

April 2016

Baruch College

Chancellor's University Report – Part A: Academic Matters

The following recommendations of the Committee on Graduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on December 10, 2015 and March 10, 2016, effective the Spring 2017 semester pending approval of the Board of Trustees. (Note: MBA in Health Care Administration Special Action handled separately.)

PART A: ACADEMIC MATTERS

Section AI: Special Actions

AI:10.1b. MBA in Health Care Administration

RESOLVED, that the Zicklin School of Business requests the New York State Department of Education to change the

MBA in Health Care Administration (Program Code: 01952) from being jointly offered with the Mount Sinai School of Medicine to being granted solely by Baruch College, due to the termination of the agreement.

RATIONALE: The Mount Sinai School of Medicine will cease to sign diplomas for students enrolled in the MBA-Health Care Administration program who graduate after June 2015. The next graduating class will be in May 2016, with diplomas to be signed by Baruch College.

The Baruch-Mount Sinai MBA in Health Care Administration was established in 1969. Over the years the participation of the Mount Sinai School of Medicine in teaching and curriculum management has diminished due to the strategic realignments on the part of the Mount Sinai School of Medicine and Baruch College. Baruch College is able to continue to offer the MBA in Health Care Administration without the Mount Sinai affiliation.



NEW YORK STATE EDUCATION DEPARTMENT

Office of Higher Education—Office of College and University Evaluation

89 Washington Avenue, Albany, NY 12234

(518) 474-2593 Fax: (518) 486-2779

ocueinfo@mail.nysed.gov

<http://www.highered.nysed.gov/ocue/>

| Request to Change or Adapt a Registered Program | |
|---|--|
| Item | Response (type in the requested information) |
| Institution name and address | Baruch College, The City University of New York, The Zicklin School of Business 55 Lexington Avenue, New York, NY 10010 |

| | |
|--|--|
| Identify the program you wish to change | Program title: Health Care Administration Award : MBA Credits: 57 HEGIS code: 1202.00 Program code : 01952 |
| Contact person for this proposal | Name and title: Donald Schepers, Senior Associate Dean Telephone: 646-312-3048 Fax: 646-312-3031 E-mail: Donald.Schepers@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: Not Required Signature and date: Not Required |
| <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ¹ with another institution, provide the following information: |
| | Partner institution's name: |
| | Name and title of partner institution's CEO: Signature of partner institution's CEO: |

§ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

§ To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.

§ To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

§ If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

| |
|--|
| Check all changes that apply and provide the requested information. |
| Changes in Program Content (<i>Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.</i>) |
| <input type="checkbox"/> Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program) |
| <input type="checkbox"/> Changes in a program's focus or design |
| <input type="checkbox"/> Adding or eliminating an option or concentration |
| <input type="checkbox"/> Eliminating a requirement for program completion |
| <input type="checkbox"/> Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules |
| If new courses are being added as part of the noted change(s) , provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. |
| Other Changes (<i>describe and explain all proposed changes</i>) |
| <input type="checkbox"/> Program title |

[X] Program award:

The Health Care Administration program is no longer jointly offered with The Mount Sinai School of Medicine.

The Mount Sinai School of Medicine will cease to sign diplomas for students enrolled in the MBA-Health Care Administration program who graduate after June 2015. The next graduating class will be in May 2016 with diplomas to be signed by Baruch College. Please see the attached correspondence.

The Baruch-Mount Sinai MBA in Health Care Administration was established in 1969. Over the years the participation of The Mount Sinai School of Medicine in teaching and curriculum management has diminished due to the strategic realignments on the part of Mount Sinai and Baruch College. Baruch College is able to continue to offer the MBA in Health Care Administration without the Mount Sinai affiliation.

Mode of Delivery (Note: if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)

Discontinuing a program: indicate the date by which the program will be discontinued.²

Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

a) Indicate proposed format:

b) Describe availability of courses and any change in faculty, resources, or support services:

c) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.



MOUNT SINAI
SCHOOL OF
MEDICINE

Dennis S. Charney, M.D.
Anne and Joel Ehrenkranz, Dean
Mount Sinai School of Medicine
Executive Vice President for Academic Affairs
The Mount Sinai Medical Center
Professor, Departments of Psychiatry,
Neuroscience, and Pharmacology
& Systems Therapeutics

The Mount Sinai Medical Center
One Gustave L. Levy Place
Box 1217
New York, NY 10029-6574

Tel: (212) 241-5674
Fax: (212) 924-2302
E-mail: dennis.charney@mssm.edu

September 24, 2012

Dr. Myung-Soo Lee
Interim Dean, Zicklin School of Business
Baruch College, City University of New York
One Bernard Baruch Way
New York, NY 10010

Dear Dean Lee,

Mount Sinai School of Medicine ("MSSM") recently completed a thorough review of its role in the Baruch/Mount Sinai MBA in Health Care Administration program, including our joint MD/MBA degree. As you may know, this process included a meeting with leadership from both institutions on August 6, 2012. Although we are aware of the rich history of the program and its graduates, we have determined that it is no longer consistent with the strategic direction of the Graduate School at MSSM.

I have instructed Phyllis Schnepf, Associate Dean for Education and Translational Research Operations at MSSM, to work with your team in taking the necessary steps to conclude MSSM's role in the program. I anticipate these steps will include notifying students and the New York State Education Department, modifying the program's website and promotional materials, and terminating the May 21, 2004 Memorandum of Understanding associated with the MD/MBA dual degree program. Please feel free to contact me if you have any questions.

Sincerely,

Dennis S. Charney, M.D.
Anne and Joel Ehrenkranz Dean
Mount Sinai School of Medicine
Executive Vice President for Academic Affairs
The Mount Sinai Medical Center



Mount Sinai
SCHOOL OF
MEDICINE

Dennis S. Charney, M.D.
Anne and Joel Ehrenkrantz, Dean
Mount Sinai School of Medicine
Executive Vice President for Academic Affairs
The Mount Sinai Medical Center
Professor, Departments of Psychiatry,
Neuroscience, and Pharmacology
& Systems Therapeutics

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One Gustave L. Levy Place
Box 1217
New York, NY 10029-6574
Tel: (212) 241-5674
Fax: (212) 824-2302
E-mail: dennis.charney@mssm.edu

January 30, 2013

Dr. Myung-Soo Lee
interim Dean, Zicklin School of Business
Baruch College, City University of New York
One Bernard Baruch Way
New York, NY 10010

Dear Dean Lee,

As you know, the Icahn School of Medicine at Mount Sinai, formerly known as Mount Sinai School of Medicine (the "School") has terminated its relationship with Baruch in connection with the MBA in Healthcare Administration Program and the MD/MBA Program (together, the "Programs"). We are writing to advise Baruch that the School will continue to sign diplomas for students currently enrolled in the Programs who graduate no later than the spring of 2015. However, we have several conditions to this continued role:

- Baruch may not use the School's name in any way to recruit new students to the Programs and may not mention the School on its website or in any other media or marketing materials.
- The School's academic role in the Programs will continue in a manner similar to our role in the recent past.
- As I am sure you can appreciate, the School does not want to be associated with or tainted by Baruch's current public relations and academic issues. Therefore, Baruch must agree to protect the School's name and reputation and to specifically state, should any question arise, that the School is in no way connected to these issues.
- The School has relied on Baruch's representation that the current issues referenced above have no connection to the MBA in Healthcare Administration Program. The accuracy of that representation is a material component of the School's commitment as stated in this letter.

Should Baruch fail to fulfill any of the foregoing conditions, or should Baruch's representation about the integrity of the MBA in Healthcare Administration Program prove to be untrue, the School reserves the right not to continue to sign diplomas until 2015.

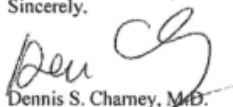
Dr. Myung-Soo Lee

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January 30, 2013


Please indicate Baruch's agreement with the terms of this letter by signing where indicated below and returning a signed original to me.

Sincerely,

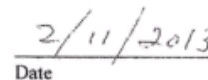


Dennis S. Chamey, M.D.
Anne and Joel Ehrenkranz Dean
Icahn School of Medicine at Mount Sinai
Executive Vice President for Academic Affairs
The Mount Sinai Medical Center

cc: John Brenkman, Baruch College
Donald Schepers, Baruch College
John Morrison, Icahn School of Medicine at Mount Sinai
Leslie Schneier, Icahn School of Medicine at Mount Sinai
Phyllis Schnepf, Icahn School of Medicine at Mount Sinai



Myung-Soo Lee, Ph.D.
Interim Dean, Zicklin School of Business
Baruch College, City University of New York



Date

Section AI: Special Actions

AI:10.2b. Discontinuation of a Program



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| Request to Change or Adapt a Registered Program | |
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| Item | Response (type in the requested information) |
| Institution name and address | City University of New York, Baruch College, Zicklin School of Business |

| | |
|--|---|
| | 55 Lexington Ave., Box 13-280, New York, NY 10010 <i>Additional information:</i> § Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: MBA Award (e.g., B.A., M.S.): MBA Credits: 57 HEGIS code: 0507.00 (DECISION SCIENCES) Program code : 01926 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: H. Fenwick Huss, Dean Signature and date: |
| <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ³ with another institution, provide the following information: |
| | Partner institution's name: |
| | Name and title of partner institution's CEO: Signature of partner institution's CEO: |

§ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

§ To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.

§ To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

§ If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

| |
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| Check all changes that apply and provide the requested information. |
| Changes in Program Content (<i>Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.</i>) |
| <input type="checkbox"/> Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program) |
| <input type="checkbox"/> Changes in a program's focus or design |
| <input type="checkbox"/> Adding or eliminating an option or concentration |
| <input type="checkbox"/> Eliminating a requirement for program completion |
| <input type="checkbox"/> Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules |
| If new courses are being added as part of the noted change(s) , provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student |

outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

Program title

Program award

Mode of Delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)

Discontinuing a program: indicate the date by which the program will be discontinued.⁴

Discontinued end of Fall 2023 semester. Changes to the Master of Business Administration Program, which appear in the April 2016 Chancellor's Report, effective Spring 2017, eliminate majors, with the exception of Accountancy (150-Credit Hour CPA Program), Health Care Administration, and Business Administration and Policy.

Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

d) Indicate proposed format:

e) Describe availability of courses and any change in faculty, resources, or support services:

f) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

Creating a dual-degree program from existing registered programs

a) Complete the following table to identify the existing programs:

| | Program Title | Degree Award | Program Code |
|-----------|---------------|--------------|--------------|
| Program 1 | | | |
| Program 2 | | | |

b) Proposed dual-degree program (title and award):⁵

c) Courses that will be counted toward both awards:

d) Length of time for candidates to complete the proposed program:

e) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

Creating a new program from a concentration/track in an existing program.

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

c) Expected impact on existing program:

d) Adjustments the institution will make to its current resource allocations to support the program:

e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

September 2009



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| Identify the program you wish to change | Program title: MBA Award (e.g., B.A., M.S.): MBA Credits: 57 HEGIS code: 0517.00 (ECONOMICS) Program code : 01931 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: H. Fenwick Huss, Dean Signature and date: |
| <i>Signature affirms the institution's commitment to support the</i> | If the program will be registered jointly ⁶ with another institution, provide the following information: |
| | Partner institution's name: Name and title of partner institution's CEO: |

| | |
|----------------------------|---|
| <i>program as revised.</i> | Signature of partner institution's CEO: |
|----------------------------|---|

§ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

§ To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.

§ To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

§ If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

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| Check all changes that apply and provide the requested information. |
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| Changes in Program Content (<i>Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.</i>) |
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| <input type="checkbox"/> Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program) |
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| <input type="checkbox"/> Changes in a program's focus or design |
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| <input type="checkbox"/> Adding or eliminating an option or concentration |
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| <input type="checkbox"/> Eliminating a requirement for program completion |
|---|

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| <input type="checkbox"/> Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules |
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| If new courses are being added as part of the noted change(s) , provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. |
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| Other Changes (<i>describe and explain all proposed changes</i>) |
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| <input type="checkbox"/> Program title |
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| <input type="checkbox"/> Program award |
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| <input type="checkbox"/> Mode of Delivery (Note: if the change involves adding a distance education format to a registered program, please complete the distance education application .) |
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| <input checked="" type="checkbox"/> Discontinuing a program: indicate the date by which the program will be discontinued. ⁷ |
|---|

| |
|---|
| Discontinued end of Fall 2023 semester. Changes to the Master of Business Administration Program, which appear in the April 2016 Chancellor's Report, effective Spring 2017, eliminate majors, with the exception of Accountancy (150-Credit Hour CPA Program), Health Care Administration, and Business Administration and Policy. |
|---|

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| <input type="checkbox"/> Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester) |
|---|

g) Indicate proposed format:

h) Describe availability of courses and any change in faculty, resources, or support services:

i) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

| |
|---|
| Establishing New Programs Based on Existing Registered Programs |
|---|

[] **Creating a dual-degree program** from existing registered programs

f) Complete the following table to identify the existing programs:

| | Program Title | Degree Award | Program Code |
|-----------|---------------|--------------|--------------|
| Program 1 | | | |
| Program 2 | | | |

g) Proposed dual-degree program (title and award):⁸

h) Courses that will be counted toward both awards:

i) Length of time for candidates to complete the proposed program:

j) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

f) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

g) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

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| Identify the program you wish to change | Program title: MBA Award (e.g., B.A., M.S.): MBA Credits: 57 HEGIS code: 0505.00 (FINANCE) Program code : 01919 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: H. Fenwick Huss, Dean Signature and date: |
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Check all changes that apply and provide the requested information.

