

Baruch College
Austin W. Marxe School Of Public And International Affairs

**The Master of Science in Education in Higher Education and Administration
Program**

Student Handbook

Land Acknowledgement

The Marxe School of Public and International Affairs at Baruch College in the City University of New York exists on the [ancestral homeland and dispossessed territory of the Munsee Lenape people](#). As a school dedicated to genuine engagement in community issues, the Marxe School acknowledges the history, presence, dispossession, forced migration, colonization, oppression, attempted genocide, and thriving survival of the Lenape people. We are obligated to know the histories of these lands that allow our school to thrive, and to strive towards new ways of engaging, knowing, and pursuing justice and the dismantling of settler colonialism.

The Lenape originally thrived on *Lenapehoking*, which spanned the area between New York City and Philadelphia, including New Jersey, eastern Pennsylvania and part of Delaware. The arrival of the Dutch initiated the Munsee Lenape people's forced migration away from New York City, and eventually to Oklahoma, with a current diaspora throughout the U.S. and Canada. Several monuments in New York City commemorate a mythical "sale" of Manhattan by the Lenape to the Dutch. However, there was never a sale; there was only an agreement to share the land's resources that the Dutch never honored. People with Lenape heritage still live throughout the five boroughs of New York City, and Lenape elders at the [Lenape Center](#) actively work to revitalize and preserve the Lenape language, community, and culture in New York City and beyond.

In recognition of the reach of our campus, current students, and alumni, we also acknowledge that our work takes place on land throughout the U.S. and throughout the world where Native and Indigenous peoples have roots, presence, historical and present existence, and thriving individual and community lives despite the theft of land, culture, and lives.

Land acknowledgement alone is insufficient to accomplish this ongoing project. We hope to build towards justice by encouraging our educational community to learn more about settler colonialism, the way it influences our educational inquiry, and the ways we can disrupt and dismantle it in our diverse work.

About the MEd-HEA Student Handbook

The purpose of the The Master of Science in Education in Higher Education Administration (MEd-HEA) Student Handbook is to serve as a comprehensive resource for students enrolled in the MEd-HEA program. The handbook provides MEd-HEA students with a detailed overview of program, school, and college policies, procedures, and resources.

Disclaimer

The Marxe School of Public and International Affairs at Baruch College of the City University of New York reserves the right to depart without notice from any policy or procedure referred to in this handbook. This handbook is not intended to and should not be regarded as a contract between Marxe School of Public and International Affairs at Baruch College and any student or other person. If you have questions or need guidance during your time with us or have suggestions for future handbook editions, you may contact the MEd-HEA faculty director.

MSEd-HEA Student Handbook Table of Contents

Land Acknowledgement	1
About the MSEd-HEA Student Handbook	2
Disclaimer	2
MSEd-HEA Student Handbook Table of Contents	3
Welcome to the MSEd-HEA	7
New Graduate Student Checklist	8
MSEd-HEA Program Overview	9
Expected Competencies and Learning Goals	10
Required Core Classes (8 classes, 24 credits)	10
Elective Courses (4 classes, 12 credits)	10
Program Course Modality	13
Capstone	13
MSEd-HEA Course Descriptions	14
Core Courses:	14
Elective Courses:	16
Planning your Schedule	19
Model Programs	20
Student Services	20
Leadership and Administration	20
Institutional Research and Assessment	20
Higher Education Policy	20
MSEd-HEA Program Faculty	21
Full-Time Faculty	21
MSEd-HEA Part-Time Faculty	23
MSEd-HEA Marx Student Experience	26
Internship	26
Marx Assistantships	26
Higher Education Administration Club	26
Capstone Showcase	27
MSEd-HEA Research Showcase	27
Alumni Speakers	28
Commencement (Hooding & Graduation Ceremony)	28
Marx Student Support and Opportunities	28
Advisement	28
Scholarships	29
Marx Ambassadors	29
Career Services and Job Placement	29
Academic Support for Writings	29

MSEd-HEA Librarian	30
Quantitative Student Support	30
Marxe School of Public and International Affairs Alumni	30
Schoolwide Resources	30
Academic Calendar	30
Newman Library	30
Counseling Center	31
Student Disability Services	31
Baruch Writing Center	31
Early Learning Center (Childcare)	31
EOC program - in which situations would you potentially need for these resources	31
International Student Center	32
Veteran Student Support	32
Public Safety	32
Student Study Spaces	32
Baruch Computing and Technology Center	32
Baruch Housing and Residence Life	32
Holds	33
(At the bottom of each section, put in contact information)	33
Withdrawing	33
Leave of Absences	33
Returning from Leave of Absences	33
Waiver and Transfer Credit	34
How to appeal for a grade	34
Academic progress	34
Readmission	35
Course Repeat	35
Baruch Academic Integrity	35
Registration and Academic Review	36
How to Register for Courses	36
Choosing Courses	36
Cross Registration and Obtaining E-permits	38
Billing & Payments	38
Who to contact	38
How to pay your tuition	38
Online Options	39
Other Payment Options	39
Building Meaningful Mentorships: Tips and Tricks!	40

Approaching A Mentor:	40
Professional Development for Higher Education Administrator	41

Welcome to the MEd-HEA

Dear Students:

Welcome to the Higher Education Administration graduate program in the Marxe School of Public and International Affairs at Baruch College. Our program builds upon the legacy of the Free Academy, founded in 1847, to provide New Yorkers with access to high-quality postsecondary schooling.

As the only graduate program in Higher Education Administration offered at a public institution in New York City, we take pride in serving students throughout the Tri-State area. We serve a diverse student body, some of whom have been employed at colleges and universities for many years and some of whom are new to our field. Through our graduate program, all of our students successfully advance their careers and the critical work taking place in postsecondary institutions.

The greatest asset of our program is our student body. In reviewing the reflection essays submitted by program applicants, I consistently observe that MEd-HEA students demonstrate clear self-awareness regarding their educational journey—where they've been, where they are, and where they aspire to go. Many students express a commitment to "paying it forward" by addressing the educational challenges they themselves have experienced or witnessed. They seek to develop programs and policies that effectively serve students and enhance their likelihood of educational success.

In conversations with our students, I constantly hear praise for our faculty and staff. Our faculty members are skilled educators, distinguished scholars, and accomplished practitioners who bring extensive experience and expertise to their interactions with students. They work hand-in-hand with our staff to deliver the best education possible. In addition to what they gain from our faculty and staff, our students establish valuable professional networks with their classmates that enrich both their academic experience and subsequent career trajectories.

We have prepared this handbook as a resource for you. We welcome your questions and feedback.

Congratulations on becoming part of the HEA program at the Marxe School.

Sincerely,

Scott Evenbeck
University Professor
HEA Faculty Program Director

New Graduate Student Checklist

[Activate your Outlook email](#)

- First-time users must claim your Baruch Username and Baruchmail accounts. In case of lost access, students can setup your password recovery profile.
- Your Baruch Username will get you access to Campus Computers & Wireless Access and Printing.
- Your BaruchMail will get you access to Official College Mail, including Registration & final grade notifications, and Office365 Access (Current undergraduate/graduate students only).

Activate your student ID

- All students who take classes at Baruch College must have a Baruch-issued ID Card. Your Baruch-issued ID Card is your first step toward a safe campus and must be displayed upon entering any Baruch College building. New students must go to the ID Card center to have their ID Card photo taken. Registered students who require a Baruch ID Card are welcome to walk in to obtain their ID Card at:

151 E. 25th Street, Room 133
New York, NY 10010
Phone: 646-312-1475
Office Email: IDCenter@baruch.cuny.edu

Enroll in class

- Before each semester begins, students must register for classes using the Schedule Builder. To access the guide and learn how to use it, [click here](#). It is recommended that students consult with their academic advisor. To **make an appointment with an academic advisor**, log in to [Navigate](#). Need to download Navigate? Learn more [here](#).

Become familiar with Brightspace

- To navigate [Brightspace](#) at Baruch College, log in using your CUNYFirst credentials on the Brightspace CUNY website, where you can access your courses, view course materials, submit assignments, check grades, and communicate with instructors - simply click on the course title to enter, and use the navigation menu on the left to access different sections within each course; for help, contact the Baruch Computing and Technology Center (BCTC).

Login: Access Brightspace using your CUNYFirst username and password on the CUNY Brightspace login page.

