both formative and summative, to provide frequent measures of and feedback on student learning progress within courses. Faculty will provide students with written reports before mid-term, spelling out those areas where students can improve their performance.

3. **Satisfactory Progress toward degree:** The proposed program will conduct academic review sessions twice each year. These are sessions in which program leaders, along with academic support staff, review students’ records and make decisions with regard to both individual students’ status and program policy and practice.

4. **Instructor Performance:** Consistent with the practice of other CUNY SPS programs, the program will track instructor effectiveness closely. For courses taught online, each instructor’s readiness for online teaching will be assessed well before the beginning of each term, and necessary training will be required, both in the areas of pedagogy and use of technology tools. Each new instructor will be assigned an experienced online instructor as a mentor, with the mentor providing close oversight and guidance. In addition to reports from the mentors, each instructor—online or in-person—will have his or her course and teaching practices formally evaluated each term via a Peer Teaching Evaluation. Additionally, the extent to which students are successful in mastering course-specific objectives will be an important measure of the accomplishments of each instructor.
Cost Assessment

Budget Tables

Budget information is contained in the Appendices as follows:

- Table 5: New Resources
- Table 6: Projected Revenue
- Five-Year Financial Projections Worksheet
- Five-Year Enrollment and Tuition Revenue Projections Worksheet
- Five-Year Enrollment and Course Sections Projections Worksheet

Note: The Five-Year Financial Projections Worksheet include a line item for “Contractual Agreement with N-YHS”. This cost, to be detailed in a formal Memorandum of Understanding, is specific to the practicum experience that students will participate in with the New York Historical Society (see practicum information on page 17).
Course Syllabi

Note: Syllabi are only included for courses that do not yet exist at CUNY SPS.
CUNY School of Professional Studies

Program: Museum Studies
Course Name and Number: MST 600 – History and Theory of Museums
Credits: 4 (3 credits coursework, 1 credit practicum)
Type of Course: Required
Prerequisite: None

Course Description:
This course will explore the transformation of cultural institutions in the United States and consider the continuing contemporary debates on the practices and public role of museums. How do museums—both large and small—serve the needs of the local communities in which they are located and the private interests of their founders? How have history museums shaped debates about public memory and national heritage? In addition to exploring the evolution of such institutions, the course will examine museum collecting and conservation, and the theory and practice of mounting exhibitions in museums, with an emphasis on those in New York City. This course includes a 15-hour practicum during which students will hear from and have open dialogues with senior professionals and practitioners in the museums and public culture fields.

Student Learning Outcomes:
At the end of this course, students will be able to:
• Differentiate between and draw connections amongst a variety of museum types
• Understand the challenges of private and public funding
• Analyze the range of ideologies and particular functions of museums and cultural institutions
• Apply methodologies for creating museum exhibition content
• Formulate a conceptual understanding of what constitutes a museum experience
• Implement a project that indicates an integrated understanding of the past, present, and future of museums

Students will be required to:
• Execute and present four phases of a final project for a cultural initiative, an entirely new museum, or expansion of an existing museum.
• Participate in weekly discussions, including occasional class discussion leadership
• Post weekly reflections on the readings
• Write one “think piece” essay

Program Learning Outcomes/Competencies addressed by the course:
PLO1: Analyze theory, history, and background of museums and public culture.
PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
PLO4: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation mindful of inclusion and diversity, including, but not limited to visitors with disabilities.
PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice.
PLO6: Understand the important need for efficient and integrated administration.

Course Grading and Requirements:

Reading Reflections: Students are expected to complete all assigned readings and prepare a paragraph-long reflection plus a list of three thought-provoking questions based upon the readings and related practicum experiences for discussion by the established weekly deadline. To further facilitate discussion and debate, students will also be required to comment on at least three other students’ reflections and questions.

Think Piece Essay: Students will submit one “think piece” of their choosing, on a current issue, trend, installation, or program in the museum or public culture fields. This should resemble an “op ed” piece or a short New Yorker “Talk of the Town”-style essay. If footnotes are warranted, use them, and include a bibliography. (5–10 paragraphs, double-spaced, approximately 1000-1200 words).
**Final project:** Develop a concept for a cultural initiative, an entirely new museum, or expansion of an existing museum. The proposal could take any number of forms: for example, a physical or virtual proposal; a website; a film or video; or an architectural design. This proposal should consider issues discussed with practicum participants over the course of the semester regarding the collections of the museum, the mission and purpose of the institution, and anticipate institutional considerations and formats (media, exhibition design, etc.). The final document should describe the project, outline the steps for its design and implementation, and make a case for its importance and why it should be realized. (15-20 pages, double spaced, and no longer than 5000 words.)

There will be four separate, phased deadlines for the final project after topic approval:
1. a brief narrative outline (1-2 paragraphs) and preliminary bibliography which you will submit to the instructor and discuss briefly in class;
2. a written prospectus (essentially a detailed roadmap discussing the arguments and structure of the project and your sources);
3. a working draft of the project; and
4. a 5-minute oral presentation at the last class and submission of the finished product.

**GRADING**
Weekly discussion & reflections 40%
Think piece 20%
Final project 40%

Please note: Late papers are strongly discouraged. One-third of a grade will be deducted each day after the official deadline (i.e. A- to B+).

**Grading Scale**

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<td>F</td>
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</table>

**Required Texts:**
- Alexander, Edward P. Museums in Motion: An Introduction to the History and Functions of Museums. 2nd ed. Lanham, MD: AltaMira Press, 2007. [available as an e-book],

See bibliography at the end of the syllabus for full citations.

**Additional Resources:** Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

**Course Outline:**

**Week 1:** Introduction

**Week 2:** City Building and Culture Building

**Week 3:** What is a Museum? Historical Background and Changing Notions of the Museum

Readings:


**Guest commentator:** [Sally Yerkovich, Director of Special Projects at American Scandinavian Foundation and Director, Institute of Museum Ethics, Seton Hall University]

**Week 4: Museums for Whom? Public Tastes and Private Funds**

**Readings:**


**Guest commentator:** [Paul Gunther, Executive Director, the Gracie Mansion Conservancy, NYC]

**Week 5: Cabinets of Curiosities: Museums of Art and Science, Collections and Exhibition Display, 1800–1970**

**Readings:**

Alexander, Museums in Motion. Chapters 2, 3, and 4, “The Art Museum,” “Natural History and Anthropology Museums,” and “Science and Technology Museums and Centers,” pp. 23–112.


Lubar, Steven. Inside the Lost Museum: Curating, Past and Present, pp. 164–175.


**Guest commentator:** [Gerhard Schlanzky, Director of Exhibitions, New-York Historical Society]
Week 6: Do Museums Need Objects?
Readings:
Mares, Michael A. “The Moral Obligations Incumbent upon Institutions, Administrators and Directors…,” in Genoways, Museum Philosophy, pp. 79–98.

Guest commentator: [Jan Ramirez, Chief Curator, 9/11 Memorial and Museum, New York]

Week 7: New Museums
Readings:

Guest commentators: [Lee H. Skolnick, Founder and Principal, and Jo Ann Secor, Principal and Director of Interpretive Services, Lee H. Skolnick Architecture and Design Partnership, New York]

Discussion board topic will include project ideas. Final Project outlines and preliminary bibliographies due.

Week 8: The Education Agenda
Readings:

Guest commentator: [Alice Stevenson, Director, DiMenna Children’s History Museum, New York]
Week 9: Public History and the Museum Profession: Heritage, History, and Memory

Readings:


Guest commentators: [Richard Rabinowitz, President, and Lynda B. Kaplan, Principal, American History Workshop]

Week 10: Museum Studies in Practice: Checklists, Design, and Development

Readings:

Serrell, Beverly. Exhibit Labels: An Interpretive Approach. Chapters 1–5, pp. 1–64. [skim]

Final project prospectus due.

Guest commentator: Casey Daurio, Exhibition Designer, Newark Museum, Newark, NJ

Week 11: Museum Studies in Practice: Conceptual Realizations, Technological Advances, Practical Realities, Public Expectations

Readings:

Carr, The Promise of Cultural Institutions. Chapters 1–6, pp. 1–108 [skim]


Guest commentator: [Robin Silvestri, Principal/Creative Director, Batwin+Robin Productions, New York]

Week 12: The Future: Museums, Memory, and Public Culture
Readings:
Graham, Darin. “All the Museums are Having a Snowball Fight.” Indy 100 from Independent, https://www.indy100.com/article/museum-snow-snowball-fight-twitter-battle-brooklyn-new-york-london-science-history-8143666

Guest commentator: [Pam Elam, President, Elizabeth Cady Stanton and Susan B. Anthony Statue Fund, NYC]

Week 13: Final Project Due by end of week 13

Week 14: Peer review of final projects

Week 15: Learning outcomes reflection and wrap-up

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: https://sps.cuny.edu/student-services/disability-services

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see: http://catalog.sps.cuny.edu/content.php?catoid=2&navoid=205
ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: https://sps.cuny.edu/about/dean/policies/academic-and-student-policies/academic-integrity

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: https://sps.cuny.edu/student-services

BIBLIOGRAPHY

2017/?utm_medium=email&utm_campaign=Ford%20Foundation%20President%20Darren%20Walker%20on%20the%20Power%20of%20Art%20and%20inequality%20and%20Detroit&utm_content=F oord%20Foundation%20President%20Darren%20Walker%20on%20the%20Power%20of%20Art%20and%20inequality%20and%20Detroit+CID_954538a7a2d3d516b900556ccc60c6f40&utm_source=HyperallergicNewsletter&utm_term=How%20Do%20We%20Define%20Culture%20%20A%20Study%20Tries%20to%20Find%20Out
Graham, Darin. “All the Museums are Having a Snowball Fight.” Indy 100 from Independent, https://www.indy100.com/article/museum-snow-snowball-fight-twitter-battle-brooklyn-new-york-london-science-history-814366
Program: Museum Studies
Course Name and Number: MST 610 – Exhibition Design and Curatorial Theory
Credits: 4 (3 credits coursework, 1 credit practicum)
Type of Course: Required
Prerequisite: None

Course Description:
This course exposes students to the practical and theoretical concerns that inform the organization, design, and curation of exhibitions. It considers both specific modes of interpretation and the broader cultural roles of museum exhibitions. The course culminates in student exhibition projects that involve identifying need, selecting and organizing objects, building narrative, and creating design. This course includes a 15-hour practicum that will engage students with actual work happening in relevant curatorial and design areas of the operations, enabling them to understand questions and participate in formulating answers to curatorial issues.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Distinguish and identify the moving parts of museum curatorial operations
- Understand theoretical underpinnings of museum practice
- Have a working awareness of the importance of conservation and object handling
- Analyze educational aspects of museum content
- Integrate visitor engagement and services into curatorial thinking
- Identify contemporary issues in museum work

Program Learning Outcomes/Competencies addressed by the course:
PLO1: Analyze theory, history, and background of museums and public culture.
PLO2: Apply best practices regarding collections acquisitions, archival management, and care.
PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
PLO4: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation mindful of inclusion and diversity, including, but not limited to visitors with disabilities.
PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice.
PLO6: Understand the important need for efficient and integrated administration.
PLO7: Create and curate a museum exhibition.

Course Grading and Requirements:
Students are expected to complete all assigned readings and prepare a paragraph-long reflection plus a list of three thought-provoking questions based upon the readings for discussion by the established weekly deadline. To further facilitate discussion and debate, students will also be required to comment on at least three other students' reflections and questions.

Students will write a series of reflection papers based on their practicum experience. Each paper will respond to the following:
- Reflection paper 1: Students will submit one analysis of an exhibition of their choosing that is not covered during the practicum.
- Reflection paper 2: Students will submit a reflection paper on any of the assigned readings.
- Reflection paper 3: Students will write an analysis of a relevant curatorial topic in the current news and its relationship to any of the assigned readings.

For the final project, each student will develop an individual exhibition consisting of an exhibition proposal for a specific site on a topic of the student’s choosing (in consultation with the instructor), an object checklist, introductory wall text, section panels, museum labels, and a floor plan. Students will present their projects to the class at the end of the term.
GRADING

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<td>Discussion &amp; Preparation</td>
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<td>Reflection Papers</td>
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<td>Final Project</td>
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<td>Peer Review</td>
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Please note: Late papers are strongly discouraged. One-third of a grade will be deducted each day after the official deadline (i.e. A- to B+).

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Required Texts:

--- “Telling, Showing, Showing Off,” Critical Inquiry, 18:3 (Spring 1992), 556-594
David Bonetti, “Pulitzer Foundation for the Arts: An Extraordinary Place for Intimate Viewing,” St. Louis Post Dispatch (May 25, 2003)
Christa Clarke, “From Theory to Practice: Exhibiting African Art in the Twenty-First Century,” in Art and Its Publics: Museum Studies at the Millennium, ed. Andrew McClellan (2003), 165-186
Paul Goldberger, “A Delicate Balance,” The New Yorker (Dec. 23, 2002), 159-161
Rosalind E. Krauss, “Postmodernism’s Museum without Walls,” in Thinking about Exhibitions, eds. Reesa
Greenberg, Bruce Ferguson, and Sandy Nairne (1996), 241-245
Nick Prior, “Having One’s Tate and Eating It: Transformations of the Museums in a Hypermodern Era,” in Art and Its Publics: Museum Studies at the Millennium, ed. Andrew McClellan (2003), 51-76
Peter Schjeldahl, “Art House,” The New Yorker (Jan. 13, 2003), 87-89
Terry Smith and Kate Fowle, eds., “The Lure” and “What is Contemporary Curatorial Thought?” Thinking Contemporary Curating (2012), 17-56:
Mark Tucker, “Rogier van der Weyden’s Philadelphia ‘Crucifixion,’” Burlington Magazine 139, no. 1135 (October 1997), 676-83

Additional Resources: Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

Course Outline:

Week 1: Museums
Reading:

Week 2: Museum Exploration
Students will virtually visit an assigned museum as captured on the Google Arts and Culture platform. Readings will be coordinated accordingly based on the particular museum and its thematic threads.
**Week 3: Collection**  
*Guest: [Emily Croll, Director of Collections Management]*  

**Reading:**  


**Week 4: Controversy**  

**Reading:**  
Christa Clarke, “From Theory to Practice: Exhibiting African Art in the Twenty-First Century,” in *Art and Its Publics: Museum Studies at the Millennium*, ed. Andrew McClellan (2003), 165-185

**Week 5:** Students will virtually visit an assigned museum as captured on the Google Arts and Culture platform. Readings will be coordinated accordingly based on the particular museum and its thematic threads.

**Week 6: Conservation**  
*Guest/lab visit: [Stephen Kornhauser, Chief Conservator]*  

**Reading:**  
Mark Tucker, “Rogier van der Weyden’s Philadelphia ‘Crucifixion,’” *Burlington Magazine* 139, no. 1135 (October 1997), 676-83  

**Due: Exhibition analysis**

**Week 7: Contemporary**  

**Reading:**  
Nick Prior, “Having One’s Tate and Eating It: Transformations of the Museums in a Hypermodern Era,” in *Art and Its Publics: Museum Studies at the Millennium*, ed. Andrew McClellan (2003), 51-76

**Week 8: Museum Exploration**

Students will virtually visit an assigned museum as captured on the Google Arts and Culture platform. Readings will be coordinated accordingly based on the particular museum and its thematic threads.

**Week 9: Design**

*Guest: [Gerhard Schlanzky, Creative Director and Director of Exhibitions]*

*Reading:*


**Week 10: Site and Space**

*Reading:*


**Week 11: Museum Exploration**

Students will virtually visit an assigned museum as captured on the Google Arts and Culture platform. Readings will be coordinated accordingly based on the particular museum and its thematic threads.

**Week 12: Education**

*Guest: [Mia Nagawiecki, Vice President for Education]*

*Reading:*


**Week 13: Visitor Services**

*Guest: [Nick Mancini, Director of Visitor Services]*

*Reading:*

**Week 14: Museum Exploration**
Students will virtually visit an assigned museum as captured on the Google Arts and Culture platform. Readings will be coordinated accordingly based on the particular museum and its thematic threads.

**Week 15: Student Presentations and Wrap-Up**

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**STUDENT SUPPORT SERVICES:** If you need any additional help, please visit Student Support Services: [https://sps.cuny.edu/student-services](https://sps.cuny.edu/student-services)
Program: Museum Studies
Course Name and Number: MST 620 – Museum Education and Interpretation
Credits: 4 (3 credits coursework, 1 credit practicum)
Type of Course: Required
Prerequisite: None

Course Summary:
This course will expose students to the myriad functions of the educational arm of museum operations and the constituencies it serves: from K-12 students to scholarly fellows, to visitors with special needs to free classes for legal immigrants to pass the naturalization exam. What are the intellectual, innovative, and strategic modes of content delivery for these varied groups? Course will discuss who defines and delivers such content—from education professionals to curators to volunteer docents—and how plans are prioritized and implemented. This course includes a 15-hour practicum that will engage students and professionals engaged in K-12 education; scholarly programs; public programs; digital media initiatives; and visitor services, which will provide a robust working knowledge of the diverse areas impacting museum Education and Interpretation. Students will observe programs in action and gain first-hand experience crafting and scaling learning experience for diverse learners across an array of topics and content areas.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Identify and articulate best practices in museum education and how they differ across audiences and program types
- Analyze museum learning experiences for diverse types of learners, assessing and evaluating their effectiveness
- Articulate the value of museum education to cultural institutions, audiences, and the broader education landscape
- Understand how museum pedagogy is applied in various settings and for all types of museum constituents
- Consider how museums are responsive to groups’ unique needs as well as current events while remaining collections-based and mission-focused

Program Learning Outcomes/Competencies addressed by the course:
PLO1: Analyze theory, history, and background of museums and public culture.
PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
PLO4: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation mindful of inclusion and diversity, including, but not limited to visitors with disabilities.
PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice.
PLO6: Understand the important need for efficient and integrated administration.

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<th>Course Assignments</th>
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<td>Program Observation Reports (4) – Students will shadow at least one program at a local museum (ideally, the New-York Historical Society): school groups, teachers, families, and adults. Reports, 2-3 pages in length, will outline discrete needs of the specific audience, best practices observed during the program, opportunities for improvement and/or innovation, and connections to course readings and discussion. Program Observation Reports will directly inform students’ final projects.</td>
<td>15% each</td>
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<td>Final Paper – Students will prepare a max. 10-page literature review for one aspect of museum education and interpretation covered during the course. The paper should address the learning experience type in the context of the history of museum education, its application in the selected museum as observed and reported on during the course, how that museum’s discrete practice compares with characterization of the learning experience in the literature of the field, and a</td>
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Course Assignments

A conclusion that assesses the effectiveness of this aspect of museum education and potential opportunities for further development or growth. Papers must cite at least five sources in addition to their own observation reports and class discussion notes.

Final Presentation – Students will present their findings in a brief, “Ignite”-style presentation. Students will have 5 minutes to succinctly share their research findings and conclusions using a dynamic PowerPoint presentation that must include a brief overview of the state of the field, best practices, and opportunities for advancement.

15%

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Required Texts:

Additional Resources:


*Journal of Museum Education*, Taylor & Francis
## Course Outline:

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<th>Week</th>
<th>Topic</th>
<th>Focus Questions, Guest Speakers</th>
<th>Assignments Due</th>
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<tr>
<td>Week 1</td>
<td>Intro to Museum Pedagogy</td>
<td>What is inquiry-driven instruction? How is it effectively deployed in museum education? How does museum education make the arts and humanities relevant to a wide range of learners?</td>
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<td>Week 2</td>
<td>K-12: Field Trips</td>
<td>How do we engage students in authentic learning experiences in a group setting in museum galleries? How do we connect field trips to content and curriculum standards? <strong>Guest:</strong> Allyson Schettino, Associate Director of School Programs</td>
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<td>Week 3</td>
<td>K-12: Museum Outreach Programs</td>
<td>How can museum educators translate museum pedagogy and bring museum collections into the classroom to support student learning and teachers' classroom learning objectives?  <strong>Guests:</strong> Emma Nordin and Leah Charles-Edouard, Managers of School Programs;</td>
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<tr>
<td>Week 4</td>
<td>K-12: Teens</td>
<td>What are the best practices for out-of-school-time programs for teens? Where can museums be of most service to high-needs young adults? <strong>Guest:</strong> Rugan Lewis, Manager of Teen Programs</td>
<td>School Group Program Observation Report</td>
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<tr>
<td>Week 5</td>
<td>K-12: Teachers</td>
<td>What aspects of museum pedagogy are most useful for classroom teachers? How do museum educators provide meaningful teacher training and improve teacher engagement with cultural institutions? <strong>Guest:</strong> Leslie Hayes, Associate Director of Professional Learning</td>
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<tr>
<td>Week 6</td>
<td>K-12: Curriculum Materials</td>
<td>What do teachers want and need out of museum-created curriculum guides? How do these guides get created and support the mission of the institution? <strong>Guest:</strong> Lee Boomer, Manager of Special Projects</td>
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<td>Week 7</td>
<td>Families: Children’s Museums</td>
<td>How do family visitors engage differently in a children’s museum setting vs. a traditional gallery or exhibition? What creates a successful family visit to a museum and inspires return visitation? <strong>Guest:</strong> Alice Stevenson, Director, DiMenna Children’s History Museum</td>
<td>Teacher Program Observation Report</td>
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<tr>
<td>Week 8</td>
<td>Families: Intergenerational Learning</td>
<td>What do museum educators consider when crafting programs that will engage (grand) parents and children of all ages? What are the best practices for program development and delivery? <strong>Guest:</strong> Rachel Walman, Assistant Director, DiMenna Children’s History Museum</td>
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<td>Week 9</td>
<td>Adults: The Visitor Experience</td>
<td>How can museums effectively facilitate informal learning for self-guided visitors? What factors influence how a guest experiences museum learning? <strong>Guest:</strong> Nick Mancini, Director of Visitor Services</td>
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<td>Week 10</td>
<td>Adults: Docent Programs</td>
<td>What are the best ways to engage volunteers to improve visitor experiences? What supports do docents need to ensure success? <strong>Guest:</strong> Kristi Tremblay, Group Sales and Docent Manager</td>
<td>Family Program Observation Report</td>
</tr>
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<td>Week 11</td>
<td>Adults: Public Programs</td>
<td>In what ways and how effectively do museums engage the public with new scholarship? What are mission-driven museums’ responsibility to be responsive to current events?</td>
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<td>Week</td>
<td>Topic</td>
<td>Focus Questions, Guest Speakers</td>
<td>Assignments Due</td>
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<td>What impact does program format have on public engagement with speakers and content? How can museum departments provide different but complementary learning experiences for the same constituents? <strong>Guests:</strong> Valerie Paley, Ph.D., Chief Historian and Director, Center for Women’s History; Dale Gregory, Vice President of Public Programs</td>
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<td>Week 12</td>
<td>Adults: The Citizenship Project</td>
<td>What aspects of museum education can be leveraged to support underserved populations, including immigrants? How can museum collections and pedagogy support test preparation? <strong>Guest:</strong> Samantha Rijkers, Citizenship Project Manager</td>
<td>Adult Program Observation Report</td>
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<td>Week 13</td>
<td>Adults: Millennial Programs</td>
<td>Why is it important for museums to actively cultivate younger audiences? How do programs for “millennials” differ from traditional public programs and why? <strong>Guest:</strong> Ania Upstill, Social Learning Programs Coordinator</td>
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<td>Week 14</td>
<td>Leveraging the Digital</td>
<td>What opportunities and challenges do digital platforms present for museums? What are the features of successful online learning programs from museums?</td>
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<td>Week 15</td>
<td>Final Presentations</td>
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<td>Final Paper and Presentation</td>
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Program: Museum Studies  
Course Name and Number: MST 630 – Museum Administration, Finance, and the Law  
Credits: 3  
Type of Course: Required  
Prerequisite: None

Course Description:
This course will survey the administrative aspects of museum operations, investigating their critical intersection with outward-facing museum functions in realizing mission-driven goals and curatorial objectives. Understanding a museum’s financial foundations is critical to not only a museum worker’s success, but to the museum’s success as a whole. This course is designed to provide that basic understanding. Using real-world examples, students will explore how museums finance themselves, how they price services, manage funds, and comply with finance laws and practices. Topics will include how to think about revenue opportunities such as admissions, memberships, food services, retail, and intellectual property. Students will acquire a basic understanding of museum accounting and how it impacts day-to-day decision making. The role of the board is discussed, as are current trends in institutional financing.

Student Learning Outcomes:
At the end of this course, students will be able to:

- Understand the interconnected aspects of museum finance, administration, and the law
- Recognize the elements of basic accounting and its adaptation in the museum realm
- Explore museum financial statements with an understanding of expenses, revenues, gifts, funding, and financing
- Know guidelines regarding endowment management
- Apply budget planning fundamentals to museum operations

Program Learning Outcomes/Competencies addressed by the course:
PLO2: Apply best practices regarding collections acquisitions, archival management, and care
PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice.
PLO6: Understand the important need for efficient and integrated administration.