Changes in Program Content *(Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.)*

Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)

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| Identify the program you wish to change | Program title: MBA Award (e.g., B.A., M.S.): MBA Credits: 57 HEGIS code: 2008.00 (INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY) Program code : 01964 |
| Contact person for this | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs |

| | |
|--|--|
| proposal | Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
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| <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ¹² with another institution, provide the following information: |
| | Partner institution's name: |
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| <input type="checkbox"/> Changes in a program's focus or design |
| <input type="checkbox"/> Adding or eliminating an option or concentration |
| <input type="checkbox"/> Eliminating a requirement for program completion |
| <input type="checkbox"/> Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules |
| If new courses are being added as part of the noted change(s) , provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. |
| Other Changes (<i>describe and explain all proposed changes</i>) |
| <input type="checkbox"/> Program title |
| <input type="checkbox"/> Program award |
| <input type="checkbox"/> Mode of Delivery (Note: if the change involves adding a distance education format to a registered program, please complete the distance education application.) |
| <input checked="" type="checkbox"/> Discontinuing a program: indicate the date by which the program will be discontinued. ¹³ |
| Discontinued end of Fall 2023 semester. Changes to the Master of Business Administration Program, which appear in the April 2016 Chancellor's Report, effective Spring 2017, eliminate majors, with the exception of Accountancy (150-Credit Hour CPA Program), Health Care Administration, and Business Administration and Policy. |

Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

m) Indicate proposed format:

n) Describe availability of courses and any change in faculty, resources, or support services:

o) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

Creating a dual-degree program from existing registered programs

p) Complete the following table to identify the existing programs:

| | Program Title | Degree Award | Program Code |
|-----------|---------------|--------------|--------------|
| Program 1 | | | |
| Program 2 | | | |

q) Proposed dual-degree program (title and award):¹⁴

r) Courses that will be counted toward both awards:

s) Length of time for candidates to complete the proposed program:

t) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

Creating a new program from a concentration/track in an existing program.

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

p) Information from the Application for Registration of a New Program_form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

q) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

r) Expected impact on existing program:

s) Adjustments the institution will make to its current resource allocations to support the program:

t) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

September 2009



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<http://www.highered.nysed.gov/ocue/>

| Request to Change or Adapt a Registered Program | |
|--|---|
| Item | Response (type in the requested information) |
| Institution name and address | City University of New York, Baruch College, Zicklin School of Business 55 Lexington Ave., Box 13-280, New York, NY 10010 <i>Additional information:</i> § Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: MBA Award (e.g., B.A., M.S.): MBA Credits: 57 HEGIS code: 0701.00 (INFORMATION SYSTEMS) Program code : 01936 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: H. Fenwick Huss, Dean Signature and date: |
| <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ¹⁵ with another institution, provide the following information: |
| | Partner institution's name: |
| | Name and title of partner institution's CEO: Signature of partner institution's CEO: |

§ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

§ To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.

§ To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

§ If the change involves **establishing an existing registered program at a new location**,

complete a new registration application for the proposed program.

Check all changes that apply and provide the requested information.

Changes in Program Content (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)

Changes in a program's focus or design

Adding or eliminating an option or concentration

Eliminating a requirement for program completion

Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

Program title

Program award

Mode of Delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)

Discontinuing a program: indicate the date by which the program will be discontinued.¹⁶

Discontinued end of Fall 2023 semester. Changes to the Master of Business Administration Program, which appear in the April 2016 Chancellor's Report, effective Spring 2017, eliminate majors, with the exception of Accountancy (150-Credit Hour CPA Program), Health Care Administration, and Business Administration and Policy.

Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

p) Indicate proposed format:

q) Describe availability of courses and any change in faculty, resources, or support services:

r) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

Creating a dual-degree program from existing registered programs

u) Complete the following table to identify the existing programs:

| | Program Title | Degree Award | Program Code |
|-----------|---------------|--------------|--------------|
| Program 1 | | | |
| Program 2 | | | |

v) Proposed dual-degree program (title and award):¹⁷

w) Courses that will be counted toward both awards:

- x) Length of time for candidates to complete the proposed program:
- y) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[] Creating a new program from a concentration/track in an existing program.

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- u) Information from the Application for Registration of a New Program_form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- v) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:
- w) Expected impact on existing program:
- x) Adjustments the institution will make to its current resource allocations to support the program:
- y) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

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| Request to Change or Adapt a Registered Program | |
|---|--|
| Item | Response (type in the requested information) |
| Institution name and address | City University of New York, Baruch College, Zicklin School of Business 55 Lexington Ave., Box 13-280, New York, NY 10010 <i>Additional information:</i> |

| | |
|--|---|
| | § Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: MBA Award (e.g., B.A., M.S.): MBA Credits: 57 HEGIS code: 0513.00 (INTERNATIONAL BUSINESS) Program code :01929 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: H. Fenwick Huss, Dean Signature and date: |
| <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ¹⁸ with another institution, provide the following information: |
| | Partner institution's name: |
| | Name and title of partner institution's CEO: |
| | Signature of partner institution's CEO: |

§ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

§ To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.

§ To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

§ If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

| |
|--|
| Check all changes that apply and provide the requested information. |
| Changes in Program Content (<i>Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.</i>) |
| <input type="checkbox"/> Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program) |
| <input type="checkbox"/> Changes in a program's focus or design |
| <input type="checkbox"/> Adding or eliminating an option or concentration |
| <input type="checkbox"/> Eliminating a requirement for program completion |
| <input type="checkbox"/> Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules |
| If new courses are being added as part of the noted change(s) , provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. |
| Other Changes (<i>describe and explain all proposed changes</i>) |
| <input type="checkbox"/> Program title |

[] Program award

[] Mode of Delivery (Note: if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)

[X] Discontinuing a program: indicate the date by which the program will be discontinued.¹⁹

Discontinued end of Fall 2023 semester. Changes to the Master of Business Administration Program, which appear in the April 2016 Chancellor's Report, effective Spring 2017, eliminate majors, with the exception of Accountancy (150-Credit Hour CPA Program), Health Care Administration, and Business Administration and Policy.

[] Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

s) Indicate proposed format:

t) Describe availability of courses and any change in faculty, resources, or support services:

u) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

[] Creating a dual-degree program from existing registered programs

z) Complete the following table to identify the existing programs:

| | Program Title | Degree Award | Program Code |
|-----------|---------------|--------------|--------------|
| Program 1 | | | |
| Program 2 | | | |

aa) Proposed dual-degree program (title and award):²⁰

bb) Courses that will be counted toward both awards:

cc) Length of time for candidates to complete the proposed program:

dd) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[] Creating a new program from a concentration/track in an existing program.

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

z) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

aa) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

bb) Expected impact on existing program:

cc) Adjustments the institution will make to its current resource allocations to support the program:

dd) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

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| Request to Change or Adapt a Registered Program | |
|--|---|
| Item | Response (type in the requested information) |
| Institution name and address | City University of New York, Baruch College, Zicklin School of Business 55 Lexington Ave., Box 13-280, New York, NY 10010 <i>Additional information:</i> § Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: MBA Award (e.g., B.A., M.S.): MBA Credits: 57 HEGIS code: 0506.00 (MANAGEMENT) Program code : 01922 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: H. Fenwick Huss, Dean Signature and date: |
| <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ²¹ with another institution, provide the following information: |
| | Partner institution's name: |
| | Name and title of partner institution's CEO: |
| | Signature of partner institution's CEO: |

§ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

§ To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.

§ To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

§ If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

Check all changes that apply and provide the requested information.

Changes in Program Content (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)

Changes in a program's focus or design

Adding or eliminating an option or concentration

Eliminating a requirement for program completion

Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

Program title

Program award

Mode of Delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)

Discontinuing a program: indicate the date by which the program will be discontinued.²²

Discontinued end of Fall 2023 semester. Changes to the Master of Business Administration Program, which appear in the April 2016 Chancellor's Report, effective Spring 2017, eliminate majors, with the exception of Accountancy (150-Credit Hour CPA Program), Health Care Administration, and Business Administration and Policy.

Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

v) Indicate proposed format:

w) Describe availability of courses and any change in faculty, resources, or support services:

x) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

Creating a dual-degree program from existing registered programs

ee) Complete the following table to identify the existing programs:

| | Program Title | Degree Award | Program Code |
|-----------|---------------|--------------|--------------|
| Program 1 | | | |
| Program 2 | | | |

ff) Proposed dual-degree program (title and award):²³

gg) Courses that will be counted toward both awards:

hh) Length of time for candidates to complete the proposed program:

ii) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

ee) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

ff) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

gg) Expected impact on existing program:

hh) Adjustments the institution will make to its current resource allocations to support the program:

ii) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

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| Request to Change or Adapt a Registered Program | |
|--|---|
| Item | Response <i>(type in the requested information)</i> |
| Institution name and address | City University of New York, Baruch College, Zicklin School of Business 55 Lexington Ave., Box 13-280, New York, NY 10010 <i>Additional information:</i> § Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: MBA Award (e.g., B.A., M.S.): MBA Credits: 57 HEGIS code: 0509.00 (MARKETING) Program code : 01928 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: H. Fenwick Huss, Dean Signature and date: |
| <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ²⁴ with another institution, provide the following information: |
| | Partner institution's name: |
| | Name and title of partner institution's CEO: Signature of partner institution's CEO: |

§ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

§ To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.

§ To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

§ If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

| Check all changes that apply and provide the requested information. |
|--|
| Changes in Program Content <i>(Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.)</i> |
| <input type="checkbox"/> Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program) |
| <input type="checkbox"/> Changes in a program's focus or design |
| <input type="checkbox"/> Adding or eliminating an option or concentration |
| <input type="checkbox"/> Eliminating a requirement for program completion |
| <input type="checkbox"/> Altering the liberal arts and science content in a way that changes the degree classification, as |

defined in Section 3.47(c)(1-4) of [Regents Rules](#)

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

Program title

Program award

Mode of Delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)

Discontinuing a program: indicate the date by which the program will be discontinued.²⁵

Discontinued end of Fall 2023 semester. Changes to the Master of Business Administration Program, which appear in the April 2016 Chancellor's Report, effective Spring 2017, eliminate majors, with the exception of Accountancy (150-Credit Hour CPA Program), Health Care Administration, and Business Administration and Policy.

Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

y) Indicate proposed format:

z) Describe availability of courses and any change in faculty, resources, or support services:

aa) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

Creating a dual-degree program from existing registered programs

jj) Complete the following table to identify the existing programs:

| | Program Title | Degree Award | Program Code |
|-----------|---------------|--------------|--------------|
| Program 1 | | | |
| Program 2 | | | |

kk) Proposed dual-degree program (title and award):²⁶

ll) Courses that will be counted toward both awards:

mm) Length of time for candidates to complete the proposed program:

nn) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

Creating a new program from a concentration/track in an existing program.

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

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kk) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

ll) Expected impact on existing program:

mm) Adjustments the institution will make to its current resource allocations to support the program:

nn) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

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| Request to Change or Adapt a Registered Program | |
|---|---|
| Item | Response (type in the requested information) |
| Institution name and address | City University of New York, Baruch College, Zicklin School of Business 55 Lexington Ave., Box 13-280, New York, NY 10010 <i>Additional information:</i> § Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: MBA Award (e.g., B.A., M.S.): MBA Credits: 57 HEGIS code: 0511.00 (REAL ESTATE) Program code : 31362 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) | Name and title: H. Fenwick Huss, Dean Signature and date: |

| | |
|---|--|
| approval <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ²⁷ with another institution, provide the following information: |
| | Partner institution's name: |
| | Name and title of partner institution's CEO: |
| | Signature of partner institution's CEO: |

§ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

§ To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.

§ To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

§ If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

| |
|--|
| Check all changes that apply and provide the requested information. |
| Changes in Program Content (<i>Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.</i>) |
| <input type="checkbox"/> Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program) |
| <input type="checkbox"/> Changes in a program's focus or design |
| <input type="checkbox"/> Adding or eliminating an option or concentration |
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| Other Changes (<i>describe and explain all proposed changes</i>) |
| <input type="checkbox"/> Program title |
| <input type="checkbox"/> Program award |
| <input type="checkbox"/> Mode of Delivery (Note: if the change involves adding a distance education format to a registered program, please complete the distance education application .) |
| <input checked="" type="checkbox"/> Discontinuing a program: indicate the date by which the program will be discontinued. ²⁸ |
| Discontinued end of Fall 2023 semester. Changes to the Master of Business Administration Program, which appear in the April 2016 Chancellor's Report, effective Spring 2017, eliminate majors, with the exception of Accountancy (150-Credit Hour CPA Program), Health Care Administration, and Business Administration and Policy. |
| <input type="checkbox"/> Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester) |
| bb) Indicate proposed format: |
| cc) Describe availability of courses and any change in faculty, resources, or support services: |

dd) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

[] **Creating a dual-degree program** from existing registered programs

oo) Complete the following table to identify the existing programs:

| | Program Title | Degree Award | Program Code |
|-----------|---------------|--------------|--------------|
| Program 1 | | | |
| Program 2 | | | |

pp) Proposed dual-degree program (title and award):²⁹

qq) Courses that will be counted toward both awards:

rr) Length of time for candidates to complete the proposed program:

ss) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

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pp) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

qq) Expected impact on existing program:

rr) Adjustments the institution will make to its current resource allocations to support the program:

ss) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

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| Request to Change or Adapt a Registered Program | |
|--|---|
| Item | Response (type in the requested information) |
| Institution name and address | City University of New York, Baruch College, Zicklin School of Business 55 Lexington Ave., Box 13-280, New York, NY 10010 <i>Additional information:</i> § Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: MBA <u>Award</u> (e.g., B.A., M.S.): MBA Credits: 57 HEGIS code: 0503.00 (STATISTICS) <u>Program code</u> : 01917 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: H. Fenwick Huss, Dean Signature and date: |
| <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ³⁰ with another institution, provide the following information: |
| | Partner institution's name: |
| | Name and title of partner institution's CEO: Signature of partner institution's CEO: |

§ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

§ To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.