Accessing Courses: Once logged in, your list of courses will be displayed on the homepage; click on a course title to enter.

- If accommodations are needed - contact Student Disability Services
 - A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables qualified students with disabilities to have an equal opportunity to attain the same level of performance or enjoy equal benefits and privileges as are available to students without disabilities. Students can request accommodations using the Student Accommodation Card with the [Student Disability Services](#). The card will show their photo, first name, employer ID number, and the accommodations listed. To issue the Student Accommodation card, students should provide the [Request for Academic Adjustment \(PDF\)](#) and [Student Interview Form \(PDF\)](#) before the semester.

- Find your way around the campus
 - Baruch's campus map can be found on the [Baruch College website](#).

MSEd-HEA Program Overview

The Master of Science in Education - Higher Education Administration (MSEd-HEA) comprises a 36-credit curriculum consisting of twelve courses: eight required courses and four elective courses. Students lacking one year of full-time professional experience in higher education must complete an additional three-credit internship, bringing their total program requirements to 39 credits.

The core curriculum is structured to provide graduate students with the fundamental knowledge and competencies essential for comprehensive understanding of the higher education field. Elective coursework offers opportunities for advanced exploration of specialized domains, such as student success initiatives and institutional research, or for enhancement of professional capabilities in selected areas of academic interest.

Expected Competencies and Learning Goals

Students completing the MSEd-HEA program will be able to:

1. Identify and navigate the complex structures of higher education to inform effective change.
2. Analyze, think critically, and make evidence-based recommendations to advance higher education in a manner that recognizes historical context, organizational mission, accreditation standards, and/or strategic plans.
3. Communicate and interact effectively with a highly diverse set of constituencies—including students, faculty, administrators, alumni, and/or community members—within and related to the field of higher education.

4. Articulate and apply a set of values for cultivating an equitable, inclusive, and just higher education environment.
5. Use leadership, management, and/or student development theories to analyze the design, operation, and governance of higher education institutions.

Required Core Classes (8 classes, 24 credits)

PAF 9330 Introduction to Higher Education Administration

PAF 9120 Public and Nonprofit Management I

PAF 9317 Research for the Educational Administrator **OR** PAF 9270 Data Collection and Description

PAF 9308 Leadership in Administrative Services in Higher Education

PAF 9336 Student Affairs in Higher Education Administration

PAF 9339 The Financing of Higher Education

PAF 9344 Diversity in Higher Education

PAF 9322 Internship in Higher Education Administration¹

PAF 9390 Capstone Seminar in Higher Education Administration

Elective Courses (4 classes, 12 credits)²

PAF 9318 Educational Policy

PAF 9325 Institutional Research

PAF 9333 Curriculum and Instruction in Higher Education

PAF 9334 Collective Bargaining in Higher Education

PAF 9335 The Community College

PAF 9337 Issues in Urban Higher Education

PAF 9338 Higher Education, Politics, and Public Policy

PAF 9343 International Higher Education: Policies and Practices

PAF 9345 The Law of Higher Education

PAF 9346 Student Development Theory and Practice

PAF 9347 Student Advisement

PAF 9348 Enrollment Management

PAF 9399 Selected Topics in Educational Administration

Course descriptions can be found in the [Baruch College Graduate Bulletin](#).

¹ Required of students with less than one year experience in high education

² MEd-HEA students may take courses in the [MPA](#) and [MIA](#) programs for elective credit with their Advisor's prior approval. MPA and MIA courses listed under Model Programs are already approved.

Required Core Classes

Number	Name	Semester/Year Offered
PAF 9330	Introduction to Higher Education Administration	Fall/Spring
PAF 9120	Public and Nonprofit Management I	Fall/Winter/Spring
PAF 9317	Research for the Educational Administrator	Fall/Spring
OR PAF 9270	Data Collection and Description	Fall/Spring
PAF 9308	Leadership in Administrative Services in Higher Education	Fall/Spring
PAF 9336	Student Affairs in Higher Education Administration	Fall/Spring
PAF 9339	The Financing of Higher Education	Fall/Spring
PAF 9344	Diversity in Higher Education	Fall/Spring
PAF 9322	Internship in Higher Education Administration ³	Fall/Spring
PAF 9390	Capstone Seminar	Fall/Spring

³ MSED-HEA students are required to take the internship course and find an internship if they have less than one year experience in higher education

Elective Classes⁴

We will work to update this table with the best available information, but contact your advisor or check CUNYFirst for an official list of offerings each semester.

Number	Name	Semester/Year Offered
PAF 9318	Educational Policy	
PAF 9325	Institutional Research	
PAF 9333	Curriculum and Instruction in Higher Education	
PAF 9334	Collective Bargaining in Higher Education	
PAF 9335	The Community College	
PAF 9337	Issues in Urban Higher Education	
PAF 9338	Higher Education, Politics, and Public Policy	
PAF 9343	International Higher Education: Policies and Practices	Winter
PAF 9345	The Law of Higher Education	
PAF 9346	Student Development Theory and Practice	
PAF 9347	Student Advisement	Spring
PAF 9348	Enrollment Management	Summer
PAF 9399	Selected Topics in Educational Administration	

⁴ MEd-HEA students may take courses in the [MPA](#) and [MIA](#) programs as electives with approval from their advisor.

Program Course Modality

The program recognizes the diversity of student preferences regarding course delivery formats. While many students value in-person interaction for its perceived learning benefits, others demonstrate equal academic success in online environments. To accommodate this range of preferences, we offer a balanced curriculum that includes online, in-person, and hybrid course formats. Students enrolled in our program should expect to participate in each of these instructional modalities during their course of study.

Capstone

This project is a culminating opportunity for students to (1) integrate their knowledge from the program, (2) apply their critical analysis and communication skills, and (3) develop a public-facing resource that will serve higher education professionals. Students will identify a topic of significance in higher education, write a literature review elucidating what we know about this topic from existing research, and develop a resource manual relating to the topic.

After identifying a topic of significance in higher education, students will write a literature review that provides a thorough, yet concise description of what researchers have previously confirmed about the selected topic. Synthesizing and articulating a body of research through a literature review is a fundamental step in preparing to address a problem of practice. A literature review provides us with a solid foundation of knowledge from which we can build more effective programs and interventions to address challenges in our field.

After students complete their literature review, they will have the requisite knowledge to develop a comprehensive resource manual to guide higher education professionals and/or students as they take on challenges related to your topic. Students will build a digital resource manual using the [Canva](#) platform. The resource manual must include the following elements:

- A brief, public facing overview of the topic
- Professional infographics that provide background information and frame your topic of choice
- A video interview that you conduct with a scholarly expert or practitioner-leader
- A comprehensive annotated resource list to support practitioners and/or students
- Any additional information that you feel will strengthen your resource manual

Upon submission of the capstone project, the manual will be reviewed by an alumni editorial board for inclusion in a public-facing Higher Education Resource Clearinghouse website to be maintained through our graduate program. Additionally, students will be invited to share their work at our annual Higher Education Administration Capstone Showcase.

MSED-HEA Course Descriptions

Core Courses:

PAF 9330 Introduction to Higher Education Administration

This course examines the structure and history of American higher education. The existing institutional structure of higher education will be studied, focusing on the main actors and their roles with respect to questions of governance and institutional decision-making. Key policy issues relating to the historical and structural development of higher education will be discussed.

Prerequisite: none

Points: 3 hours; 3 credits

PAF 9120 Public and Nonprofit Management 1

This course introduces the fundamental concepts and techniques for managing government and not-for-profit agencies, including schools. This course focuses on structural models; individual behavior, including group dynamics and leadership; effective use and management of human resources; and political and cultural frameworks. Questions of effectiveness, responsibility, and professional relations are considered.