Course Grading and Requirements:

- Discussion Board Participation (50%): Students are required to answer one predetermined prompt question by the weekly deadline to the discussion board from the required readings, pose another relevant question, and respond to at least two questions from other students.

- Critical Analysis Paper and Presentation (50%): Students will write a 1500-word critical analysis of a topic covered by course content. Analyses should be enhanced by further research in media appropriate to the topic (i.e., websites, online reports, financial or other textbooks). Student will share findings in a 5-minute presentation.

Grading Scale

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Required Texts:

Additional Resources: Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

Course Outline:

**Week 1: Fundamentals of Financing Museums**
- How Museums are organized
- What is the Legal Environment they operate within
- How they are financed
- The Not for Profit Business Model
- Recent Trends in Financing of Museums

Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

**Week 2: Accounting**
- Accounting in Museums
  - What is accounting and why is it important
  - Basic accounting concepts
  - The Chart of Accounts
- Financial Statements
  - Overview of financial Statements
  - Statement of Activities
  - Statement of Financial Position
  - Statement of Cash Flows
  - Statement of Functional Expenses

Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

**Week 3: Financing Museums**
- How do you set prices?
  - Pricing Theory
  - How to apply theory to the Museum environment
- Admissions
  - Admissions Pricing
  - The “Blockbuster”
- Memberships
- Auxiliary Revenues
  - Retail Operations
  - Food Services
    - Cafeteria
    - Event and Conferences
    - Other Revenue Opportunities

Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation
Week 4: Intellectual Property
- Patents
- Copyrights
- Trademarks
Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

Week 5: The Internet
- How Museums are using the internet to make money
- Issues with the Internet
Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

Week 6: Tax Implications
- Unrelated Business Income Tax (UBIT)
Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

Week 7: The Role of the Trustees
- Responsibilities
- Case Studies
Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

Week 8: Managing Gifts
- Private
- Foundation
- Corporate
- Government
- Budget Relief
  - Overhead
  - Expense Swaps
Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

Week 9: Endowment Management
- Types of Endowment
- Spending Rules
- Investment Policy
- UPMIFA/NYPMIFA
Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation
Submit final project topic for approval.

Week 10: Budget Management
- Budget Planning Fundamentals
  - What is a budget
  - The budget cycle
Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

Week 11: Building a budget in a Museum environment
- Strategic goals
- Revenues
- Expenses
Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

Week 12: Financial Ethics in a Museum; How Far Is Too Far?
Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

Week 13: The Future of Museum Finance
Assignment: Readings and PowerPoint Decks posted to Blackboard with Discussion Board Participation

**Week 14: Student Presentations**
Assignment: Submit final project and 5-minute presentation.

**Week 15: Reflection and Conclusion**
Assignment: Students will post a paragraph-long reaction to any aspect of the student presentations, with further Discussion Board Participation.

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CUNY School of Professional Studies

Program: Museum Studies
Course Name and Number: MST 642 – Public History and Women’s History in the Public Realm
Credits: 3
Type of Course: Elective
Prerequisite: None

Course Description:
This course will explore the field of public history and its particular ramifications in the museum setting. A term that describes the diverse ways history is put to work in the world and outside traditional modes of scholarship, public history represents an interactive process between the historian, the public, and the historical object or subject. Students will explore the presentation and curation of history and historical memory in museum exhibitions, film, interactive displays, websites, and public programs, and learn more specifically about its adaptation in the New-York Historical Society’s Center for Women’s History, the first of its kind within the walls of a major U. S. museum.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Differentiate between and draw connections amongst a variety of museum types
- Understand the challenges of private and public funding
- Analyze a range of ideologies and particular functions of museums and cultural institutions
- Apply methodologies for creating museum exhibition content
- Formulate a conceptual understanding of what constitutes a museum experience
- Implement a project that indicates an integrated understanding of the past, present, and future of museums

Program Learning Outcomes/Competencies addressed by the course:
PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
PLO4: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation mindful of inclusion and diversity, including, but not limited to visitors with disabilities
PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice
PLO6: Understand the important need for efficient and integrated administration.
PLO7: Create and curate a museum exhibition.

Course Grading and Requirements:
Written reflections on readings and case studies, posted to Blackboard on a weekly basis (60%). These reflections should consist of a paragraph-long reflection plus a list of three thought-provoking questions based upon the readings for discussion.

Final project (40%): Develop and present a proposal for a public history initiative. The proposal may take any number of forms: for example, a physical or virtual exhibition; a website; a film or video; or an architectural design. The final document (15-20 pages, double spaced, and no longer than 5000 words) should describe the project, outline the steps for its design and implementation, and make a case for its importance and why it should be realized. There will be four separate, phased deadlines for the final project after topic approval: 1. a brief narrative outline (1-2 paragraphs) and preliminary bibliography which you will submit to the instructor and discuss briefly in class; 2. a written prospectus (essentially a detailed roadmap discussing the arguments and structure of the project and your sources); 3. a working draft of the project; and 4. a 5-minute oral presentation at the last class and submission of the finished product.

Grading Scale

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Poor | C+ | 77 - 79.9 | 2.3
| C | 70 - 76.9 | 2
Failure | F | < 70 | 0

**Required Texts:**

**Additional Resources:** Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

**Course Outline:**

**Week 1 - Introduction to public history**

**Readings:**

**Assignment:** Discussion Board Participation

**Week 2 – Museums and Museum Exhibitions**

**Readings:**
1. Selections from Dubrow and Goodman
2. Selections from Kaufman and Corbett

**Case Studies:** Slavery in New York, Saving Washington

**Assignment:** Discussion Board Participation

**Week 3 – Introduction to Material Culture Studies**

**Readings**

**Assignment:** Discussion Board Participation

**Week 4 – Object Interpretation**

**Readings**
Case Study: A New Light on Tiffany, Walk This Way

Assignment: Discussion Board Participation

[Guest Speaker: Margi Hofer, Vice President and Museum Director, New-York Historical Society]

Week 5 – Library
Reading TBD

Case Study: Finding Women in the Archives

Assignment: Discussion Board Participation
Final Project narrative outline (1-2 paragraphs) and preliminary bibliography due

Week 6 – Uses of Oral History
Readings:

Case Study: Cork Butter Museum

Assignment: Discussion Board Participation

Week 7 – Audience Interactives
Reading:

Case Study: Women’s Voices

Assignment: Discussion Board Participation

Guest Speaker: Sarah Gordon, Curatorial Scholar in Women’s History, New-York Historical Society

Week 8 – Film
Reading: TBD

Case Studies: New York Story and We Rise

Assignment: Discussion Board Participation
Final Project prospectus due

Week 9 – Building an Audience: Media and Social Media
Readings: Assorted N-YHS press releases and exhibition reviews (to be selected)

Case Studies: #historyhighfive, #museumsnowballfight

[Guest Speaker: Claire Lanier, Social Media and Content Manager, New-York Historical Society]
**Assignment:** Discussion Board Participation

**Week 10 – Communicating History in the Digital Age: Blog Posts, Podcasts, and Wikipedia**  
*Reading: TBD*

**Case Study:** Women At The Center (students to select blog post for analysis)

**Assignment:** Discussion Board Participation

*[Guest Speaker: Elyse Wien and/or Megan Wacha, Wikimedia Foundation NYC]*

**Week 11: Public Programs and Scholarship**  
*Reading: TBD*


**Case Study:** Women Have Always Worked Massive Online Open Course (MOOC)

**Assignment:** Discussion Board Participation

**Week 12: Monuments**  
*Readings: TBD*

1. Selections from Dubrow and Goodman

**Case Studies:** Susan B. Anthony and Elizabeth Cady Stanton Woman Suffrage Monument, J. Marion Sims Monument

**Assignment:** Discussion Board Participation

*[Guest Speaker: Pam Elam, Central Park Statue Fund]*

**Week 13: Girls’ History**


**Case Study:** DiMenna Children’s History Museum / Teen Programming

**Assignment:** Discussion Board Participation
Final project working draft due

**Week 14: Collecting**  
*Reading: TBD*

**Assignment:** Discussion Board Participation

**Week 15 – Student Presentations**  
**Assignment:** Final project due, with 5-minute oral presentation
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CUNY School of Professional Studies

Program: Museum Studies
Course Name and Number: MST 644 – The Art and Material Culture of the New-York Historical Society
Credits: 3
Type of Course: Elective
Prerequisite: MST 610

Course Description:
This course immerses students in the world-renowned collections of New York's first museum. The New-York Historical Society holdings comprise approximately 80,000 objects documenting the history of the United States through the prism of New York City and State. In-depth exploration of the collection provides insight into the past and into the museum practices (collection, curation, interpretation, design) that aim to make the past resonate with contemporary audiences.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Analyze and contrast the distinguishing features of the dissemination of art and historical content
- Grasp the importance of education—from school groups to life-long learners—in the museum setting and the critical need for an integrated curatorial approach

Program Learning Outcomes/Competencies addressed by the course:
PLO1: Analyze theory, history, and background of museums and public culture.
PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
PLO4: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation mindful of inclusion and diversity, including, but not limited to visitors with disabilities.

Course Grading and Requirements:
Students are expected to complete all assigned readings and prepare a paragraph-long reflection plus a list of three thought-provoking questions based upon the readings for discussion by the established weekly deadline. To further facilitate discussion and debate, students will also be required to comment on at least three other students' reflections and questions.

Students will complete a variety of writing assignments, including object analyses, exhibition critiques, and research essays.

The course culminates at the end of the term with individual student research projects consisting of a paper on a theme, object, or set of objects of the student's choosing and an illustrated PowerPoint presentation.

GRADING
Writing Assignments 40%
Final Presentation 20%
Final project 40%

Please note: Late papers are strongly discouraged. One-third of a grade will be deducted each day after the official deadline (i.e. A- to B+).

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Required Texts:
Christopher Irmscher, “Audubon at Large,” The Poetics of Natural History: From John Bartram to William James (1999), 188-235

Additional Resources: Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.
Course Outline:

Week 1: Introduction

Week 2: Paintings
   Explore: N-YHS Paintings Collection -
   https://www.nyhistory.org/exhibits/category/about/57/table/paged/title

   Reading: Linda S. Ferber, “The Old World, Europe and The Course of Empire,” The Hudson River
   School: Nature and the American Vision (2009), 166-197

   Barbara Gallati, “Gilded Age Portraiture: Cultural Capital Personified,” in Beauty’s Legacy: Gilded Age
   Portraits in America, ed. Gallati (2013), 10-49
   Narrative Art for a New Democracy, ed. Barbara Gallati (2011), 11-121

Week 3: Tiffany
   Explore: N-YHS A New Light on Tiffany - https://www.nyhistory.org/exhibitions/a-new-light-on-tiffany

   Reading: Martin Eidelberg, Nina Gray, and Margaret K. Hofer, “Designing for Art and Commerce,” A
   New Light on Tiffany: Clara Driscoll and the Tiffany Girls (2007), 22-95

   Margaret K. Hofer, “Louis C. Tiffany, Clara Driscoll, and the Artistry of Tiffany Lamps,” The Lamps
   of Tiffany Studios: Nature Illuminated (2016), 8-19

Week 4: Prints and Photographs
   Explore: Prints, Photographs and Architectural Collections -
   https://www.nyhistory.org/library/graphic-collections

   at 100: Modernism and Revolution, eds. Marilyn S. Kushner, Kimberley Orcutt, and Casey Blake (2013),
   313-323

   of William M. Ivins and A. Hyatt Mayor (2016), 3-11

Week 5: Audubon
   Explore: Drawings - https://www.nyhistory.org/exhibits/category/about/55/table/paged/title

   Reading: Roberta Olson, “Audubon’s Innovations and the Traditions of Ornithological Illustration:
   Some Things Old, Some Things Borrowed, But Most Things New,” Audubon’s Aviary: The Original
   Watercolors for The Birds of America (2012), 40-106

   Christopher Irmscher, “Audubon at Large,” The Poetics of Natural History: From John Bartram to William
   James (1999), 188-235
Week 6: Luce Center
Explore: Luce Center - https://www.nyhistory.org/luce-center

Week 7: DiMenna Children’s History Museum
Explore: TBD

Week 8: Center for Women’s History
Explore: https://www.nyhistory.org/womens-history
Reading: Edward Maeder and Stuart Weitzman, Walk This Way: Footwear from the Stuart Weitzman Collection of Historic Shoes (2018)

Week 9: Special Exhibit
To be determined based on current exhibits
Reading: Exhibition catalogue

Week 10: Special Exhibit
To be determined based on current exhibits
Reading: Exhibition catalogue

Week 11: From the archives: past exhibition analysis
Guest curator
Reading: Exhibition catalogue
Week 12: From the archives: past exhibition analysis
Guest curator

Reading: Exhibition catalogue

Week 13: Final Project Due by end of week 13

Week 14: Peer review of final projects

Week 15: Learning outcomes reflection and wrap-up

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: https://sps.cuny.edu/student-services
Course Name and Number: MST 645 – Contemporary Issues in Public History

Credits: 3

Type of Course: Elective

Prerequisites: None

Course Description:
This course will explore current questions and concerns in the field of public history from outside the area of established museum operations. A term that describes the diverse ways history is put to work in the world and outside traditional modes of scholarship, public history represents an interactive process between the historian, the public, and the historical object or subject. Students will investigate such contemporary topics and issues as public monuments and historical reinterpretation and censorship; the role of museums in urban change, revitalization, and gentrification; historiography, recent history, and museum spaces; the public historian’s role in the representation and inclusion of previously excluded or marginalized groups; the treatment of contemporary issues (e.g., #MeToo, Black Lives Matter, Russian hacking of elections, etc.) in a historical framework; the intersection of current events and history with technology and the internet; and the role of popular nonfiction literature and film in promoting historical thought and conversation.

Insofar as these issues are changing constantly, course content and required texts will reflect current concerns and discussions.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Develop an in-depth understanding of emerging topics within museum studies and public history
- Additional learning outcomes determined by course topic

Program Learning Outcomes/Competencies addressed by the course:
PLO1: Analyze theory, history, and background of museums and public culture.
- Additional learning outcomes determined by course topic

Course Grading and Requirements:
Students are expected to complete assigned readings and prepare a paragraph-long reflection (30%) based upon the readings for discussion by the established weekly deadline. To further facilitate discussion and debate, students will also be required to pose three thought-provoking questions and comment on at least three other students' reflections and questions (20%).

Students will submit one long “think piece” (50%) of their choosing, on a current issue, trend, installation, or program in the public history/public culture fields. This should resemble an “op ed” piece or a New Yorker “Talk of the Town”-style essay, intended for a general but well-informed audience. Footnotes and bibliography required. (Approximately 3500 words).

Grading Scale

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Required Texts: Based on topics to be covered.

Additional Resources: Based on topics to be covered.
Course Outline:
The weekly outline will be dependent on the course content each term.

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: https://sps.cuny.edu/student-services
Program: Museum Studies
Course Name and Number: MST 650 – Digital Media and the Museum
Credits: 3
Type of Course: Elective
Prerequisites: MST 610, MST 620

Course Summary:
How does a museum avoid doing “tech for tech’s sake” while being responsive to and remaining relevant in our increasingly digital world? This course will interrogate the myriad ways and the degrees of success to which museums engage technology and the digital to engage visitors and learners. From exhibition interactives to online learning, from digital humanities field trips to social media presence cultivation, students will consider the impact digital media has on the museum experience, both positive and negative. Specific topics under study will include: expanding the institution’s mission and reach via the web, effectively utilizing interactives to convey content, integrating technological skills-learning into museum education, and digital collections—including improving access, collecting and cataloging “digitally-born” items, and managing content management systems.

Student Learning Outcomes:
At the end of this course, students will be able to:
• Understand myriad challenges and opportunities the digital realm represents for museums and the history thereof
• Articulate best practices for digital collections management and deployment, both internally and externally
• Analyze the success of digital media deployment across a broad range of experiences, both in the museum and online
• Understand how the analog museum experience translates to the digital space

Program Learning Outcomes/Competencies addressed by the course:
PLO1: Analyze theory, history, and background of museums and public culture.
PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice.
PLO6: Understand the important need for efficient and integrated administration.

Course Grading and Requirements:

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<td>Exhibition Visitor Analysis: Students will create a rubric to observe and analyze visitor use of digital interactives in the museum galleries. Students will complete a minimum of two hours of observation in diverse types of exhibitions, including a children's museum, a history exhibition/museum, an art exhibition, and a science exhibition. This data will be compiled into a report that will include trends noticed in user interaction across visitor demographics and exhibition/gallery type, as well as recommendations for improving the efficacy of digital interactives.</td>
<td>25%</td>
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<td>Learning Program Review: Students will observe one digitally-activated learning experience at N-YHS or in the N-YHS digital space and will complete a 3-5 page analytical report that outlines the successes and failures of the program relative to the topics covered in course readings and discussed in class.</td>
<td>25%</td>
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<td>Final Project: Students will create a proposal for a new New-York Historical digital initiative. It can be an online experience, on-site program/experience that leverages the digital, or a hybrid.</td>
<td>50%</td>
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Required Texts:

Course Outline:

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<td>Intro: History of Museums and Technology</td>
<td>How have museums engaged with new technologies historically? How does this history inform current practice (or not)?</td>
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<td>2</td>
<td>Exhibitions: Digital Interactives</td>
<td>What makes an effective digital interactive? How do digital interactives facilitate learning differently from an analog museum experience? How do visitors respond?</td>
<td>Guest: Robin Silvestri, Principal / Creative Director, Batwin + Robin Productions</td>
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<td>3</td>
<td>Exhibitions: Digital Interactives for Children</td>
<td>What special considerations shape the design of digital interactives intended for children? How do children, as “digital natives” respond to and engage differently with museum interactives?</td>
<td>Guest: Alice Stevenson, Director, DiMenna Children’s History Museum</td>
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<td>4</td>
<td>Exhibitions: Online Exhibitions</td>
<td>What are the best practices for translating exhibition content to an online experience? How is that similar to and different from creating a solely online exhibition?</td>
<td>Guest: Marci Reaven, Vice President for History Exhibitions</td>
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<td>5</td>
<td>Online Learning: Massive Open Online Courses</td>
<td>What role do/can museums play in the MOOC movement? What makes an effective MOOC?</td>
<td>Guest: Nick Juravich, Andrew W. Mellon Foundation Postdoctoral Fellow in Women’s History</td>
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<td>6</td>
<td>Online Learning: Distance Learning Seminars</td>
<td>What is the potential and limitation of live online seminars? How can museums leverage this medium to cultivate new audiences and drive attendance to the museum?</td>
<td>Guest: Leslie Hayes, Associate Director for Professional Learning</td>
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<td>7</td>
<td>Online Learning: Online Courses and Gamification</td>
<td>How do video game trends translate to content-rich, collections-based digital learning experiences?</td>
<td>Guest: Samantha Rijkers, Citizenship Project Manager</td>
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<td>Digital Humanities: Field Trips</td>
<td>What tools and methodologies do museum educators deploy to teach school groups both digital skills and humanities content in a single museum field trip? How do/can humanities and STEM instruction authentically overlap?</td>
<td>Guest: Allyson Schettino, Associate Director for School Programs</td>
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Exhibition Visitor Analysis
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| Week 9 | Digital Humanities:  Teen Programs         | What makes a successful digital learning lab/Makerspace within the walls of a museum? How do teens utilize the tools and room, and what skills are they most eager to acquire in the out-of-school-time setting?  
**Guest:** Rugan Lewis, Manager of Teen Programs |                  |
| Week 10 | The Web: Flagship Sites and Online Opportunities | What is the driving purpose of a museum’s website? How can a museum maximize the opportunities available in the creation of a website while not overwhelming visitors?  
**Guest:** Ines Aslan, Vice President of Marketing and Communications | Learning Program Review |
| Week 11 | The Web: Social Media                      | How does a museum’s digital presence translate to social media platforms? What are the best practices for cultivating and maintaining followers/likes?  
**Guest:** Claire Lanier, Social Media and Content Manager |                  |
| Week 12 | Digital Collections: Content Management Systems | How are digital content management systems utilized across an institution and by museum visitors? How can a museum leverage an effective CMS to increase engagement?  
**Guests:** Michael Ryan, Vice President & Director of the Patricia D. Klingenstein Library; Jerome Tan, Web Manager |                  |
| Week 13 | Digital Collections: Digitally Born Sources | How have collecting institutions adapted to collecting sources that are "digitally born"? What are the particular challenges and opportunities endemic in this new facet of the field?  
**Guest:** Henry Raine, Director of the Library Digital Program & Institutional Digital Repository |                  |
| Week 14 | Digital Collections: Educational Materials | What are the particular considerations and best practices when creating materials for teachers and students to engage with digital/digitized collections?  
**Guests:** Pei Hsieh, Global Experience Design Director, IBM; Lee Boomer, Manager of Special Projects |                  |
| Week 15 | Final Presentations                         | Final Project                                                                            |                  |

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**STUDENT SUPPORT SERVICES:** If you need any additional help, please visit Student Support Services: [https://sps.cuny.edu/student-services](https://sps.cuny.edu/student-services)
Program: Museum Studies
Course Name and Number: MST 652 – Learning Program Design
Credits: 3
Type of Course: Elective
Prerequisites: MST 620

Course Summary:
This course will unpack the intricacies of effective museum education programming. Students will learn the many considerations that go into creating a successful learning experience in a museum or delivered by museum staff, including: articulating clear and achievable learning objectives, scaffolding the experience to meet said objective, differentiating program activities to make them accessible to the widest range of learners, and more. How do Museum Educators promote learning in short-term experiences? How do effective Museum learning experiences differ from traditional classroom learning and why? Students will experience inquiry-driven learning from the learner’s perspective first-hand, dissect the pedagogy, analyze exemplar museum learning program outlines, and hear from program designers and practitioners to understand how museum education pedagogy deploys museum collections and exhibitions to create meaningful learning experiences for a diverse set of learners.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Design, develop, facilitate, and evaluate object-based, inquiry-driven learning experiences
- Understand how to craft learning experiences and differentiate instruction for diverse learning styles and needs

Program Learning Outcomes/Competencies addressed by the course:
PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
PLO4: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation mindful of inclusion and diversity, including, but not limited to visitors with disabilities.
PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice.

Course Grading and Requirements:

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<td>Weekly discussion participation: Students will post a 3-sentence reflection on each week’s readings and respond to other students’ comments.</td>
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<td>Inquiry Instruction Model: Individual students will write and present an inquiry-driven learning experience based on one object. Model lessons must demonstrate an understanding of how to guide learners through the three-step inquiry process in order to tell a story about a particular topic using one object.</td>
<td>15%</td>
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<td>Learning Program Outline: Individual students will write and present a complete program outline, including an Essential Question, learning objective, objects/images/documents deployed and inquiry experiences for each, and diverse learning activities.</td>
<td>15%</td>
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<td>Final Project: In small groups, students will craft a series of learning experiences that work together to address a larger question or to explore a topic in more depth. For example, a group may focus on the American Civil War through a series of lessons that explore slavery, abolition, sectionalism, life of soldier, and surrender. Or a group may craft a series of lessons that all address the question, “How did New York City change over time?” Each student will contribute at least two lessons to the overall project, and the group will work together to create an overview of the experience, outlining how each lesson builds upon the last in service of the larger learning outcome. The group will select one lesson to facilitate as a model lesson for the rest of the class.</td>
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Required Texts:


Additional Resources:
TBD

Course Outline:

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| Week 1 | Intro: Model Program | Participate in a model gallery program and unpack aspects of program design and facilitation  
Discuss meaning of inquiry-driven, object-based learning in museum education | Post on the week’s readings to Blackboard.          |
<p>| Week 2 | Inquiry Instruction I: Objects and Images | Learn the basic steps of inquiry-driven instruction as they apply to teaching with artifacts and works of art | Post on the week’s readings to Blackboard.          |
| Week 3 | Inquiry Instruction II: Documents and Maps | Apply the steps of inquiry to analyzing historical documents and maps | Post on the week’s readings to Blackboard.          |
| Week 4 | Inquiry Instruction III: Effective Questioning and Scaffolded Discussion | Consider how educators facilitate learning through carefully constructed questioning, storytelling, and discussion. Practice developing a learning experience with one object/image/document. | Post on the week’s readings to Blackboard.          |
| Week 5 | Student Presentations | Present a model inquiry to the class using one piece from the New-York Historical collections | Inquiry Instruction Model                            |
| Week 6 | Crafting a Program I: Essential Questions and Learning Objectives | Discover how educators address an essential question and meet an articulated learning objective in the course of a one-off program | Post on the week’s readings to Blackboard.          |
| Week 7 | Crafting a Program II: Curriculum Standards | Analyze curriculum standards in the context of museum pedagogy and collections to understand how museum educators create experiences that align with mandated content and skills learning | Post on the week’s readings to Blackboard.          |
| Week 8 | Crafting a Program III: Museum Collections and Learning Activities | Understand how to make objects behind glass come to life and maintain student attention through interactive learning activities | Post on the week’s readings to Blackboard.          |</p>
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<td>Week 9</td>
<td>Crafting a Program IV: Differentiation</td>
<td>Learn to assess students’ needs and adapt programming through a diverse tool kit of activities that utilize multiple modalities</td>
<td>Post on the week’s readings to Blackboard.</td>
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<td>Week 10</td>
<td>Student Presentations</td>
<td>In small groups, present and provide peer-to-peer feedback on a full program outline that includes an Essential Question, Learning Objective, multiple objects with scaffolded inquiry, and diverse learning activities</td>
<td>Program Outlines</td>
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<td>Week 11</td>
<td>Program Facilitation I: Scaffolded Instruction</td>
<td>Learn best practices for effectively facilitating scaffolded discussions created in the Inquiry Instruction sessions</td>
<td>Post on the week’s readings to Blackboard.</td>
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<td>Week 12</td>
<td>Program Facilitation II: Responsive Teaching</td>
<td>Understand how to adapt content and pedagogy to be culturally responsive and inclusive while still meeting authentic and relevant learning objectives</td>
<td>Post on the week’s readings to Blackboard.</td>
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<td>Week 13</td>
<td>Program Evaluation I: Collection Feedback, Analyzing Data</td>
<td>Examine tools and methods for receiving constructive program feedback from external stakeholders Consider how to analyze and deploy the data collected</td>
<td>Post on the week’s readings to Blackboard.</td>
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<td>Week 14</td>
<td>Program Evaluation II: Internal Assessment</td>
<td>Unpack internal quality control methods for educator performance and program effectiveness</td>
<td>Post on the week’s readings to Blackboard.</td>
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<td>Week 15</td>
<td>Final Presentations</td>
<td>Present group projects</td>
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CUNY School of Professional Studies

Program: Museum Studies
Course Name and Number: MST 660 – Development, Fundraising, and Grantsmanship
Credits: 3
Type of Course: Elective
Prerequisite: None

Course Description:
This course provides a comprehensive introduction to nonprofit funding practices, including personal and institutional giving, board development and engagement, corporate sponsorship, fundraising campaigns, and special events. Students will learn about the basic skills and processes necessary for effective fundraising. These will include the principles of fundraising, donor cultivation and management, grant and proposal writing, event and campaign planning, online giving, and the management of fundraising data.