§ To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

§ If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

| |
|--|
| Check all changes that apply and provide the requested information. |
|--|

| |
|---|
| Changes in Program Content (<i>Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.</i>) |
|---|

Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)

Changes in a program's focus or design

Adding or eliminating an option or concentration

Eliminating a requirement for program completion

Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

Program title

Program award

Mode of Delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)

Discontinuing a program: indicate the date by which the program will be discontinued.³¹

Discontinued end of Fall 2023 semester. Changes to the Master of Business Administration Program, which appear in the April 2016 Chancellor's Report, effective Spring 2017, eliminate majors, with the exception of Accountancy (150-Credit Hour CPA Program), Health Care Administration, and Business Administration and Policy.

Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

ee) Indicate proposed format:

ff) Describe availability of courses and any change in faculty, resources, or support services:

gg) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

Creating a dual-degree program from existing registered programs

tt) Complete the following table to identify the existing programs:

| | Program Title | Degree Award | Program Code |
|-----------|---------------|--------------|--------------|
| Program 1 | | | |
| Program 2 | | | |

uu) Proposed dual-degree program (title and award):³²

vv) Courses that will be counted toward both awards:

ww) Length of time for candidates to complete the proposed program:

xx) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

tt) Information from the Application for Registration of a New Program_form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

uu) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

vv) Expected impact on existing program:

ww) Adjustments the institution will make to its current resource allocations to support the program:

xx) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

September 2009



NEW YORK STATE EDUCATION DEPARTMENT Office of Higher Education—Office of College and University Evaluation

89 Washington Avenue, Albany, NY 12234

(518) 474-2593 Fax: (518) 486-2779

ocueinfo@mail.nysed.gov

<http://www.highered.nysed.gov/ocue/>

| Request to Change or Adapt a Registered Program | |
|---|---|
| Item | Response (type in the requested information) |
| Institution name and address | City University of New York, Baruch College, Zicklin School of Business 55 Lexington Ave., Box 13-280, New York, NY 10010 <i>Additional information:</i> § Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: MBA Award (e.g., B.A., M.S.): MBA |

| | |
|--|--|
| | Credits: 57 HEGIS code: 0502.10 (TAXATION) Program code : 01933 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: H. Fenwick Huss, Dean Signature and date: |
| <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ³³ with another institution, provide the following information: |
| | Partner institution's name: |
| | Name and title of partner institution's CEO: Signature of partner institution's CEO: |

§ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

§ To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.

§ To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

§ If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

| |
|--|
| Check all changes that apply and provide the requested information. |
| Changes in Program Content (<i>Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.</i>) |
| <input type="checkbox"/> Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program) |
| <input type="checkbox"/> Changes in a program's focus or design |
| <input type="checkbox"/> Adding or eliminating an option or concentration |
| <input type="checkbox"/> Eliminating a requirement for program completion |
| <input type="checkbox"/> Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules |
| If new courses are being added as part of the noted change(s) , provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. |
| Other Changes (<i>describe and explain all proposed changes</i>) |
| <input type="checkbox"/> Program title |
| <input type="checkbox"/> Program award |
| <input type="checkbox"/> Mode of Delivery (Note: if the change involves adding a distance education format to a registered program, please complete the distance education application.) |

Discontinuing a program: indicate the date by which the program will be discontinued.³⁴

Discontinued end of Fall 2023 semester. Changes to the Master of Business Administration Program, which appear in the April 2016 Chancellor's Report, effective Spring 2017, eliminate majors, with the exception of Accountancy (150-Credit Hour CPA Program), Health Care Administration, and Business Administration and Policy.

Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

hh) Indicate proposed format:

ii) Describe availability of courses and any change in faculty, resources, or support services:

jj) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

Creating a dual-degree program from existing registered programs

yy) Complete the following table to identify the existing programs:

| | Program Title | Degree Award | Program Code |
|-----------|---------------|--------------|--------------|
| Program 1 | | | |
| Program 2 | | | |

zz) Proposed dual-degree program (title and award):³⁵

aaa) Courses that will be counted toward both awards:

bbb) Length of time for candidates to complete the proposed program:

ccc) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

Creating a new program from a concentration/track in an existing program.

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

yy) Information from the Application for Registration of a New Program_form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

zz) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

aaa) Expected impact on existing program:

bbb) Adjustments the institution will make to its current resource allocations to support the program:

ccc) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

September 2009

Section AllI: Changes in Degree Programs

AllI:10.1b. The following revisions are proposed for the Master of Business Administration (MBA) in the Zicklin School of Business. (The proposed changes eliminate majors with the exception of Accountancy, Business Administration, and Health Care Administration.)

Program: MBA

HEGIS Codes: 0502.00 (Accountancy), 0506.00 (Business Administration and Policy), 1202.00 (Health Care Administration)

Program Codes: 01912 (Accountancy), 01923 (Business Administration and Policy), 01952 (Health Care Administration)

Effective: Spring 2017

| From: MBA (57 credits) | | | To: MBA (48 credits) | | |
|---|--|------------|---|--|------------|
| Course | Description | Crs | Course | Description | Crs |
| Required Core (12 courses, 27 credits) | | | Required Foundational/Fundamental Skills (9 courses, 18 credits) | | |
| ACC 9110* | Financial Accounting | 3 | BUS 9551* | Business Communication I | 1.5 |
| or | | | and | | |
| ACC 9112* | Financial Accounting: Intensive | 3 | BUS 9552* | Business Communication II: Communicating Quantitative and Technical Information | 1.5 |
| BUS 9551 | Business Communication I | 1.5 | or | | |
| and | | | BUS 9553* | Business Communication II: Leadership Communication: Writing and Speaking with Authority | 1.5 |
| BUS 9552 | Business Communication II: Communicating Quantitative and Technical Information | 1.5 | ECO 9730 | Firms in the Global Economy | 1.5 |
| or | | | IBS 9600 | Introduction to International Business | 1.5 |
| BUS 9553 | Business Communication II: Leadership Communication: Writing and Speaking with Authority | 1.5 | LAW 9201 | Overview of Business Law and Ethics | 1.5 |
| or | | | MGT 9200 | Business and Society Relationships | 1.5 |
| BUS 9554 | Business Communication II: Enhanced Oral and Written Communication | 1.5 | MGT 9301 | Managing People and Organizations | 3 |
| CIS 9001 | Information Systems for Managers I | 1.5 | MGT 9600 | Strategy and Competitive Advantage | 3 |
| ECO 9730 | Fundamentals of Microeconomics | 1.5 | STA 9708 | Managerial Statistics | 3 |
| FIN 9770 | Financial Decision Making | 3 | *Business Communication I and II are undergoing revision. However, the courses will remain 1.5 credits. | | |

| | | | | |
|---|---|-----|---|---|
| IBS 9600 | International Business Fundamentals | 1.5 | | |
| MGT 9300 | Management: A Behavioral Approach | 3 | | |
| MGT 9702 | Service Operations I | 1.5 | | |
| MKT 9703 | Marketing Management | 3 | | |
| STA 9708 | Applied Statistical Analysis for Business Decisions | 3 | | |
| BUS 9200 | Business Policy (Capstone) | 3 | | |
| *Accountancy majors take ACC 9112 in place of ACC 9110. | | | | |
| Flexible Core (minimum of 3 courses; minimum of 6 credits) | | | Functional Skills (At least 4 courses, determined based on a student's background; 12 credits**) | |
| Choose one from list below: | | | ACC 9110 | Financial Reporting |
| | | | or | |
| | | | ACC 9112*** | Financial Accounting: Intensive |
| LAW 9000 | Legal and Ethical Environment of Business | 3 | CIS 9000 | Information Technology Strategy |
| BUS 9100 | Business and Society | 3 | CIS 9557 | Business Analytics |
| Choose two from list below: | | | FIN 9770 | Corporate Finance |
| ACC 9125** | Fundamentals of Managerial Accounting | 1.5 | MGT 9700 | Managing Business Operations |
| MGT 9704 | Service Operations II | 1.5 | MGT 9973 | Managing Creativity, Ideation and Innovation in Startups and Corporations |
| ECO 9740 | Fundamentals of Macroeconomics | 1.5 | MKT 9703 | Marketing Management |
| CIS 9002 | Information Systems for Managers II: Managing and Harnessing Technology | 1.5 | **Students in the Full-Time MBA program will take BUS 9601 Business Consulting (3 credits) as one of their four required functional skills courses. | |
| | | | ***Accountancy students will take ACC 9112 in place of ACC 9110. | |
| **Not open to MBA-Accountancy majors. | | | | |
| Major (12 – 15 credits) | | | | |
| Students choose from a wide array of MBA majors, and may pursue a single or a double major, or they can tailor a program to their specific needs through a self-designed major. In order to satisfy the current requirements for New York State CPA certification, accountancy majors require additional courses as determined by the Stan Ross Department of Accountancy. | | | | |
| Electives (Minimum of 3 courses; 9 – 12 credits) | | | Electives (18 credits) | |
| Students customize their program by selecting a minimum of three elective courses (9 credits) from among any 9000-level courses given by departments offering courses in the MBA program (or interdisciplinary courses). Students can use electives for a second major or to pursue course work in areas outside of their major, including study abroad, and can include one graduate-level course in either the School | | | | |
| Students customize their program by selecting 18 credits from among any 9000-level courses given by departments offering courses in the MBA program (or interdisciplinary courses), including study abroad. Students may select Functional Skills courses <i>in addition</i> to the 4 courses required in that category. Eligible students may seek a graduate internship to satisfy elective credit. Special conditions apply to the | | | | |

of Public Affairs or the Weissman School of Arts and Sciences, with permission of these schools. Eligible students may seek a graduate internship to satisfy elective credit. Special conditions apply to the 150-credit-hour accountancy program.

150 credit hour accountancy program.

Rationale: This proposal, developed by the MBA Curriculum Steering Committee with consideration of comments received from the department chairs, Graduate Curriculum Committee, and faculty, is intended to create a stream-lined MBA curriculum that can be implemented domestically and internationally. Additionally, the proposed curriculum can accommodate joint degree programs as well as a one-year delivery format. The course descriptions are provided as examples of the type of content the courses are expected to include.

The 1.5-credit courses would be linked, so that the courses would be offered in half-semester formats: one course would be offered during the first seven weeks of the semester and the linked course would be offered during the second seven weeks. Members of the Graduate Curriculum Committee expressed a strong preference for offering the 1.5-credit courses in this format and Dean Huss assured the committee that the courses would be delivered in the prescribed manner.

The proposed curriculum would allow students the flexibility to design a program to suit their career objectives whether they are going part time or full time, whether or not they have an undergraduate business degree, and whether they are switching careers or advancing in their existing careers. Through advisement from the Office of Graduate Programs, the Graduate Career Management Center (GCMC), and academic departments, prospective and current students would be informed of the potential career paths to which different combinations of courses could lead. The idea would be to create more flexibility for students to pursue a course of interdisciplinary study. Ultimately students would graduate with a general MBA with a concentration/specialization of their own design.

NEW YORK STATE EDUCATION DEPARTMENT



Office of Higher Education—Office of College and University Evaluation

89 Washington Avenue, Albany, NY 12234

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| Request to Change or Adapt a Registered Program | |
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| Item | Response (type in the requested information) |
| Institution name and address | City University of New York, Baruch College, Zicklin School of Business 55 Lexington Ave, Box 13-280, New York, NY 10010 <i>Additional information:</i> § Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: MBA Program Award (e.g., B.A., M.S.): MBA |

| | |
|--|--|
| | Credits: 48 HEGIS codes: 0502.00, 0506.00, 1202 Program codes : 01912, 01923, 01952 |
| Contact person for this proposal | Name and title: Paquita Davis-Friday, Executive Director of Graduate Programs Telephone: 646-312-3065 Fax: E-mail: Paquita.Davis-Friday@baruch.cuny.edu |
| CEO (or designee) approval | Name and title: H. Fenwick Huss, Dean Signature and date: |
| <i>Signature affirms the institution's commitment to support the program as revised.</i> | If the program will be registered jointly ³⁶ with another institution, provide the following information: |
| | Partner institution's name: |
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| Changes in Program Content (<i>Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.</i>) |
| <input type="checkbox"/> Cumulative change from the Department's last approval of the registered program that impacts one- third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program) |
| <input checked="" type="checkbox"/> Changes in a program's focus or design |
| <input type="checkbox"/> Adding or eliminating an option or concentration |
| <input type="checkbox"/> Eliminating a requirement for program completion |
| <input type="checkbox"/> Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules |
| If new courses are being added as part of the noted change(s) , provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. |
| Other Changes (<i>describe and explain all proposed changes</i>) |
| <input type="checkbox"/> Program title |
| <input type="checkbox"/> Program award |
| <input type="checkbox"/> Mode of Delivery (Note: if the change involves adding a distance education format to a registered program, please complete the distance education application .) |
| <input type="checkbox"/> Discontinuing a program: indicate the date by which the program will be discontinued. ³⁷ |

Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

kk) Indicate proposed format:

ll) Describe availability of courses and any change in faculty, resources, or support services:

mm) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

Establishing New Programs Based on Existing Registered Programs

Creating a dual-degree program from existing registered programs

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| | Program Title | Degree Award | Program Code |
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| Program 1 | | | |
| Program 2 | | | |

eee) Proposed dual-degree program (title and award):³⁸

fff) Courses that will be counted toward both awards:

ggg) Length of time for candidates to complete the proposed program:

hhh) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

Creating a new program from a concentration/track in an existing program.