Prerequisite: Not open to students who completed PAF 9302, OR MGT 9300, OR PSY 978

Points: 3 hours; 3 credits

PAF 9270 Data Collection and Description

Data Collection and Description (PAF 9270) is the first course in the research methods sequence. Upon completion of this course, students can choose between Data Analysis for Public Service (PAF 9171) and Causal Analysis and Inference (PAF 9272). PAF 9270 teaches students how to collect qualitative and quantitative data for domestic and international policy or practice purposes and how to analyze and present data for descriptive purposes. It also teaches students how to interpret existing descriptive analyses to extract relevant and accurate information. The course will introduce the following topics: research questions and concepts, descriptive vs. causal research, case-oriented vs. variable-oriented approaches, sampling, data cleaning, and determining and maintaining data collection for organizations. Students will develop the following specific skills: using spreadsheets, univariate and bivariate descriptive statistics, data visualization, conducting interviews or qualitative observation, analyzing and coding qualitative data, designing and assessing measures, and designing survey questionnaires and procedures. Course sections will use applications tailored towards students' interests and concentrations (e.g., sections more populated with MIA students will have a greater international focus). (Students who took PAF 9170 or PAF 9172 cannot get credit for this course.)

Prerequisite: None
Points: 3 hours; 3 credits

PAF 9308 Leadership in Administrative Services in Higher Education

This course exposes students to the functions and organization of a broad range of administrative offices, processes, and responsibilities. It places the shared governance culture of higher education in the context of modern management theory and practice. It will describe how the organizational design of various colleges and universities are used to compare and contrast not only structures, but leadership and institutional cultures as well. Students will demonstrate and practice specific tools such as budgeting, cost accounting, metrics and benchmarking.

Prerequisite: Open to Austin W. Marxe School of Public and International Affairs students; others with Marxe School permission.
Points: 3 hours; 3 credits

PAF 9336 Student Affairs in Higher Education

This course focuses on student support services provided in colleges and universities. The emphasis is on contemporary issues and problems of humanizing effective delivery systems in urban nonresidential institutions.

Prerequisite: None
Points: 3 hours; 3 credits

PAF 9339 The Financing of Higher Education

This course provides an introduction for non-financial managers to the basic issues surrounding the financial management of colleges and universities. Topics to be covered include sources of revenue, such as tuition, research grants, and private gifts; working capital management; debt management; endowment management; and institutional expenditures.

Prerequisite: None
Points: 3 hours; 3 credits

PAF 9344 Diversity in Higher Education

The questions of how higher educational leaders define diversity; of why diversity matters to these leaders; and how leaders might engage students' diverse identities in their work, are the essential questions that guide the study of diversity in higher education, and that will serve as the essential questions for this course. The course looks at diversity from historical, theoretical and organizational perspectives in order to develop the understanding of the meaning of diversity and how that meaning has changed.

Prerequisite: None

Points: 3 hours; 3 credits

PAF 9322 Internship in Higher Education

(if required) This internship provides part-time administrative experience in higher education institutions. It is intended to extend administrative knowledge, skills, and sensitivity through a range of on-the-job tasks and duties. The work assignment requires 150 hours. Class sessions are determined by the instructor. This course is required for Masters of Science in Education in Higher Education (MSEd-HEA) students with less than one year of work experience in higher education administration. It may be used as an elective course for students with higher education administration experience. The course is graded on a pass/no-credit basis. The internship pass/no-credit selection does not preclude the completion of another elective course for pass/no-credit. PAF 9322 may be repeated, but only with the permission of the instructor and the Associate Dean of the School of Public Affairs.

Prerequisite: None; It is not open to students who have completed PAF 9191, PAF 9192, or PAF 9195.

Points: 3 hours; 3 credits

PAF 9390 Capstone Seminar in Higher Education Administration

Advanced seminar in which students produce a semester project drawing from the full course of study toward the MSEd-HEA. Special attention is placed on incorporating aptitudes introduced in the core curriculum. The project may involve policy research, intensive study of an organization, development of a rationale for new or changed service programs, or some combination of these. Open only to MSEd-HEA students.

Availability:

Prerequisite: PAF 9120, PAF 9308, PAF 9317 or PAF 9170, PAF 9330 and PAF 9336

Points: 3 hours; 3 credits

Elective Courses:

PAF 9318 Educational Policy

This course is designed for MPA and MSEd-HEA students interested in learning more about educational policy at the local, state, and federal levels. Students in this course will critically examine the social, political, and economic theories behind current educational policies and policy initiatives, and evaluate their consequences and effects on U.S. public schooling.

Prerequisite: None

Points: 3 hours; 3 credits

PAF 9325 Institutional Research

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

Prerequisite: PAF 9170
3 hours; 3 credits

PAF 9333 Curriculum and Instruction in Higher Education

This course examines the academic programs and instructional systems in post-secondary education. The nature and interrelationship of general education and specialized education, liberal arts, and vocational education will be considered. The course looks at distance learning and the increasing globalization of higher education.

Prerequisite: none
3 hours; 3 credits

PAF 9334 Collective Bargaining in Higher Education

This course will provide students with a working knowledge of collective bargaining in the United States. The various collective bargaining units found on a traditional college campus will be examined, such as faculty, administrative, trades, clerical, and graduate assistants. Historical events and future trends in higher education collective bargaining are covered.

Prerequisite: none
3 hours; 3 credits

PAF 9335 The Community College

This course examines the structure and administration of community colleges, technical institutions, and adult education programs. It looks at the relationship between community colleges and four-year colleges.

Prerequisite: none
3 hours; 3 credits

PAF 9337 Issues in Urban Higher Education

This course focuses on issues and problems of higher education in cities. It will cover such subject areas as the role of education in development of the American city; the impact of immigration on schools; the debate over access and quality in neighborhoods; and the ways educational programs are employed in urban economic development.

Prerequisite: none
3 hours; 3 credits

PAF 9338 Higher Education, Politics, and Public Policy

This course provides an in-depth examination of public policymaking for higher education in the United States. It emphasizes state-level policymaking for higher education but also surveys the role of federal and local governments. It explores the implications of the political setting of higher education for institutional leadership.

Prerequisite: none
3 hours; 3 credits

PAF 9343 International Higher Education: Policies and Practices

The course examines the impact of globalization on higher education systems. Students will identify global, regional, and domestic higher education trends, and analyze how their interactions shape policy agendas. Additionally, students will examine issues such as access, equity, quality, finance, and governance of higher education from an international perspective, while engaging in the global higher education debate.

Pre-requisites: PAF 9330
3 credits; 3 hours

PAF 9345 The Law of Higher Education

This course will explore key laws and legal concepts applicable to American institutions of higher education. We will discuss the increasingly complex and evolving legal environment in which our colleges and universities operate. The course will focus on how the law balances the rights and responsibilities of colleges and universities and their many varied constituencies, including faculty, staff, students, and the public at large.

Prerequisite: none
3 credits; 3 hours

PAF 9346 Student Development Theory and Practice

This course will provide students with a working knowledge and history of student development theory and practice that will serve as a foundation for the course. Topics to be covered include understanding and using student development theory, including social identity theories, foundational theories, integrative theories, and ecological system theories. Future trends in student development theory will also be covered.

Prerequisite: none
3 credits; 3 hours

PAF 9347 Student Advisement

This course will cover policies and practices of academic advisement in higher education including attention to the resources and leadership offered through the National Academic Advising Association (NACADA) and the delineation of expectations of the Council for the Advancement of Standards in Higher Education (CAS). Areas of advisement will include special populations and cover ethical issues, theory to practice, informational and developmental advising, faculty advising, career advising, legal issues, multicultural competence, communication skills, one-on-one advising, group advising and virtual advising. This course will be taught through a social justice lens.

Prerequisite: none

3 credits; 3 hours

PAF 9348 Enrollment Management

This course will explore the origin, strategies, and contemporary practices of enrollment management within American colleges and universities. The class will begin with a foundational concepts of enrollment management to understand how this approach came into existence in higher education while also examining the various organizational structures and leadership competencies related to this area. Students will use relevant texts, industry data, scholarly articles, and other instructional materials to address the following questions: 1. What is the function of enrollment management at a college or university? 2. How do enrollment management practices inform institutional practices that assist colleges/universities achieve their goals? 3. What professional competencies must enrollment managers have to be successful?

Prerequisite: none

3 credits; 3 hours

PAF 9399 Selected Topics in Educational Administration

This course examines policy and managerial issues in educational administration. The topics will be selected by the instructor.

Some previous topics include: Student Development Theory, Higher Education Leadership, The Law of Higher Education, Fundraising and Institutional Advancement for Higher Education, Paying for College, and International Perspectives in Higher Education.

Prerequisite: none

3 hours; 3 credits

Planning your Schedule

The MEd-HEA is offered on a full- and part-time basis. It is possible for a full-time student to complete the Program in 1½ calendar years, by taking advantage of both Winter and Summer offerings. Most students, however, attend part-time and typically complete the program in two to three calendar years. Students taking 9-credits are considered full-time.