Student Learning Outcomes:
At the end of this course, students will be able to:

- Plan an annual fundraising campaign for a nonprofit museum
- Analyze propensity of a foundation, corporation or individual to provide support
- Differentiate the various types of donors, gifts, and revenue categories for a museum or other nonprofit
- Draft a compelling foundation inquiry letter, proposal, and report
- Design a compelling corporate sponsorship pitch deck
- Craft a direct mail fundraising letter and attachments (response device, envelopes)
- Plan a revenue producing special event

Students will be required to:

- Read required texts along with articles, blog posts, etc. on selected topics
- Articulate fundraising plans and pitches orally and in writing
- Participate in group fundraising strategy sessions.
- Reflect on what they have learned during the course.

Program Learning Outcomes/Competencies addressed by the course:
(1) Analyze theory, history, and background of museums and public culture.
(6) Understand the important need for efficient and integrated administration.

Course Grading and Requirements:

- Five course-related assignments @ 15% each (75%): Write an inquiry letter; Creative partnership pitch; Annual patron programming; Evaluate prospects with “prognosticator” tool; Plan an event
- Final Project (25%): Create annual plans for a hypothetical or actual museum
Grading Scale

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Required Texts:

Additional Resources: Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library's e-resources.

Course Outline:

**WEEK 1: Introduction to Fundraising Principles**
- What is fundraising?
- Cycle of programming and marketing
- Types of gifts

**WEEK 2: Board Development and Engagement**
- Board Bylaws and Responsibilities
- Development Staff Role in Board Relations

**WEEK 3: Institutional Giving & Proposal Writing**
- Types of Foundations
- Approaching Foundations
- Writing Inquiry Letters
  
  **Assignment:** Write Inquiry Letter

**WEEK 4: Institutional Giving & Proposal Writing**
- Review Inquiry Letters
- Follow-Up and Stewardship of Grants

**WEEK 5: Corporate Sponsorship**
- Types of Corporate Support
- “Sponsorship”: New vs Old
- Planning Corporate Engagement
  
  **Assignment:** Creative Partnership Pitch

**WEEK 6: Corporate Sponsorship**
- Review Creative Partnership Pitches
- Evaluate and Elaborate Plans for Engagement

**WEEK 7: Donor Solicitation and Individual Giving**
- The Donor Pyramid
- Individual Giving
- Types of Campaigns
- Planning Events

**Assignment:** Annual Patron Programming

**WEEK 8: Donor Solicitation and Individual Giving**
- Review Annual Patron Program Plans
- Solicitation Methods
- Direct Mail
- Email and Social Media
- Gift Clubs and Patron Societies

**WEEK 9: Major Giving**
- Types of Major Giving
- The Donor Cycle
- Finding and Researching Prospects
- Creating Solicitations

**Assignment:** Evaluate prospects using “Prognosticator” tool

**WEEK 10: Planned Giving and Special Campaigns**
- Planned Giving and Endowments
- Capital Campaigns
- Role of the Board

**WEEK 11: Special Events**
- Types of Events
- Event Planning

**Assignment:** Plan an event

**WEEK 12: Online Giving**
- Review event plans
- Online giving models
- Promoting campaigns and events online

**WEEK 13: Creating an Annual Plan**
- Putting it all together
- Creating timelines

**Final Project Assignment:** Create annual plans

**WEEK 14: Annual Planning: Putting it All Together**
- Work on Final Project Assignment
- Discuss connections between student projects

**WEEK 15: Discussion Final Projects and Wrap Up**
- Present Final Project Assignments
- Discussion and wrap-up

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: https://sps.cuny.edu/student-services
Program: Museum Studies
Course Name and Number: MST 662 – Visitor Services and Visitor Studies
Credits: 3
Type of Course: Elective
Prerequisites: None

Course Description:
The objective of this course is to introduce students to the people and communities who visit museums, and to trends in museum attendance. In this course, we will study visitor experiences in physical museums, as well as museum websites. We will consider museums as sites for constructing meaning and places of lifelong learning, and explore the ways on-site and online museum visits can change or transform individuals. After taking this course, students will be able to analyze visitor experiences at museums in constructive and critical ways. Students will reflect on how museums can fulfill their search for value and meaning by building new kinds of relationships with their publics. Students will learn to evaluate visitor responses to on-site exhibitions and programs, and how to assess content on museum websites and social media sites. At the broadest level, students will improve their skills as museum educators, communicators, and visitor researchers.

Student Learning Outcomes
At the end of this course, students will be able to:
- Analyze in a constructive and critical way the experiences planned for visitors across museums locally and internationally
- Reflect on how museums can fulfill their search for value and meaning by building new kinds of relationships with their publics
- Evaluate visitor response to on-site exhibitions and programs, as well as content on museum websites and social media sites

Program Learning Outcomes/Competencies addressed by the course:
PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
PLO4: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation mindful of inclusion and diversity, including, but not limited to visitors with disabilities.
PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice.
PLO6: Understand the important need for efficient and integrated administration.

Course Grading and Requirements:
Written reflections (40%): Students will submit weekly comments of approximately 250 words reflecting on the week’s readings.

Written assignments (20%): Students will submit two assignments of approximately 500 words commenting on: 1. A visit to a museum; and 2. A visit to a museum website.

After the collaborative selection of the main topic of the group project, students, working alone or in teams, will identify an area of interest (e.g., curation, design, education, finance) affecting the realization of the goal of the project and will formulate a detailed plan within that area of interest. Students’ work in these separate areas ultimately will be assembled and aggregated into one coherent proposal (the final project). This phase will be judged and graded separately based on conceptualization, realization, presentation, and student’s participation.

Final project: visitor research (40%): Students will develop a visitor research assessment and write up and present findings.
Grading Scale

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<tr>
<td>Failure</td>
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<td>&lt; 70</td>
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</table>

Required Texts:

Schedule

Week 1: Introduction to the Museum Experience
Readings:

Assignment due next class: Visit a museum and describe your experience as a visitor in a written assignment.

Week 2: The Visitor Experience: In the Galleries
Readings:

Assignment due next class: Visit a museum website (different than the museum you visited in person) and describe your experience as a visitor in a written assignment.

Week 3: The Visitor Experience: the Digital Component
Readings:

Assignment due next class: Reflect upon the week’s readings.
**Week 4**: Introduction into Museum Visitor Research
Readings:
- In Diamond et al. (2016), Chapter 3, Measuring learning (pp. 17-33). Part II introduction on Evaluation Tools (pp. 43-44).

Assignment due next class: Select a specific area of the visitor experience you would like to research and develop a quick assessment for interviewing visitors based on that topic. Presentation next class on your topics and assessments.

**Week 5**: Presentations of topics and assessments with comments and exchange among class in Blackboard.

**Week 6**: Studying Visitors: Types of Visitors and their Behaviors
Readings:
- In Diamond et al. (2016), Chapter 4, Protecting study participants (pp. 35-41). Chapter 5, Selecting study participants (pp. 45-51).

Assignment due next class: Based on class feedback, revise assessments and hand in a draft on why you chose their topic.

**Week 7**: Creating a Meaningful Experience
Readings:
- In Diamond et al. (2016), Chapter 6, Observational tools (pp. 53-64).

Assignment due next class: Reflection on the readings.

**Week 8**: Examining Different Experiences Across Diverse Audiences
Readings
- In Diamond et al. (2016), Chapter 11, Making Evaluation Count (pp. 119-127).

Assignment due next class: Reflection on the readings.

**Week 9**: Understanding Visitor Motivations
Readings:
- In Diamond et al. (2016), Chapter 7, Interviews (not questionnaires) (pp. 65-74).
Assignment due next class: Reflection on the readings.

**Week 10: Data Collection**
Assignment: Use your revised assessment to begin collecting data in a local museum selected from a list provided by instructor.

**Week 11: Data Collection**
Assignment: Use your revised assessment to begin collecting data in a local museum selected from a list provided by instructor.

**Week 12: Object Engagement and Transformational Experiences**
Readings:
- In Diamond et al. (2016). Chapter 8, Presenting and analyzing data (pp. 85-98).

Assignment: Use the data from your assessments to create a report and presentation based on your findings due on the final day of class. Reminder to review today’s reading, Diamond et al. (2016). Chapter 8, Presenting and analyzing data (pp. 85-98), as a reference.

**Week 13: Evaluating Outcomes**
Readings:
- In Diamond et al. (2016), Chapter 9, Reporting Evaluation Results (pp. 111-118), and Chapter 10, Translating Evaluation Findings into Practice (pp.119-121)

**Week 14:** Final Presentation of Visitor Research Reports and Blackboard Discussion

**Week 15:** Final Presentation of Visitor Research Reports by Group and Blackboard Discussion

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CUNY School of Professional Studies

Program: Museum Studies
Course Name and Number: MST 670 – Independent Study in Museum Studies
Credits: 3
Type of Course: Elective
Prerequisite: Permission of Academic Director

Course Description:
Eligible students will have an opportunity to design and carry out an independent project under the guidance of a faculty member.

Student Learning Outcomes:
- Determined by course topic

Program Learning Outcomes/Competencies addressed by the course:
- Determined by course topic

Course Grading and Requirements:
Course grading and requirements will be specified based on the course topic.

Grading Scale

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Required Texts: TBD
Additional Resources: TBD

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: https://sps.cuny.edu/student-services
Program: Museum Studies
Course Name and Number: MST 690 – Special Topics in Museum Studies
Credits: 3
Type of Course: Elective
Prerequisite: Permission of Academic Director

Course Description:
This course will offer the opportunity to study special topics within the scope of Museum Studies. Topics may vary from semester to semester and could include: the in-depth study of museum access and connection/engagement with local communities and issues; representation of museum staffing and questions of addressing the complicated past of collecting and curatorial interpretation of objects; museum admission vis a vis pricing, pay-as-you-wish, community engagement, and accessibility; the return and/or loaning-out-for-display/use of artifacts to communities/nations from which they were taken; and the role of digital resources, digitization, and preservation.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Develop an in-depth understanding of an emerging topic within museum studies
- Evaluate policies, procedures, and best practices related to the selected topic
- Apply policies related to the selected topic

Program Learning Outcomes/Competencies addressed by the course:
- Determined by course topic

Course Grading and Requirements:
Course grading and requirements will be specified based on the course topic.

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Required Texts: TBD
Additional Resources: TBD

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: https://sps.cuny.edu/student-services
Course Name and Number: MST 699 – Museum Studies Capstone
Credits: 3
Type of Course: Required
Prerequisites: MST 600, MST 610, MST 620, and permission of the Academic Director

Course Description:
All students will complete a capstone project under the direction of a faculty mentor to enable students to apply and integrate their learning throughout the degree program. The project will be executed both independently and as a team exercise by which students will create a conceptual framework and design for a new museum or related cultural initiative. Students will have the opportunity to apply their knowledge in key areas by identifying a museum-operational area of interest and formulating a collaborative plan towards realizing the project’s goals and completion. Areas of interest may include, but not be limited to: curation; education; public history; digital media; design; development and fundraising; financial and administrative issues; or visitor services.

The capstone will include the development of an ePortfolio.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Distinguish and identify the moving parts of museum curatorial operations
- Understand theoretical underpinnings of museum practice
- Analyze educational aspects of museum content
- Integrate visitor engagement and services into curatorial thinking
- Identify contemporary issues in museum work
- Formulate a conceptual understanding of what constitutes a museum experience
- Implement a project that indicates an integrated understanding of the past, present, and future of museums
- Understand the challenges of private and public funding

Program Learning Outcomes/Competencies addressed by the course:
PLO1: Analyze theory, history, and background of museums and public culture.
PLO2: Apply best practices regarding collections acquisitions, archival management, and care.
PLO3: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation geared towards a range of visitors.
PLO4: Evaluate and appraise methods and styles of exhibition content development, delivery, and interpretation mindful of inclusion and diversity, including, but not limited to visitors with disabilities.
PLO5: Evaluate, appraise, and distinguish educational aspects of museum practice.
PLO6: Understand the important need for efficient and integrated administration.
PLO7: Create and curate a museum exhibition.

Course Grading and Requirements:
Weekly discussion posts (20%):
Students will submit a weekly reflection on the project and its relation to an issue in the current cultural news.

Design and presentation of area of interest (40%):
After the collaborative selection of the main topic of the group project, students, working alone or in teams, will identify an area of interest (e.g., curation, design, education, finance) affecting the realization of the goal of the project and will formulate a detailed plan within that area of interest. Students’ work in these separate areas ultimately will be assembled and aggregated into one coherent proposal (the final project). This phase will be judged and graded separately based on conceptualization, realization, presentation, and student’s participation.

Final project (40%):
Students will combine their individual work on areas of interest into one project presentation. This phase will require collaborative teamwork to blend separate work into a cohesive whole. Students will be encouraged to amend or alter their area of interest assignment based on issues and challenges that may arise in assembling the final project. Students will be graded on the quality of their work vis à vis the final project product: specifically, their area of interest section and its relative success in realizing the whole scheme; their creativity and flexibility in altering it, if necessary, to suit the final product; and their participation in group work.

**Grading Scale**

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**Required Texts**: TBD

**Additional Resources**: TBD

**Course Outline**:

**Week 1**: Introduction  
Survey of museum studies work

**Week 2**: Identifying a Project: thematic threads, identifying need, discussing potential elements of the potential project  
Students will discuss possibilities for capstone project theme and content

**Week 3**: Identifying a Project: determining historical precedents  
Students will research and investigate historical precedents, background ideologies, and other issues surrounding potential capstone project theme and content

**Week 4**: Identifying areas of interest  
Discussion will center on identifying the moving parts of museum operations that will go into realizing this work

**Week 5**: Organizing area of interest ideas: what’s missing?  
After discussing the project thus far, students will consider additional elements which may be needed and create strategies for implementation. Students will divide, select, and arrange areas of interest.

**Week 6**: Presentation of areas of interest  
Students will individually present and critique research and related strategies for areas of interest  
*Assignment: Presentation of area of interest*

**Week 7**: Presentation of areas of interest  
Students will individually present and critique research and related strategies for areas of interest  
*Assignment: Presentation of area of interest*
Week 8: Group work and discussion
Students will work in teams to integrate ongoing work on areas of interest

Week 9: Group work and discussion
Students will work in teams to integrate ongoing work on areas of interest

Week 10: Assembling the final project: what’s missing? What works? What doesn’t work?
Students will assemble separate areas of interest into one working draft of the project, critique the way the elements have come together, and determine a plan for revision.

Week 11: Editing the final project

Week 12: Discussion of project and critique by practitioners

Week 13: Editing the final project

Week 14: Final Presentation
Assignment: Presentation of final project

Week 15: Course wrap-up

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### SED Table B: MA in Museum Studies Schedules

§ Indicate academic calendar type: _Semester __Quarter __Trimester __Other (describe)

§ Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2), Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

#### MA in Museum Studies: Full-Time Schedule

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<td>MST 610 – Exhibition Design and Curatorial Theory</td>
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<tr>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 699 – Museum Studies Capstone</td>
<td>3</td>
<td>x</td>
<td>MST 600, MST 620, MST 630, permission</td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td><strong>3</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

**PROGRAM TOTAL CREDITS** 30
<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 600 – History and Theory of Museums</td>
<td>4</td>
<td>X</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>MST 630 - Museum Administration, Finance and the Law</td>
<td>3</td>
<td>X</td>
<td>None</td>
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</tr>
<tr>
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<td><strong>7</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1 - Spring</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 620 – Museum Education and Interpretation</td>
<td>4</td>
<td>X</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 610 – Exhibition Design and Curatorial Theory</td>
<td>3</td>
<td>X</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
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<td></td>
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<td></td>
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<td><strong>Term credit total:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2 - Spring</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 610 – Exhibition Design and Curatorial Theory</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td><strong>7</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 3 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 699 – Museum Studies Capstone</td>
<td>3</td>
<td>X</td>
<td>MST 600, MST 620, MST 630, permission</td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td><strong>3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM TOTAL CREDITS** | **30** |
<table>
<thead>
<tr>
<th>Faculty Member Name, Title, and Rank</th>
<th>Program Courses to be Taught</th>
<th>Full-time or Part-time; if Full-time identify % of time to the program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines</th>
<th>Additional qualifications which demonstrate professional competence relative to the specific program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katherine Grienen, Lecturer</td>
<td>MST 600 – History and Theory of Museums; MST 610 – Exhibition Design and Curatorial Theory; MST 670 – Independent Study in Museum Studies; MST 690 - Special Topics in Museum Studies</td>
<td>Full time – 20%</td>
<td>MA, Art History from Hunter College</td>
<td>Lecturer, Gallery and Museum Studies Program, Queensborough Community College Curator-in-Residence, Kupferberg Holocaust Center Director, Accola Greifen Fine Art</td>
</tr>
<tr>
<td>Patricia Mathews-Salazar, Professor</td>
<td>MST 600 - History and Theory of Museums; MST 642 - Public History/Women's History in the Public; MST 670 - Independent Study; MST 690 - Special Topics in Museum Studies; MST 699 - Capstone Project</td>
<td>Full time – 20%</td>
<td>PhD, Yale University</td>
<td>Director, Center for Ethnic Studies, Borough of Manhattan Community College &amp; Professor of Anthropology, BMCC &amp; Graduate Center</td>
</tr>
<tr>
<td>Andrew W. Robertson, Professor</td>
<td>MST 642 - Public History/Women's History in the Public Realm</td>
<td>Full time – 20%</td>
<td>D.Phil, Oxford University</td>
<td>Professor - History Ph.D. Program at the Graduate Center and Lehman College.</td>
</tr>
<tr>
<td>Valerie Paley, Adjunct Professor</td>
<td>MST 600 – History and Theory of Museums; MST 642 - Public History/Women's History in the Public Realm; MST 670 - Independent Study in Museum Studies</td>
<td>Part time</td>
<td>PhD, Columbia University</td>
<td>VP and Chief Historian, N-YHS; adjunct lecturer, Columbia University</td>
</tr>
<tr>
<td>Wendy Ikemoto, Adjunct Professor</td>
<td>MST 610 – Exhibition Design and Curatorial Theory</td>
<td>Part time</td>
<td>PhD, Harvard University</td>
<td>Assoc Curator, American Art, N-YHS; previously Visiting Asst Prof, Vassar College</td>
</tr>
<tr>
<td>Mia Nagawiecki, Adjunct Instructor</td>
<td>MST 620 – Museum Education and Interpretation</td>
<td>Part time</td>
<td>MA, Columbia University</td>
<td>VP for Education, N-YHS; creator and leader of NEH institutes for teachers at N-YHS; spearheaded innovative educational programs for the museum</td>
</tr>
<tr>
<td>Richard Shein, Adjunct Instructor</td>
<td>MST 630 - Museum Administration, Finance and the Law</td>
<td>Part time</td>
<td>MPA, Ohio State University</td>
<td>CFO, N-YHS; former senior director, budget and analysis, American Museum of Natural History and assoc budget director, Columbia University; Adjunct Asst Prof, NYU</td>
</tr>
<tr>
<td>Wendy Ikemoto, Adjunct Professor</td>
<td>MST 644 - The Art and Material Culture of the New York Historical Society; MST 699 – Museum Studies Capstone</td>
<td>Part time</td>
<td>PhD, Harvard University</td>
<td>Assoc Curator, American Art, N-YHS; previously Visiting Asst Prof, Vassar College</td>
</tr>
<tr>
<td>Nicholas Juravich, Adjunct Professor</td>
<td>MST 645 – Contemporary Issues in Public History; MST 690 - Special Topics in Museum Studies</td>
<td>Part time</td>
<td>PhD, Columbia University</td>
<td>Andrew W. Mellon Postdoctoral Fellow in Women's History; winner of Gutman Dissertation Prize from the Labor and Working Class History Assoc and the Claude A. Eggertsen Dissertation Award from the History of Education Society</td>
</tr>
<tr>
<td>Name</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Employment Status</td>
<td>Degree/Credential</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
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<td>-------------------</td>
</tr>
<tr>
<td>Mia Nagawiecki</td>
<td>MST 650</td>
<td>Digital Media and the Museum; MST 652 - Learning Program Design</td>
<td>Part time</td>
<td>MA, Columbia University</td>
</tr>
<tr>
<td>Matthew Bregman, Adjunct Instructor</td>
<td>MST 660</td>
<td>Development, Fundraising, and Grantsmanship</td>
<td>Part time</td>
<td>BA, Binghamton University</td>
</tr>
<tr>
<td>Alexandra Krueger, Adjunct Instructor</td>
<td>MST 662</td>
<td>Visitor Services and Visitor Studies</td>
<td>Part time</td>
<td>MA, ABT, CCNY</td>
</tr>
<tr>
<td>Linda Ridley, Adjunct Instructor</td>
<td>BUS 600</td>
<td>Organizational Behavior and Leadership</td>
<td>Part time</td>
<td>Executive MBA, William and Mary</td>
</tr>
<tr>
<td>Cynthia Thompson, Adjunct Professor</td>
<td>BUS 600</td>
<td>Organizational Behavior and Leadership</td>
<td>Part time</td>
<td>Ph.D., Industrial-Organizational Psychology, University of Tennessee, Knoxville</td>
</tr>
<tr>
<td>Dianne Weinstein, Adjunct Professor</td>
<td>BUS 606</td>
<td>Leading Groups and Teams</td>
<td>Part time</td>
<td>Ph.D., Applied Organizational Psychology, Hofstra University</td>
</tr>
<tr>
<td>Carlos Ronisky, Adjunct Instructor</td>
<td>BUS 610</td>
<td>Strategic Marketing and Socially Responsible Practices</td>
<td>Part time</td>
<td>MBA, New York University</td>
</tr>
<tr>
<td>Milena Boritzer, Adjunct Professor</td>
<td>BUS 680</td>
<td>Economics for Business Decisions</td>
<td>Part time</td>
<td>Ph.d. in Economics, University of Hawaii</td>
</tr>
<tr>
<td>Devva Kasnitz, Adjunct Professor</td>
<td>DSAB 605</td>
<td>Disability and Diversity</td>
<td>Part time</td>
<td>PhD, University of Michigan</td>
</tr>
<tr>
<td>Title/Rank of Position</td>
<td>No. of New Positions</td>
<td>Minimum Qualifications</td>
<td>Expected Course Assignments</td>
<td>Expected Hiring Date</td>
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<tr>
<td>------------------------</td>
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<td>------------------------</td>
<td>----------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Professor/Academic Director</td>
<td>1</td>
<td>PhD or other relevant terminal degree</td>
<td>TBD</td>
<td>First year of program</td>
</tr>
</tbody>
</table>

Note: Job description for the Academic Director follows on the next page.
JOINT DESCRIPTION
PROFESSOR OF MUSEUM STUDIES/ACADEMIC DIRECTOR – CUNY SCHOOL OF PROFESSIONAL STUDIES

Job Class: Faculty
Job ID Number: TBD
Department: Museum Studies
Location: SPS: School of Professional Studies
Closing Date: Open Until Filled

Description
Faculty Vacancy Announcement

In 2003, the Board of Trustees of the City University of New York created the CUNY School of Professional Studies (SPS) with the purpose of meeting the educational needs of working adults, organizations, and employers. Since then, SPS has developed into a well-established school serving New York City's dynamic marketplace through the provision of timely, innovative, and academically rigorous programs of study designed to address new or unmet needs. Home to CUNY's first fully online undergraduate degrees and groundbreaking master's degree programs, SPS has found new ways of fulfilling CUNY's mission of access, reaching students with new modes of instruction, new courses and curricula, and new kinds of learning tailored for diverse requirements and constituencies. It has launched a dozen degrees since 2006, and there are more currently in development. Enrollments have grown to over 3000 students in the credit-bearing programs, and the School has seen more growth in its non-credit offerings, with a portfolio of grant-funded programs currently accounting for more than $10 million.