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Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

September 2009

Course descriptions for 48-credit Master of Business Administration

Foundational/Fundamental Skills:

| | | |
|-----------|--|--|
| BUS 9551 | Business Communication I | In today's professional job market, it is essential to have excellent written and oral communication skills. In this course, students will gain the skills and strategies needed to enhance their business communication. Students will learn advanced techniques for writing clear, concise, and effective e-mails, memos, letters, reports, plans, proposals, case analyses, and white papers. Students will also build their oral communication skills for leading effective meetings and conference calls, negotiating with colleagues and clients, and giving successful presentations. Students will learn how to organize their messages; choose appropriate language for informing, persuading, and influencing audiences in different professional contexts; and deliver interactive and engaging formal and informal presentations. Prerequisite: None |
| BUS 9552 | Business Communication II: Communicating Quantitative and Technical Information | As opportunities in the business services sector expand, professionals face increasing specialization, complicated by the need to convey complex quantitative and technical information to diverse audiences in both formal and informal settings. This course is designed to help analysts, traders, brokers, risk managers, auditors, researchers, and consultants speak and write clearly and persuasively to a wide variety of stakeholders. Prerequisite: Successful completion of BUS 9551. |
| BUS 9553 | Business Communication II: Leadership Communication: Writing and Speaking with Authority | This course concentrates on the communicator who must lead, instruct, and motivate others in the workplace. How do leaders change their personal style as they take on management responsibilities? How do they choose the words and the tone that will best resolve conflict, define expectations, and inspire accomplishments? Using lecture, discussion, role play, case studies, and video examples, students will gain personal confidence and tools to help them get things done on the job. Prerequisite: Successful completion of BUS 9551. |
| ECO 9730 | Firms in the Global Economy | An essential task of corporate managers is to understand the economic environment in which firms operate. This environment is composed of several agents: consumers, competitors, government agencies, and markets. The course addresses both the microeconomic aspects of managerial decisions as well as the analysis of the global environment in which these decisions are made. Particular emphasis will be given to the discussion of the effects of capital mobility, global competition, and regulations on market outcomes. Prerequisite: None. |
| IBS 9600 | Introduction to International Business | This course is designed to equip students with tools and techniques to analyze the global business environment. These will enable students to better evaluate the associated risks and opportunities of global phenomena, and make informed managerial choices in response to the challenges and opportunities of a global world. Students will learn how to respond effectively to external developments and turn them into proprietary competitive advantage. Prerequisite: None. |
| *LAW 9201 | Overview of Business Law and Ethics | Every few years, catastrophic corporate or financial scandals drive home an essential point: managers and other business professionals must possess a deep understanding of the legal and ethical environment in which their firms operate. MBAs do not, of course, need an encyclopedic knowledge of legal doctrine. Rather, this course aims to provide graduate business students with a much more valuable skill set: a deep understanding of how legal regulation and ethics affect business decision-making, and how businesspeople can use law and ethics to obtain strategic advantage in the marketplace. Prerequisite: None. |
| *MGT 9200 | Business and Society Relationships | The demands on corporations to be ethical and meet societal expectations are very high and managers need to understand and face these risks, challenges, and opportunities. By integrating the dynamic, complex, and global nature of today's business, students will better understand the evolving expectations of "stakeholders" (e.g., customers, employees, consumers, investors, governments, and civil society groups) for firms to engage in |

| | | |
|---------------------------|------------------------------------|--|
| | | responsible stakeholder management. Students who take this course will learn that stakeholders increasingly expect managers to make a profit for their companies in ways that go above and beyond the legal threshold, do no harm, and contribute to the preservation of the natural environment and the welfare of society. Prerequisite: None. Not open to MBA students admitted prior to fall 2016. |
| *MGT 9301 | Managing People and Organizations | This course facilitates students learning how managers and leaders can contribute to effective work organizations. Management 9301 allows students to develop analytical and behavioral skills through several cognitive and active learning methods. These methods may include self-assessment scales, case analyses, lectures/discussions, personal essays, team projects, experiential exercises, role playing, student presentations, and student debates. Topics include: motivating subordinates, making decisions, communicating, appraising performance, leading teams, exercising power, managing change, negotiating and managing conflict, structuring units and organizations, managing workforce diversity, influencing organizational culture, fostering ethical management, and recognizing international requirements. Management 9301 primarily addresses the Baruch MBA program learning goal of leadership and teamwork, but the course also engages ethical awareness, global awareness, and communication goals. Prerequisite: None. Not open to students who completed MGT 9300. |
| *MGT 9600 | Strategy and Competitive Advantage | This course examines how to gain advantage against competitors in the complex and dynamic global marketplace. Core business strategy themes include how to analyze the business environment, assess resources and capabilities, and choose competitive strategies. The course also considers how to create corporate value through configuring and coordinating multibusiness activities. Core corporate strategy themes include how to analyze scale and scope, evaluate corporate competencies, manage the multibusiness corporation, assess global strategies, and choose corporate strategies. Prerequisite: None. Not open to students who completed BUS 9200. |
| STA 9708 | Managerial Statistics | This course provides MBA students with the statistical tools and concepts needed in business applications. Students will learn quantitative analysis critical for business decision making. Emphasis will be placed on understanding data analysis and interpretation. Topics include: interpretation of descriptive measures; applications of probability and the normal distribution; confidence interval estimation; hypothesis testing; simple linear regression models; and multiple regression models. The students will use standard spreadsheet software to work with data and apply the concepts learned. Discussions of ethical issues are integrated throughout the course. This course will enhance skills in critical thinking, as well as oral and written communication. Techniques learned in this course can be immediately put to use by the student. Prerequisite: None. Not open to students who completed FIN 9762. |
| Functional Skills: | | |
| ACC 9110 | Financial Reporting | Financial reports are an important means of communicating with a firm's external decision-makers, such as investors, analysts, creditors, and government agencies. This course focuses on the development, analysis, and interpretation of these reports. It provides an understanding of the accounting concepts and assumptions underlying the preparation of the balance sheet, income statement, and cash flow statement. Coursework will focus heavily on use and interpretation of the accounting information in firms' actual corporate financial reports as tools in business decision-making. Prerequisite: None. Accounting majors should enroll in ACC 9112. Credit will not be granted for both ACC 9110 and ACC 9112. |

| | | |
|----------|---------------------------------|--|
| ACC 9112 | Financial Accounting: Intensive | Intended for accounting majors, this course prepares students to gain an understanding in the fundamentals of financial accounting, which includes topics such as recording of financial information, classifying this information, and developing financial statements. A key objective is to prepare the students intending to take intermediate accounting (ACC 9804). Prerequisite: None. Non-Accounting majors who plan to enroll in ACC 9804 are encouraged to take ACC 9112. Credit will not be granted for both ACC 9110 and ACC 9112. |
| BUS 9601 | Business Consulting | The course will train students in applying theories and models from all fields of business, such as accountancy, finance, human resource management, operations management, and marketing, to solve business problems and dilemmas. It will provide students with in-house and external consulting skills, including analytical, leadership, teamwork, and computer skills. It will train students in evaluations of business consulting projects and reports and provide them with professional communication and presentations skills. The course will focus on the nature and purpose of management consulting; range and scope of consulting services; the consultant-client relationship; consulting and organizational change; consulting and culture; and professionalism and ethics in consulting. Prerequisite: Minimum of 26 MBA credits. |
| CIS 9000 | Information Technology Strategy | This course introduces students to current information technologies (IT) and to concepts, opportunities, and challenges related to the adoption and use of IT as part of a successful business strategy. We demonstrate how an organization's information systems (its IT, its people, and its processes) can be designed and managed to facilitate market penetration, competitive advantage, and organizational change. We address a variety of current and emerging issues related to an organization's information technology strategy, including ethical and legal concerns related to IT as well as global opportunities and challenges related to technology. Students will read and analyze relevant readings and case studies to reinforce the importance of a sound information technology strategy to organizations. Students are expected to participate fully in the course through in-class discussions and case study analyses and presentations. Pre-requisite: None. Not open to students who completed CIS 9001 or CIS 9002. |
| CIS 9557 | Business Analytics | To successfully compete in today's global business environment an organization must constantly monitor, recognize and understand every aspect and every issue of its operations, its industry, and the overall business environment. This course focuses on business analytics – an information technology approach to data collection and data analysis – to support a wide variety of management tasks, from performance evaluation to trend spotting and policy making. Students learn analytical components and technologies used to create dashboards and scorecards, data/text/Web mining methods for trend and sentiment analysis, and artificial intelligence techniques used to develop intelligent systems for decision support. Students will actively participate in this course through class discussions, project preparation and presentation, and visual tool utilization. Pre-requisite: None. |
| FIN 9770 | Corporate Finance | This course provides students with a survey and analysis of problems facing the financial manager, with an emphasis on the role of finance in the creation of value in corporations. Although it focusses on for-profit corporations, these lessons are also applicable to other forms of business, such as partnerships and non-profit corporations. The course begins with discussions of the forms of business organizations, the main financial statements, and a thorough explication of the time value of money. These are applied to valuation of debt and equity securities, and capital projects. Students will explore the implications of corporate financing needs for the availability of investment securities to investors, and the risks and returns they face. Students will apply basic valuation techniques to problems of corporate valuation and long-term corporate planning, and multinational financial management. The course |

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| | | concludes with an analysis of enterprise risk management, in which students take a view of the overall firm, assess risk on an enterprise basis, and develop an understanding of what are appropriate, versus inappropriate, approaches to firm-wide risk management. Pre- or co-requisite: STA 9708 or FIN 9762. Course credit will be granted for either FIN 9770 or FIN 9771, not both. |
| MGT 9700 | Managing Business Operations | Students will learn how to leverage a firm's operations to create value, drive financial performance, and generate customer satisfaction. This includes measuring the performance of business processes and then continuously improving them with such tools as Lean and Six Sigma. It also includes strategies to match supply with demand in services and manufacturing through demand forecasting, capacity planning, inventory management, and logistics for effective and coordinated supply chains. Best practices for managing and scheduling projects are also addressed. The interdependencies among operations, strategy, finance, marketing, and accounting are stressed throughout the course. Theory is grounded in practice with real examples drawn from financial services and banking, retail, healthcare, hospitality, transportation, manufacturing, and government. Prerequisite: STA 9708. Not open to students who have completed MGT 9702 or MGT 9704. |
| *MGT 9973 | Managing Creativity, Ideation, and Innovation in Startups and Corporations | This course provides a set of advanced insights into the theories and applications of creativity and innovation in business. The focus is to develop students' understanding of new management tools to discover ideas, and to turn them into successful business opportunities in corporations or start-ups. By using a multidisciplinary approach, this course emphasizes experiential learning and applies a business perspective to the generation and implementation of creativity and innovation centered on specific business environments that aim for sustainable growth through innovation. As entrepreneurial ventures, private enterprises and publicly held corporations are all preceded by new emerging businesses; this course highlights the role of creativity and innovation at the various stages of the evolutionary processes associated with business creation, growth and development. Prerequisite: None. |
| MKT 9703 | Marketing Management | This introductory course covers all of the areas of marketing and describes how marketing delivers value to consumers and customers. We will examine many different topics and use a variety of approaches like lectures, a case study, a group project, articles, and class discussion. Prerequisite: None. |
| * New course | | |

COURSE SYLLABUS FOR LAW 9201 OVERVIEW OF BUSINESS LAW AND ETHICS

Course Title: Overview of Business Law and Ethics

Course Number: Law 9201

Name of Instructor: [TBD]

Department: Department of Law, VC 9-225

Phone: (646) 312-3570

Office: 9-225 (Vertical Campus)

Office Hours: Office hours will be announced prior to the start of the semester. You do not need an appointment to meet with the instructor during scheduled office hours. If the Department of Law is closed, please call the instructor to arrange for entry. If the scheduled office hours do not work for you, please contact the instructor to make an appointment for a mutually convenient time. The instructor will also be accessible by email for questions.