Students are required to develop a Program Plan with their advisor, before the end of their first year of enrollment. They are responsible for keeping the Program Plan updated if changes are needed.

Model Programs

Creating a program plan enables students to consider what electives will further the knowledge and skills needed for their intended career pathways. Several models are provided below as examples of programs that would advance students' knowledge and skills in particular areas. Students are welcome to use these models or to develop an individualized program of study.

Student Services

PAF 9336 Student Affairs in Higher Education (core)
PAF 9333 Curriculum and Instruction in Higher Education
PAF 9344 Diversity in Higher Education (core)
PAF 9346 Student Development Theory and Practice
PAF 9399 Selected Topics - Enrollment Management
PAF 9399 Selected Topics - Academic Advising

Leadership and Administration

PAF 9120 Public and Nonprofit Management I (core)
PAF 9103 Communication in a Public Setting (MPA)
PAF 9344 Diversity in Higher Education (core)
PAF 9334 Collective Bargaining in Higher Education
PAF 9345 The Law of Higher Education
PAF 9308 Leadership in Administrative Services in Higher Education

Institutional Research and Assessment

PAF 9270 Data Collection and Description (core)
PAF 9325 Institutional Research
PAF 9271 Data Analysis for Public Service (MPA)
PAF 9130 Economic Analysis and Public Policy (MPA)
PAF 9174 Program Evaluation (MPA)

Higher Education Policy

PAF 9330 Introduction to Higher Education Administration (core)
PAF 9180 Policy Analysis (MPA)
PAF 9318 Educational Policy
PAF 9338 Higher Education, Politics, and Public Policy

PAF 9343 International Higher Education: Policies and Practices
PAF 9344 Diversity in Higher Education (core)

MSEd-HEA Program Faculty

We encourage all MSEd-HEA students to connect with their faculty members and introduce yourselves! If there are specific research topics you're passionate about, feel free to share your interest and let them know you'd like to explore these areas in their classes. And if you're unsure where to start or need resources, don't hesitate to reach out—we're here to help!

Full-Time Faculty

The Marxe School boasts one of the nation's largest and most internationally diverse faculties. Distinguished in their respective fields, our professors bring extensive experience in advising cabinet-level agencies, guiding political officials, and leading major educational, nonprofit, and governmental organizations worldwide. They are committed to fostering your personal growth, enhancing your professional development, and addressing contemporary public policy challenges. Faculty members provide guidance on coursework, professional development, and career pathways. Students are encouraged to contact professors to discuss research interests, course offerings, and academic opportunities.

William Casey Boland

William.Boland@baruch.cuny.edu

Assistant Professor, Ph.D., Higher Education, University of Pennsylvania; M.S., Higher Education, University of Pennsylvania; B.A., Political Science and Journalism, Rutgers University.

Dr. Boland's research explores the impact of state and federal public policies on higher education, particularly minority serving institutions (MSIs). This includes how state accountability policies affect college outcomes, the relationship between finance public policies and student success, and the role of politics in policymaking for postsecondary education. His work has been published in the *American Education Research Journal*, *Research in Higher Education*, the *British Journal of Sociology of Education*, *Educational Policy*, and *Education Sciences*. He has presented at the annual meetings of the American Educational Research Association, Association for Education Finance and Policy, and the Association for the Study of Higher Education. Dr. Boland obtained a PhD from the University of Pennsylvania.

Ryan W. Coughlan

ryan.coughlan@baruch.cuny.edu

Associate Professor, PhD, Urban Systems, Rutgers University Ph.D., Rutgers University Newark; M.S.Ed., Secondary Science Education, The City College of New York, CUNY New York; B.A., Environmental Policy, Harvard University Cambridge.

Dr. Coughlan's research focuses on the role of education systems in society, with a special focus on education reform movements, equity and inclusion initiatives, and school desegregation. He began his career as a secondary science educator in the New York City department of education, where he gained direct insight into the structures and challenges of our nation's largest school district. As a scholar, Dr. Coughlan maintains a commitment to practitioner-oriented research that maximizes impact in academia and educational institutions. Along with his related publications in academic journals, he has published five books on school integration, the history of progressive education, the social foundations of education, and the sociology of education. His most recent co-authored book is an in-depth mixed methods case study of one school district's efforts to achieve true integration. Dr. Coughlan's research has been featured in national media outlets including The New York Times, NPR, and Chalkbeat, and it serves as the foundation for multiple school equity lawsuits.

Scott Evenbeck

Scott.Evenbeck@baruch.cuny.edu

University Professor, PhD, Social Psychology, University of North Carolina Chapel Hill; M.A., Social Psychology, University of North Carolina at Chapel Hill, AB, Psychology, Indiana University Ph.D., Social Psychology,

Scott Evenbeck was appointed University Professor at Baruch College in January, 2021, in the Higher Education Program of the Marxe School of Public and International Affairs. He joined CUNY in 2011 as Founding President of Guttman Community College. He earlier served as Professor of Psychology and Founding Dean of University College at Indiana University-Purdue University Indianapolis (IUPUI). He joined the psychology faculty there after completing his Masters' and Doctorate in Social Psychology at the University of North Carolina at Chapel Hill. He earned his Bachelor's degree in Psychology at Indiana University at Bloomington. Evenbeck has long been involved in designing, implementing and assessing programs for students in their first years of university study. He played a major role in various initiatives to support student achievement in Indiana. He has given more than 100 presentations on serving students and has written many articles and chapters on academic achievement and persistence. Evenbeck was a task force advisor for the Foundations of Excellence in the First College Year and a board member of the American Conference of Academic Deans. He has been a resource faculty member at the Summer Quality Academy of the Institute for Higher Education Policy and for the General Education and Assessment Institute of the Association of American Colleges and Universities. He served on the advisory board for the National Resource Center for the First-Year Experience and Students in Transition, and as a faculty member for the Learning Community Institute of the Washington Center for Undergraduate Education. The National Learning Community conference recognized him with the lifetime achievement award. He serves on the Board for the John N. Gardner Institute for Excellence in Undergraduate Education and the Community College Advisory Panel of the College Board. Evenbeck serves on the boards of College Unbound and General Theological Seminary. He has been on accreditation teams for

three regional associations, focusing on general education, assessment and programs for entering students.

Ashley N. Gaskew

Ashley.Gaskew@baruch.cuny.edu

Assistant Professor, PhD, Educational Leadership and Policy Analysis, University of Wisconsin-Madison, M.S., Education: Curriculum and Instruction, University of Wisconsin-Madison Madison, B.A., Public Policy, University of Chicago Chicago

Dr. Gaskew's research explores the impact of socioeconomic policies on faculty culture and faculty experiences across the macro, meso, and micro-levels of society and within postsecondary education. She has also published research on the impact and contributions of for-profit and community college institutions and their relationship with academia. Her co-edited book *Critical Theory and Qualitative Data Analysis in Education* explores the tensions and opportunities in education through equitable and transformational analysis lenses.

[*Learn more about the Marxe School's full-time faculty](#)

MSEd-HEA Part-Time Faculty

Christopher Adams

christopher.adams@baruch.cuny.edu

Adjunct Associate Professor, EdD, Education Administration, Hofstra University; Professional Diploma, Educational Administration, Hofstra University; Certificate of Advanced Study, Educational Administration, Hofstra University; M.A., Counselor Education, Hofstra University; B.A., Liberal Studies, Southern Connecticut State University.

Dr. Christopher J. Adams serves as an Adjunct Associate Professor of Higher Education Administration in the Marxe School of Public and International Affairs. Currently, Dr. Adams serves as the Chief of Regionals and Special Projects at Long Island University where he oversees the University's regional campuses and works on special projects assigned by the President, including the following academic programs: Society of Presidential Descendants, Global Service Institute, and the Roosevelt School. Previous to this position, Dr. Adams served as the Vice President for Student Affairs at the largest community college in New York State, Suffolk County Community College following two and a half years as the Executive Assistant to the President and the Chief of Staff for the Office of the President. Dr. Adams also served as the Executive Administrator of the Teachers College Reading and Writing Project – Columbia University and in several administrative positions at Hofstra University. Dr. Adams began teaching at Baruch College in the spring of 2005 until the fall of 2011. Dr. Adams returned to teaching at Baruch College in the fall of 2017 and was promoted to the rank of Adjunct Associate Professor and teaches Student Services In Higher Education and the Community College.