SPS currently seeks candidates for a Professor of Museum Studies who will also serve as the Academic Director of the School's new online MA in Museum Studies program, slated to begin in Fall, 2019 pending NYSED approval. Responsibilities include recruiting and managing faculty, coordinating course offerings, participating in application review, overseeing student advisement, and performing School service.

As a faculty member, the Academic Director will perform teaching, research and advisement duties in area(s) of expertise. As program head, the Academic Director is responsible oversight of the program’s faculty, and for committee and department assignments including administrative, supervisory, and other functions. The Academic Director reports to the School’s chief academic officer.

Qualifications
- Master’s degree in related field; Ph.D. preferred.
- Experience teaching at the Masters level
- Experience and facility with online teaching and learning in higher education
- Minimum of 10 years working in a senior or leadership position related to museum administration and/or museum studies
- Record of active membership in related professional organizations.

Salary Range
Commensurate with experience.

How to Apply
Open until filled with review of applications to begin TBD.
## SED Table 5: New Resources

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$111,123</td>
<td>$115,907</td>
<td>$119,445</td>
<td>$127,651</td>
<td>$134,520</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>$39,776</td>
<td>$89,496</td>
<td>$89,496</td>
<td>$109,384</td>
<td>$99,440</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$0</td>
<td>$84,960</td>
<td>$84,960</td>
<td>$84,960</td>
<td>$84,960</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Library</td>
<td>$4,000</td>
<td>$5,000</td>
<td>$5,000</td>
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<tr>
<td>Equipment</td>
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<td>$1,600</td>
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<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Supplies &amp; Expenses (OTPS)</td>
<td>$26,850</td>
<td>$26,350</td>
<td>$26,350</td>
<td>$26,350</td>
<td>$26,350</td>
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<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>Other</td>
<td>$76,915</td>
<td>$147,853</td>
<td>$193,145</td>
<td>$205,468</td>
<td>$168,499</td>
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<tr>
<td><strong>Total all</strong></td>
<td><strong>$260,264</strong></td>
<td><strong>$471,166</strong></td>
<td><strong>$520,396</strong></td>
<td><strong>$558,813</strong></td>
<td><strong>$518,769</strong></td>
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</table>
SED Table 6: Projected Revenue

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02. From New Sources</td>
<td>$279,538</td>
<td>$720,075</td>
<td>$866,270</td>
<td>$890,942</td>
<td>$890,942</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td>$279,538</td>
<td>$720,075</td>
<td>$866,270</td>
<td>$890,942</td>
<td>$890,942</td>
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<tr>
<td><strong>State Appropriation</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>04. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>05. From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
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<td><strong>06. Total</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td><strong>Other Revenue</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>07. From Existing Sources</td>
<td>$0</td>
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<td>$0</td>
</tr>
<tr>
<td>08. From New Sources</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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</tr>
<tr>
<td><strong>09. Total</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td><strong>Grand Total</strong></td>
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</tr>
<tr>
<td>10. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>11. From New Sources</td>
<td>$279,538</td>
<td>$720,075</td>
<td>$866,270</td>
<td>$890,942</td>
<td>$890,942</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$279,538</td>
<td>$720,075</td>
<td>$866,270</td>
<td>$890,942</td>
<td>$890,942</td>
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</tbody>
</table>

Tuition revenue detail is located in the Five-Year Enrollment and Tuition Revenue Projections worksheet.
## Five-Year Financial Projections Worksheet

### DIRECT OPERATING EXPENSES

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Director</td>
<td>78,477</td>
<td>81,855</td>
<td>84,354</td>
<td>90,149</td>
<td>95,000</td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
<td>32,646</td>
<td>34,052</td>
<td>35,091</td>
<td>37,502</td>
<td>39,520</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>111,123</td>
<td>115,907</td>
<td>119,445</td>
<td>127,651</td>
<td>134,520</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries (Adjuncts)</td>
<td>32,000</td>
<td>72,000</td>
<td>72,000</td>
<td>88,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (24.3%)</td>
<td>7,776</td>
<td>17,496</td>
<td>17,496</td>
<td>21,384</td>
<td>19,440</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39,776</td>
<td>89,496</td>
<td>89,496</td>
<td>109,384</td>
<td>99,440</td>
</tr>
<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assistant Director</td>
<td>0</td>
<td>60,000</td>
<td>60,000</td>
<td>60,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>0</td>
<td>24,960</td>
<td>24,960</td>
<td>24,960</td>
<td>24,960</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>84,960</td>
<td>84,960</td>
<td>84,960</td>
<td>84,960</td>
</tr>
</tbody>
</table>

**PART-TIME STAFF (do not include library staff in this section)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Replacement Costs</td>
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<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
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</tr>
<tr>
<td>Student Hourly</td>
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### LIBRARY

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# Five-Year Enrollment and Tuition Revenue Projections Worksheet

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### Grand Total

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### Total Revenue

- **2019-2020**: $127,538
- **2020-2021**: $292,075
- **2021-2022**: $466,270
- **2022-2023**: $890,942
- **2023-2024**: $866,270

**Assumptions:**

1. Tuition based on current in-state rate.
2. Enrollment and graduation figures based on available retention and graduation rates at CUNY SPS.
## Five Year Enrollment and Course Section Projections Worksheet

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### Task 1 Institution and Program Information: Complete this task for applications to add the distance education format to an existing program.

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**Contact Information**

<table>
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<tr>
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<th>Dr. George Otte</th>
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<tr>
<td>Title of contact person:</td>
<td>Sr. Associate Dean of Academic Affairs, CUNY School of Professional Studies</td>
</tr>
<tr>
<td>Telephone</td>
<td>646.344.7258</td>
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<tr>
<td>Fax:</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:george.otte@cuny.edu">george.otte@cuny.edu</a></td>
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**Instructions**

Guidance for this task can be found by clicking here: Review Process for Approval of Programs in the Distance Education Format

**1. Anticipated enrollment in distance program**

| Initial Enrollment: 25 | Maximum by year 3: 125 |

**2. Program Information**

a). Term length (in weeks) for the distance program: 15

b). Is this the same as term length for the classroom program? ☑ Yes □ No

c). How much “instructional time” is required per week per credit for a distance course in this program (do not include time spent on activities that would be done outside “class time”, such as research, writing assignments, or chat rooms)

Answer: Instructional time is the same as traditional in-person courses – 45 hours per course.

d). What proportion of the program will be offered in Distance Education format? Answer: 100%

e). What is the maximum number of students who will be enrolled in an online course section? Answer: 25

**Part A: Institution-wide Issues:** Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.
Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

III. Learning Design

1. How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Answer: To ensure that the standards and requirements of the proposed program are fully consistent with programs that are 100% face-to-face in the City University and elsewhere, fulltime faculty from several CUNY colleges were involved in the program design.

Online programs at the CUNY School of Professional Studies are designed, developed, and implemented according to the New York State Education Department's Principles and Standards of Good Practice for Distance Education. This program will also follow best practices in online education identified by the Middle States Commission on Higher Education and the Western Cooperative for Educational Telecommunications. These organizations expect colleges and universities to demonstrate their institutional commitment to a new program. CUNY has proven its commitment through its insistence on academic rigor, its investment of resources in learner support, and its mandate for ongoing program evaluation and continuous improvement. As is the case for the School's current degrees, the Dean will oversee and implement continuous improvement through regularly scheduled assessment of student satisfaction, learning effectiveness, student outcomes, and faculty satisfaction. In addition to internal control processes, the CUNY SPS will participate in Middle States reviews through its affiliation with the CUNY Graduate School and University Center.

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?

Answer: Yes, the courses will be offered in a configuration that allows timely completion of requirements. The course offering schedule will provide all students with the opportunity to enroll full-time each semester, including summer, and to meet enrollment requirements for financial-aid eligibility. Course pre- and co-requisites also have been set to allow for uninterrupted progress through the required coursework.

3. How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

Answer: The new program will use the complete suite of online education tools offered by the University. In addition to software options standard throughout the University, the online programs use other technology options that facilitate interaction and collaboration between students and their instructors and peers. Also, instructors are trained to use resources to create online mini-lectures that can be accessed by students repeatedly and on a 24/7 basis. Decisions about “which technologies to use for which activities” were derived from previous experience in the online programs offered at the School of Professional Studies and a long history of online education at the City University of New York.

As part of the program’s overall quality control initiative, consortial faculty and other instructional staff meet each semester to evaluate individual student progress as well as macro-level program trends. Critical to these discussions are effective pedagogies and appropriate technologies. Faculty can draw on their own experiences with these technologies and from student input from end-of-term surveys. At these meetings, the group will set and refine plans for using new technology tools. Additionally, program leaders and faculty will interact regularly with software and hardware vendors and, through conference attendance and other means, keep informed about new options.
4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Answer: Regular interaction and collaboration between students and with their faculty is essential for the success of distance learning programs. To create and support these exchanges, the program will use the communication features of the University’s Blackboard course management system, including many innovative plug-ins that allow students to collaborate efficiently. Students will participate in online discussions, co-author team projects, keep running journals of their field experiences, and create their own blogs for communicating research results. For those times that students wish to work together in small groups, they will have access to Blackboard Collaborate, an online tool that will allow students located anywhere to see each other’s computer screens; coauthor a document or spreadsheet simultaneously; and communicate both in text and, if they choose, with audio and visual connections.

5. How do faculty teaching online courses verify that students are doing their own work?

Answer: All students are bound by the academic policies established by the CUNY School of Professional Studies and published in the School’s web site, academic handbook, and annual bulletin. However, that does not diminish the need to develop assessment mechanisms that ensure that each student leaves with the knowledge and skills expected of program graduates. Instructors routinely use the SafeAssign and Turn-it-In features of the Blackboard course management system that compares students’ written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. To make certain that each student is doing his or her own work, faculty routinely replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements.

With project-based assessment, faculty often require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. Further, the extended submission stream makes it difficult for anyone to serve as a “stand in,” as could happen with isolated remote exams. Public course discussion forums provide another device that establishes each student’s narrative voice which is hard for someone else to reproduce. When faculty do give exams, the questions often are open-ended so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work.
### IV. Outcomes and Assessment

1. Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

   **Answer:** Each course syllabus has a clear set of competencies—identifying required subject matter mastery, contextual considerations, and practice-based skills—that students must demonstrate to successfully complete the course. In addition, program outcomes will be clearly outlined in website content, bulletins, and other program materials. Faculty will also review these requirements at the beginning of each course. The broad learning outcomes specified for this program were developed in collaboration with full time faculty and current adjunct faculty who are expert practitioners and well as staff of service agencies responsible for staff education.

2. Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

   **Answer:** The majority of courses will emphasize complex project-based and case analysis assignments so that students will have to demonstrate a more complete understanding of the concepts and information in courses and mastery of course content. The majority of courses require presentations, either individually or in teams, in which students present their own solutions to problems and cases. Rubrics will be developed for these assignments and shared with students as guides for their work and for the interpretation of feedback. This mode of assessment is a critical supplement to the fact-based measurements afforded by exams and quizzes.

### V. Program Evaluation

1. What process is in place to monitor and **evaluate the effectiveness** of the distance learning program on a regular basis?

   **Answer:** The CUNY School of Professional Studies uses a two-part process for monitoring academic quality and tracking programmatic outcomes of its distance learning programs. The program’s academic director—someone holding faculty rank—will supervise ongoing operations on a semester-by-semester basis and be responsible for addressing student concerns in all aspects of their enrollment. In addition, there will be a group of consortial faculty members who will guide the program’s content, quality of education, and student learning. The consortial faculty, along others who teach in the program, will meet twice each semester to evaluate individual student progress as well as macro-level program trends. At these meetings, the larger group will set and refine the agenda for the year to come.

   Secondly, the dean and associate deans will (and do) take a proactive role in monitoring and understanding student success and satisfaction for all programs. The School’s senior leadership, academic directors, and senior staff at CUNY SPS regularly review student progress and retention metrics.
2. How will the evaluation results will be used for continuous program improvement?

Answer: Each year, the CUNY School of Professional Studies conducts a strategic planning process, tied to the University-wide Performance Management Process (PMP), where administrative and academic directors come together to discuss the successes and challenges of the previous year and to set a course for the next. By combining the perspectives of those who teach and others who provide critical student and administrative support, the School is better able to create holistic solutions for the problems that students face. By bringing together representatives from across all programs, the School is sure to develop inclusive responses that better serve everyone.

During the planning process, evidence provides the backbone for future action; pass rates, retention and graduation statistics, student survey results, and a breadth of operational performance metrics will guide the planning process and future resource investments. Individual student stories add depth and quality to these metrics and are especially valuable in identifying opportunities for improvement.

3. How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

Answer: The evaluation process includes an “academic review” each term, attended by the academic director and consortial faculty, as well as any teaching faculty who wish, to meet and discuss each student’s performance. This review of both quantitative and qualitative data provides in-depth information about students’ competency acquisition, beyond simple alpha-numeric grades. It also gives faculty the information they need to guide students in upcoming courses.

Students’ thesis and other research projects will be evaluated by faculty as part of the ongoing assessment process for academic programs, to ascertain that program learning outcomes and goals are being met.
External Evaluation
External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the NYS Education Department by:

GUNY School of Professional Studies at the Graduate School and University Center
(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority
B) Registration of a new academic program by an existing institution of higher education.

MA in Museum Studies
(Title of Proposed Program)

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult or, help to develop, the application;

2. am not a spouse, parent, child, or sibling of any of the individuals listed above;

3. am not seeking or being sought for employment or other relationship with the institution/entily submitting the application;

4. do not have now, nor have had in the past, a relationship with the institution/entily submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Signature:

Date: 11-6-18
SARA OGGER  
3 Hanover Square #15A, New York, NY 10004  
917-494-9676; ogger@humanitesny.org

EXPERIENCE

Humanities New York

*Positions held:*
- Executive Director 2007-date
- Associate Director 2006-2007
- Senior Program Officer 2004-2006
- Grants Officer 2002-2004

*Selected achievements:* Gaining the HNY’s first significant NYS funding in 2006 and for most of the years since, including the only statewide commemorations of the NYS Centennial of Women’s Suffrage in 2017 and the 2012 Bicentennial of the War of 1812; securing a state-of-the-art workspace; forging key partnerships with other statewide and national organizations and networks; leading four rounds strategic planning since 2006; designing HNY’s disaster response grant-making after Hurricanes Irene and Sandy, since funded by the Carnegie Corporation of New York; working with the Federation of State Humanities Councils to craft policy and promote advocacy efforts on behalf of the NEH and in a national partnership with Pulitzer; designing a Public Humanities Fellowship for graduate students in partnership with the 9 humanities centers in NYS that has secured over $1,200,000 in private funds including three grants from the Andrew W. Mellon Foundation since 2013; securing NYC funding; spearheading the successful rebranding of the organization including new website launches.

Montclair State University 1998-2001
Assistant Professor of German

Princeton University 1994-2001
Teaching Assistant

Marian Goodman Gallery 1990-1992
Assistant to the Director

OTHER SERVICE

Center for Human Values, Princeton University 2018-date
Advisory Council Member

Association of Princeton Graduate Alumni 2015-17
Board Member; Co-Chair, Reunions
Center for Civic Reflection  
Member, Board of Advisors

Brademas Center for the Study of Congress and the Humanities Initiative of NYU  
Steering Committee Member, Presenter, and Moderator for  
Florence, Italy November 10-11  
2011

Federation of State Humanities Councils  
Vice-Chair  
2010-2011  
Member, Legislative Committee  
2006-2011

826NYC  
Advisory Committee  
2004-2006

Artforum International Magazine  
Freelance German Translator  
1998-2005

EDUCATION

Princeton University, Graduate School of Arts & Sciences  
Department of Germanic Languages & Literatures  
Ph.D., 2000  
Dissertation: “Secret Hölderlin: The Twentieth-Century Myth of the Poet as Authored by the George Circle, Walter Benjamin, and Martin Heidegger”  
Advisor: Stanley Corngold

Bryn Mawr College  
Bi-College German Department  
B.A. in German Studies, minor in Philosophy, magna cum laude, 1990

Karl-Eberhard Universität, Tübingen, Germany  
1988-89: Junior Year Abroad, Antioch College Program  
1995-96: Deutsch-Amerikansches Austauschdienst (DAAD) Scholarship for graduate research, faculty sponsor Manfred Frank

LANGUAGES  
Fluency in spoken and written German; experience in translation and teaching.  
Some fluency in spoken French.
Evaluation Report Form for Program Proposals

Please refer to the Department’s guidance on external reviews for information about when external reviews are required and the selection of external reviewers.

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<td>External Reviewer Name (please print):</td>
<td>Sara Ogger</td>
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<tr>
<td>External Reviewer Title and Institution:</td>
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I. Program

12. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The program purpose is to provide a unique offering in the professional MA space that uses a major US museum as a teaching object and its staff as teachers. The level of degree attainment (a 30 hour MA) accomplishes several things. It serves to attract diverse students from backgrounds that are not to date particularly attracted to traditional curatorial tracks. And it does not ask employers to “count” on such candidates turning from the Ph.D. “tracks” to join museum staffs. While in practice that certainly does happen, it requires a bit of retraining and does not intentionally address the issue of creating a pipeline for candidates of color or of other types of diversity. Further, the hands-on learning and built-in mentorship on-site at N-YHS will attract such candidates, anecdotally. Thus the program provides employers with a better fit for many levels of hire and department or position type within the museum ecosystem; including administration candidates whose overall knowledge of museum practices is more reliably on-mission than, perhaps, a database manager hired from an advertising firm or political campaign. The course requirements contain a great deal of rigor and are comparable to 4-year college courses, but also cover a great deal of “professional development” knowledge that otherwise has to be accrued during the job. The reading lists and project and practicum expectations are high caliber and on point. The learning objectives are well defined and measurable, and the course requirements cover them well.
**13. Comment on the special focus of this program, if any, as it relates to the discipline.**

The special focus is really on the practical learning at the hands of N-YHS, using its collections and location, and partnering with CUNY to bring this experience to a body of students more diverse than is usual for the museum or cultural fields.

**14. Comment on the plans and expectations for continuing program development and self-assessment.**

These are measurable and feasible, and focus on student course performance and career outcomes.

**15. Assess available support from related programs.**

I did not observe much in the proposal about how it might interface with the Baruch or City College program content, although the infrastructure is shared and well delineated. Tech and library support is robust, as is the use of faculty from SPS business courses.

**16. What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?**

The proposal describes well the good employment prospects and demand for museum exhibitions and programs nationally. With that increase in “footprint” and in synergy with it comes a growing demand for inclusion and social equity—for example, monuments debates are basically about that demand, which is social but also eventually economic, when new kinds of people get a seat at the table for civic decisions. Increasingly, funders such as the Ford Foundation and the Department of Cultural Affairs of New York City are paying attention to the problem of diversity at cultural institutions. These run the danger of becoming isolated from the very communities they serve if they cannot keep pace with demographic changes, both in their staffing and boards and in the types of programs they put on. Hiring is perhaps a proxy for the larger problem of providing cultural experiences that include and speak to African Americans, Latinx learners, new immigrants, first-generation college students, and audiences of differing ability and disability. This program is in a position to uniquely demonstrate that the museum community can partner muscularly with higher education to develop a diversity pipeline, and develop the kinds of job candidate museums are not yet seeing in the applicant pool.
II. Faculty

17. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The staffing of the program is excellent from a variety of perspectives, and overall provides an infusion of practical knowledge to CUNY programs with a light demand on current adjunct faculty in the SPS. Valerie Paley provides both lead scholarship and key practices to the program, and has pedagogy experience at the graduate level as she has been developing and directing graduate-level interventions through fellowships at N-YHS for many years. Importantly for this program, Paley spearheaded the development of the new Center for Women’s History, which will be used in teaching the MA for CUNY. Paley is joined by a team of professionals at N-YHS who hold terminal degrees and are respected in the museum and history fields, and whose public contributions complement and expand upon the traditionally academic topic-area scholarship (e.g. US history, art history) that undergirds the curatorial field. As a body they have overlapping and synergistic experience, scholarly work, and pedagogy in a variety of fields, e.g. US history (Paley, Juravich); art history (Ikemoto, ) curation (Paley, Ikemoto) museum education programs (Nagawieki, Juravich, Paley), disability studies (Kasnitz), and administration (Shein, Bregman, Krueger).

18. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

The program starts advisedly enough with a smaller inaugural class than capacity, and includes a modest hiring schedule to fit the expected larger enrollments in subsequent years. It begins with more faculty per enrollment than it will eventually require. The Academic Director position is the key expansion of the initial faculty and will provide a crucial liaison between the N-YHS and CUNY faculty. The choice of this administrator and faculty member will require a careful search for a candidate who has demonstrated ability to balance the museum and university (preferably CUNY) worlds.

19. Evaluate credentials and involvement of adjunct and support faculty.

The adjunct faculty come from the SPS and teach business courses (Ridley, Thompson, Boritzer, Weinstein, Ronisky, Kasnitz), in which they are well experienced and additionally bring a variety of practical and pedagogical knowledge from their prior or current business careers. Ridley has been distinguished as one of only a few US winners of the CASE writing scholarship in 2015. This part of the faculty underscores the seriousness with which the Museum Studies MA program treats the business aspect of the field. The guests suggested in the proposal are engaging in addition to being well-qualified for the area of discussion and learning standards in each course. Having a slot in each course will allow the program, in subsequent years, to adapt to new developments and create more networks for the program and its students.
III. Resources

20. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

The design of the program being chiefly on-line means the burden on CUNY physical plant will be minimal. Here the library and tech supports and faculty will be important as well, and these are well described in the program. Any limitations of on-line learning vis-a-vis the students' learning and experiences are met by the practicum design where the staff, collections, exhibitions, and learning spaces of the N-YHS location come into play. Course requirements also come into play, whether by visiting exhibitions in person or on Google’s arts and culture platform. This also expands the footprint of the program and student experience without use of CUNY resources.

21. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

The key CUNY commitment to the program is the opening of a new faculty and administration position of Professor / Program Director of Museum Studies. With its competitive salary and benefits and significant institutional support for the program, it will be an attractive posting and cannot fail to garner attention as well as a number of qualified applicants. The balance of the salaries allocated to the program are adequate and (if I am reading the budget correctly) help defer the costs to the N-YHS bottom line associated with their FT staff teaching courses and practicums. The ratio of professors to students is indicative of high quality and more in line with 4-year liberal arts ratios than typical on-line or courses, which matches the high expectations of students and their rigorous workload.

IV. Summary Comments and Additional Observations

22. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

The proposed MA program in museum studies stands out for its vital connection to the N-YHS, a national leader among history presenters. The full picture of museum operations that the participating staff members can share is unusual for its depth and practical application as well. The promising diversity of the students is a further strength. The leadership of N-YHS in its field and the new curators it will raise suggest that graduates of the program shall provide an important vanguard for the way history is "presented" or rather, made to engage audiences in our city, state and nation. This overdue change, in turn, promises to revitalize the history field both in the public realm and in the academy.
November 20, 2018

John Mogulescu
University Dean
The City University of New York School of Professional Studies
119 West 31st Street, 10th Floor
New York, NY 10001

Dear John,

I write with regard to the proposed CUNY-New-York Historical Master’s Degree in Museum Studies. As you know, this program emanates from the longstanding relationship between our two institutions, and the certain knowledge that CUNY faculty expertise, together with New-York Historical’s reputation for excellence in exhibition, will ensure the program’s academic rigor as well as its student appeal.