E-Mail: professorsfirstname.professorslastname@baruch.cuny.edu

Course Description: Every few years, catastrophic corporate or financial scandals drive home an essential point: managers and other business professionals must possess a deep understanding of the legal and ethical environment in which their firms operate. MBAs do not, of course, need an encyclopedic knowledge of legal doctrine. Rather, this course aims to provide graduate business students with a much more valuable skill set: a deep understanding of how legal regulation and ethics affect business decision-making, and how businesspeople can use law and ethics to obtain strategic advantage in the marketplace.

MBA students must take this course, Law 9201 as part of the required MBA core curriculum.

Syllabus: A week-by-week syllabus is attached to this information sheet.

Course Learning Goals

By the end of the semester, students who have taken Law 9201 should be able to do the following:

1. Describe the basic public policy objectives of the legal regulation of business, providing examples from a range of legal and regulatory contexts.
2. Critically assess how law can serve as a source of competitive advantage in the marketplace.
3. Analyze business dilemmas from competing ethical perspectives.

MBA Learning Goals Addressed in this Course: The Zicklin School of Business has adopted eight common educational aims for its MBA Program. This course will address the following learning goals in a significant manner:

- 1. Ethical Awareness:** Students will be sensitive to ethical issues in business, understand the importance of behavior and their responsibilities as business people to uphold ethical principles in their dealings.
- 2. Global Awareness:** Students will be sensitive to differences in perspectives, institutions, and practices among business people from around the world as our global economy puts a premium on global business relationships.
- 3. Knowledge Integration:** Students will have working knowledge of all functional areas in business and apply them in a holistic, analytical, and integrative manner to effectively understand and recommend solutions to business problems.
- 4. Oral Communication:** Students will be effective oral communicators, as leadership and teamwork in business is dependent on developing shared meaning and commitment to action fostered through communication.
- 5. Written Communication:** Students will be effective written communicators, as leadership and teamwork in business is dependent on developing shared meaning and commitment to action fostered through communication.
- 6. Teamwork and Leadership:** Students will gain conceptual knowledge and analytical skills helpful to functioning effectively in teams. Students will experience opportunities to understand and develop leadership competencies.

Blackboard

Students must regularly check the Blackboard page for this class, as this will be the instructor's primary mechanism for communicating with students regarding assignments and scheduling matters. After every class, the instructor will assess our progress and post revised readings and assignments for the next session on Blackboard.

It is your responsibility to access Blackboard to retrieve these materials. If you do not have computer and Internet access that allows you to reach Blackboard, please contact a classmate for the assignments. Do not email the instructor for assignments.

Standards of Professional Conduct:*Classroom Behavior*

- The classroom is a professional environment. You should treat everyone present with respect and courtesy.
- Do not disturb the class with the use of cell phones or other electronic devices. This rule includes texting, which can be quite distracting. Laptop computers may be used for note-taking only.
- You may not record the class unless the instructor determines that it is necessary as a disability accommodation.

Communicating with the Instructor

- An e-mail written to a professor (like an e-mail to a work supervisor or business colleague) should be considered professional correspondence and should be written accordingly. It should be in grammatically correct, formal English, spell-checked, and have a subject line that properly identifies the subject of the e-mail.
- All e-mail communication from the professor to the students will be sent to the student's official Baruch e-mail account. It is, therefore, important that students regularly check their Baruch email accounts.

Projects/Assignments/Deliverables*Final Exam*

There will be one in class examination. Further details about this examination will be provided in class. You are responsible for being present at the time that an exam is scheduled. Unexcused absence from the exam will result in a zero grade.

Group Paper

There will be a group paper on the legal regulation of business and ethics. The professor will assign the topics to the groups. Groups will consist of 4-5 students and the paper should be approximately 6-7 pages long. Further details about this paper will be provided in class. Topics may include: "Is Employer Monitoring of Employee Social Media Justified?" "Is the Minimum Wage Justified?" "Should Violent Video Games be Protected by the First Amendment?" "Should Corporations have First Amendment Rights?" "Should the Constitution Allow Congress to Require Uninsured Individuals to Buy Health Insurance?" and "Is the Foreign Corrupt Practices Act Obsolete?" [39](#)

Grading: Final grades for this course will be computed as follows—

| Factor | Percentage of Final Grade |
|--------------------------------|----------------------------------|
| Final Examination | 50% |
| Group Paper | 35% |
| Class Discussion/Participation | 15% |

Materials:

There are two required texts for this course. First, you will be required to read selected chapters from Bagley, Constance E., *Managers and the Legal Environment, Strategies for the 21st Century, 8th edition*, which is published by Cengage Learning. You should only purchase the individual chapters that I assign.

Second, there is a custom e-text which is published by McGraw Hill with select chapters from Hartman, DesJardins and MacDonald, *Business Ethics: Decision Making for Personal Integrity and Social Responsibility, 3rd edition* and from DesJardins, *An Introduction to Business Ethics, 5th edition*. Details on how to purchase this custom e-text are provided on Blackboard.

Required Supplementary Readings:

Additional required readings will be posted on Blackboard. These additional readings may include current periodical articles, and excerpts of statutes and cases.

Attendance and Class Participation

Active learning is encouraged, which means that the instructor will avoid lecturing and instead encourage class participation and student engagement. All students are expected to be present and on time at each session and to participate regularly in class discussions. Students will be evaluated on the basis of the frequency and quality of their contributions to class discussion.

In addition, from time to time, the instructor may place students "on call." When you are on-call, you must be prepared to lead group or class discussions on a particular topic. Thus, it is important to be especially prepared on these days.

Academic Integrity:

Baruch College's Policy on Academic Dishonesty can be found on the college website at http://www.baruch.cuny.edu/academic/academic_honesty.html. I fully support this policy, which states, in part:

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 disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.

The Baruch College website goes on to explain the concept of plagiarism as follows:

Plagiarism is the act of presenting another person's ideas, research or writing as your own:

- Copying another person's actual words without the use of quotation marks and footnotes.
- Presenting another person's ideas or theories in your own words without acknowledging them.
- Using information that is not considered common knowledge without acknowledging the source.
- Failure to acknowledge collaborators on homework and laboratory assignments.

The Library has a plagiarism tutorial on its website. I strongly suggest that you complete the tutorial: <http://newman.baruch.cuny.edu/help/plagiarism/Index.htm>.

Any act of plagiarism or academic dishonesty with regards to your work in this course may result in a failing grade in the course.⁴⁰ Furthermore, a full report of any academic dishonesty or plagiarism will be made to the appropriate College authorities.

Baruch College

Zicklin School of Business

Department of Law

Overview of Business law and ethics

Law 9201

TENTATIVE WEEKLY OUTLINE OF COURSE

(This schedule/syllabus is subject to change. Any changes will be announced in class or posted on Blackboard)

| WEEK | Topics | Reading Assignments | Comments |
|------|--|---|---|
| 1 | Interdisciplinary Approaches for Business Law Students The U.S. Legal and Regulatory Environments | Constance Bagley, <i>Winning Legally: Using the Law to Create Value, Marshal Resources, and Manage Risk.</i> (posted on Blackboard) Robert C. Bird & David Orozco, <i>Finding the Right Corporate Legal Strategy</i> , <i>Management Review</i> , Vol. 56, No. 1 (Fall 2014). Bagley, managers and the Legal environment, Chapter 3, <i>Sources of the Law, Courts and Dispute Resolution.</i> <i>The Gargantuan.com Case Study</i> (posted on Blackboard) | The class will start with a case study addressing the intersection of law, business and ethics. This case study will highlight the importance of interdisciplinary approaches for business law students. We will then address: 1. The main sources of the law. 2. The basic structure of state and federal courts, with an emphasis on those courts that handles commercial disputes. 3. The civil litigation and dispute resolution process including commercial ADR. |
| 2 | The U.S. Legal and Regulatory Environment | An edited version of the following two cases involving mandatory arbitration will be posted on Blackboard: <i>AT&T Mobility v. Concepcion</i> , 563 U.S. 333 (2011) <i>American Express Co. v. Italian Colors Restaurant</i> , 133 S. Ct. 2304 (2013) Bagley, managers and the Legal environment, Chapter 4, <i>Constitutional Basis for Business Regulation.</i> | This week, we will continue our discussion on the legal regulation of business with a specific emphasis on litigation and ADR. We will then turn to Constitutional limits on the regulation of business. |
| 3 | The U.S. Legal and Regulatory Environment | Additional statutes and cases will be posted on Blackboard. | This week we will go over a number of statutes and cases posted on Blackboard to aid in our discussion of statutory interpretation, preemption and the commerce clause. For example, federal and state statutes and federal and state cases involving the sale of marijuana may be posted to illustrate the overlap between federal and state law. Similarly federal and state employment discrimination statutes may be posted to enable students to develop a sophisticated grasp of the overlap of federal and state laws. |
| 4 | Midterm Corporate Law and Choice of Entity | Bagley, <i>Managers and the Legal Environment</i> , Chapter 19, <i>Forms of Business Organizations</i> | This week we cover Corporate Law and Choice of Entity. We will discuss the fundamentals of corporations and also discuss the difference between other forms of business organizations including Partnerships, LLPs, LPs, and LLCs. |
| 5 | Business Ethics: The Basics | Bagley, <i>Managers and the Legal Environment</i> , Chapter 2, <i>Ethics and the Law.</i> DesJardins, <i>An Introduction to Business</i> | This week, the class will survey some of the main normative theories of business ethics. In doing so we will focus on the differences between legal and ethical responsibilities. Along the way, we will ask questions such as: |

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| | | Ethics, Chapter 2, <i>Ethical Theory and Business</i> | <ol style="list-style-type: none"> 1. Do businesspeople really need to know about moral or ethical theories in order to be ethical? 2. How do managers and employees actually deal with ethical issues in business? 3. How should managers and employees deal with ethical issues in business? 4. What are the differences between legal and ethical requirements? |
| 6 | The Role of the Corporation in Society: Legal and Ethical Perspectives | <p>Hartman DesJardins & MacDonald, <i>Business Ethics: Decision Making for Personal integrity and social responsibility</i>, Chapter 5, <i>Corporate Social Responsibility</i>.</p> <p>The following reading is in the custom e-text:</p> <p><i>Rethinking the Social Responsibility of Business: A Reason Debate Featuring Milton Friedman, Whole Foods John Mackey, and Cypress Semiconductor's TJ Rogers.</i></p> <p>The following readings on Corporate Social Responsibility are posted on Blackboard:</p> <p><i>Dodge v. Ford</i> (edited version)</p> <p>Lynn A. Stout, <i>Why We Should Stop Teaching Dodge v. Ford</i>, Virginia Law and Business Review.</p> | <p>Many people think that the only legitimate role of corporate directors and officers is to maximize shareholder wealth or profits. (The classic reading from Milton Friedman included this week is illustrative.) We will examine this proposition from both legal and normative perspectives.</p> <p>We will address issues such as:</p> <ol style="list-style-type: none"> 1. Legal duties the law currently places on corporate directors and officers. 2. Whether corporate directors and officers may lawfully take account of concerns other than maximizing shareholder wealth when running the business. 3. Whether the law ever compels corporate directors and officers to consider concerns other than maximizing shareholder wealth when running the business. |
| 7 | Global Issues Wrap-Up Final Examination | Hartman, DesJardins and MacDonald, <i>Business Ethics</i> , Chapter 12, <i>International Business and Globalization</i> . | Businesses face special legal and ethical challenges when doing business outside of the United States. This week, we will examine topics such as the Foreign Corrupt Practices Act and its impact on business practices abroad and problems raised by doing business in countries with different notions of rule of law. |

| Assignments | Course Learning Goals | MBA Learning Goals |
|---|---|---|
| A case study addressing the intersection of law, business and ethics. | <p>Describe the basic public policy objectives of the legal regulation of business, providing examples from a range of legal and regulatory contexts.</p> <p>Critically assess how law can serve as a source of competitive advantage in the marketplace.</p> | <p>Ethical Awareness</p> <p>Knowledge Integration</p> <p>Oral Communication</p> |

| | | |
|---|--|--|
| | Analyze business dilemmas from competing ethical perspectives. | |
| The legal regulation of business with an emphasis on litigation and ADR. Constitutional limits on the regulation of business. | Describe the basic public policy objectives of the legal regulation of business, providing examples from a range of legal and regulatory contexts. Analyze business dilemmas from competing ethical perspectives. | Ethical Awareness |
| Discussion of statutes and cases involving statutory interpretation, preemption and the commerce clause. | Describe the basic public policy objectives of the legal regulation of business, providing examples from a range of legal and regulatory contexts. Critically assess how law can serve as a source of competitive advantage in the marketplace. | Oral Communication |
| Lecture on corporate law and choice of entity. | Describe the basic public policy objectives of the legal regulation of business, providing examples from a range of legal and regulatory contexts. Critically assess how law can serve as a source of competitive advantage in the marketplace. | Knowledge Integration |
| Discussion of business ethics. | Analyze business dilemmas from competing ethical perspectives. | Ethical Awareness Oral Communication |
| Lecture and discussion on the role of the corporation in society, focusing on legal and ethical perspectives. | Describe the basic public policy objectives of the legal regulation of business, providing examples from a range of legal and regulatory contexts. Critically assess how law can serve as a source of competitive advantage in the marketplace. Analyze business dilemmas from competing ethical perspectives. | Ethical Awareness Knowledge Integration |
| Lecture and discussion on global issues. Final Paper | Describe the basic public policy objectives of the legal regulation of business, providing examples from a range of legal and regulatory contexts. Critically assess how law can serve as a source of competitive advantage in the marketplace. Analyze business dilemmas from competing ethical perspectives. | Global Awareness Ethical Awareness Knowledge Integration Written Communication Teamwork and Leadership |

| MBA Learning Goals | Significant Part of Course | Moderate Part of Course | Minimal Part of Course | Not Part of Course |
|-----------------------|----------------------------|--------------------------|--------------------------|--------------------------|
| Oral Communication | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Written Communication | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| Ethical Awareness | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Global Awareness | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Quantitative Analysis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| Teamwork and Leadership | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge Integration | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |

COURSE SYLLABUS FOR MGT 9200 BUSINESS AND SOCIETY RELATIONSHIPS

**City University of New York
Baruch College
Zicklin School of Business
Department of Management
Fall 20##**

**Professor
Office:
Office Hours:
Phone:
email:**

Required Course Materials

Freeman, Edward R., Jeffrey S. Harrison, and Andrew Wicks. 2007, *Managing for Stakeholders: Survival, Reputation, and Success*. Yale University Press: New Haven.