Howard Buxbaum

Howard.Buxbaum@baruch.cuny.edu

Adjunct Lecturer, MA, Binghamton University, SUNY; B.A. Economics, SUNY New Paltz; Leadership Program in Higher Education, Harvard.

Howard Buxbaum is a principal at PHB Consulting which specializes in assisting not for profit organizations with financial and administrative issues. PHB has worked with a number of higher education, membership and social welfare organizations. Mr. Buxbaum served as CFO of several public and private Colleges including Bank Street College of Education, New Jersey City University, Bloomfield College and Drew University. Mr. Buxbaum also held administrative and planning positions at Rutgers University. Prior to his higher education service, he served with New York State Government in the Budget Division, Health Department and the Governor's Office. He was involved in the launch of the WIC program and the enactment of New York's special education overhaul in 1976. Howard serves on several not for profit boards and has several volunteer positions. Howard teaches the Financing of Higher Education and has created a new contemporary case study and timely articles for his students.

Lori Fox

lori.fox@baruch.cuny.edu

Adjunct Assistant Professor, JD, New York University School of Law; B.A., Yale University.

Lori Fox is an attorney who has represented colleges and universities for most of her career. She served as Associate General Counsel at Washington University St. Louis, Deputy General Counsel at the J. Paul Getty Trust (Museum), and General Counsel at Teachers College, Columbia University. From 2017 until 2021, she represented several CUNY institutions. Lori has taught courses on legal issues as an adjunct faculty member at Washington University, the University of Pennsylvania and Baruch. At Baruch, she teaches **The Law of Higher Education**.

Sharon Hardy

(email address)

- Adjunct Assistant Professor, PhD, Urban Education and Leadership

Fabrice Jeumont

fjeumont@hotmail.com

- Adjunct Professor, PhD, New York University.

Andrew Martinez

andrew.martinez@baruch.cuny.edu

- Adjunct Assistant Professor, PhD, University of Pennsylvania.

Linda Shatzer

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Adjunct Lecturer, MA, Brooklyn College, CUNY and PhD, Communication, Rutgers University.

Linda Shatzer has held several positions at CUNY's Central Office including the Change Management Lead for the CUNYfirst Project and Manager of Productivity Initiatives for the University. Her experience has provided insights into how the management of administrative services impacts the operations of the University and the academic experience for students. Linda has taught online classes for Central Michigan University and Southern New Hampshire University in Communication and Change Management at the graduate level. She has written several articles on distance learning. Dr. Shatzer teaches the Administrative Services in Higher Education course.

Ronald Spalter

Ronald.Spalter@Baruch.cuny.edu

Adjunct Lecturer, MBA, Organizational Behavior Studies, New York University; B.S., Long Island University.

In his more than 45 years as a higher education administrator, Ron Spalter was employed in cabinet level administrative positions at Graduate, Baccalaureate, and Associate Degree granting institutions. He provided leadership to finance, facilities, information systems, HR, and auxiliary services teams. He has had successes in grant applications and management, and in securing major philanthropic gifts for CUNY. Ron retired in 2019 after serving for more than a decade as Deputy Chief Operating Officer at the City University Chancellor. In that position he had responsibilities for pursuing University-wide goals with respect to productivity and efficiencies, emergency management, sustainability and energy conservation, and change management in support of the introduction of new information systems and practices.

Ron has taught Business Management at Borough of Manhattan Community College and Higher Education Leadership at the graduate level at the Steinhardt School of Culture, Education and Human Development at New York University. He has been an Adjunct Lecturer at the Marx School since 2006. Mr. Spalter teaches the Administrative Services in Higher Education course.

Meghan Moore-Wilk

meghan.moore-wilk@slu.cuny.edu

PhD, Urban Education, City University of New York Graduate Center; M.A., Arts and Humanities in Education, NYU Steinhardt School of Culture, Education and Human Development; M.A., Dance Education, Teachers College, Columbia University; BFA, Dance, Marymount Manhattan College.

Meghan Moore-Wilk, Ph.D. (she/her) joined the CUNY School of Labor and Urban Studies in August 2022 as the Interim Assistant Dean for Strategic Initiatives and Chief of Staff to assist with implementing SLU's strategic initiatives and special projects, and assist Dean

Mantsios with institutional planning and other issues that impact the School. She also serves as SLU's Title IX Coordinator and 504/ADA Coordinator. She previously served as the Chief of Staff to the President at Queens College, where she was a member of the President's cabinet, chaired the Ad Hoc Working Group on Reopening during the pandemic, and oversaw the Offices of Public Safety, Venue Rentals, and Campus Events. From 2004 to 2019, Dr. Moore-Wilk held the position of Director of Space Planning at The City University of New York, where she was responsible for tracking, evaluating, and recommending capital projects to address the space needs at each of CUNY's 25 institutions. She has served on the CUNY's Enrollment Management Council, Gender Identity Working Group, The Graduate Center Urban Education Executive Committee, the University Working Group on Collaborative Programs, the CUNY First Steering Committee, and the new community college planning committee.

[*Learn more about the Marxe School's part-time faculty](#)

MSEd-HEA Marxe Student Experience

Internship

Students who have not had a year's experience working in higher education are required to complete a 150-hour internship. This part-time administrative experience provides exposure to what a career in higher education might encompass and affords students the opportunity to put what they are learning into practice. The internship involves both an orientation to the office and organization where they are placed, as well as supervision and training related to the project(s) in which they will be engaged. While working at the internship, students will enroll in PAF 9322 Internship in MSEd-HEA. The purpose of the course is to enable students to critically reflect on the relation between their experience and the higher education field as presented in the Program's curriculum as well as their own professional skills and career goals. Internships may be paid or unpaid.

Marxe Assistantships

Students can check for new openings and assistantship positions [here](#) regularly and contact the academic program advisor and Marxe Career Services. Students can apply for up to five positions through the Marxe Assistantship Application [here](#).

Higher Education Administration Club

The Higher Education Administration (HEA) Club of Baruch College serves to engage students in the MSEd-HEA program at the Marxe School of Public and International Affairs.

The HEA Club's goals are to:

- Promote community building among students, alumni, and professionals in the field of higher education;
- Provide professional development and networking opportunities that will prepare students for the next stage of their careers;
- Empower students to provide input and make changes that could enhance their education and engagement experiences;
- Engender connections inside and outside of the college that will help them grow intellectually, socially, and professionally;
- Create safe spaces that encourage dialogue for students to raise concerns and program feedback to the Marxe School administration and any other involved entities; and
- Actively engage the MEd-HEA community through social, recreational, and academic in-person and online environments.

The Club's executive board (e-board) consists of four (4) named positions: President, Vice President, Secretary, and Treasurer. The executive board has also included up to four (4) additional members for support. All positions are voluntarily held by students enrolled in the MEd-HEA program. Applications to the e-board are conducted every academic year or vacancies arise, for example, when a student graduates or leaves the Program. Students interested in e-board positions may self-nominate to the current members, who will conduct interviews and make selections.

Learn more and connect with the MEd-HEA Club on [Facebook](#), [HEA Club](#) website, and [Instagram page](#).

Capstone Showcase

The MEd-HEA Capstone Showcase features graduating students presenting their digital resource manuals addressing real-world challenges in higher education. During this public event, students demonstrate how their manuals provide practical solutions for specific stakeholder groups, from faculty and academic advisors to students, student affairs professionals, enrollment managers, and more. Faculty members, higher education professionals, and fellow students attend the showcase, creating valuable networking opportunities and fostering dialogue about contemporary challenges in higher education administration. The showcase serves as both a culminating academic experience and a professional development opportunity, bridging theoretical knowledge with practical implementation in higher education settings.

MEd-HEA Research Showcase

The MEd-HEA Research showcase provides students with the opportunity to enhance their class assignment, projects, or community involvement that they feel passionate about into a research poster presentation. Through the showcase, students engage in important and difficult discourses

in the field of higher education. The showcase enables students to improve and hone in on their communication, confidence, persuasion, time management, leadership, and networking skills. Conversely, the MEd-HEA research showcase has permitted students to present at American Educational Research Association (AERA), and the Middle States Commission on Higher Education (MSCHE).