The program has been developed with the utmost care and attention to museum professionals’ needs. The development team has included CUNY faculty as well as New-York Historical staff, led by our Chief Historian and Senior Vice President, Dr. Valerie Paley. Dr. Paley, who holds the Ph.D. in History from Columbia, has taught a course in Museum Studies at Columbia for many years, and as such is well-positioned to understand the requirements of the field. Our team also includes Dr. Wendy Ikemoto, American Art Curator at New-York Historical, who holds the Ph.D. in Art History from Harvard, and Ms. Mia Nagawiecki, a Columbia History MA and our Vice President for Education.

CUNY’s faculty strengths are at the heart of the new program. Indeed, our confidence that CUNY faculty will be integral to the Museum Studies MA was the chief motivating force behind our outreach. Over my 14-year tenure as New-York Historical President & CEO, CUNY faculty have been key to our most successful efforts, including exhibitions, publications, work related to our Graduate Institute for Constitutional History, our post-doctoral and pre-doctoral fellowships, and special programs for SEEK and other CUNY students developed jointly by CUNY faculty and New-York Historical staff. To cite just a few of many examples, the Chief Historian on our award-winning exhibition, “Nueva York,” was Professor Mike Wallace, of John Jay College and the Graduate Center; Professor David Nasaw, of the Graduate Center, was the winner of our 2006 American History Book Prize and is a frequent presence on our New-York Historical public programs stage; Professor James Oakes, also of the CUNY Graduate Center, has been a frequent faculty member of our Graduate Institute for Constitutional History; Professor Martin Burke, of Lehman College and the Graduate Center, will be featured as part of our new “Meet the Presidents” gallery, in an interactive presentation on John Quincy Adams. In addition to collaborating with CUNY faculty on core museum work, we have relied on CUNY faculty recommendations of CUNY graduates and CUNY graduate students in the selection of Mellon, NEH, and Schwartz post-doctoral and pre-doctoral fellowships. Most of the fellows attached to...
our Center for Women's History have been chosen as a result of CUNY faculty recommendations, as well.

That the new MA will give New-York Historical a chance to work even more closely with CUNY faculty is important and exciting to us. It is also of particular interest to our Board, who are enthusiastic, too, about the new MA's appeal to students for whom Museum Studies programs at Columbia or NYU are out of financial reach.

John, when I called you to discuss our potential collaboration, I was well aware of the strengths of the School of Professional Studies and its unique ability to quickly and nimbly respond to professional needs. These strengths have made it possible for us to contemplate having a program in place very soon. How wonderful that SPS can so rapidly respond to the growing job market for museum professionals in a field characterized by massive expansion right now, creating an innovative program that not only provides an important credential but offers a rare qualification to its graduates: coursework with superb CUNY faculty and practical experience at an important museum. This competitive edge is thrilling for us to consider, especially as we anticipate a student demographic that mirrors New York.

I cannot overstate our commitment to the success of the new MA. Indeed, when I think about the various accomplishments of my tenure at New-York Historical, I can only imagine that this will be among those of which I am most proud.

With all best wishes,

Louise Mirrer, Ph.D.
President & CEO
CUNY School of Professional Studies
at the Graduate School and University Center

Re: Master of Arts in Museum Studies in collaboration with
the New-York Historical Society

October 8, 2018

To whom it may concern:

It is with great enthusiasm that I endorse the proposal for a CUNY Master of Arts degree in Museum Studies. The participation of the New-York Historical Society in developing and implementing this initiative buttresses the proposed program’s foundational premise to ground students in both the theory and practice of museum operations—critical to the effectiveness of such a degree.

Over the course of my career, I have worked with museum professionals with advanced degrees in particular subjects, and/or expertise in operational areas. But it is often difficult for aspiring museum workers to break into the field without a firmer understanding of the moving parts and methodologies of museum practice, something that usually comes only after having been embedded in the experience of actual museum work.

In this sense, the proposed MA program promises the kind of preparation emerging professionals in the field need, offering students classes in not only curatorial work but in the equally important areas of education, administration, visitor services, finance, and development. The program design also presents the possibility of expanding and diversifying the ranks of potential museum workers with a new cadre of MA’s that in general have rarely been afforded the chance of engaging in museum work.

I wholeheartedly applaud this effort and look forward to its implementation.

Sincerely,

Emily K. Rafferty
President Emerita
The Metropolitan Museum of Art
January 4, 2019

CUNY School of Professional Studies
Graduate School and University Center
119 West 31st Street
New York, New York 10001

Re: MA in Museum Studies in collaboration with
The New-York Historical Society

Dear Sir or Madam:

Informed to date by my 40-year veteran of career service to cultural, civic, and historical organizations united by a commitment to life-long public education, it is my great honor to endorse the prospect of a new Master of Arts program partnering the Society and the City University of New York.

Thank you for the chance to do so.

At this juncture in American cultural evolution when the role of the museum is in equal measures shifting and frankly exploding, the need for such an innovative MA Program in Museum Studies is of unprecedented currency. Indeed the very definition and certainly any preconceptions of what the 21st century museum is and should be under thrilling daily reconsideration.

Animated by a mission to instill students with the knowledge, skills, and gateway “real-life” experience necessary to engage in all aspects of contemporary museum function and public service, this proposed partnership moves beyond the curatorial or purely programmatic. It is thus truly path-breaking approach to Museum Studies; such goal inclusivity will not be limited to the curriculum alone but also— thanks to the peerless diversity of CUNY enrollment—in the student body it seeks to matriculate.

The partnership will by virtue of its institutional anchors and essential formative character engage an overall student body of diverse ethnicity, gender, age range, and socioeconomic backgrounds. As a result, its graduates will help meet the broad, acute, and growing need to keep pace with the call for more curators, administrators, and educators of color. Indeed this goal is even a cornerstone of Mayor de Blasio’s 2017 CreateNYC Cultural Plan. It is one thing to offer Museum Studies courses that culminate in a Master’s Degree; it is another to provide direct professional pathways into standing museum staff recruitment. The CUNY/New-York Historical Society MA Program aims to do both. A budding new network of peers will foster each of its promising graduate members.

The diverse and talented faculty of CUNY, combined with the dynamic and evermore inclusive vision of N-YHS as so amply demonstrated in the last 20 years of explosive rebirth, spell promise and success for this initiative. New York oldest and America’s longest continuously operating museum is ready for the challenge and the staff there proves it.

In my post since 2015 as the director of the Gracie Mansion Conservancy, I have worked hard at the eager behest of its current official residents to expand the audience and curatorial direction of “The People’s House,” I have sought museum professionals with just this sort of training and background, but am often hard-pressed to find them. What a welcome contribution to the professional landscape this program will be especially at a time with the number of incorporated museums is itself increasing.

I applaud it wholeheartedly and I know my fellow stewards here at Gracie would agree.

Warm regards,

Paul Gunther
Executive Director
Evidence of Jobs
The Louis Armstrong House Museum (LAHM) in Corona, Queens in New York City seeks an experienced, exceptional, and visionary Director to lead the organization at a time of growth and expansion. The Director leads the organization, oversees its operations, and acts as the primary driver of the strategy to fulfill the organization’s mission to preserve and promote the legacy of Louis Armstrong, and to educate and inspire future generations through community programming. Advancing the institution is the primary goal for the Director, who is responsible for garnering support for the institution’s priorities, including serving as chief fundraiser for the organization. The Director provides skillful oversight of the Museum campus in Corona, which includes the historic house Museum, Selma’s House, and the new Education Center currently under construction. The Director oversees the Louis Armstrong Research Collections, exhibitions, concerts, lectures, education programs and operations, and promotes innovative and thoughtful programming that engages the local community, visitors from around the world, and an expanding online audience. The Director continues to cultivate and leverage the Museum’s strong partnerships within the community, while pursuing new partnerships.

Ensuring the continued relevance of the Louis Armstrong House Museum is a key priority, and the Director is charged with continuing to elevate the institution within the region, nationally and internationally. As the face of the LAHM, the Director serves as the organization’s primary representative to the community, engaging and inspiring broad support for LAHM, and expanding its profile.

Provides inspirational leadership and well-conceived and executed management of the organization’s staff and volunteers. Fosters a culture of openness and collaboration among staff, volunteers, and the Board of Directors so that each may be informed and enhance the other’s work. In collaboration with Queens College, implements policies and procedures that ensure ongoing professional development, and motivate and guide a highly functioning team.

As the chief fundraiser for the organization, the Director leads the planning and implementation of an institutional advancement plan that includes a capital campaign and regular annual fund-raising for the expanding programs and operations and is actively engaged in cultivating and stewarding current and potential donors. Cultivates major gifts and sponsorships in support of LAHM’s programs and general operations. Works in close collaboration with staff and volunteers to enhance the visitor experience before, during, and after a visit to the historic house to ensure that visitors have an exceptional experience.

Partners with staff to enhance access to scholars and researchers to the Louis Armstrong Research Collections at the site and online. Inspires and directs scholarly activities that elevate the organization’s profile, including authorship of publications, and seeking industry and/or academic recognition for specific portions of the research collections, or for noteworthy exhibitions. Explores new ways to reach audiences, creates innovative programs and initiatives, and partners with outside individuals and organizations to develop meaningful, engaging programming.

Develops and implements the annual operating plan and annual budget of the organization as approved by the Board of Directors by working with staff to evaluate the day-to-day operational effectiveness of the organization and align resources to fulfill strategic goals.

Provides skilled and diligent oversight of the organization’s financial resources and operations. Develops budgets and works closely with professional advisors on the annual financial audit, tax filings, and maintenance of correct and complete financial records to ensure healthy operation of the organization under all state and local rules and regulations and contractual requirements, keeping with the best practices and standards of collecting museums.

QUALIFICATIONS
Bachelor's degree and eight years' related experience required.
Preferred Qualifications Master's degree in a related discipline is preferred.
- The successful candidate is an accomplished leader with a background in museums or similar institutions, with demonstrated success in establishing and achieving strategic and mission-related objectives. The successful candidate has significant experience in administrative leadership, including exhibitions, programming, fundraising, human resources management, and financial oversight. Keen business acumen, curatorial judgment, and the ability to be strategic with donors and key partners are essential to success in the position.
- The Director models the organization’s culture of openness and inclusivity in all interactions, and is an empathetic leader, treating others with respect. An individual of integrity, ethics and values, this leader inspires unquestioned trust. Additionally, successful candidates have knowledge of AAM/AAMD standards and practices, the expertise
required to evaluate, care for, and steward LAHM’s historic mansion, its expanding campus, and its research collections.

- The successful candidate will have knowledge and understanding of the life, legacy, and impact of Louis Armstrong on jazz, pop music, civil rights, American international relations and as an African-American icon. The successful candidate will be able to translate this into meaningful collaborations and programs for the institution that speak to the community, national and international audiences.

CUNY TITLE OVERVIEW
Oversees an Art Center or Museum, promoting and directing programs and initiatives.
- Works with senior management to create a vision and strategy for art/museum collection which fulfills the mission of the College
- Develops, researches, curates and markets high quality exhibits; designs educational programs around exhibits such as lectures, films, learning aids and internships which relate to the College’s curricula
- Oversees the development and implementation of creative programming to attract both sponsors and audiences
- Directs the administrative functions of the Center/Museum, including budget, archives, inventory, acquisitions, security and facilities; Presents reports on all operations consistent with best practices in the not-for-profit/public sectors
- Establishes and cultivates community and cultural relationships and partnerships; participates in funding initiatives
- Develops relationships between the Center/Museum and College academic and administrative departments
- Hires, and manages Center/Museum staff
- Performs related duties as assigned.

CUNY TITLE
Higher Education Officer
FLSA
Exempt

COMPENSATION AND BENEFITS
CUNY’s benefits contribute significantly to total compensation, supporting health and wellness, financial well-being, and professional development. We offer a range of health plans, competitive retirement/pension benefits and savings plans, tuition waivers for CUNY graduate study and generous paid time off. Our staff also benefits from the extensive academic, arts, and athletic programs on our campuses and the opportunity to participate in a lively, diverse academic community in one of the greatest cities in the world.

HOW TO APPLY
- Go to cuny.jobs
- In the keyword search box enter “19131 ”
- Click on “Executive Director, Louis Armstrong House Museum”
- Click on the "Apply Now" button and follow the instructions.

Please note that the candidates must upload a cover letter describing related qualifications and experience, curriculum vitae, and the name and contact information of three (3) professional references as ONE DOCUMENT in any of the following formats: .doc, .docx, .pdf, .rtf, or text format.

**Please use a simple name for the document that you uploaded, for example: J DoeResume. Documents with long names cannot be parsed by the application system

CLOSING DATE
Open until filled with review to begin August 9, 2018

JOB SEARCH CATEGORY
CUNY Job Posting: Managerial/Professional

EQUAL EMPLOYMENT OPPORTUNITY
CUNY encourages people with disabilities, minorities, veterans and women to apply. At CUNY, Italian Americans are also included among our protected groups. Applicants and employees will not be discriminated against on the basis of any legally protected category, including sexual orientation or gender identity. EEO/AA/Vet/Disability Employer.

Job Title: Director, Louis Armstrong House Museum

Job ID: 19131
Departmental Role: NYSCI Neighbors is a museum-wide initiative and has the long-term commitment of NYSCI's CEO and board of trustees. In 2011, NYSCI staff began developing community partnerships under the umbrella of NYSCI Neighbors with the goal of countering summer learning loss. The first year the program quickly enrolled 120 families and gave them access to over three hundred museums, low-cost entry to NYSCI, and bilingual science demonstrations. In the following years, the program grew to 700 families, expanded the number of community partners, and developed year-round activities including work with ten K-8 schools and their Parent Teacher Associations and Parent Coordinators.

In 2016 NYSCI Neighbors was re-launched and a Vice President of STEM Learning in Communities was hired to expand NYSCI’s presence in the community and to establish a national coalition of similar organizations working to support STEM learning among first generation families. As this outward facing work gets underway, NYSCI Neighbors continues to expand at the museum and throughout the community. Two programs have been started since the re-launch: (1) Science Ambassadors, an afterschool program serving over 1700 children in the NYSCI Neighbors network of twenty community schools and local non-profits; and (2) Parent University, a series of STEM-focused parent programs where families have opportunities to increase their awareness of STEM career opportunities and to engage with tools and resources that they can use to help their children succeed.

The NYSCI Neighbors community work sits within the Research, Exhibits and Program department of NYSCI which includes 50 researchers, informal STEM educators, exhibit designers, and program curriculum developers. We embrace and benefit from the professional and personal diversity of our team’s expertise, perspectives, and experiences. The group works in a variety of configurations to develop and implement creative, participatory learning experiences that awaken curiosity of children, families, and teachers. The department team aspires to be a learning community, and to contribute to NYSCI as a learning community, through openness, curiosity, and an entrepreneurial spirit. We strive to create an informed environment through internal communication and participation in external networks of partners and collaborators.

The Director of NYSCI Neighbors will have two goals: 1) the primary goal of the Director will be to work internally to build connections and relationships with NYSCI staff and schools and to coordinate all components of NYSCI Neighbor’s initiative to ensure the work is achieving maximum impact; 2) a secondary goal of the Director will be to spend some portion of their time working with the Vice President of STEM Learning in Communities to launch the national Coalition for a STEM Future slated to begin in January 2019.

To achieve the primary goal, the Director of NYSCI Neighbors will work with colleagues across the institution and with NYSCI’s network of community and school partners to ensure coordination and alignment of program components for all stakeholders. The Director will work to expand NYSCI’s role as a community hub and to grow and leverage its resources and capacity to offer a range of STEM learning experiences to the schools and local community. To achieve the second goal, the Director will work closely with the Vice President of STEM Learning in Communities to help launch a national effort based on NYSCI Neighbors called Coalition for a STEM Future. The Director will participate in a network improvement community process with a national coalition of science museums working with first generation immigrant communities. S/he will participate in the national dialogue of STEM learning with first generation communities and, along with the VP of STEM Learning in Communities, help coordinate this national body of work.

Function: The Director of NYSCI Neighbors program works in close collaboration with the Program Manager of Science Ambassadors and Parent University programs as well as the Vice President of the STEM Learning in Communities at NYSCI. The Director will be a member of the Research, Exhibits and Programs department and report to the Vice President of STEM Learning in Communities. The Director of NYSCI Neighbors will work with other senior managers to ensure effective alignment of the NYSCI Neighbors work into NYSCI’s mission.

Principal Responsibilities:
1. Oversee and manage all aspects of NYSCI Neighbors including Science Ambassadors afterschool program and Parent University offerings.
2. Manage the Science Ambassadors Steering Committee and ensure effective cross departmental communication and strategic alignment of work.
3. Work to deepen NYSCI’s relationship with school and community partners and ensure a coordinated and coherent engagement strategy is in place.
4. Coordinate with Audience & Business Development to ensure consistent tracking of family and student participation in all NYSCI Neighbors programming.
5. Help coordinate the year-long pilot of the national network (Coalition for a STEM Future).
6. Coordinate with Visitor Services and Explainer Leadership Team to ensure effective functioning of the Science
Ambassadors afterschool programming.
7. Present at local and national conferences.
8. Related/Other duties as assigned.
**Supervisory Responsibilities:** The Director of NYSCI Neighbors will work closely with the Manager of Science Ambassadors and Parent University and supervise Resident Explainers and interns.

**QUALIFICATIONS**

**Education:** Bachelor’s degree or equivalent in appropriate field. Master’s degree preferred.

**Experience:** Ten years of experience working in museums and museum education, community engagement initiatives, youth development and general technical assistance. Knowledge of STEM learning and the unique opportunities that can be leveraged through science centers and other kinds of informal learning organizations.

**Knowledge**
- Commitment to the philosophy of New York Hall of Science.
- Passion and knowledge for community engagement and youth development.
- Experience developing innovative and novel content for informal settings.
- Fluency in Spanish.
- Ability to plan and organize the activities of others.
- Ability to get ideas accepted and to guide a group or individuals to accomplish the task.
- Demonstrate experience in working with teams of museum designers, educators, and builders with the ability to harness team creativity and translate into effective programming.
- Strong communication skills with the ability to express ideas clearly both in written and oral communication.
- Experience serving diverse audiences, especially families.
- Able to work evenings/weekends.
- Ability to communicate with people inside and outside the organization, representing the organization to the public and other external sources in person in writing or by telephone.
- Ability to provide information to supervisors, co-workers and represent the organization to the public and other external sources, in person, in writing or by telephone.
- Sense of humor.

**Management/Leadership**
- Knowledge of principles and techniques of supervision.
- Ability to modify leadership style and management approach to reach goals.
- Ability to establish long-range objectives and specify the strategies and actions to achieve them. Develop policies, procedures, methods and standards within the department.
- Work with staff to identify their developmental needs then coach, mentor or otherwise help them to improve their knowledge or skills.
- Ability to develop a budget, direct and coordinate department’s budget activities to fund operations, maximize investments, manage resources and increase efficiency.
- Ability to monitor and control resources and oversee department spending within budget including ordering or purchasing supplies, material, or equipment, maintain training inventory and travel expenses.

**Compensation**
Commensurate with education, skills and experience, including an excellent NYSCI benefits package.

**How to Apply**
Qualified candidates. Should send resume and cover letter to jobs@nysci.org with the job title “Director, NYSCI Program” in the subject line. No calls please.
Full-Time  Associate Registrar for Exhibitions  
The Jewish Museum  →  New York, New York, United States  
29 Jul  
2018

Job Description

The Associate Registrar for Exhibitions is responsible for all registration aspects of assigned in-house and traveling exhibitions to support the Museum’s active fine arts exhibition program. This position works closely with Curatorial, Collections & Registration. Operations and other departments in an open, collaborative and team-oriented environment, and requires full knowledge of current professional museum registration standards and best practices.

Responsibilities include:

ESSENTIAL FUNCTIONS

• Manage all aspects of exhibition registration for assigned in-house and traveling exhibitions, from initial planning and implementation to final accounting
• Make detailed arrangements for packing, crating, shipping, insurance and couriers for domestic and international incoming loans
• Arrange framing, mount making and conservation
• Schedule and oversee exhibition installations/de-installations at the Museum and venues; serve as Installation floor manager as necessary
• Work collaboratively with Curators, Designers, Exhibition Manager and Operations staff throughout the exhibition planning process
• Coordinate fine arts insurance arrangements for loans, including applications for US government indemnities
• Participate in exhibition budgeting process by obtaining crating, shipping, courier, insurance and object preparation estimates
• Track and monitor exhibition budgets and expenses throughout the fiscal year, providing periodic budget updates to Exhibition Manager
• Prepare condition reports, shipping documents, certificates of insurance and other related documentation
• Manage TMS exhibition module usage and workflows
• Hire and supervise art handlers
• Travel as courier to exhibition venues, domestically and internationally, to oversee transport, packing/unpacking and installation/de-installation
• Maintain certification in TSA Certified Cargo Screening Program
Requirements:

• B.A. in Art History, Museum Studies, or similar (M.A. preferred)
• Five years minimum experience in exhibitions registration, preferably at an art museum
• Knowledge of museum standards for conservation and object handling
• Thorough knowledge of fine arts packing and domestic and international shipping procedures
• Excellent organizational capabilities, attention to detail and strong oral/written communication skills
• Ability to prioritize, meet deadlines and manage multiple projects simultaneously
• Systematic approach to work and the ability to produce clear, effective and detailed schedules
• Experience overseeing and managing art handlers
• Ability to maintain confidentiality
• Proficiency in Microsoft Office
• Knowledge of foreign language helpful

How to Apply:

Send Resume with Cover Letter To:

Associate Director, Human Resources
The Jewish Museum
Registrar

Museum of Jewish Heritage- A Living Memorial to the Holocaust - New York, NY

The Museum of Jewish Heritage- A Living Memorial to the Holocaust is looking to hire a Registrar. S/he will develop and implement policies and procedures to ensure that collections owned or borrowed by the Museum are properly inventoried, documented, and cared for.

Responsibilities:

• Supervise the records and information systems needed for accurate and efficient accessioning, cataloging, and retrieval of the collections.
• Establish, and ensure adherence to, procedures for the care, custody and control of the collections.
• Create and maintain forms and files for acquisitions, condition reports, accessioning, conservation, cataloging, loans, packing, shipping, inventory, insurance, storage, and any other aspect of the collection.
• Maintain documentation pertaining to the legal status of the collections.
• Oversee maintenance, care and use of all collections storage facilities.
• Organize, document and coordinate all aspects of lending from the collection and borrowing for exhibition.
• Hold responsibility for the handling and packing of objects.
• Retain conservators to work on the collections as necessary.
• Participate in the installation and de-installation of artifacts for exhibitions.
• Coordinate with Finance office to obtain insurance coverage for the collections and process insurance claims relating to the collections.
• Arrange for shipping, security and customs brokerage for collections.
• Carry out other duties relating to the functions of the Collections & Exhibitions Department, as assigned.

Requirements:

• Master's degree in museum studies or museum administration with a concentration in collections management and preservation preferred.
• Seven-plus years of experience in the field.
• Expertise in creating, updating and maintaining collections database (experience with MIMSY preferred).
• Ability to work collaboratively and with staff at all levels of the organization and a variety of leadership styles.
• Dedicated interest in and awareness of modern Jewish history and the Holocaust a plus.

Job Type: Full-time

Experience:

• Collections: 7 years (Required)
• Database Management: 7 years (Required)
• Museum: 7 years (Required)
• Registrar: 7 years (Required)

Education:

Master's (Required)
Exhibitions Registrar & Gallery Operations Manager

Description
Exhibitions Registrar & Gallery Operations Manager
Princeton University Library (PUL) seeks an experienced, enthusiastic, and collaborative Exhibitions Registrar & Gallery Operations Manager to coordinate exhibitions in PUL spaces, oversee movement and preparation of material for exhibition, and implement best practices for exhibitions and loans. This exciting new position will work with PUL’s diverse staff at all levels to develop and grow our Exhibition and Loan Program. The incumbent manages PUL exhibition spaces, including the newly-completed Ellen and Leonard L. Milberg Gallery; oversees numerous simultaneous exhibits, loans, and other projects; communicates, coordinates, and negotiates with stakeholders; creates and maintains exhibition and loan records; and supervises the Coordinator of Exhibition Services.