Treviño, Linda K. and Nelson, Katherine A. 2014, *Managing business ethics: Straight talk about how to do it right, 6th ed.* John Wiley & Sons Inc.: Hoboken, NJ.

Other materials available on Electronic Reserve or Blackboard

Course Description and Objectives

Course Description: The demands on corporations to be ethical and meet societal expectations are very high and managers need to understand and face these risks, challenges and opportunities. By integrating the dynamic, complex, and global nature of today's business, students will better understand the evolving expectations of "stakeholders" (e.g., customers, employees, consumers, investors, governments and civil society groups) for firms to engage in responsible stakeholder management. Students who take this course will learn that stakeholders increasingly expect managers to make a profit for their companies in ways that go above and beyond the legal threshold, do no harm, and contribute to the preservation of the natural environment and the welfare of society.

Course Learning Goals:

As an outcome of completing this course, students will be able to:

- Identify the political, social and ethical environments in which a business operates and create strategic goals accordingly
- Develop individual and organizational strategies for dealing with social and ethical problems and justify these strategies to relevant stakeholder groups
- Enhance personal moral awareness and practice giving voice to values
- Develop critical thinking skills and apply to contemporary business issues

MBA Learning Goals Addressed in this Course:

The faculty of the Zicklin School of Business has adopted eight “Learning Goals” for MBA students. The purpose of these goals is to create a common understanding between students, faculty and potential employers of the core objectives for a business education. The following six Zicklin MBA Program Common Educational Learning Goals will be addressed in this course:

- *Written Communication*: Students will be effective written communicators, as leadership and teamwork in business is dependent on developing shared meaning and commitment to action fostered through communication.

- *Oral Communication*: Students will be effective oral communicators, as leadership and teamwork in business is dependent on developing shared meaning and commitment to action fostered through communication.

- *Ethical Awareness*: Students will be sensitive to ethical issues in business, understand the importance of behavior and their responsibilities as business people to uphold ethical principles in their dealings.

- *Global Awareness*: Students will be sensitive to differences in perspectives, institutions, and practices among business people from around the world as our global economy puts a premium on global business relationships.

- *Teamwork and Leadership*: Students will gain conceptual knowledge and analytical skills helpful to functioning effectively in teams. Students will experience opportunities to understand and develop leadership competencies.

- *Knowledge Integration*: Students will have working knowledge of all functional areas in business and apply them in a holistic, analytical, and integrative manner to effectively understand and recommend solutions to business problems.

Some Guidelines for Classroom Behavior

(1) In order to receive important emails about the class, students must either check their Baruch issued email account on a regular basis, or ensure all Baruch emails are forwarded to an email account you use more often.

(2) Arriving late interferes with other students' learning and is not acceptable. Subway delays and other problems are unavoidable on occasion, but it is each student's responsibility to plan carefully to arrive on time.

(3) Leaving early is disruptive and unfair to other students' opportunity to learn. Please minimize this.

(4) Please turn off cell phones before class. Class directed use of computers is appropriate and encouraged; unrelated computer use is not tolerated. Those using laptops are required to sit in the front row.

(5) Audio recordings of class lectures and discussions are not permitted, unless you have prior permission from the instructor.

Academic Integrity

Students are expected to know and adhere to the Baruch College Academic Honesty Policy, found at http://www.baruch.cuny.edu/academic/academic_honesty.html. It states that

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 disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.

Students with Disabilities

Baruch College provides reasonable accommodations and modifications for students with disabilities to ensure that no student with a disability is denied the benefits of, is excluded from participation in, or otherwise is subjected to discrimination under the education program or activity operated by the College because of the absence of educational auxiliary aids for students with disabilities. Arrangements for adapting class procedures without compromising course content and standards may take time. Therefore, students who require accommodations or modifications should speak with me as soon as possible. I am available for you to talk with me before or after this class or during my office hours described above.

In order to receive services, you must register with the Office of Services for Students with Disabilities. Documentation is necessary for every disability. For more information concerning services for students with disabilities, please contact Barbara Sirois, Director of the Office of Services for Students with Disabilities, Vertical Campus Building, One Bernard Baruch Way, 2nd floor, Room 2-270, phone number: 646-312-4590.

Grading

The following scale will be used to assign course grades based upon the total number of points earned:

| <u>Points</u> | <u>Grade</u> | <u>Points</u> | <u>Grade</u> | <u>Points</u> | <u>Grade</u> |
|----------------------|---------------------|----------------------|---------------------|----------------------|---------------------|
| 93-100 | A | 83-86.99 | B | 73-76.99 | C |
| 90-92.99 | A- | 80-82.99 | B- | 70-72.99 | C- |
| 87-89.99 | B+ | 77-79.99 | C+ | Below 70 | F |

| <u>Summary of Course Requirements</u> | <u>Points</u> |
|--|----------------------|
| Participation | 25 |
| 2 Case Study Issue Statements | 30 |
| In class presentation of Stakeholder Relationship Plan | 15 |
| Stakeholder Relationship Plan | 30 |
| Total | 100 |

Details of Course Requirements

Participation: There are three components to the participation grade: attendance, and quality and frequency of participation in classroom discussion. You are expected to have completed the required readings, as class discussion will heavily draw from these. It is my goal to foster a “safe space” where everyone feels comfortable speaking up in class. For students who tend to be shy, consider this an opportunity to grow in your confidence in this important area of oral communication. There will also be times when students are divided into small groups to discuss classroom material. Your engagement in these smaller discussions will contribute to your classroom participation points. If you text, are asleep, or disrupt the class in any way, your participation points will suffer.

Case Study Issue Statement: Each student is required to write two 500 word case study issue statements. The student can choose two out of the five assigned case studies. You should apply course concepts in identifying the core problem in the case study. Given the core problem you identify, propose two or more actions that might provide a solution. After weighing the pros and cons of each proposed action, end your Issue Statement with your recommendation on which action should be taken to address the core problem. More details will be distributed in class.

The Stakeholder Relationship Plan accounts for 45 points of the final grade. Students will be divided into groups of three. Each group must select an existing firm or a firm the group is proposing to launch. The primary purpose of this assignment is to focus on an important stakeholder relationship(s) from an ethical and/or social viewpoint. First, discuss the strengths and weaknesses of the existing stakeholder relationship (or for groups that are writing about a proposed launch, focus on the strengths and weakness of a similar existing firm). Second, discuss ways to improve that stakeholder relationship from an ethical and/or social viewpoint. In addition to the obvious fact that your professor is one important audience member of this document, you must choose at least one additional intended audience member (i.e., stakeholder) of this document. It could be a boss, a venture capitalist, traditional investors, government regulators, consumers, employees, community, etc.

The stakeholder relationship plan must be 5-8 pages (1,300-2,000 words), double-spaced, Times New Roman, 12 point font. You may draft the paper in a way that matches your intended audience (e.g., a memo to your boss, or an investment pitch to a venture capitalist). However, since this document is replacing a “final exam” for this course, you are required to provide five solid citations of assigned material (i.e., material listed on this syllabus), demonstrating your ability to dialogue with larger existing conversations that are already going on about the stakeholder/CSR topic you choose.

Each group will also be graded on an in-class presentation of your stakeholder relationship plan.

Semester Schedule

| Session | Day/Date | Topic and Assignments |
|------------------------------------|--------------------------------|--|
| 1 | | <p><u>Orientation and Course Preview</u></p> <p>Read and review Course Syllabus</p> <p><u>Macro-Economic Perspectives</u></p> <p>Watch these video clips prior to first classroom session.</p> <p>→Milton Friedman http://www.youtube.com/watch?v=JfdRpyfEmBE [30mins, watch first 13mins]</p> <p>→Paul Krugman "Income Inequality and the Middle Class" http://www.youtube.com/watch?v=5kWA-CwFK5A&feature=Playlist&p=006DFDEAD59BB66E&playnext=1&index=21 [7:14]</p> <p>→Joseph Stiglitz "Market Fundamentalism is Dead" http://www.youtube.com/watch?v=x_2-Tv2GPs0 [4:14]</p> <p>→Sumantra Ghoshal, "Bad Management Theories Are Destroying Good Management Practices", <i>Academy of Management Learning & Education</i>, 2005, Vol. 4, No. 1, pp. 75-91. Skim 82-91. (Recommended)</p> |
| <u>Ethics</u> | | |
| 2 | | <p><u>Ethics</u></p> <p>→Treviño and Nelson, Ch.2</p> <p>→Beauchamp, Tom and Norman Bowie. 2004. "Ethical Theory and Business Practice." In Beauchamp and Bowie (Eds.), <i>Ethical Business and Theory</i>. Upper Saddle River: Pearson Prentice Hall: 1-39.</p> |
| <u>The Stakeholder Perspective</u> | | |
| 3 | | <p><u>The Debate</u></p> <p>→Freeman, Harrison, Wicks, Ch. 1, 2, 3</p> <p>→Friedman, Milton. 1970. "The Social Responsibility of Business Is to Increase Its Profits." <i>New York Times Magazine</i> September 13.</p> |
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| 4 | Case Study Issue Statement due | <p><u>Stakeholder Approach</u></p> <p>→ Freeman, Harrison, Wicks, Ch. 4, 5, 6</p> <p>→ Mitchell, Ronald K., Bradley R. Agle and Donna J. Wood. 1997. Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts, <i>Academy of Management Review</i>. 22(4): 853-886. (Recommended)</p> <p>→Case study: "Novo Nordisk: A Commitment to Sustainability." Harvard Business School Case 412-053, October 2011. (Revised June</p> |

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|---|--------------------------------|---|
| | | 2013.) |
| Corporate Social Responsibility | | |
| 5 | | →Treviño and Nelson, Ch. 9 →Crane, A. et al (2014). Corporate social responsibility: in a global context . In Crane et al. (eds), <i>CSR: Readings and cases in a global context</i> , London: Routledge. |
| 6 | Case Study Issue Statement due | →Video: Public Value – Common Good and the Society: how organizations can contribute towards the common good . [8:09] →Karnani, A. 2010. The case against corporate social responsibility . <i>Wall Street Journal</i> , Aug 23: 1-5. →Case study: “ Genzyme's CSR Dilemma: How to Play its HAND. ” Harvard Business School Case 412-053, October 2011. (Revised June 2013.) |
| 7 | | Designing and executing CSR strategy: →Treviño and Nelson, Ch. 11 →Zadek, S. 2004. The path to corporate responsibility . <i>Harvard Business Review</i> , 82(December): 125-132. (Recommended) →Hohnen, P. 2007. Corporate Social Responsibility: An Implementation Guide for Business . In J. Potts (Ed.). Winnipeg: International Institute for Sustainable Development:. |
| Organizational influences on ethical conduct | | |
| 8 | Case Study Issue Statement due | →Treviño and Nelson, Ch. 5&7 →Anand, V., Ashforth, B.E., and Joshi, M. 2004. Business as usual: the acceptance and perpetuation of corruption in organizations . <i>Academy of Management Executive</i> , 18 (2): 39–53. (Recommended) →Case study: News Corporation’s phone hacking scandal – no news is good news? |
| A Closer Look at Employee Stakeholders | | |
| 9 | | →Treviño and Nelson, Ch. 8 & 10: 372-380 →Donaldson, T. 1996. Values in tension: ethics away from home . <i>Harvard Business Review</i> (Sep-Oct): 48-62. |
| 10 | Case Study Issue Statement due | → Pfeffer, J. 2010. Building Sustainable Organizations: The Human Factor. <i>Academy of Management Perspectives</i> , 24(1): 34–45. → Case study: DeLong, Thomas J., James Holian, and Joshua Weiss. "King Arthur Flour." Harvard Business School Case 407-012, October 2006. (Revised May 2007.) |
| A Closer Look at Consumer Stakeholders | | |
| 11 | | →Treviño and Nelson, Ch. 10: 351-371 →Bhattacharya, C., and Sen, S. 2004. Doing Better at Doing Good: When, Why, and How Consumers Respond to Corporate Social Initiatives. <i>California Management Review</i> , 47(1): 9-24. |