Alumni Speakers

The MEd-HEA program proudly hosts the Annual Alumni Reflections Panel Series, a cornerstone event where accomplished graduates now serving as administrators across diverse higher education institutions return to share their professional journeys. Each year, our alumni panelists offer valuable insights on applying program learning to administrative practice, navigating career advancement, and addressing contemporary challenges in higher education. This signature series represents our commitment to building a robust professional community that extends beyond graduation and connects theoretical learning with real-world administrative leadership.

Commencement (Hooding & Graduation Ceremony)

Baruch College holds one Commencement Ceremony in late May/early June. Students who graduated in the Fall or Winter semesters the previous year, or will be graduating in the Spring or Summer of the ceremony year, are eligible to attend.

[Information on the Commencement Ceremony, including the date, will be posted on the website.](#)

Marxe Student Support and Opportunities

Advisement

The Marxe graduate academic advisement team is committed to creating an inclusive atmosphere of respect and professionalism through shared accountability between student and advisor to guide and support graduate students throughout their academic career and beyond, and ensure they receive the best possible services to enhance their overall graduate experience.

Academic advisement is available to meet with students in various formats including on zoom, phone, or in-person appointments scheduled via Navigate.

Maureen Samedy-Cooke

Maureen Samedy-Cooke is the Associate Director of Academic Advisement at Baruch College, Austin W. Marxe School of Public and International Affairs. In this capacity she serves as

academic advisor to students in the MSED - Higher Education Administration program, the Master of International Affairs program, and program manager for the Executive Master of Public Administration program.

Maureen's professional experience includes workforce development, graduate admissions, academic advisement, community college teaching, and over a decade working with graduate students. Maureen serves as an advocate for students, is committed to helping students meet their educational goals, and she understands that a meaningful advising experience is integral to student success. Maureen received her bachelor's degree in communication studies from Montclair State University, her master's degree in Higher Education Administration from Baruch College and her PhD in Urban Education from the CUNY Graduate Center.

Email: Maureen.Samedy@baruch.cuny.edu

MARXE Graduate Advisement Email: mopia.advisement@baruch.cuny.edu

****Students should include your Empl ID in all correspondence**

Scholarships

Scholarships are available for the fall and spring terms only, and applications are reviewed after the published deadline. Students can find more information on the [Scholarship Opportunities](#) website. Graduate Students should contact their respective academic program advisor or department chair for information on scholarships, assistantships, and fellowships.

*Learn more about Scholarships [here](#).

Marxe Ambassadors

Students can become representatives of the Marxe School by participating in recruitment, yield events, and engaging with prospective students either by phone or email. You'll support the offices of Admissions by speaking with and welcoming prospective students, applicants and new students to our virtual or in person events, providing support during these events, and most importantly, by sharing your student experiences at these events. You can apply to be a Marxe Ambassador [here](#).

*Learn more about Marxe Ambassadors [here](#).

Career Services and Job Placement

Launching a career or transitioning into a new one is a journey—and the Marxe Career Services office is here to guide you. Information on the range of career services, including internships and study at the doctoral level, is provided by the Marxe School and can be found at the [Marxe Career Services](#).

Academic Support for Writings

In close partnership with faculty and colleagues in other academic support programs, the [Bernard L. Schwartz Communication Institute](#) cultivates learning environments in which students become

strategic, thoughtful communicators and creators. They develop and support Communication Intensive Courses, guide pedagogical reflection, and foster the teaching and learning of written, oral, visual, and digital literacies across the College. Marxe students can schedule one-on-one writing consultations with institute fellows who work exclusively with graduate students.

MSEd-HEA Librarian

Betsy Yoon is an assistant professor at Baruch College and the Library Liaison for the Marxe School. Betsy received her Master of Library and Information Science (M.L.I.S.), Library and Information Studies, at CUNY Queens College, Graduate School of Library and Information Studies. If you need assistance with finding resources or developing citations, please email betsy.yoon@baruch.cuny.edu.

Quantitative Student Support

Marxe graduate students enrolled in quantitative courses are strongly encouraged to attend [workshops](#) and reserve tutoring services to assist them in refining their mathematical and quantitative skills that will be applied to statistics, research analysis, economics, and budgeting. Marxe graduate students interested in quantitative student support can [reserve an appointment for 1-1 tutoring sessions](#).

Analytical skills are also critical to the success of a graduate program and beyond. The Marxe School employs an expert academic support specialist and tutors solely for graduate students to help them study for economics, statistics, and research methods courses. Tutoring sessions are by assigned times only. The appointment schedule is distributed prior to each semester through the weekly newsletters sent by Marxe Academic Advisement.

Marxe School of Public and International Affairs Alumni

As a lifelong member of our community, the Marxe School offers plenty of ways for you to stay engaged with us. Connect with 9,000+ alumni through the School's many networking and career events, and help pass on the Marxe legacy of preparing future public policy leaders by giving back and supporting Marxe's mission.

[Learn more about the Marxe Alumni.](#)

Schoolwide Resources

Academic Calendar

For key dates for registration, course changes, refunds and withdrawals and other matters related to registration, check the [academic calendar](#).

Newman Library

The [Newman Library](#) provides all students with a range of services beyond the borrowing of physical and eBooks, such as scanning and printing services, technology loans, and access to

study rooms. In addition, graduate students can arrange [research consultations](#) with Baruch librarians.

The Library also has a [Higher Education Research Guide](#) that showcases current higher education books, journals, and databases in the field as well as education policy institutes, organizations and government agencies. The Guide provides a wealth of information that is useful for the class projects and staying up-to-date in the field.

Counseling Center

Baruch's [Counseling Center](#) provides free and confidential services to anyone who is currently enrolled and registered as an undergraduate or graduate student at Baruch College.

Student Disability Services

[Student Disability Services](#) provides appropriate accommodations to students with disabilities to promote equal access to the college's programs and services. This is accomplished by creating an accessible college environment for students with disabilities and providing assistive technology that empowers students to self-advocate and develop the skills necessary to succeed academically.

Baruch Writing Center

The [Writing Center](#) offers free writing support to all Baruch students. Their professional consultants work collaboratively with you to deepen your writing and English language skills. At any step in the process, the Center will help you become a more independent, versatile, and confident writer. Writing Guides and links to scheduling appointments can be found on the Center's website.

Early Learning Center (Childcare)

The Mission of the Baruch College Early Learning Center, Inc. is to provide childcare services to students who would otherwise not be able to attend college without these services. As part of its Mission, the Center seeks to provide an age-appropriate learning environment for children 2 to 5 with referral and intervention services when needed and to provide student/parents with support as they pursue their degree.

[Learn more about the ELC](#)

EOC program - in which situations would you potentially need for these resources

Executives on Campus (EOC) is a department at Baruch College that provides undergraduate and graduate students from all Baruch Schools with Mentors who help with networking, interviewing and other essential soft skills to make Baruch students competitive in today's job market. EOC is also a community and network of mentors, mentees, and mentee alumni. EOC is unique to Baruch; no organization such as this exists in other colleges. It is open to graduate students based on their graduation year.

[Learn more about the EOC program](#)

International Student Center

The International Student Service Center (ISSC) coordinates administrative services and immigration and visa matters for the international students at Baruch College. We also offer information on study abroad programs and arrange programs of special interest to international students.

[Learn more about the ISSC](#)

Veteran Student Support

The Veterans Affairs at Baruch seeks to serve student veterans through outreach, addressing challenges for academic success, promoting campus community for networking and support, and providing resources for health and wellness.

[Learn more about the Veteran Student Support](#)

Public Safety

The department consists of dedicated professional law enforcement officers, campus security assistants, trained civilian specialists, and administrative personnel who are committed to providing a safe educational environment for students, faculty, staff, and the surrounding community.

The main office of the Public Safety Department is located at:

152 E. 26th street, H-160, New York, NY 10010

Phone: 646-660-6000

[Learn more about Public Safety](#)

Student Study Spaces

Students check out the [grid](#) for places on campus to study or take an online class. Students should bring their own devices (unless they are in a computer lab) and headphones/earbuds. All buildings close at 11:00 pm to conduct interior/exterior patrols.