Exhibitions & Incoming Loans
• Collaborate with steering groups, curatorial stakeholders, and preservation staff to set schedules, goals, policy, and priorities; develop innovative solutions for exhibition program needs
• Maintain exhibition checklists; coordinate and track transportation and preparation of material for PUL exhibitions; generate loan agreements, insurance certificates, receipts, and other documents; maintain complete and accurate records
• Coordinate packing/crating, courier arrangements, transportation, and other logistics; coordinate contract personnel
• Create a budget and oversee allocated funds for each exhibition
• Work closely with a diverse range of stakeholders to bring exhibitions to fruition

Outgoing Loans
• Administer Exhibition Loan Program: communicate with borrowers and PUL staff to coordinate outgoing loans; maintain checklists and track the status of each loan; assemble loan request dossier for review; ensure compliance with guidelines and specifications; generate loan agreements, condition reports, insurance certificates, receipts, and other documents; maintain complete and accurate records
• Approve and coordinate packing/crating, courier arrangements, transportation, and other logistics
• Maintain the Exhibition Loan Program tracking tool
• Develop and conduct courier training, track courier pool, and recommend couriers for specific loans; compile forms and documentation for the courier
• Identify documents to retain and destroy at the end of the loan period; maintain official loan record repository

Gallery Operations
• Chair the Exhibitions & Gallery Operations Group; oversee gallery spaces
• Coordinate operations in exhibit spaces including facilitation of events, management of supplies, and scheduling
• Work closely with curators, subject specialists, preservation and conservation staff, communications and events staff, and vendors to ensure adherence to best practices
• Maintain General Facility Report for the Ellen and Leonard L. Milberg Gallery
• Oversee the work of the Coordinator of Exhibition Services; develop and monitor procedures for gallery maintenance; provide training and feedback as necessary to ensure quality

Requirements
Required
• Bachelor’s degree with related coursework plus 3-5 years’ registrarial experience, or equivalent combination of education and experience
• Demonstrated knowledge of exhibition materials, processes, equipment, safety, and art transportation and packing standards
• Proven leadership skills: solutions-oriented, proactive, diplomatic
• Exceptional organizational skills; strong file management, budgeting, and project management abilities
• Aptitude with MS Office and G Suite
• Interest in library special collections
• Outstanding interpersonal, written, and verbal communication skills
• Ability to plan, prioritize, multitask, and meet deadlines
• Ability to establish and maintain effective working relationships with colleagues, consultants, and vendors
• Ability to stand for hours at a time and to lift 40+ pounds
• Availability for occasional travel and evening/weekend shifts
• Must successfully pass a background check

Preferred
• Masters degree in a related field
• Two years’ experience planning or installing exhibits
• Supervisory experience
• Experience with events management
• Familiarity with collection management databases and project management software
• Knowledge of/experience with art handling
• Experience working in an academic archives or special collections library
• Knowledge of one or more foreign languages

To apply please visit https://main-princeton.icims.com/jobs/9231/exhibitions-registrar-%26-gallery-operations-manager/job
Description

The Smithsonian’s National Museum of the American Indian in New York (NMAI-NY) seeks an Assistant Director to serve as the senior, on-site manager for the museum. The Assistant Director provides broad oversight and management of all programs and activities based at that location. The Assistant Director is the principal advisor to the NMAI senior management group in areas related to NMAI-NY activities, programs and operations and takes a special interest in NMAI-NY exhibitions - evaluating current and proposed exhibitions and making recommendations to the NMAI Director. The Assistant Director also serves as the primary liaison with the General Services Administration (GSA) and the Federal Protective Service (FPS) on matters or issues related to the NMAI-NY’s presence in the Alexander Hamilton U.S. Customs House. This position is located in Lower Manhattan, New York City. The Smithsonian Institution is an equal opportunity employer.

For additional information about the position and to submit an application, please go to USAJobs.gov and reference job number 18A-JC-304131-DEU-NMAI. Applications accepted Wednesday, September 19, 2018 through Friday, October 19, 2018.
Director of Public Programs

Description

General Purpose:

The Peabody Museum is currently embarking on a major renovation project that will reinvent the Peabody for the 21st century and beyond, increasing gallery space by 50% and allowing the Peabody to operate at the cutting edge of scientific research, teaching, and public education. To better facilitate public outreach programs, the renovation will introduce new spaces to further accommodate large groups and will also allow for a number of new classrooms for students.

Reporting to the Director of the Yale Peabody Museum of Natural History, the Director of Public Programs is responsible for creating a broad vision and framework for public programs that will enhance the understanding and appreciation of the Museum’s collections and exhibitions. The Director will build on and hone the current range of exhibition and educational programming offerings and forge the identity of the Museum’s public programs through active collaboration with Museum and University colleagues, as well as partners from the community. The Director will contribute significantly to the Museum’s role as a vital creative and intellectual force for its various constituencies, leading the strategic promotion of the Museum’s public programs. The Director will be expected to participate in the larger professional community of museum public programming, and serve as a leader in the field. Supervisory responsibilities include all exhibition and educational staff at the Peabody, as well as interns and students. Evening and weekend work will be required.

Requirements

Required Education and Experience:

Master’s Degree and five years of museum programming experience or equivalent education and experience.

Qualifications:

- Flexible, energetic, creative, entrepreneurial leader, with strong consensus-building skills. Talented problem solver. Highly proficient at managing multiple priorities and a proven ability to build and maintain influence and trust with a wide array of constituencies, including staff, researchers, and colleagues, and to work collaboratively and independently.
- Ability to translate institutional identity, ideas, direction, and themes into exhibitions and programmatic experiences across a wide range of topics, toward the Museum’s long-range academic program and profile at the University. Strong interest in and familiarity with museums; commitment to object-based research and teaching.
- Strong written, editing, and oral communication skills; ability to think analytically and quantitatively to formulate budgets. Superior interpersonal skills with the ability to work with a range of individuals to adapt and exceed visitor expectations. Demonstrated ability to represent the Museum through public speaking engagements.
- Ability to lead, manage, delegate, and juggle multiple tasks and meet demanding deadlines. Excellent organizational skills. Proven ability to work well under pressure while exhibiting professionalism, a customer service attitude, and consistent flexibility in a busy multi-task environment.
- Demonstrated ability tracking and forecasting financial data and in writing successful grant applications.
- Physical Requirements: Ability to routinely and safely lift 40lbs.

Preferred Education and Experience: Significant experience in programming, with at least three years of experience in a museum and/or university environment. Knowledge and interest in natural history.

Application: For more information and immediate consideration, please apply online at https://bit.ly/2NS1iuw. Please be sure to reference this website when applying for this position.
Executive Director
Morris-Jumel Mansion Museum - New York, NY 10032 (Washington Heights area)
$70,000 - $80,000 a year
Executive Director, Morris-Jumel Mansion, Inc.
www.morrisjumel.org

Position Title: Executive Director
About the mansion: The Morris-Jumel Mansion Museum (“MJMM”), which recently celebrated its 250th Anniversary, is Manhattan’s oldest residence, served as George Washington’s headquarters during critical months of the American Revolution, is owned by NYC Parks, and is a member of the Historic House Trust of New York City. MJMM is located on the grounds of Roger Morris Park, a city park, formerly part of the Jumel Estate within the Jumel Terrace Historic District. During the Harlem Renaissance of the 1920s, the neighborhood surrounding the mansion was home to prominent African-Americans and great artists, including Duke Ellington, Paul Robeson, Jackie Robinson, and Thurgood Marshall to name a few. Duke Ellington is credited with “hailing the mansion as the jewel in the crown of Sugar Hill”.

Position Description: MJMM seeks an Executive Director with strong organizational, financial management, and interpersonal skills to manage the overall operation and administration of the museum, its collection, and its programs. The ideal candidate must have experience successfully creating diverse programming while exercising fiscal discipline and working with the support of a small staff.

The Executive Director is the face of MJMM and has the paramount goal of ensuring that MJMM patrons, members, staff, volunteers, and the public are enriched through the goals and mission of the museum. The Executive Director reports to the MJMM Board President and to the Board of Trustees and is responsible for overseeing all aspects of MJMM’s activities, including fund-raising, marketing initiatives and the management of its finances, and for ensuring that MJMM’s collection, as well as the Mansion’s historic structure, is safeguarded and preserved in accordance with museum best practices. MJMM is looking for an individual committed to the development and execution of engaging and thought-provoking programs that will enhance MJMM’s relevance in the 21st Century to diverse audiences, and who will lead, direct, and manage staff and volunteers while creating an engaging and supportive work environment.

Duties and Responsibilities:
Follow museum best practices to safeguard the preservation and integrity of MJMM’s collection and the mansion’s historic structure.

- Ensure compliance with approved operating and programmatic budgets and with sound fiscal management, reporting and audit procedures
- Create, monitor, and manage institutional, operating and programmatic budgets
- Oversee MJMM’s development, grant and proposal writing, and fund-raising efforts, including its annual appeal, capital appeals, fund-raising for special projects and program-driven campaigns, and cultivation and maintenance of sponsorships and institutional partnerships, as well as the development and maintenance of individual, corporate and foundation donors.
- Oversee the educational programs administered by MJMM that bring history alive to thousands of New York City school children in partnership with New York City Schools.
- Lead, supervise, mentor, nurture and evaluate staff, interns, and volunteers.
- Manage MJMM’s license agreement with NYC Parks to ensure compliance with current standards, regulations and requirements. Work in partnership with the Historic House Trust of New York City in the preservation and maintenance of the house, site and collections, and general operations.
- Develop and maintain strong partnerships with NYC Parks, the local community board, local elected officials and a diverse range of community-based organizations and institutions.
- Create and implement innovative and creative programming that advances MJMM’s mission, reaches diverse audiences, increases membership and attendance, raises the visibility and awareness of MJMM programs and exhibits, and celebrates MJMM’s collection and historical significance.
- Engage significant stakeholders, the immediate neighborhood, and the broader community to create a welcoming, inviting and relevant environment.
- Be an active member of the museum and American art communities, and become an active member of the northern Manhattan arts and culture community.
- Pursue completion of MJMM’s ambitious five-year reinterpretation plan.
Qualifications:

- Master’s degree in historic preservation, American studies, art history, museum management, not-for-profit administration, or related disciplines, with training or experience in curatorial practices and collection management.
- Minimum of five years of management level experience in the museum field or ten years of experience in arts and cultural programs and operations.
- Demonstrable familiarity with and understanding of financial statements, and an understanding of sound financial record-keeping and bookkeeping practices.
- Demonstrable experience with fund-raising and fund-raising techniques, including grant-writing.
- Familiarity with museum and curatorial best practices, and collection management and educational practices.
- Strong project management skills and a proven ability to multi-task.
- Strong interpersonal and entrepreneurial skills.
- Excellent communication skills (oral and written).

Salary: Commensurate with experience but projected to be between $70,000 and $80,000.

To Apply: Please send a cover letter, resume, and 3 references as one PDF to the email noted.

On the subject line write: Executive Search—Your Last Name -First Name

The Morris-Jumel Mansion Museum is an Equal Employment Opportunity employer committed to excellence and diversity. All qualified candidates are encouraged to apply.

Job Type: Full-time
Salary: $70,000.00 to $80,000.00 /year

Experience:

- historic houses: 5 years (Required)
- museum/arts: 5 years (Required)
- fundraising: 5 years (Required)
- management level: 5 years (Required)
TO APPLY:
For consideration please send a cover letter, resume, and salary requirements to resumes@nyhistory.org

Please reference the job title in the subject line.
Employment, Internships, and Volunteer Opportunities

Research and Adult Program Director
Available December 2018

The Association seeks candidates for the position of Research and Adult Program Director. The Research and Adult Program Director ensures that the organization has a vibrant research program that meets the needs of staff training and program development, while facilitating the work of outside scholars. Position also has responsibility for the design and delivery of programs for adult audiences, as well as the recruitment and supervision of interns.

Adult programming includes but is not limited to Road Scholar, high school, university classes, teachers, after-hours tours, walking tours, and scholarly lectures (on and off site).

Primary duties include: assisting outside scholars, authors and the general public with research requests, recruiting, training and supervising student interns; working with and creating programs for adult audiences; scheduling and coordinating speakers for our annual lecture series, developing and implementing collaborative ventures with other local cultural institutions; coordinating development of articles and editing of the quarterly newsletter; and monitoring and revising sections of web site related to content and adult programs.

This is a senior staff position and includes regularly scheduled weekends along with interpretive, shop, and ticket booth duties as needed.

Qualifications: M.A., with 5 years experience in a museum or public history setting. Good communications and organizational skills, experience supervising staff, money handling, relevant computer skills, ability to work collaboratively, and a sense of humor.

This position is full time and includes health insurance, paid holidays and vacation, disability and life insurance, professional development opportunities, and retirement benefits. (Details on timing and eligibility for these benefits will be provided.)

Send resume, cover letter, and list of references by October 1, 2018 to:
Nina Zannieri, Executive Director
Paul Revere Memorial Association

19 North Square, Boston, MA 02113

The Paul Revere Memorial Association is an Equal Opportunity Employer
Exhibition Coordinator
National September 11 Memorial & Museum 22 reviews - New York, NY 10281 (Battery Park area)

POSITION OVERVIEW
The Exhibition Coordinator helps create new content for exhibition displays in the physical Museum galleries and on digital platforms that chronicle the 9/11 attacks, the events that preceded them, and their aftermath. This work is performed through primary and secondary source research, content development, and contributing to project management. The Coordinator will support efforts to broaden the reach of the Museum’s core and special exhibitions and related content and connect it with other programming. The Coordinator will also support ongoing exhibition efforts such as licensing and tracking, fact checking, producing audio clips for media installations, exhibition inspections, and other projects as assigned. This is a full-time, non-exempt position that reports to the Manager of Exhibition Development.

ESSENTIAL FUNCTIONS
• Research and develop content for artifact rotations, media installations, special exhibitions, and other exhibition projects
• Develop content deliveries for staff, designers, and media producers
• Document sources and maintain reference files, which may include reviewing audiovisual programs and associated transcripts, diagrams, and graphics
• Enter exhibition research and content information into asset database
• Select and produce audio clips for exhibition inclusion, in conjunction with the department’s media team
• Assist with licensing and use rights tracking for exhibition assets, in addition to other forms of maintenance-related tracking
• Support coordination of meeting agendas, scheduling, and review processes with Exhibitions staff and with colleagues in other departments
• Participate in other special projects as assigned

QUALIFICATIONS/SKILLS REQUIREMENT
• Undergraduate degree required
• Graduate degree in liberal arts, public history, social sciences, library science, museum studies, or related field a plus
• 1 – 2 years of relevant experience
• Previous museum experience preferred
• Excellent communication, research, writing, and organizational skills
• Methodical and attentive to detail
• Basic project management experience a plus
• Experience with database management and entry, especially tracking sources and bibliography creation
• Familiarity with range of computer programs, including Microsoft Office suite
• General knowledge of September 11, 2001 and February 26, 1993 events helpful

GENERAL INFORMATION:
• Full-time position.
• Competitive salary and benefits package.

Job Type: Full-time
Experience:
• relevant: 1 year (Required)

Education:
• Bachelor's (Required)
JOB OPENINGS

Executive Director

The Board of Directors of Oatlands Inc., a 501(c)(3) non-profit organization, seeks qualified candidates to be the property’s next Executive Director. Oatlands, Inc., operates and manages Oatlands Historic House and Gardens, which is a 400-acre estate owned by the National Trust for Historic Preservation and is located in the Piedmont region of Virginia between Washington, D.C. and the Shenandoah Valley. Oatlands is in Loudoun County, one of the nation’s fastest growing areas over the past two decades.

Once part of the extensive Carter family holdings, Oatlands tells the stories of a 19th-century working plantation, an early 20th century country house, and the people who lived and worked there, including not only its wealthy owners but also the enslaved laborers and artisans. In addition to the Greek Revival mansion, Oatlands property includes magnificent formal terraced gardens, one of the earliest extant greenhouses in North America, barns and other outbuildings, and the recently established Inn at Oatlands Hamlet. Oatlands, Inc. was established by local residents to ensure that the Historic House and Gardens would continue to be an important local resource after the National Trust became its owner. For more information about Oatlands, please see www.oatlands.org.

Job Summary:
The Executive Director reports to the Oatlands Board of Directors and works with the Board to fulfill Oatlands’ vision and mission, ensuring that the site remain open to the public for historic, cultural and recreational uses while being financially self-sustaining.

The Executive Director with support from the Chief Operating Officer is ultimately responsible for all aspects of operations, preservation, programming, development, finances, marketing and communications for Oatlands. The Board expects that primary responsibility for day-to-day operations of the site will be discharged by the COO, freeing the Executive Director to focus on devising and executing strategies enabling Oatlands to enhance and deepen its external relationships with existing and new financial supporters, community organizations, and Northern Virginia residents. Key responsibilities include evangelizing Oatlands and heightening its profile in the county and the region, seeking new sources of funding, and successfully communicating the mission, vision, and story of Oatlands in pursuit of development and revenue goals.

Details in each area follow:

Development
Engage vigorously and effectively in fundraising and development including:
Individual donors, annual appeal and board giving
Corporate and business sponsorships
Specific grant proposals
Capital campaign and other targeted fundraising initiatives

With support from the Chief Operating Officer:

Operations, Preservation and Programming
Oversee:
Public programs, including visitor center, daily tours, educational programs and special events.
Earned income activities such as on-site museum store, site rentals and private events.
Maintenance and conservation of the site’s buildings, gardens, landscape and collections.
Research and interpretation of buildings and collections, including archaeology and archival research.
Oversee the staff and volunteers.
Serve as the principal liaison to the National Trust for Historic Preservation.

Marketing and Communications
Oversee a robust communications plan of paid and free media (print and radio advertising, direct mail, Web site/blog, social media and public relations) reaching a diverse audience including the local community, local visitors, tourists, donors and others while raising the profile of Oatlands regionally and nationally.
Partner with other organizations in the community, such as Chamber of Commerce, tourism board and other not-for-profit organizations.

Finances
Oversee the development and management of the annual budget and operations plan and oversee annual audit in partnership with the Board Treasurer.
Responsibility for fundraising, including alignment of programs and events with generation of gifts and revenues. Ensure that the Board is provided with regular financial reporting.
Rely upon the Chief Operating Officer to control expenditures and ensure that budgeted financial objectives are met.
Qualifications
Education: The candidate should at a minimum hold a Bachelors degree. Candidates having experience suggesting special aptitude to lead an institution such as Oatlands, and/or candidates with a Masters degree in history, historic preservation, museum studies or a field directly relevant to the mission of Oatlands and the responsibilities of its Executive Director, are likely to be preferred.
Experience: Relevant experience working with a board and leading a staff; minimum of seven years of successful and progressively responsible, executive experience. Knowledge of and experience with managing a historic house museum, historic preservation best practices, historic property management of a site similar in size and scope to Oatlands (or larger), and/or not-for-profit institutions would be ideal. Proven track record of significant fundraising and development success.
Skills: Exceptional abilities in communications, management, team-building, and fundraising. In particular, ability to effectively articulate the organization’s strategic mission and vision is essential. Ability to inspire and work comfortably and effectively with a variety of people. Ability to manage multiple projects simultaneously.
Personal characteristics: creativity, energy, entrepreneurial spirit and a passion for history.
Salary and benefits competitive for comparable positions in non-profit organizations. Please let us know if you have particular salary requirements.

Application Instructions
Please email your cover letter and resume in Word or PDF format to board@oatlands.org. Please, no phone calls. Applications will be considered as received and the position will remain open until filled. The Search Committee would prefer to receive applications by September 1, 2018. Oatlands is an Equal Opportunity Employer.
The Associate Director of Visitor Experience (ADVX) for the NVMM is a senior leader who will have the opportunity to creatively build and shape a broad department encompassing mission related content and how such content is displayed and experienced in the public spaces of a national Museum and Memorial. This is a unique position for a visionary leader who understands how to create and execute innovative engagement and learning opportunities across all ages. This position will report to the Museum Director.

Job ID: 43490546
Posted: September 11, 2018
Position Title: Associate Director of Visitor Experience
Company Name: National Veterans Memorial & Museum

As a cultural institution in its start-up phase the National Veterans Memorial and Museum is looking for a dynamic and collaborative leader who naturally strives for excellence and the desire to reach new audiences through world class public programs. This unique moment in the Institution's history requires a dynamic leader who is energized by the requirements of building - from scratch - a public program infrastructure within an organization that prioritizes collaboration, ingenuity, tolerance, perseverance, focus and adaptation. The incumbent's inaugural engagement strategy and program portfolio will serve children, families and adult learning delivered by the Visitor Experience department. Programs should represent a broad range of offerings that include exhibitions, public interpretive programming, gallery talks, forums/symposiums, films, demonstrations and other engagements. The ADVX will be responsible for designing, developing and implementing tactics for evaluating the impact of lifelong learning programs and the on-site visitor experience. The ADVX will supervise all aspects of the Visitor Experience department. The ADVX will collaborate with many Museum departments such as Operations, External Affairs, and Advancement.

Job Function: Assistant/Deputy/Associate Director
Entry Level: No
Job Type: Full-Time
Job Duration: Indefinite

The ADVX will serve as the technical lead and subject matter expert on user-centered design for NVMM. Provides technical direction to staff and vendors on the use of service design techniques in the design and development of physical exhibitions. Provides a service design framework and its methodologies to the development of improvements to the NVMM visitor experience. Works cross-functionally with various teams, including Exhibitions, Marketing, Information Technology and capital building projects, thinking strategically about how the user experience defines and reinforces the experiences of NVMM. Leads for the NVMM the exhibition design and build processes. Champions the use of research—both qualitative and quantitative—to foster innovation, assess design solutions, and align key stakeholders. Works at the intersection of disciplines, finding the right balance to meet the needs of NVMM visitors, work within Institutional constraints, and define best practices in design.

Min Education: BA/BS/Undergraduate
Min Experience: 5-7 Years
Required Travel: 0-10%

MAJOR DUTIES AND RESPONSIBILITIES
Salary: $90,000.00 - $120,000.00 (Yearly Salary)
• Set up a department, which includes hiring staff, designing public programs, leading the exhibition design strategy, evaluation, and contracting procedures. Lead and support an effective, innovative and professional team, which is currently thought to include a Manager of Fabrication, Design and AV, Graphic Designer, Public Programs Manager, Digital Engineer/Technician, Visitor Services Manager, Volunteer Coordinator, and front of house staff.
• Lead the design, development, installation, and deinstallation of exhibitions

Oversee the organization, develop and implementation of public interpretive programs for myriad audiences. Cultivate and maintain meaningful partnerships with numerous community stakeholders to sustain innovative
audience development and outreach. Participate in the development of public interpretive programming and media that meets the mission, complements existing and future exhibitions and creates valuable experiences for all Museum visitors.

• Remain current on new research, media and trends museums and public interpretive programming. Continually evaluate and improve public interpretive programming to ensure effective delivery of our visitor experience relevant to myriad audiences. 
• Oversee the budget for the visitor Experience department.
• Performs other duties as assigned.

Requirements

• Bachelor's degree required, master's degree in design, nonprofit administration or fields related to the museum's mission, or equivalent combination of education and experience.
• Minimum 5-7 years of professional experience, at least 3 of which have been involved with the design and fabrication of public exhibitions.
• Experience track record at building exhibitions and sustainable programs.
• Excels at staff management.
• Knowledge and understanding of cultural institutions; particularly of museums.
• Knowledge and understanding of marketing and media practices.
• Strong attention to details and accuracy.
• Excellent critical thinking skills, oral and written communication skills.
• Ability to work well with others and maintain professional manner using tact, initiative, good judgment and confidentiality.
• Deadline driven and ability to prioritize competing tasks, while maintain efficiency.
• Advanced computer skills and proficiency with Adobe Creative Suite.
• Familiarity with AutoCAD or SketchUp are preferred.

About National Veterans Memorial & Museum

The National Museum of Natural History (NMNH) is part of the Smithsonian Institution, the world's preeminent museum and research complex. The Museum is dedicated to inspiring curiosity, discovery, and learning about the natural world through its unparalleled research, collections, exhibitions, and education outreach programs. Opened in 1910, the green-domed museum on the National Mall was among the first Smithsonian building constructed exclusively to house the national collections and research facilities.

Contact: NVMM Recruitment

More Jobs from National Veterans Memorial & Museum

Jobs You May Like

Museum Registrar

Director of Development, Wexner Center for the...
The Ohio State University Columbus, OH, United States

CURATOR OF EUROPEAN AND AMERICAN ART (OPEN RANK)
Preservation and Digitization

Strategist The Ohio State University Columbus, OH, United States

Allen Memorial Art Museum Oberlin, OH, United States

The Museum of Indian Arts and... Santa Fe, NM, United States
Director & Curator of Evergreen Museum

General Summary/Purpose:
Evergreen Museums and Library, a Baltimore, MD landmark since 1856 and a historic house museum of Johns Hopkins University since 1952, is seeking a new director and curator (D/C) to advance its interpretation and educational outreach programs. The university is seeking a visionary, energetic leader inspired by early Baltimore and Maryland history and the story of the Garrett family to create connections to the current day and with innovative ideas for how a historic structure with collections like Evergreen’s can be kept vibrant and relevant to a wide range of audiences.

Under the supervision and direction of the Sheridan Dean of University Libraries and Museums, the D/C oversees and participates in all aspects of Evergreen Museum & Library operations, including development of strategic vision; academic programming and educational outreach; collections care, curation, and interpretation; fundraising and financial planning; retail sales and marketing; facilities maintenance; and fostering staff, volunteer, board, university, and community relations.