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| 12 | Case Study Issue Statement due | →Szmigin, I., Carrigan, M., and O'Loughlin, D. 2007. Integrating ethical brands into our consumption lives. <i>Journal of Brand Management</i> , 14(5): 396-409. → Case study: Unilever's "Real Beauty" campaign for Dove |
| 13 | | Presentations of Stakeholder Relationship Plans |
| 14 | | Presentations of Stakeholder Relationship Plans |
| | | |
| | Date of Final Exam | Stakeholder Relationship Plan due |

| MBA Learning Goals | Significant Part of Course | Moderate Part of Course | Minimal Part of Course | Not Part of Course |
|-------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| Oral Communication | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Written Communication | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Technology Literacy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ethical Awareness | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Global Awareness | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quantitative Analysis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Teamwork and Leadership | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge Integration | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Assignments | Course Learning Goals | MBA Learning Goals |
|--------------------------------|--|---|
| Readings | Identify the political, social and ethical environments in which a business operates Enhance personal moral awareness and practice giving voice to values Develop critical thinking skills | Ethical awareness Global awareness Knowledge integration |
| Lectures/discussions/exercises | Identify the political, social and ethical environments in which a business operates Develop individual and organizational strategies for dealing with social and ethical problems | Oral communication Ethical awareness Global awareness Teamwork and leadership Knowledge integration |

| | | |
|-------------------------------|---|---|
| | Enhance personal moral awareness and practice giving voice to values Develop critical thinking skills | |
| Case Issue Statements | Identify the political, social and ethical environments in which a business operates Develop individual and organizational strategies for dealing with social and ethical problems Develop critical thinking skills | Written communication Ethical awareness Global awareness Knowledge integration |
| Stakeholder Relationship Plan | Identify the political, social and ethical environments in which a business operates Develop individual and organizational strategies for dealing with social and ethical problems Enhance personal moral awareness and practice giving voice to values Develop critical thinking skills | Written communication Oral communication Ethical awareness Global awareness Knowledge integration |

COURSE SYLLABUS FOR MGT 9301 MANAGING PEOPLE AND ORGANIZATIONS

Managing People and Organizations

Faculty Member Phone:

Office: Office Hours:

E-Mail:

COURSE OVERVIEW

The effective management of human capital is essential in creating high performance organizations. We've all had experiences or heard stories about incompetent, disrespectful, or clueless bosses; uncooperative, unmotivated co-workers or teammates; or poorly managed change initiatives that fail. Taken together, these instances of poor management can affect the morale and productivity of employees, or worse, the very survival of the organization.

The purposes of this course include enhancing student understanding of ways in which organizational effectiveness can be increased through people. We will focus on understanding what makes people tick, what influences their behavior at work. We will also address strategies for creating work environments that encourage employee retention, motivation, and continued commitment to the organization. These strategies derive from evidence-based research in the fields of psychology, sociology, anthropology, social psychology, and behavioral economics. Although the course is analytical and conceptual in nature, it applies behavioral science knowledge to the practice of management. Thus we will spend a fair amount of time discussing the major concepts, models, theories, and research in organizational behavior, an interdisciplinary field dedicated to developing a better understanding of people at work.

COURSE LEARNING OBJECTIVES

After completing this course, students will be able to:

- Identify and apply appropriate concepts and theories to analyze behavioral and organizational facets of management and leadership
- Analyze and evaluate team dynamics
- Recognize conditions requiring specific leadership behaviors

PROGRAM LEARNING GOALS

This course primarily addresses the MBA program learning goal of teamwork and leadership, but to a lesser extent it offers learning opportunities in ethical awareness, written communication, and global awareness.

Teamwork and Leadership: Students will gain conceptual knowledge and analytical skills helpful to functioning in teams. Students will experience opportunities to understand and develop leadership competencies.

Ethical Awareness: Students will be sensitive to ethical issues in business, understand the importance of behavior and their responsibilities as business people to uphold ethical principles in their dealings.

Written Communication: Students will be effective written communicators, as leadership and teamwork in business is dependent on developing shared meaning and commitment to action fostered through communication.

Global Awareness: Students will be sensitive to differences in perspectives, institutions, and practices among business people from around the world as our global economy puts a premium on global business relationships.

LEARNING FORMAT:

Research suggests that active learning is more effective than passive learning. Class meetings will follow an informal lecture-discussion approach, with case discussions constituting an important part of the course. In most classes I will distribute brief cases of one to three pages and conduct discussions focusing on application of concepts through analysis of problem causes and symptoms and suggestions for problem resolution.

Please note that I will not be reviewing in class every topic covered in each textbook chapter. My goal is to amplify and add to the material covered in the text. Of course, if you have any questions about the material in the text, please feel free to pose them.

PowerPoint slides presented in class will be posted on Blackboard after the material is covered. I will occasionally post brief articles from the *New York Times*, *Wall Street Journal*, and management journals which I'll ask you to read before a specific class during which we'll discuss them. I will also post information about assignments and exams. Please check Blackboard at least once a week.

If you need help with writing, please make an appointment at the Writing Center. The consultants will help you edit your written work and improve your writing.

COURSE MATERIALS

1. **OB: *Organizational Behavior: A Strategic Approach*, 3rd ed.** by Hitt, Miller, and Colella (2011), Wiley Pub. This book provides basic concepts in Organizational Behavior and includes research as well as practical applications. The authors take a strategic approach, recognizing that management and leadership of people are the foundation of competitive advantage. You can buy this text as an eBook (ISBN 9781118136997) for \$49.50, as a loose-leaf book (ISBN 9780470920909) for \$137.35, or as a hardcover book (ISBN 9780470528532) for \$212. You may also be able to rent the book.
2. HBR case. As part of an assigned team, you will be asked to analyze a case. This case can be purchased from Harvard Business School Publishing (\$3.95) after registering at Harvard Business Online. I will post the link.
3. Additional readings as assigned

COURSE REQUIREMENTS

Course requirements include: (1) attendance and constructive participation in class discussions; (2) an individual case analysis; (3) a midterm exam; (4) a team case analysis; (5) an individual final course paper; (6) a final exam, and (7) a peer evaluation paper.

The individual case analysis will introduce you to case analysis. In a two page paper you will be asked to apply course concepts in identifying problems and proposing alternative solutions for a brief case I'll distribute. In class we'll discuss guidelines for analyzing cases.

The exams will be non-cumulative and will consist primarily of essay questions that apply course concepts to realistic managerial situations.

For the team case analysis I will specify teams and ask each team to submit a six page analysis of the problems with alternative solutions and recommendations supported with rationales. Criteria for my evaluation will include analytical scope and depth, application of course concepts, an organizing framework, and quality of writing.

In the peer evaluation paper you will be asked to rate each other's performance during the team case analysis on quality of performance, quantity of work, knowledge, and dependability. In addition, you will be asked to evaluate your own behavior on the team, as well as share insights about how the team might have worked together more effectively. Two pages should suffice.

Class participation refers to frequency of qualitative analytical comments and questions and to demonstrated intellectual leadership.

The individual term paper provides an opportunity to examine the relevance of course materials for your work experience. The choices about what issues to cover and concepts to apply are yours. Analyze and evaluate the particular behavioral and organizational issues you confronted in a specific work role and offer suggestions that would prevent or resolve the problems encountered. Ten pages is the maximum length.

GRADING POLICY:

Exams (2 @ 20% each) 40%

Individual Case Analysis 5%

Team Case Analysis 15%

Participation 10%

Individual Term Paper 25%

Peer Evaluation Paper 5%

ACADEMIC INTEGRITY

Please make sure you understand Baruch's policy on academic integrity and honesty. (See http://www.baruch.cuny.edu/academic/academic_honesty.html). Any student who breaks academic rules will receive a zero for that assignment, and as required by College policy, I will submit a report of suspected academic dishonesty to the Dean of Students.

DISABILITIES

Baruch College is committed to providing equal access to students with documented disabilities. A student's disability status and reasonable accommodations are individually determined. For more information, please visit the College's Disability Services website: <http://www.baruch.cuny.edu/studentaffairs/disabilityservices.htm>

To establish the accommodations appropriate for each student, please alert your instructor to your needs and contact the Office of Services for Students with Disabilities, part of the Division of Student Development and Counseling. For more information, please contact Ms. Barbara Sirois, director of this office in NVC 2-271 at (646) 312-4590.

CLASSROOM POLICIES

Attendance: I will circulate an attendance sheet during each class so please be sure to sign it. Obviously attendance is necessary for participation.

Punctuality and Deadlines: Please remember that arriving late to class is disrespectful and disruptive. Assignments will not be accepted if submitted after the due date. Make-up examinations will be given only for compelling reasons and only if you discuss your need with me prior to the exam.

Classroom Etiquette: While I hope there will be diverse views expressed, tone and language should be respectful. Please

act as you would during an important business meeting. Also, please take care of personal needs before class, as it is disruptive for students to leave the room and return during class.

Laptop, Tablet and Cell Phone Policy: A successful class depends on the active attention and engagement of everyone in the classroom. To create an effective learning environment, the use of electronic devices is prohibited during class.

COURSE SCHEDULE

Class Session Topic Assignment

- 1 Introduction to the Course
- 2 Strategic Management and Leadership Chapter 1
- 3 Managing Workforce Diversity Chapter 2
- 4 Managing in a Global Context Chapter 3
- 5, 6 Individual Attributes Chapters 4 and 5
- 7, 8 Motivating Subordinates Chapter 6
- 9 Appraising Performance
- 10 Stress and Well-Being Chapter 7
- 11 Managing Sustainability Individual Case Analysis Due
- 12 Mid-Term Exam
- 13, 14 Leadership Traits and Behaviors Chapter 8
- 15, 16 Leadership Communication Chapter 9
- 17, 18 Managerial Decision Making Chapter 10
- 19 Managerial Ethics
- 20, 21 Leading Groups and Teams Chapter 11
- 22 Managing Conflict Chapter 12
- 23 Team Case Analysis Due
- 24 Power and Politics Peer Evaluation Paper Due
- 25 Organizational Structuring Chapter 13
- 26 Leading Organizational Culture
- 27 Leading Change Chapter 14
- 28 Individual Term Paper Due

LEARNING ASSURANCE

| MBA Learning Goals | Significant Part of Course | Moderate Part of Course | Minimal Part of Course | Not Part of Course |
|---------------------------|-----------------------------------|--------------------------------|-------------------------------|---------------------------|
| Oral Communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| Written Communication | <input type="checkbox"/> | X | <input type="checkbox"/> | |

| <i>Assignments</i> | <i>Course Learning Goals</i> | <i>MBA Learning Goals</i> |
|--------------------------|--|---|
| Exams | Apply concepts to analyze behavioral and organizational management and leadership | Teamwork and Leadership Ethical Awareness Global Awareness |
| Individual Case Analysis | Apply concepts to analyze behavioral and organizational management and leadership | Teamwork and Leadership Global Awareness Written Communication |
| Team Case Analysis | Analyze and evaluate team dynamics Recognize leadership requirements | Teamwork and Leadership Written Communication Ethical Awareness |
| Peer Evaluation Paper | Analyze and evaluate team dynamics Recognize leadership requirements | Teamwork and Leadership Written Communication |
| Individual Term Paper | Apply concepts to analyze behavioral and organizational management and leadership Analyze and evaluate team dynamics Recognize leadership requirements | Teamwork and Leadership Written Communication |
| Lectures | Apply concepts to analyze behavioral and organizational management and leadership Analyze and evaluate team dynamics Recognize leadership requirements | Teamwork and Leadership Ethical Awareness Global Awareness |

COURSE SYLLABUS FOR MGT 9600 STRATEGY AND COMPETITIVE ADVANTAGE

City University of New York
Baruch College
Zicklin School of Business
Department of Management
Fall 20##

Professor
Office:
Office Hours:
Phone:
email:

Required Course Materials

Cases and Notes (readings) available for purchase from Harvard Business School Press (Referred to as **HBS CASE** and **HBS NOTE** respectively)

Other materials available on Electronic Reserve or Blackboard (Referred to as **ER** or **BB** respectively)

Course Description and Objectives

This course examines how to gain advantage against competitors in the complex and dynamic global marketplace. Core business strategy themes include how to analyze the business environment, assess resources and capabilities, and choose competitive strategies. The course also considers how to create corporate value through configuring and coordinating multibusiness activities. Core corporate strategy themes include how to analyze scale and scope, evaluate corporate competencies, manage the multibusiness corporation, assess global strategies, and choose corporate strategies.

Course Learning Goals:

As an outcome of completing this course, students will be able to:

- Diagnose issues related to interactions among firms' multiple functional areas
- Apply strategic management techniques
- Synthesize recommendations in persuasive oral and written communications

MBA Learning Goals Addressed in this Course:

The faculty of the Zicklin School of Business has adopted eight (8) "Learning Goals" for MBA students. The purpose of these goals is to create a common understanding between students, faculty and potential employers of the core objectives for a business education. The eight goals, together with assessment criteria, can be viewed at <http://zicklin.baruch.cuny.edu/zk/resources/teaching/aol/graduate/mba>. The following Zicklin MBA Program

Common Educational Learning Goals will be addressed in this course:

| | |
|-------------------------|---|
| Written Communication | Students will be effective written communicators, as leadership and teamwork in business is dependent on developing shared meaning and commitment to action fostered through communication. |
| Oral Communication | Students will be effective oral communicators, as leadership and teamwork in business is dependent on developing shared meaning and commitment to action fostered through communication. |
| Technology Literacy | Students should understand the role of information technology in organizational decision making and strategy. |
| Ethical Awareness | Students will be sensitive to ethical issues in business, understand the importance of behavior and their responsibilities as business people to uphold ethical principles in their dealings. |
| Global Awareness | Students will be sensitive to differences in perspectives, institutions, and practices among business people from around the world as our global economy puts a premium on global business relationships. |
| Quantitative Analysis | Students will effectively use quantitative techniques to describe and analyze business phenomena and help develop solutions to business problems. |
| Teamwork and Leadership | Students will gain conceptual knowledge and analytical skills helpful to functioning effectively in teams. Students will experience opportunities to understand and develop leadership competencies. |
| Knowledge Integration | Students will have working knowledge of all functional areas in business and apply them in a holistic, analytical, and integrative manner to effectively understand and |

recommend solutions to business problems.