Baruch Computing and Technology Center

The [Baruch Computing and Technology Center \(BCTC\)](#) supports information technology services for all [students](#), [faculty](#), and [staff](#) at Baruch College. As part of Baruch College and CUNY, BCTC embodies the values of higher education—encouraging inquiry, dialogue, and academic rigor—to empower the community to use technology in achieving educational and social goals.

[Learn more about the BCTC](#)

Baruch Housing and Residence Life

Where you live while you're in college can change your entire experience. Living in the residence hall enhances and enriches your college journey, and Baruch students have the

opportunity to maximize this experience. The general information can be found on the [Housing and Residence Life](#) website. The Residence Life staff is here to support and assist you in guiding you through the housing process.

Policies and Procedures

Holds

- Bursar hold: A hold placed on an account when the balance is past due. This can prevent students from registering for classes, receiving their diploma, or other college documentation.

[\(At the bottom of each section, put in contact information\)](#)

Withdrawing

Students can withdraw from courses up until the last day to withdraw, as listed in the academic calendar, each semester. Students experiencing medical issues or other extenuating circumstances during a semester can be considered for a withdrawal through the Office of the Dean of Students (DoS).

Withdrawals through the DoS require supporting documentation (examples may include hospitalization records and prognosis, death certificates, proof of fire in apartment, police reports, etc.). Please note, a withdrawal from the DoS, once approved and processed, will remove a student from ALL classes in which he/she is registered. For more information on requesting a withdrawal from the DoS, call (646) 312-4570.

Leave of Absences

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

- Students on F1 or J1 Visas: Federal SEVIS regulations require students in F1/ J1 status to notify the [International Student Service Center](#) (ISSC) when they are completing or taking a leave of absence from their studies or program.

Returning from Leave of Absences

Students who intend to return from their leave of absence must submit a [re-entry application](#) to avoid registration delays. Completed applications should be emailed to the following email address: reentry@baruch.cuny.edu. Student's will be required to pay a \$20 fee for their re-entry application, and the fee will be posted on their CUNYfirst account. The six-year time period for

completion of the requirements for the master's degree will be extended no more than two semesters for such nonattendance. If the original six-year period and two additional semesters have expired, the student must apply to the appropriate graduate committee on academic standing for a time extension. In some instances, an extension of time may require a review of the student's original program for currency of subject matter. Additional courses may be required to complete the degree.

Waiver and Transfer Credit

Students who have completed equivalent studies in other undergraduate or graduate programs may apply for either waivers or transfer credits. Students who are granted waivers are not required to take the courses waived but must still complete the equivalent credit hours in another course. Transfer credits are available to students who have completed equivalent graduate-level courses in a NASPAA-accredited or other equivalent institution but are not counted towards another graduate degree. Students may request to transfer up to 12 credits, which will be applied to the credits required for MEd-HEA graduation. Application for waiver or transfer credits should be made when students first enroll in the Program.

How to appeal for a grade

Graduate and undergraduate students at the Marxe School can file an academic appeal for a number of reasons including:

- Retroactive course withdrawal from a semester
- Reinstatement into a program
- Extension of time to complete a degree
- Academic Appeals are heard by the Committee on Academic Standing (CAS) which is comprised of four faculty members elected by the entire Marxe faculty and two student representatives as well as staff members. Students do not appear before the CAS.

A Marxe Academic Appeals Form must be submitted along with a written statement and any supporting documentation (e.g. doctor's notes, hospital records, email correspondence, The appeal form and all supporting documentation in PDF format must be submitted to mspia.advisement@baruch.cuny.edu with the subject line: ACADEMIC APPEAL

The Committee considers appeals twice during each fall and spring semesters and once during the summer.

[Learn more about Academic Appeals](#)

Academic progress

All graduate students are required to maintain a minimum cumulative GPA of 3.0 in order to remain in good academic standing and to graduate. When the cumulative GPA falls below a 3.0 after earning 12 credits, students are placed on academic probation by the Registrar. Students on

probation must maintain a minimum semester GPA of 3.0, while making progress in bringing their cumulative GPA back up to a 3.0. If the minimum semester GPA of 3.0 is not met, the student will be academically dismissed. Students who are academically dismissed may appeal to the Marxe Committee on Academic Standing for reinstatement into the program. Incomplete (INC) grades are not permitted while a student is on probation. Students on or about to be placed on probation should email MSPIA.Advisement@baruch.cuny.edu immediately to set up a meeting with an Advisor to create an academic plan. Students on probation or students with GPAs that are very close to the minimum 3.0 should not enroll in winter or summer intersession courses, without speaking to an Advisor first.

Readmission

Students who take off one or more semesters must submit a completed Re-Entry application prior to the term in which they plan to return. The Re-Entry Application and the deadlines to submit can be found online; late applications will not be accepted. Students should contact their academic advisor when they plan to return and make sure they submit the Re-Entry Application to the Registrar by the deadline. The six-year time period for completion of the requirements for the master's degree will be extended no more than two semesters for such nonattendance.

If the original six-year period and two additional semesters have expired, the student must appeal to the Marxe Committee on Academic Standing for a time extension. In some instances, an extension may require a review of the student's original program for currency of subject matter. Additional courses may be required to complete the degree if the curriculum has changed since they were last enrolled.

[Learn more about Re-entry](#)

Course Repeat

At the conclusion of every spring term, Financial Aid Services reviews students for Satisfactory Academic Progress (SAP). Students who do not meet SAP standards lose their eligibility for federal student aid. Private/alternative loan lenders may also enforce the College's SAP standards. Students are required to maintain the qualitative, quantitative, and maximum time frame standards. Detailed information regarding the calculation for each standard, determining circumstances, and the appeals process can be found on the website.

[Learn more about the Satisfactory Academic Progress](#)

Baruch Academic Integrity

Baruch College policy states, "Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the

practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobedience them. Any student who attempts to compromise or devalue the academic process will be sanctioned.”⁵

Additional information regarding Baruch College’s policy on Academic Integrity is available on the [Dean of Student’s Website](#)

Registration and Academic Review

How to Register for Courses

All Campus MPA, MSED-HEA and MIA students will be using [Schedule Builder](#) to register for classes. Students must [activate their CUNYfirst account](#) in order to log in and access [Schedule Builder](#). If you are having trouble activating or accessing your CUNYfirst account, please email helpdesk@baruch.cuny.edu.

[Learn how to register for classes on Schedule Builder](#)

Choosing Courses

First semester graduate students should only register for core courses in their first semester and work towards completing most or all the core classes before taking electives. Depending on your program and concentration, most core classes can be taken in any order. Elective courses will build on concepts learned in the core, so you should take most of your core before you start taking electives. First-semester students should not take elective courses, unless otherwise suggested by your advisor. You can find your program’s curriculum and list of core classes [here](#).

Executive MPA and Online MPA students follow an accelerated, prescribed program and will be registered for their classes.

Each graduate course is worth 3 credits. Part time graduate students are recommended to register for 1-2 classes (3-6 credits) per semester; full time students are recommended to register for 3 classes (9 credits) per semester. Students who WORK on a full-time basis cannot attend classes on a full-time basis (3 classes; 9 credits). After the first semester, full time students may register for a fourth class after consulting with an advisor.

Graduate courses are offered in a variety of instruction modes. To learn about the different instruction modes and how to read the CUNYfirst schedule of classes, please click [here](#).

MSEd in Higher Education Administration (HEA) Sample Schedules

⁵ Baruch College Student Development & Counseling. (2002, August). Academic Honesty. Retrieved from https://provost.baruch.cuny.edu/academic-affairs/teaching-and-learning/academic_honesty/

***This schedule excludes the Winter & Summer intersessions, which are optional semesters**

Sample MEd-HEA Full-Time (9 credits/semester)			
Semester 1	Semester 2	Semester 3	Semester 4
PAF 9330*	Core Class	Core Class	Elective
Core Class	Core Class	Elective	Elective
Core Class	Core Class	Elective	PAF 9390 (Capstone)

Sample MEd-HEA Part-Time (maximum 6 credits/semester)					
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
PAF 9330*	Core Class	Core Class	Core Class	Elective	Elective

Core Class	Core Class	Core Class	Elective	Elective	PAF 9390 (Capstone)
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Cross Registration and Obtaining E-permits

Students interested in taking a course outside of Baruch at another CUNY college must submit an ePermit application. Students must wait until their registration appointment to submit an epermit application, or else it will be denied.