Specific Duties & Responsibilities:
- Provides strategic, visible, and inspirational leadership to the museum, including the staff (3 full time and several part time), many volunteers and docents and other staff in development and communications in the dean’s office.
- Demonstrates interest in and ability to meaningfully connect with Johns Hopkins students and faculty, as well as community partners, by spearheading creative, engaging, multi-disciplinary academic programs (academic teaching and co-teaching, internships, residencies, faculty and student research support, lectures, symposia, etc.) and involving students from across campus in the curatorial and educational activities of the museum.
- In collaboration with faculty members, develops dynamic and exciting exhibitions and programs that favor student engagement, public engagement, creative collaborations, and multi-disciplinarity (e.g. social history, public history, urban development, etc.)
- Produces publications that advance scholarly and public awareness of the museum and its collections. Works to ensure that the museum employs current and innovative methods needed to reach multiple demographic groups, and encourages increased visibility and interaction utilizing traditional, print, social, and other forms of new media.
- Follows standard professional museum practices for maintaining the safety and care of museum collections and for securing museum collection records and archival resource materials.
- Coordinates the management, security, and the preservation of the historic and architectural integrity of the Evergreen Museum & Library.
- Works closely and collaboratively with the library and museums development staff to cultivate relationships with major stakeholders for the purposes of fundraising, including major gifts, for special projects and operations; and works with the Evergreen House Foundation and Evergreen Museum and Library Advisory Council to help achieve understanding and strong support for the museum’s goals and programs.
- Works effectively and collaboratively to support the activities of the Sheridan Libraries and Museums staff who have primary responsibility for the Garrett Library.

Works with Sheridan Libraries and Museums financial managers to develop and oversee the museum budget,
including planning, preparing, monitoring, and administering; and recommends opportunities to grow and develop new revenue streams for the museum.

• Works with the Sheridan Libraries and Museums communications and outreach staff to plan and perform a variety of public relations activities, including conducting special tours and giving lectures to various citizen groups.

Works closely and collaboratively with Private Events staff, who are part of the Sheridan Libraries & Museums entrepreneurial program, to support and build the private events program that is indispensable to the financial health of Evergreen Museums & Library.

• Oversees recruitment, training, and supervision of staff, docents, volunteers, student interns, and guest curators.

**Minimum Qualifications (Mandatory):**

• Master’s degree in art history, arts administration, museum or curatorial studies, humanities or a related field; Ph.D. preferred.

• Minimum of 5 years progressive, professional experience in a museum, including at least two years in a management capacity.

• Knowledge of or demonstrated interest in pertinent fields such as architectural preservation, conservation of collections, registration methods and tools.

**Special knowledge, skills, and abilities:**

• Excellent interpersonal, oral, and written communication skills.

• Demonstrated evidence of clear, scholarly writing, and public-speaking skills.

• Demonstrated commitment to research, educational collaborations, and scholarly content.

• Demonstrated evidence of rigorous, creative teaching capability, and enthusiasm for working with students in and outside the classroom.

• Demonstrated success in grant-writing, donor relations and other skills and experience related to fund-raising.

• Demonstrated commitment to diversity, community outreach, and public engagement.

• Ability to interface effectively and diplomatically with internal and external constituents.

• Ability to move projects forward, working both independently and collaboratively.

• Regularly attend evening and weekend meetings and/or engagements.

The successful candidate(s) for this position will be subject to a pre-employment background check.

If you are interested in applying for employment with The Johns Hopkins University and require special assistance or accommodation during any part of the pre-employment process, please contact the HR Business Services Office at [jhurecruitment@jhu.edu](mailto:jhurecruitment@jhu.edu). For TTY users, call via Maryland Relay or dial 711.
WHEREAS, the CUNY School of Public Health (SPH) was first accredited by the Council for Education in Public Health (CEPH) in 2011; and

WHEREAS, in November 2015, the CUNY Board of Trustees approved a structural change for the CUNY School of Public Health, initiating the process of transforming it from a consortial institution to a unified CUNY Graduate School of Public Health and Health Policy, in line with common national practices and recommendations; and

WHEREAS, the CUNY Graduate School of Public Health and Health Policy already functions de facto as an independent institution, with the Dean reporting to the Chancellor and having comparable authority to that of CUNY presidents as described in Section 11.4 of the Bylaws of the Board of Trustees; and

WHEREAS, the CUNY Graduate School of Public Health has now reached institutional maturity and is able to provide all student services and qualify for accreditation independently; now therefore be it

RESOLVED, That CUNY seek NYSED authorization for a Master Plan Amendment allowing independent degree granting authority for the CUNY School of Public Health and Health Policy.

EXPLANATION: The Graduate School of Public Health and Health Policy began as a consortial school in 2007, offering its master’s and doctoral degrees at multiple campuses across the University. In 2011, it received its first professional accreditation from the Council on Education for Public Health. In November 2015, the CUNY Board of Trustees approved a resolution directing the former Chancellor to develop and implement a plan to transition the existing consortial school to a unified graduate school that would administer all professional master’s and doctoral-level public health degree programs in CUNY. Due to its status as a new school, and the requirement of regional accreditation affiliation by its professional accrediting body, it was determined that the CUNY SPH would exist within the CUNY Graduate School and University Center (GSUC), a home for several other CUNY schools in their early stages of development. Since its consolidation and placement within the GSUC, the School of Public Health and Health Policy has been professionally re-accredited for a full seven-year term and has established a robust infrastructure. This is the logical time in the School’s evolution for it to assume all responsibilities for itself and become a truly independent unit as recognized by NYSED.
The CUNY Graduate School of Public Health and Health Policy
Abstract
December 10, 2018

The CUNY Graduate School of Public Health and Health Policy (CUNY SPH), a school within the CUNY Graduate School and University Center (GSUC), is seeking to establish itself as an independent, degree-granting institution within the City University of New York.

History of the School
The Graduate School of Public Health and Health Policy began as a consortial School in 2007, offering the Master of Public Health (MPH) degree, a Master of Science in Environmental and Occupational Health Sciences, and the Doctor of Public Health (DPH) degree at multiple campuses across the University. In 2011 it received its first professional accreditation from the Council on Education for Public Health (CEPH). In November 2015, the CUNY Board of Trustees approved a resolution directing the former Chancellor of the University, James B. Milliken, to develop and implement a plan to transition the existing consortial School to a unified graduate school that would administer all master’s and doctoral-level public health degree programs. In 2016, the School was professionally re-accredited for a full term (seven years).

Since the School’s consolidation, with support from the University, and under the leadership of the CUNY SPH Dean, Ayman El-Mohandes, the School’s capacity for research, teaching, and service, have grown rapidly. Recent highlights include the following:

- New degree programs are in various stages of development and approval, including a Doctor of Philosophy in Public Health, an MS degree in Population Health Informatics, an MS degree in Global and Migrant Health Policy, and an Advanced Certificate in Industrial Hygiene, (all anticipated Fall 2019); two new MPH concentrations, Health Management and Maternal, Child, Reproductive, and Sexual Health (both anticipated Fall 2020); and a new MS degree in Health Communication and Social Change (anticipated Fall 2021).
- Research expenditures grew from $5.8 million in fiscal year 2017 to $8.3 million in fiscal year 2018; expenditures of federal dollars grew by 328%, and expenditures of internal dollars grew by 369%.
- New master’s degree program student enrollments grew 45% from academic year 2017 to academic year 2018 (124 new degree-seeking students to 180).
- At the time of consolidation, the CUNY SPH employed twenty-nine full-time administrative and staff positions. This figure has grown to eighty-six as of Fall 2018.

The mission of the School is to provide a collaborative and accessible environment for excellence in education, research, and service in public health, to promote and sustain healthier populations in New York City and around the world, and to shape policy and practice in public health for all. The School serves a largely diverse student body (67% of students self-reported as being of an ethnic or racial minority in Fall 2018, with unknown students excluded), that consists primarily of residents from New York City and New York State (of new degree-seeking students enrolled in the 2017-2018 academic year, 70% were New York City residents, with an additional 13% New York State residents); upon graduation, these students are overwhelmingly employed (92% of 2016-2017 graduates, with an additional 5% continuing their education or training). Thus, in fulfillment of its mission, the School meets CUNY’s legislatively-mandated mission to serve “as a vehicle for the upward mobility of the disadvantaged in the City of New York … [to] remain responsive to the needs of its urban setting … [while ensuring] equal access and opportunity” to students, faculty, and staff “from all ethnic and racial groups” and without regard to gender.
Proposed Master Plan Amendment

The Graduate School and University Center serves as a temporary home for several new CUNY schools in their early stages of development, including the Graduate School of Journalism, the Macaulay Honors College, and the School of Professional Studies. Such entities, when ready and fiscally able, may seek a more complete level of independence. Due to its status as a new school upon consolidation, and the need of regional accreditation affiliation by its professional accrediting body, this was required for the Graduate School of Public Health and Health Policy, as well.

Since consolidation, the CUNY SPH has operated largely autonomously, with the Dean reporting directly to the CUNY Chancellor and nearly all School functions running self-sufficiently. With an established and robust infrastructure to support its own programs and students, it is expected that the School become a truly independent unit as recognized by NYSED, with the structural integrity that would allow it to seek its own regional accreditation. Thus, the CUNY SPH is proposing a change in its master plan to become one of CUNY’s independent degree-granting institutions. Being that this would not entail an expansion, only a change of status, this would have very little impact on the School’s current operations and future needs, as detailed below.

Accreditation and Program Registration: The CUNY SPH is the only entity within the University which offers professional degrees of public health (MPH and DPH). Academic programs currently offered by the School, but registered through the GSUC institutional designation, will be transferred solely to the CUNY SPH (see attached for a complete list). Program offerings will not be impacted by this transfer. The CUNY SPH will maintain its professional School and program accreditations, and will seek independent regional accreditation from the Middle States Commission on Higher Education.

Faculty and Staff: The School’s forty-one full-time faculty members, seven administrators, and seventy-nine staff members will remain employed by the CUNY SPH. While the CUNY SPH has its own public safety and security office, the security team reports to the Public Safety and Security Office at the Graduate Center. The CUNY SPH will work with the University’s Office of Public Safety to determine the full complement of safety officers and personnel needed.

Facilities: Currently, the School occupies approximately 54,000 square feet at 55 West 125th Street, with an additional 3,000 square feet recently secured for community engagement in Harlem, New York. The School will continue to utilize this space as its campus.

Library and Information Technology: The School will continue its partnership with City College’s library, to which all the CUNY SPH students, faculty, and staff have full access. The School will continue to maintain its own information technology services.

Financial Resources: The School’s budget, nearly $20 million of tax-levy funds, will continue to be overseen and managed by the CUNY Office of Budget, Finance, and Fiscal Policy. The CUNY SPH’s $8.3 million of sponsored activity expenditures, as well as the School’s foundation and its eleven-member board, will be unaffected by this master plan amendment.

Student Services: Student services, including academic advising, admissions, career services, and student activities and clubs, that serve the School’s over-600 student body, will be unaffected by this master plan amendment. Once regional accreditation is secured for the CUNY SPH, the School will distribute financial aid independently.
CUNY Graduate School of Public Health and Health Policy Academic Programs

<table>
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<tr>
<th>Concentration</th>
<th>Award</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Health Education</td>
<td>MPH</td>
<td>45</td>
</tr>
<tr>
<td>Environmental and Occupational Health Sciences</td>
<td>MPH</td>
<td>45</td>
</tr>
<tr>
<td>Epidemiology and Biostatistics</td>
<td>MPH</td>
<td>45</td>
</tr>
<tr>
<td>Health Policy and Management</td>
<td>MPH</td>
<td>45</td>
</tr>
<tr>
<td>Public Health Nutrition</td>
<td>MPH</td>
<td>45</td>
</tr>
<tr>
<td>Environmental and Occupational Health Sciences</td>
<td>MS</td>
<td>46</td>
</tr>
<tr>
<td>Community, Society, and Health</td>
<td>DPH</td>
<td>48</td>
</tr>
<tr>
<td>Environmental and Occupational Health</td>
<td>DPH</td>
<td>48</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>DPH</td>
<td>48</td>
</tr>
<tr>
<td>Health Policy and Management</td>
<td>DPH</td>
<td>48</td>
</tr>
<tr>
<td>Public Health</td>
<td>Advanced Certificate</td>
<td>12</td>
</tr>
<tr>
<td>Industrial Hygiene</td>
<td>Advanced Certificate</td>
<td>12</td>
</tr>
<tr>
<td>Nutrition and Dietetic Internship</td>
<td>Certificate</td>
<td>12</td>
</tr>
<tr>
<td>Population Health Informatics</td>
<td>Certificate</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Marketing in Health</td>
<td>Certificate</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Application for Registration of a New Program\textsuperscript{15}: Master Plan Amendment Supplement

1. Determine Need for Master Plan Amendment (MPA)

Instructions

When an institution seeks to expand its academic mission (e.g., by offering a degree at a new level of study or in a new disciplinary area, or opening a branch campus), it must submit a master plan amendment application for review by the Board of Regents. The Regents must approve an amendment of an institution’s master plan before the institution may undertake the proposed activities.

To determine if the proposed program requires master plan amendment, review the Proposals Requiring Master Plan Amendment section of the Comprehensive Guidance Document for Program Registration.

If the proposed program requires Master Plan Amendment, include the completed supplement, external review and abstract in the application PDF document.

2. Application for Master Plan Amendment

a) Program Start

Indicate the date by which the institution proposes to enroll students:

Not applicable. The Graduate School of Public Health and Health Policy (SPH) of the City University of New York (CUNY) was founded in 2007, and is proposing to establish itself as an independent, degree-granting institution within CUNY. Being that this would not entail an expansion, only a change of status, there is no program start date.

b) Student Body

List with percentages the expected geographic origin of the program's students

The figures below are based on the geographic origin of the CUNY SPH degree-seeking students that most recently enrolled for the 2017-2018 academic year.

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) county in which the program will be offered:</td>
<td>18%</td>
</tr>
<tr>
<td>(b) remainder of the Regents Higher Education Region:</td>
<td>52%</td>
</tr>
<tr>
<td>(c) remainder of the State:</td>
<td>13%</td>
</tr>
<tr>
<td>(d) out of state:</td>
<td>17%</td>
</tr>
</tbody>
</table>

\textsuperscript{15} CUNY and SUNY institutions: contact System Administration for proposal submission process.
c) Transfer Students

Describe the admission requirements for students transferring into this program, if applicable.

Answer:
Current admission requirements for the CUNY SPH are identical for both new and transfer students, as detailed below. These requirements will be unchanged if the School is established as an independent, degree-granting institution within the City University of New York.

Master of Public Health (MPH) and Master of Science (MS) Admission Requirements:
• SOPHAS online application
• Application fee: $135 for first program selection + $50 for each additional program selection
• Official transcripts of all institutions attended
• Personal statement/statement of purpose
• Two letters of recommendation
• Resume/CV
• Field experience
• TOEFL scores if language of instruction for prior degrees was not English (paper-based test: 550; computer-administered test: 233; internet-based test: 60 for reading score + writing score + listening score)
• Transcript evaluation from WES or ECE for foreign transcripts

Additional master’s degree program (MPH and MS) requirements by concentration include the following:
• MPH in Community Health Education: GRE required for those with GPA of less than 3.0; strong foundation in social and natural sciences; statistics or calculus strongly recommended
• MPH in Environmental and Occupational Health: GRE or MCAT required for those with GPA of less than 3.0; minimum of 18 credits of college-level math and science, including a course in statistics or calculus; some chemistry and biology strongly recommended
• MS in Environmental and Occupational Health: GRE or MCAT required for those with GPA of less than 3.0; a baccalaureate degree in science or engineering; 40 credits of biology, chemistry, health sciences, mathematics, statistics, physics, or engineering
• MPH in Epidemiology and Biostatistics: GRE required; evidence of quantitative abilities, such as completion of college-level algebra with grade of “B” or better, or a 146 or greater score on quantitative and 4.5 or greater score on analytical sections of the GRE
• MPH in Health Policy and Management: GRE required for those with GPA of less than 3.0; preferred 9 credits of college-level work in economics, accounting, business administration, public policy, urban affairs, political science, management, and sociology
• MPH in Public Health Nutrition: GRE required for those with GPA of less than 3.0; minimum of 12 credits of college-level work in biology, chemistry, nutrition, and statistics or calculus; a background in nutrition, medical, or health sciences is recommended

Doctor of Public Health (DPH) Admission Requirements:
• SOPHAS online application
• Application fee: $135 for first program selection + $50 for each additional program selection
• GRE scores from the past five years
• Three letters of recommendation (at least one should be an academic reference)
• Resume/CV indicating a minimum of three years of relevant teaching, research, or programmatic work experience
• Personal statement/statement of purpose
• TOEFL scores if language of instruction for prior degrees was not English (paper-based test: 550; computer-administered test: 233; internet-based test: 60 for reading score + writing score + listening score)
• Transcript evaluation from WES for foreign transcripts
• Completion of a master’s of public health degree; applicants with a master’s degree or higher level degree in another discipline are required to complete the five public health core courses within the first year of matriculation

Additional DPH requirements by concentration include the following:
• Community, Society, and Health: A minimum of three master’s-level courses in social dimensions of health and two quantitative research courses
• Epidemiology: A minimum of three master’s-level quantitative courses (recommended with grades of “A-“ or better)
• Environmental and Occupational Health: A minimum of three courses in either occupational health and safety or environmental sciences; a minimum of one course in health law or policy related to the environment, the workplace, or sustainability
• Health Policy and Management: A minimum of one course in health care systems, management, or administration; a minimum of one course in health policy; a minimum of one course in social sciences or cognate-related field, such as economics, sociology, or political science

The CUNY SPH also offers advanced certificate programs in public health and industrial hygiene, as well as a nutrition and dietetic internship program. Admission requirements for students transferring into these programs are identical to their requirements for new students.

The School is proposing to establish itself as an independent, degree-granting institution within the City University of New York. This would have no impact on the School’s admission policies or procedures.

d) Enrollment
Describe the assumptions underlying the enrollment projections.

Answer:
Student enrollment has increased steadily in recent years. Most notably, after adding a spring admission cycle in academic year 2017-2018, new student enrollment for all degree programs grew 35% from the previous year (142 new degree-seeking students to 192), while new student enrollment for master’s degree programs grew 45% (124 new master’s students to 180).
The CUNY SPH projects a 7.5% annual increase in student enrollment over the next five year period. This figure is based on the following:

- Admission criteria are being revised for a number of programs in order to align with other schools and programs of public health, and to attract a greater number of qualified students. For example, prospective students with a GPA above 3.0 are no longer required to submit GRE scores if applying to the majority of MPH concentrations.
- The CUNY SPH is hiring an additional full-time recruiter to support an increase of recruitment activities.

- The School is greatly expanding its academic offerings, with an MS degree in Population Health Informatics, an MS degree in Global and Migrant Health Policy, and an Advanced Certificate in Industrial Hygiene, (all anticipated Fall 2019); two new MPH concentrations, Health Management and Maternal, Child, Reproductive, and Sexual Health (both anticipated Fall 2020); and a new MS degree in Health Communication and Social Change (anticipated Fall 2021).

The School is proposing to establish itself as an independent, degree-granting institution within the City University of New York. This would have no impact on the School’s anticipated student enrollment.

e) Planning

1. Document fully, with measurable data, the need for the program in terms of the population(s) it would serve, the Regents Higher Education Region in which it will be offered, and the State as a whole.
   - Note the other institutions in the Region that offer similar programs;
   - Explain why other institutions are not meeting the need; and
   - Describe the extent to which the program would meet that need.

Answer:
The CUNY Graduate School of Public Health and Health Policy was founded in 2007, and aims to provide a collaborative and accessible environment for excellence in education, research, and service in public health, to promote and sustain healthier populations in New York City and around the world, and to shape policy and practice in public health for all.

A number of factors set this institution apart from other professionally-accredited schools of public health (Columbia University and SUNY Downstate Medical Center) and programs of public health (Long Island University, Mount Sinai Icahn School of Medicine, New York University, and Teacher’s College at Columbia University) within the New York City region. Students who responded to a 2017 new student survey (n=132) reported that the following influenced them to enroll at the CUNY SPH: cost and affordability (29%), evening and distance education options (31%), and educational offerings and School reputation (28%). These factors are discussed in further detail below:

- The CUNY SPH offers the second-lowest tuition rate of all schools and programs of public health mentioned above. In the 2018-2019 academic year, the tuition rate was $5,695 for full-time, in-state students, and $480 a credit for part-time, in-state students.
- 66% of students enrolled in Fall 2017 reported as being employed full-time. These students benefit from the flexible class scheduling offered at the CUNY SPH, including
23% of courses which are offered online and 100% of in-person courses which are offered in the evening (2017-2018 academic year).

- The School offers strong, traditional public health programs, including those in epidemiology and environmental and occupational health sciences, as well as those in new and innovative fields. Recently, the University approved two new programs, including a Master of Science in Population Health Informatics and a Master of Science in Global and Migrant Health Policy; these two programs are the first of their kind, nationally.

Additional evidence of need can be found by examining the makeup of the School’s student body, which currently includes over 600 students, and can be summarized as incredibly diverse (67% of students self-reported as being of an ethnic or racial minority in Fall 2018, with unknown students excluded), and consisting primarily of residents from New York City and New York State (see student body geographic origin above in section 2b).

Graduates of the CUNY SPH have great success finding gainful employment. Of 164 graduates from the 2016-2017 academic year, 143 had known outcomes (87%). Of these 164 graduates, 143 were found to be employed (92%), 7 were continuing their education or training (5%), 1 was not seeking employment, and 4 were seeking employment (3%). Of those employed, 26 (20%) were employed by New York City or State government agencies, including the New York City Department of Health and Mental Hygiene. The School, in fulfilling its mission to promote and sustain healthier populations in New York City, also contributes to the employability and productivity of its New York City and New York State residents.

The School is proposing to establish itself as an independent, degree-granting institution within the City University of New York. This would have no impact on the need fulfilled by the School in terms of its student population, the Regents Higher Education Region it serves, and the state as a whole.

2. Specify the number of potential students (currently enrolled at the proposing institution, enrolled at other institutions, alumni, others) requesting establishment of the program. Describe and document how such persons were identified (e.g., surveys).

Answer:
The CUNY Graduate School of Public Health and Health Policy was founded in 2007, and has enrolled and graduated hundreds of students. The School wishes to establish itself as an independent, degree-granting institution within the City University of New York. The rationale to do so is founded in the fact that it currently operates largely autonomously, with the Dean reporting directly to the CUNY Chancellor and nearly all School functions running self-sufficiently. With an established and robust infrastructure to support its own programs and students, it is expected that the School become a truly independent unit as recognized by NYSED. A drafted resolution proposing such has been approved at all School and University levels, including the School’s governing body which consists of student representation.

3. If pertinent, indicate the potential employers of the program’s graduates who have requested its establishment and the exact nature of their specific employment needs, including the estimated number of such employees needed.
As discussed in section e1, 92% of graduates with known outcomes from the 2016-2017 academic year were found to be employed (with an additional 5% continuing their education or training) in a variety of sectors, including government agencies (23%), health and managed care organizations (30%), non-profit organizations (17%), and academic institutions (16%). 87% of employed survey respondents reported that they worked in the area in which they had earned their degrees.

The School is proposing to establish itself as an independent, degree-granting institution within the City University of New York. This would have no impact on the gainful employment of the School’s graduates.

4. **If a program is intended to meet institutional purposes and goals rather than external demand**, explain:
   - its relationship to the institution's mission;
   - how it would complement the other programs the institution offers; and
   - how it would contribute to the institution's viability.

The School is proposing to establish itself as an independent, degree-granting institution within the City University of New York. This would only strengthen the School’s ability to fulfill its institutional purpose and goals, and fulfill external demand.

**f) Outcomes of Related Programs**

1. List related programs at the institution. For example, an institution applying for master plan amendment to offer a baccalaureate in information technology would list an existing registered associate degree program in that subject.

   **Answer:**
   
   Not applicable. This master plan amendment does not include the proposal of new programs, only for the existing School to become an independent, degree-granting institution within the City University of New York.

2. Provide data to demonstrate the success of students in the related program(s).

   **Answer:**
   
   Not applicable. This master plan amendment does not include the proposal of new programs, only for the existing School to become an independent, degree-granting institution within the City University of New York. However, data to demonstrate the success of its graduates can be found in sections e1 and e3.
### g) Resources

Complete the Projected Expenditures *(Table 1)* and Projected Revenues *(Table 2)* tables in this supplement.

### h) Branch Campus/Interinstitutional Program

If you are proposing a new branch campus or interinstitutional program, complete the Distribution of Space *(Table 3)* and Projected Capital Expenditures *(Table 4)* tables.