Before submitting an ePermit application, you must receive approval and the course equivalencies from your academic advisor. ePermit courses should be related to the MSED-HEA degree program and are courses from another graduate degree program. Courses equivalent or similar to core courses in your program will not be approved.

HEA students can look into graduate classes offered by John Jay, Hunter College, CUNY SPS and others for HEA related classes. ePermits can take a few weeks to be processed. Students should plan in advance if they would like to submit one.

Please contact MSPIA.advisement@baruch.cuny.edu for more information.

Students are expected to follow degree requirements in place during their initial term of enrollment. The MSED-HEA program allows for coursework outside the home program with advisor approval. Approval from a student's academic program is required for cross-registration; cross-registered courses will not count toward degree requirements without prior written approval submitted to the student's academic adviser. Students registered in courses at another school within CUNY are subject to the dates and policies of the school that owns the course.

Billing & Payments

Who to contact

The Bursar Office is responsible for the collection of tuition and fees for Baruch College.

How to pay your tuition

Go to your student center on CUNYfirst. Click on the finances tab and scroll down to the current semester. Note that some fees may not post immediately, so you should check again the next day.

Online Options

- Electronic check

Log into your account, go to finances, and select Pay My Bill. Then select Electronic Funds Transfer. Carefully enter your bank routing number and checking or savings account number. Your payment will be processed by the University's online payment processor and will update to your account immediately. Payments returned due to insufficient funds or invalid account numbers will be subject to a \$20 returned check fee. Some banks do not allow electronic withdrawals from saving accounts, so check with your bank before paying with your savings account. Note that your debit card number is NOT your account number. You must enter your actual bank account number.

- Credit or Debit Card

Log into your account as described above and select payment by credit card. Enter the required information. In addition to the tuition and fees charged, a separate fee of 2.65% will also be billed to your credit or debit card. Note that if you use a debit card, you can save this fee by utilizing Electronic Funds Transfer and entering your bank routing and account numbers instead.

- Nelnet Payment Plan

The payment plan allows you to manage your tuition and fee expenses by paying your balance due over 3 to 6 months. There is a fee, but no interest charges for utilizing this plan. The earlier you sign up for the plan, the more time you have to pay and each payment will be smaller. You can enroll in the payment plan through your CUNYFirst account. First, logon to CUNYfirst Self Service. Then under your Student Center, select Finances, then Enroll/Manage Payment Plan.

Other Payment Options

- In-person

You can pay in person by check, money order, or cash at the Bursar window, Newman Library Building, 151 East 25th Street, Room 810.

- By mail

You can mail your check or money order to Baruch College, Bursar, 1 Bernard Baruch Way, Box H-810, New York, NY 10010. Be sure to include your CUNYfirst emplid# on your check or money order. You should allow at least 10 days for the mail to arrive at our office in order to meet your due date. Do not send cash in the mail. Only send checks or money orders.

- By Wire

We accept wire payments, including international wires. In order to properly credit the wire to your account, your CUNYfirst emplid# must be included with the wire information. If someone is paying your bill for you, they must also include your name on the wire. Note that payments by wire are NOT refundable – credit will be issued towards future semester tuition. If you wish to pay your bill by wire, email us for the instructions.

[*Learn more about the Bursar Office.](#)

Building Meaningful Mentorships: Tips and Tricks!

Mentorship is a two-way street, you will grow but how can you contribute to your mentors growth? Keep in mind that every person has a different method of interacting and taking on students. Below you can find tips on how to approach and ask for mentorship.

Approaching A Mentor:

- Identify your potential mentor in your network or outside, such as in professional development organizations.
- Research your potential mentor and what they have accomplished
- Schedule an initial conversation with the person in a timely manner, this can take on as a form of an informational interview
 - Respects your future mentors time and follow-up
 - Let your future mentor know where you are and what guidance you're seeking and what you hope to learn from your mentor
- Follow-up and provide updates on any progress you have made!

Resources:

- [How to Ask Someone to Be Your Mentor](#)
- [What is the best way to approach a potential mentor?](#)
- View an [example](#) of how to ask someone to be your mentor that you don't know

HEA Club

The HEA Club of Baruch College promotes community building among Baruch and other students, alumni, and higher education professionals. The club meets and hosts events to provide opportunities for networking, and educational and professional development.

Internships

MPA and MIA students with less than one year of administrative experience are first required to complete PAF 9195 Public Affairs Internship for three credits.

MSEd-HEA students with less than one year of administrative experience are first required to complete PAF 9322 Higher Education Administration Internship for three credits.

Visit [Marxe Career Services](#) for additional internship support.

Fellowships

Baruch College's Office of National and Prestigious Fellowship Advising can help guide you through the steps to any kind of fellowship, from building your connections to faculty, to refining your initial ideas and all the way through the stages of writing your proposal. Fellowships offer incredible opportunities to expand horizons, broaden knowledge, and increase value as a future employee or degree candidate. There are hundreds of different scholarships and fellowships available to qualified students that can be found on Baruch's Searchable Fellowships Directory. Please contact Baruch's Fellowship Advisor to identify which programs are ideally suited to your background and goals.

Visit [Fellowship Search](#) for additional support.

Professional Development for Higher Education Administrator

[NASPA Student Affairs Administrators in Higher Education](#) (NASPA) is the professional home for the field of student affairs. According to NASPA, "We place students at the center of our work, serving the field through exceptional professional development, research to take on our biggest challenges, advocacy for inclusive and equitable practices and communities, and nurturing networks and pipelines to mentor, rejuvenate, and support."

The [American Association of Blacks in Higher Education \(AABHE\)](#) pursues the educational and professional needs of Blacks in academia with a focus on leadership, access, and issues impacting students, faculty, staff, and administrators. AABHE also facilitates and provides opportunities for collaborating and networking among individuals, institutions, groups and agencies in higher education in the United States and Internationally.

[American College Personnel Association](#) (ACPA) leads the student affairs profession and the higher education community in providing outreach, advocacy, research, and professional development to foster college student learning.

The [American Educational Research Association \(AERA\)](#) is an international research society that strives to advance knowledge about education, encourage scholarly inquiry related to education, and promote the use of research to improve education and serve the public good. Division J focuses on higher education.

The [Association for the Study of Higher Education](#) (ASHE) is a research organization dedicated to the study of higher education. It promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications.

[Association for the Advancement of Sustainability in Higher Education \(AASHE\)](#) a leading association for the advancement of sustainability in higher education. We serve a full range of higher education faculty, administrators, staff and students who are change agents and drivers of sustainability innovation

[College Student Personnel Association of New York State](#) is a comprehensive professional student affairs organization. They are dedicated to fostering the development of our members; a diverse community of educators, students and scholars within higher education.

[Metropolitan New York College Career Planning Officer's Association \(MNYCCPOA\)](#) is a professional organization consisting of career services counselors representing more than 60 colleges in the metropolitan New York area. Its mission is to promote professional growth and development, and provide opportunities to exchange ideas, information and creative solutions concerning career development issues.

[NACADA](#): The Global Community for Academic Advising is the premier Association for student success through academic advising in higher education.

[NAFSA: Association of International Educators](#): international education is the cornerstone for building a more understanding and peaceful world. NAFSA serves the needs of more than 10,000 members and international educators worldwide and is the leading organization committed to international education and exchange, working to advance policies and practices that build global citizens with the knowledge and skills they need to succeed in today's interconnected world.

[National Association of Colleges and Employers \(NACE\)](#): is a professional association that connects over 17,000 college career services professionals, early talent recruiting and university relations professionals, and the business solution providers that serve this community.

[NCORE – National Conference on Race and Ethnicity in American Higher Education](#): provides a leading forum for higher education professionals to explore and address the complexities of human differences—including cultural, social, and personal identities—and their profound impacts on access, opportunity, and success. Through dynamic sessions, collaborative discussions, and actionable strategies, NCORE equips participants to navigate these differences, create welcoming environments, and expand opportunities for individuals from all backgrounds to thrive in academic settings.

[Network of Schools of Public Policy, Affairs, and Administration \(NASPAA\)](#): They promote the ideal of public service globally. We want the best prepared students to enter public service, and we want the best faculty to teach and research in our field. Everything we do focuses on these goals.

[The Society for College and University Planning \(SCUP\)](#) is a community of higher education

professionals who, through integrated planning strategies, are building a sustainable future for higher education.