*Not Applicable:* ☒ *(If not applicable, do not answer remaining questions in this section)*

Describe the administrative organization of the proposed branch campus or interinstitutional program, noting specifically the roles of administrators and their relationship, including lines of responsibility, to the main campus administration.

*Answer:*

Provide brief statements on the following:

1. **location**, including the address and the distance in miles from the main campus
   *Answer:*

2. **reasons for initiating it**
   *Answer:*

3. **facilities to be used**
   *Answer:*

4. **administrative organization of the proposed branch campus or interinstitutional program**
   *Answer:*

5. **on-site faculty responsible for the program(s)**
   *Answer:*

6. **support services available for students**
   *Answer:*
Table 1: Projected Expenditures for the Proposed Program

<table>
<thead>
<tr>
<th>Expenditures(^{16})</th>
<th>1st Year 2020-2021</th>
<th>2nd Year 2021-2022</th>
<th>3rd Year 2022-2023</th>
<th>4th Year 2023-2024</th>
<th>5th Year 2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong>(^{17})</td>
<td>$ 8,540,612</td>
<td>$ 8,711,424</td>
<td>$ 8,885,652</td>
<td>$ 9,063,365</td>
<td>$ 9,244,633</td>
</tr>
<tr>
<td>New Resources</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td>$ 195,521</td>
<td>$ 205,297</td>
<td>$ 215,562</td>
<td>$ 226,340</td>
<td>$ 237,657</td>
</tr>
<tr>
<td>New Resources</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Other</strong>(^{18})</td>
<td>$ 12,328,195</td>
<td>$ 12,541,127</td>
<td>$ 12,758,717</td>
<td>$ 12,981,073</td>
<td>$ 13,310,695</td>
</tr>
<tr>
<td>New Resources</td>
<td>$ 225,630</td>
<td>$ 203,570</td>
<td>$ 215,166</td>
<td>$ 212,643</td>
<td>$ 216,675</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 21,064,328</td>
<td>$ 21,457,848</td>
<td>$ 21,859,931</td>
<td>$ 22,270,779</td>
<td>$ 22,792,985</td>
</tr>
<tr>
<td>New Resources</td>
<td>$ 225,630</td>
<td>$ 203,570</td>
<td>$ 215,166</td>
<td>$ 212,643</td>
<td>$ 216,675</td>
</tr>
</tbody>
</table>

\(^{16}\) Inflation rate for projected expenditures is a 2% annual increase.

\(^{17}\) Fringe benefits included.

\(^{18}\) Other category includes all administrative personnel services and all OTPS costs, including rent.
Table 2: Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th>Revenues</th>
<th>1st Year 2020-2021</th>
<th>2nd Year 2021-2022</th>
<th>3rd Year 2022-2023</th>
<th>4th Year 2023-2024</th>
<th>5th Year 2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tuition Revenue</em>&lt;sup&gt;20&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>02. From New Sources</td>
<td>$5,000,000</td>
<td>$6,000,000</td>
<td>$6,350,000</td>
<td>$6,700,000</td>
<td>$7,100,000</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td>$5,000,000</td>
<td>$6,000,000</td>
<td>$6,350,000</td>
<td>$6,700,000</td>
<td>$7,100,000</td>
</tr>
<tr>
<td><em>State Revenue</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. From Existing Sources</td>
<td>$15,497,047</td>
<td>$15,064,328</td>
<td>$15,107,848</td>
<td>$15,159,931</td>
<td>$15,170,779</td>
</tr>
<tr>
<td>05. From New Sources</td>
<td>$15,497,047</td>
<td>$15,064,328</td>
<td>$15,107,848</td>
<td>$15,159,931</td>
<td>$15,170,779</td>
</tr>
<tr>
<td><strong>06. Total</strong></td>
<td>$15,497,047</td>
<td>$15,064,328</td>
<td>$15,107,848</td>
<td>$15,159,931</td>
<td>$15,170,779</td>
</tr>
<tr>
<td><em>Other Revenue</em>&lt;sup&gt;21&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources</td>
<td>$2,267,581</td>
<td>$2,450,477</td>
<td>$2,764,382</td>
<td>$3,104,354</td>
<td>$3,345,461</td>
</tr>
<tr>
<td>08. From New Sources</td>
<td>$2,267,581</td>
<td>$2,450,477</td>
<td>$2,764,382</td>
<td>$3,104,354</td>
<td>$3,345,461</td>
</tr>
<tr>
<td><strong>09. Total</strong></td>
<td>$2,267,581</td>
<td>$2,450,477</td>
<td>$2,764,382</td>
<td>$3,104,354</td>
<td>$3,345,461</td>
</tr>
<tr>
<td><em>Grand Total</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources</td>
<td>$22,764,628</td>
<td>$23,514,804</td>
<td>$24,222,230</td>
<td>$24,964,285</td>
<td>$25,616,240</td>
</tr>
<tr>
<td>11. From New Sources</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$22,764,628</td>
<td>$23,514,804</td>
<td>$24,222,230</td>
<td>$24,964,285</td>
<td>$25,616,240</td>
</tr>
</tbody>
</table>

<sup>19</sup> Inflation rate for projected revenue is a 2% annual increase.

<sup>20</sup> Tuition revenue is calculated with anticipated increase in CUNY tuition and increased enrollment projections.

<sup>21</sup> Other category includes indirect costs, expendable gifts to operating accounts, and auxiliary income.

June 2014
Table 3: Distribution of Space at a Proposed Interinstitutional Program

Not applicable. The School does not offer interinstitutional programs.

### Part A. Room Use Distribution

<table>
<thead>
<tr>
<th>Room Use Categories</th>
<th>Net Assignable Square Feet (NASF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Total Classroom Facilities</td>
<td></td>
</tr>
<tr>
<td>02. Total Laboratory Facilities</td>
<td></td>
</tr>
<tr>
<td>a. class laboratory facilities³</td>
<td>( )</td>
</tr>
<tr>
<td>03. Total Office Facilities</td>
<td></td>
</tr>
<tr>
<td>a. academic office facilities</td>
<td>( )</td>
</tr>
<tr>
<td>b. administrative office facilities</td>
<td>( )</td>
</tr>
<tr>
<td>04. Total Study Facilities</td>
<td></td>
</tr>
<tr>
<td>a. total library facilities</td>
<td>( )</td>
</tr>
<tr>
<td>05. Total Special Uses Facilities</td>
<td></td>
</tr>
<tr>
<td>a. athletic/physical education facilities</td>
<td>( )</td>
</tr>
<tr>
<td>06. Total General Use Facilities</td>
<td></td>
</tr>
<tr>
<td>a. assembly facilities</td>
<td>( )</td>
</tr>
<tr>
<td>07. Total Support Facilities</td>
<td></td>
</tr>
<tr>
<td>a. data processing/computer facilities</td>
<td>( )</td>
</tr>
<tr>
<td>08. Total Health Care Facilities</td>
<td></td>
</tr>
<tr>
<td>09. Total Residential Facilities</td>
<td></td>
</tr>
<tr>
<td>10. Total Facilities Planned for Use⁴</td>
<td></td>
</tr>
</tbody>
</table>

### Part B. Programmatic Facilities Distribution

<table>
<thead>
<tr>
<th>Program Classification Categories</th>
<th>Net Assignable Square Feet (NASF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Instruction (1.0)</td>
<td></td>
</tr>
<tr>
<td>12. Organized Research (2.0)</td>
<td></td>
</tr>
<tr>
<td>13. Public Service (3.0)</td>
<td></td>
</tr>
<tr>
<td>14. Academic Support (4.0)</td>
<td></td>
</tr>
<tr>
<td>a. libraries (4.1)</td>
<td>( )</td>
</tr>
<tr>
<td>15. Student Services (5.0)</td>
<td></td>
</tr>
<tr>
<td>16. Instructional Support (6.0)</td>
<td></td>
</tr>
<tr>
<td>17. Independent Operations (7.0)</td>
<td></td>
</tr>
<tr>
<td>18. Unassigned (8.0)</td>
<td></td>
</tr>
<tr>
<td>19. Total Facilities Planned for Use⁵</td>
<td></td>
</tr>
</tbody>
</table>

² Net Assignable Square Feet (NASF) means the sum of the floor areas of a building included within the outside faces of exterior walls for all stories, or areas that have floor spaces less the non-assignable area. Non-assignable area includes that portion of the building areas not available for assignment to building occupants, but necessary for general operations; such areas include circulation, custodial, mechanical, and structural areas.
³ This is a sub-set of the Room Use Category. It may be the same as the NASF reported for the Category, or a smaller amount if there is other space in the Category. On line 03, a plus b need not equal line 03 if other space exists in the Category.
⁴ Line 10 is the sum of line 01 through 09.
⁵ Line 19 is the total of lines 11 through 18 and should equal line 10.
Table 4: Projected Capital Expenditures for the Proposed Interinstitutional Program

Not applicable. The School does not offer interinstitutional programs.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>1st Year Academic Year&lt;sup&gt;27&lt;/sup&gt;</th>
<th>2nd Year Academic Year</th>
<th>3rd Year Academic Year</th>
<th>4th Year Academic Year</th>
<th>5th Year Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capital Facilities</td>
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</tr>
<tr>
<td>2. Equipment (Capital Expenditures)&lt;sup&gt;28&lt;/sup&gt;</td>
<td></td>
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</tr>
<tr>
<td>3. Total Capital Expenditures</td>
<td></td>
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</tbody>
</table>

<sup>27</sup> Specify the academic year in each column.

<sup>28</sup> Do not include equipment expenditures made from the operating budget.
3. External Review of Proposed Programs requiring Master Plan Amendment

Proposed programs needing master plan amendment require a review conducted by an external recognized expert in the field who has been approved in advance by the State Education Department:

See External Review of Certain Degree Programs for guidance, required form and instructions for submission of the external review and the institution’s response to the external review.

4. MPA Abstract

This section requires the preparation and submission of a one- to two-page abstract (maximum) summarizing the proposed program.

The abstract should include:

(a) the title of the proposed program and the degree, diploma, or certificate to which it leads;
(b) the purpose and goals of the program and its relationship to the stated mission of the institution and to existing offerings of the institution;
(c) the curriculum;
(d) the unique characteristics of the program;
(e) requirements for admission to the program;
(f) the nature of the prospective student body;
(g) projected (full- and part-time) enrollment in the program’s first and fifth year of operation;
(h) facilities, equipment, faculty, and other academic resources available, and planned to be acquired, to support the proposed program;
(i) prospects for employment/further education for the program’s graduates; and
(j) additional basis of need for the program.

The Department sends the abstract to other New York colleges and universities as a canvass to gather their comments and advice on the need and demand for the proposed program(s) and its potential effect on other institutions.
WHEREAS, existing degree programs at the colleges and schools are periodically modified to maintain currency with both intellectual trends and the professional needs of our students; and

WHEREAS, general education courses are added to CUNY’s robust curriculum to offer students diversity of thought; and

WHEREAS, campus academic policies evolve to ensure rigor and provide students with pathways to greater success; now therefore be it

RESOLVED, that the Academic Board Report prepared by the Office of Academic Affairs and presented here, be approved effective February 4, 2019 subject to financial ability.

EXPLANATION: Routine academic matters, some of which are forwarded to the New York State Education Department for final approval, as well as additions to the University’s general education program and local academic policies are presented here in a concise format for approval by the Committee and the full Board of Trustees.
Program Actions are changes to existing programs that are significant enough to require approval by the New York State Department of Education (NYSED) or new registrations heavily based upon existing programs also requiring approval of (NYSED).

Campus Academic Policies are unique to a single CUNY institution but affect a large segment of the campus student population.

General Education Courses are new or modified courses that the college or school seeks to add to its general education offerings in a designated category. These courses have been vetted by a university-wide faculty committee.
BMCC

Program Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Degree Award</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
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</table>

Campus Academic Policies

Policy

Offering Life Experience Credit for ACC 241
Taxation: Federal

Summary of Policy
Students with appropriate work experience as evaluated by the faculty will be able to receive life experience credit for this course.

Addition of General Education Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Gen Ed Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 125</td>
<td>Introduction to latin American Art</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>CRT 150</td>
<td>Critical Thinking and Scientific Inquiry</td>
<td>Scientific World</td>
</tr>
</tbody>
</table>

Bronx CC

Program Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Degree Award</th>
<th>Major</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reduce the number of credits in the program from 47 to 44</td>
<td>Certificate</td>
<td>Licensed Practical Nursing</td>
<td>NYSED has charged nursing programs to reduce the number of credits to increase graduation rates.</td>
</tr>
</tbody>
</table>
Campus Academic Policies

Policy

Change 30 credit maximum transfer credit policy to a 30 credit minimum residency policy.

Summary of Policy
This change will allow programs in the licensed health professions with more than 60 credits to accept more transfer credits than is the current practice.

Addition of General Education Courses

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<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>N/A</td>
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</table>

General Education Courses

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<tr>
<th>Course Number</th>
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<tr>
<td>N/A</td>
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</tbody>
</table>

Brooklyn College

Program Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Degree Award</th>
<th>Major</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing the name of the program to &quot;Communication Sciences and Disorders&quot;</td>
<td>BA</td>
<td>Speech Language Pathology, Audiology, Speech and Hearing Science</td>
<td>The name change is reflects contemporary terminology in use across the country.</td>
</tr>
<tr>
<td>Adding a specialization in Early Intervention</td>
<td>MS</td>
<td>Speech-Language Pathology</td>
<td>The college has received substantial funding from the NYC Department of Health and Mental Hygiene Bureau of Early Intervention to respond to the needs of the community. The change in the name clarifies for prospective students that this program does not lead to a mental health counseling license.</td>
</tr>
<tr>
<td>Change the name of the certificate to “Thanatology”</td>
<td>Advanced Certificate</td>
<td>Grief Counseling</td>
<td></td>
</tr>
<tr>
<td>Removing the word &quot;Finance&quot; from the BS in Public Accounting, Business Management and Finance</td>
<td>BS</td>
<td>BS in Public Accounting, Business Management and Finance</td>
<td>The program only contains two finance courses and the faculty believe that &quot;Public Accounting and Business Management more accurately reflects the content of the program.</td>
</tr>
</tbody>
</table>
Addition of General Education Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Gen Ed Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 1003</td>
<td>Exploring Robotics</td>
<td>Scientific World</td>
</tr>
<tr>
<td>PHYS 1070</td>
<td>Cosmology</td>
<td>Scientific World</td>
</tr>
<tr>
<td>PHYS 1080</td>
<td>Energy Use and Climate Change</td>
<td>Scientific World</td>
</tr>
<tr>
<td>FILM 2124</td>
<td>American Film Comedy</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>SOCY 1201</td>
<td>Sociology of Hip Hop</td>
<td>US Experience in its Diversity</td>
</tr>
</tbody>
</table>

City College Program Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Degree Award</th>
<th>Major</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of a certificate in Global Modernisms</td>
<td>Certificate</td>
<td>Global Modernisms</td>
<td>Undergraduate Certificate that explores modernism worldwide. The program is made of up existing courses and will be attractive to existing liberal arts majors.</td>
</tr>
<tr>
<td>Creation of a certificate in Language, Writing and Rhetoric</td>
<td>Certificate</td>
<td>Language, Writing and Rhetoric</td>
<td>Interdisciplinary Undergraduate Certificate that explores theories and politics of language and writing using research in linguistics, literacy studies, second language acquisition and education. The program is made of up existing courses and will be attractive to existing liberal arts majors.</td>
</tr>
<tr>
<td>Adding a Track leading to certification in alcoholism and substance abuse counseling</td>
<td>combined BA/MA</td>
<td>Psychology</td>
<td>To attract more students to the combined BA/MA program, the department is creating an</td>
</tr>
</tbody>
</table>
alternative to the research track, one that will lead to a professional certification.

**Campus Academic Policies**

**Policy**

N/A

**Summary of Policy**

**Addition of General Education Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>N/A</td>
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</tbody>
</table>

**Graduate School and University Center**

**Program Actions**

<table>
<thead>
<tr>
<th>Action</th>
<th>Degree Award</th>
<th>Major</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding a concentration in Global Early Modern Studies</td>
<td>MA</td>
<td>Liberal Studies</td>
<td>The MA in Liberal Studies allows students to select from several interdisciplinary yet predesigned concentrations. This addition capitalizes on the GC's strengths in Renaissance Studies.</td>
</tr>
</tbody>
</table>

**Campus Academic Policies**

**Policy**

N/A

**Summary of Policy**

**Addition of General Education Courses**

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<tr>
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<tbody>
<tr>
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</table>
## Hunter College
### Program Actions

<table>
<thead>
<tr>
<th>Action</th>
<th>Degree Award</th>
<th>Major</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing the name of the Bioinformatics track and adding coursework in</td>
<td>BA/MA</td>
<td>Mathematics/Statistics and Applied</td>
<td>The faculty are changing the name of the Track to &quot;Biostatistics&quot; which more accurately reflects the course content. To prepare students for current employment opportunities, the faculty are adding coursework in advanced differential equations and modeling.</td>
</tr>
<tr>
<td>advanced differential equations and modeling to the Applied Mathematics</td>
<td></td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>track in the graduate portion of this program.</td>
<td></td>
<td>track in the graduate portion of this</td>
<td></td>
</tr>
<tr>
<td>program.</td>
<td></td>
<td>program.</td>
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</tr>
<tr>
<td>Changing the name of the Bioinformatics track and adding coursework in</td>
<td>BA/MA</td>
<td>Statistic / Statistics and Applied</td>
<td>The faculty are changing the name of the Track to &quot;Biostatistics&quot; which more accurately reflects the course content. To prepare students for current employment opportunities, the faculty are adding coursework in advanced differential equations and modeling.</td>
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<td>advanced differential equations and modeling to the Applied Mathematics</td>
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<tr>
<td>program.</td>
<td></td>
<td>program.</td>
<td></td>
</tr>
<tr>
<td>Adding an Internship Track option</td>
<td>MS</td>
<td>Geoinformatics</td>
<td>Currently all students are required to write a thesis. The addition of an internship track will provide students with career aspirations outside of academia with a more relevant experience.</td>
</tr>
<tr>
<td>Changing the name of &quot;Memoir Track&quot; to &quot;Creative Nonfiction.&quot;</td>
<td>MFA</td>
<td>Creative Writing</td>
<td>&quot;Creative Nonfiction&quot; more broadly defines the content of the program. The changes increase the number of required courses and eliminates specialized tracks, allowing students flexibility. This program will now share a common core with Environmental Studies.</td>
</tr>
<tr>
<td>Significant changes to the curriculum</td>
<td>BA</td>
<td>Geography</td>
<td>The new names of the concentrations are &quot;Earth System Science&quot; and &quot;Human</td>
</tr>
<tr>
<td>Changing the name of the &quot;Earth Science&quot; and &quot;Management and Policy&quot;</td>
<td>BA</td>
<td>Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>concentrations</td>
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</tbody>
</table>
Dimensions of Earth Science." The program shares a common core with Geography. The program establishes two concentrations, one in "Chinese Language and Literature" and one in "Chinese Translation and Interpretation." The new name to the program reflects the change in program emphasis.

### Campus Academic Policies

<table>
<thead>
<tr>
<th>Policy</th>
<th>Summary of Policy</th>
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<tbody>
<tr>
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### Addition of General Education Courses

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<tbody>
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### John Jay

**Program Actions**

<table>
<thead>
<tr>
<th>Action</th>
<th>Degree Award</th>
<th>Major</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Create an Advanced Certificate in &quot;Police Leadership&quot;</td>
<td>Advanced Certificate</td>
<td>Police Leadership</td>
<td>This 12 credit graduate certificate will be appropriate for students who wish to become security professionals at all level of government.</td>
</tr>
</tbody>
</table>

### Campus Academic Policies

<table>
<thead>
<tr>
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### Addition of General Education Courses
### Kingsborough CC

#### Program Actions

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<tr>
<th>Action</th>
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<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing of the AAS in Office Administration and Technology</td>
<td>AAS</td>
<td>Office Administration and Technology</td>
<td>Reflecting a national trend, this program has suffered a significant decline in enrollment. Because of changes in the field, this program has suffered a significant decline in enrollment. The need for more technical skills for employment make the competing AAS in Graphic Design more attractive to students. Each concentration &quot;Early Childhood Education/Child Care&quot; and &quot;Infance/Toddler Development&quot; have only two courses. The faculty believe that the students are better served with a singular curriculum.</td>
</tr>
<tr>
<td>Closing of the AAS in Website and Office Development</td>
<td>AAS</td>
<td>Website Development and Administration</td>
<td></td>
</tr>
<tr>
<td>Elimination of concentrations in the program</td>
<td>AS</td>
<td>Early Childhood Education/Child Care</td>
<td></td>
</tr>
<tr>
<td>Elimination of concentrations in the program</td>
<td>AS</td>
<td>Mental Health and Human Services</td>
<td></td>
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</tbody>
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#### Campus Academic Policies

<table>
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**Lehman College**

**Program Actions**

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</thead>
<tbody>
<tr>
<td>Creation of an Advanced Certificate in Literacy Birth - 6</td>
<td>Advanced Certificate</td>
<td>Literacy Birth - 6</td>
<td>This program will be offered to individuals already holding a master's degree and teacher certification with a different license. It will allow those individuals to expand their teaching opportunities.</td>
</tr>
<tr>
<td>Creation of an Advanced Certificate in Literacy Grades 5-12</td>
<td>Advanced Certificate</td>
<td>Literacy Grades 5-12</td>
<td>This program will be offered to individuals already holding a master's degree and teacher certification with a different license. It will allow those individuals to expand their teaching opportunities.</td>
</tr>
<tr>
<td>Creation of an Advanced Certificate in Bilingual Speech-Language Pathology</td>
<td>Advanced Certificate</td>
<td>Bilingual Speech-Language Pathology</td>
<td>This program will be offered to individuals already holding a Speech-Language Pathology master's degree and license. It will allow them to become certified to provide therapy to bilingual students.</td>
</tr>
<tr>
<td>Change in the Degree Award in the BA/MS in Biology to a BS/MS in Biology</td>
<td>BA/MS</td>
<td>Biology</td>
<td>The undergraduate Biology major has already been changed from a BA to a BS. Changing the undergraduate portion of the combined program from a BA to a BS ensures consistency.</td>
</tr>
<tr>
<td>Title Change of the MA in Teachers of Students with Speech-Language Disabilities with a Bilingual Extension to MA in Speech Pathology with a Bilingual Extension</td>
<td>MA</td>
<td>Teachers of Students with Speech-Language Disabilities with a Bilingual Extension</td>
<td>The proposed change to the title of the program more accurately reflects that degree holders are speech-language pathology clinicians and not teachers.</td>
</tr>
</tbody>
</table>

**Campus Academic Policies**

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Queensborough CC
Program Actions

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Campus Academic Policies

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Addition of General Education Courses

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>HIST 205</td>
<td>History of the First World War: 1914-1918</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>HIST 227</td>
<td>British History Since 1688</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>HIST 263</td>
<td>History of American Cities</td>
<td>US Experience in its Diversity</td>
</tr>
</tbody>
</table>

College of Staten Island
Program Actions

<table>
<thead>
<tr>
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</tbody>
</table>
Creating a Critical Criminology and Social Justice as well as a General Sociology/Anthropology concentration in Sociology/Anthropology major

BA Sociology/Anthropology

The Department wishes to capitalize on faculty research strengths in Social Justice by offering students an opportunity to concentrate their studies in that subspeciality.

Campus Academic Policies

Policy

Permitting undergraduate Computer Science and Computer Science/Math majors to count up to three graduate Computer Science courses toward both a graduate and undergraduate degree.

BS/MS Computer Science and Computer Science/Mathematics

Summary of Policy

NYS Education Department no longer registers joint degrees. This policy allows stronger undergraduate students to double count graduate credits for both the undergraduate and graduate degrees. This will encourage more students to stay on and complete graduate work.

Addition of General Education Courses

Course Number Course Title Gen Ed Category

N/A

York College

Program Actions

Action Degree Award Major

Elimination of concentrations in the Music program BA Music

Summary

Following a self-evaluation of their curriculum the faculty have chosen to eliminate concentrations in Music Performance and Music Production. Replacing them with required coursework in Piano, Music Theory, Performance Studies, Ensemble, Ethnography, and Western Music.
## Campus Academic Policies

**Policy**

N/A

### Addition of General Education Courses

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<tr>
<th>Course Number</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BIO 150</td>
<td>Conservation Biology</td>
<td>Life and Physical Sciences</td>
</tr>
<tr>
<td>ENG 295</td>
<td>Technologies of Reading</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Fundamentals of Music Theory</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>MUS 301/TA 301</td>
<td>Americal Musical Theatre</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>TA 201</td>
<td>Shakespeare: From Script to Screen</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>HUM 265</td>
<td>Renaissance: The Golden Age of Italy</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>POL 101</td>
<td>Introduction to Political Science</td>
<td>Individual and Society</td>
</tr>
</tbody>
</table>