Some Guidelines for Classroom Behavior

- (1) Arriving late interferes with other students' learning and is not acceptable. Subway delays and other problems are unavoidable on occasion, but it is each student's responsibility to plan carefully to arrive on time.
- (2) Leaving early is disruptive and unfair to other students' opportunity to learn. Please minimize this.
- (3) It is not appropriate to leave and return during a class meeting. Plan ahead. Anyone with a medical problem that affects his or her presence in class should discuss the matter privately with the instructor in advance.
- (4) Please turn off cell phones and computers before class (unless otherwise directed). Class directed use of computers is appropriate and encouraged; unrelated browsing is not tolerated.
- (5) Course assignments and performance expectations are well documented in this syllabus and will be discussed in depth during the first few class sessions. Consequently, it should not be necessary to request extra credit assignments to raise grades at or near the end of the semester. Manage your performance throughout the semester while you have the opportunity to do so.

Blackboard

We will make extensive use of Blackboard this semester as a means of communicating with one another about a variety of issues. The syllabus, and any necessary updates, will be available on Blackboard. Lecture notes will be posted on Blackboard, before class for sessions covering new concepts and after class for sessions covering application of concepts. Supplementary readings will be posted on Blackboard as well. Moreover, we will use Blackboard to keep track of and communicate about grades throughout the semester. Consequently, you should become familiar with how Blackboard operates and visit our Blackboard site often.

Academic Integrity

Students are expected to know and adhere to the Baruch College Academic Honesty Policy, found at http://www.baruch.cuny.edu/academic/academic_honesty.html. It states that

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 disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.

Students with Disabilities

Baruch College provides reasonable accommodations and modifications for students with disabilities to ensure that no student with a disability is denied the benefits of, is excluded from participation in, or otherwise is subjected to discrimination under the education program or activity operated by the College because of the absence of educational auxiliary aids for students with disabilities. Arrangements for adapting class procedures without compromising course content and standards may take time. Therefore, students who require accommodations or modifications should speak with me as soon as possible. I am available for you to talk with me before or after this class or during my office hours described above.

In order to receive services, you must register with the Office of Services for Students with Disabilities. Documentation is necessary for every disability. For more information concerning services for students with disabilities, please contact Barbara Sirois, Director of the Office of Services for Students with Disabilities, Vertical Campus Building, One Bernard Baruch Way, 2nd floor, Room 2-270, phone number: 646-312-4590.

Grading

The following scale will be used to assign course Grades based upon the total number of Points earned:

| <u>Points</u> | <u>Grade</u> | <u>Points</u> | <u>Grade</u> | <u>Points</u> | <u>Grade</u> |
|---------------|--------------|---------------|--------------|---------------|--------------|
| 93-100 | A | 83-86.9 | B | 73-76.9 | C |
| 90-92.9 | A- | 80-82.9 | B- | 70-72.9 | C- |
| 87-89.9 | B+ | 77-79.9 | C+ | Below 70 | F |

Summary of Course Requirements

| | <u>% of Grade</u> | <u>Points</u> |
|-----------------------|-------------------|---------------|
| Contribution | 25% | 25 |
| Case Issue Statements | 25% | 25 |
| Midterm Exam | 25% | 25 |
| Final Exam | 25% | 25 |
| <u>Total</u> | <u>100%</u> | <u>100</u> |

Details of Course Requirements

Contribution accounts for 25% of the final grade. Note that the word used is “contribution,” not “participation,” let alone “attendance.” Much of the learning in this class will take place in the classroom. Class discussion provides an opportunity to develop oral communication skills, to present your ideas concisely and persuasively, and to respond effectively to the comments of others. Students are expected to have finished all readings and other work assigned for each class period, and to be able to offer informed and thoughtful comments in class discussion. Each member of the class should be fully conversant in the material—expect to be called on in class. You should be able to outline the problem that readings address, describe the core points of the reading, and, most importantly, offer your analysis of the strengths and weaknesses of the reading’s central argument. For cases, you should be able to identify key issues, problems, and opportunities, articulate and evaluate alternative approaches to the problems and opportunities, and describe courses of action that you recommend and the reasons for your recommendations. If for some reason you are not prepared, please let me know before class starts to save us both the embarrassment of my calling on you.

Case analysis requires that preparation for class be of consistently high quality. Most cases do not have “right” answers. Consequently, being “right” or “wrong” should not be your concern when contributing to class discussion. Your point of view is important and if there is a later consensus that differs from your viewpoint, that in no way diminishes the value of your earlier comments. You should also strive to be a critical listener to the comments of your fellow students. If you disagree with what someone has said, speak up and explain how and why your viewpoint differs. Contribution is graded on quality, not just quantity. Speaking too much while not adding value will be as detrimental to your grade as not speaking at all. Because attendance in this course is such an important part of the learning experience, much of the material we cover in class through lecture, case discussion, and exercises cannot be made up through reading materials and, therefore, the material is essentially lost. Consequently, absences will necessarily result in contribution grade penalties.

Here is a guide for how contribution will be graded:

Outstanding contributor (A, 22.5-25 points). In-class contributions reflect exceptional preparation, thoughtfulness, and insight. Integration and higher-order thinking are often evident. Arguments are well-supported, persuasively presented, and reveal that this person is an excellent learner. If this person were not a member of the class, the quality of discussions would be greatly diminished.

Good contributor (B, 20-22.49 points). In-class contributions reflect thorough preparation, good thoughts, and some insight. Integration and higher-order thinking is sometimes evident. Arguments are supported, persuasively presented, and reveal that this person is learning. If this person were not a member of the class, the quality of discussions would be diminished.

Adequate contributor (C, 17.5-19.9 points). Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insight, but seldom offer a major contribution or useful direction for discussion. Arguments display only basic support, are minimally persuasive, and reveal that this person is keeping up with the material. If this person were not a member of the class, the quality of discussions would diminish only slightly.

Unsatisfactory contributor (D, 15-17.49 points). Contributions in class reflect inadequate preparation. Ideas offered are seldom important, are often irrelevant, and do not provide insight or a constructive direction for the class. Integration and higher-order thinking are absent. This person does little to further the thinking and potential contributions of others.

Non-contributor (F, below 15 points). This person has said little or nothing in class. The person has appeared uninterested or disengaged.

Manage your expectations about contribution grades throughout the semester by attending office hours periodically to consult with the instructor about how your contribution is evaluated; do not claim afterwards that you were present in class when it was not documented or that you contributed more than you believe you are being given credit for. Contribution grades will not be negotiated after the completion of the semester.

Case Issue Statements account for 25% of the final grade. Each student will submit **a minimum of five** (out of seven) Case Issue Statements as indicated on the class schedule. In these Case Issue Statements, which should be no more than 1 page of text, students will identify the key strategic issues and challenges in the case, as well as discuss the causes of these strategic issues, i.e., why they are challenges that require some response. All papers should be thoroughly proofread; write a rough draft, and then edit and polish this draft. The papers must be typed (12 point font), double spaced, with one inch margins. Put your name, date, and case title in a single line at the top of the page. **Case Issue Statements are due at the start of class on the assigned day and should be submitted through the Assignments section of Blackboard. Late papers will not be accepted.** The Case Issue Statements must be done entirely on your own. Any violation of this rule will be considered a serious breach of ethical behavior.

Midterm Exam accounts for 25% of the final grade. It will be administered in class and covers concepts drawn from the readings and class lectures/discussions during the first half of the semester.

Final Exam accounts for 25% of the final grade. It will be administered during the Final Exam period and covers concepts drawn from the readings and class lectures/discussions during the second half of the semester.

Tentative Schedule

| <u>Session</u> <u>Day/Date</u> | <u>Topic and Assignments</u> |
|--------------------------------|--|
| 1 | <u>Orientation and Course Preview</u> Read and review Course Syllabus |
| 2 | Introduction to Strategy Read ER Michael E. Porter, "What is Strategy?," Harvard Business Review (November-December 1996) Read ER David J. Collis and Michael G. Rukstad, "Can You Say What Your Strategy Is?," Harvard Business Review (April 2008) |
| 3 | <u>Application of Concepts</u> Read HBS Case Netflix Submit Case Issue Statement |
| 4 | <u>Goals, Values, and Performance</u> Read ER Milton Friedman, "The Social Responsibility of Business Is to Increase Its Profits," The New York Times Magazine (September 13, 1970) Read ER "Rethinking the Social Responsibility of Business," Reason Magazine (October 2005) |
| 5 | <u>Application of Concepts</u> Read HBS Case Unilever's Mission for Vitality |

Submit Case Issue Statement

6

Analyzing the External Environment of the Firm

Read ER Michael E. Porter, "The Five Forces That Shape Strategy," Harvard Business Review (January 2008) [update of Michael E. Porter, "How Competitive Forces Shape Strategy," Harvard Business Review (March-April 1979)]

7

Application of Concepts

Read HBS Case Cola Wars Continue: Coke and Pepsi in 2010

Submit Case Issue Statement

8

Assessing the Internal Environment of the Firm

Read HBS NOTE Pankaj Ghemawat & Jan W. Rivkin, "Creating Competitive Advantage," February 25, 2006.

Read ER David J. Collis and Cynthia A. Montgomery, "Competing on Resources: Strategy in the 1990s," Harvard Business Review (July-August 1995)

9

Application of Concepts

PaperScape Exercise

Read BB Instructions for PaperScape Exercise

10

Business-Level Strategy: Creating and Sustaining Competitive Advantages

Read ER Ian C. McMillan and Rita Gunther McGrath, "Discovering New Points of Differentiation," Harvard Business Review (July-August 1997)

Read ER Rita Gunther McGrath, "Transient Advantage," Harvard Business Review (June 2013)

11

Application of Concepts

Sticky Sentences Industry Game

Read BB Instructions for Sticky Sentences Industry Game

12

Business-Level Strategy: Strategic Implications of Industry Life-Cycle Stages

Read ER Michael E. Porter, "Strategy and the Internet," Harvard Business Review (March, 2001)

Read ER C.A. Bartlett and S. Ghoshal, "Going Global: Lessons for Late Movers," Harvard Business Review (March-April, 2000)

13

Application of Concepts

Read HBS Case Trader Joe's

Submit Case Issue Statement

14

Business-Level Strategy: Strategies for New Markets

Read ER W.C. Kim & R. Mauborgne, "Blue ocean strategy," Harvard Business Review (October, 2004)

Read ER W.C. Kim & R. Mauborgne, "Red ocean traps," Harvard Business Review (March, 2015)

15

Midterm Exam

16

Corporate-Level Strategy: Creating Value Through Diversification

Read ER David J. Collis and Cynthia A. Montgomery, "Creating Corporate Advantage," Harvard Business Review (May-June 1998)

Read HBS NOTE Mikolaj M. Pisorski, "Note on Corporate Strategy," February 7, 2006.

17

Corporate-Level Strategy: The Means to Achieve Diversification

Read ER P.A. Anslinger & T.E. Copeland, "Growth through acquisition: A Fresh Look," Harvard Business Review (February, 1996)

Read ER M.C. Mankins, D., Harding, & R-M. Weddigne, "How the Best Divest," Harvard Business Review (October, 2008)

18

Application of Concepts

Read HBS Case The Walt Disney Company and Pixar, Inc.: To Acquire or Not to Acquire?

Submit Case Issue Statement

19

Cooperative Strategy

Read ER Adam M. Brandenberger and Barry J. Nalebuff, "The Right Game: Use Game Theory to Shape Strategy," Harvard Business Review (July-August, 1995)

Read ER Jeffrey H. Dyer, Prashant Kale, and Harbir Singh, "When to Ally and When to Acquire," Harvard Business Review (July-August, 2004)

20

Technology Strategy

Read ER Michael E. Porter and James E. Heppelmann, "How Smart, Connected Products are Transforming Competition," Harvard Business Review (November, 2014)

Read ER Annabelle Gawer and Michael A. Cusumano, "How Companies Become Platform Leaders," MIT Sloan Management Review (Winter, 2008)

21

Application of Concepts

Read HBR Case Barnes & Noble: Managing the E-Book Revolution

Submit Case Issue Statement

22

Global Strategy: Factors Affecting a Nation's Competitiveness

Read ER Chris Carr and David Collis, "Should You Have a Global Strategy?" MIT Sloan Management Review (Fall 2011)

Read ER Michael E. Porter, "The Competitive Advantage of Nations," Harvard Business Review (March-April, 1990)

- 23 Global Strategy: Motivations and Risks in International Expansion
Read ER Pankaj Ghemawat, “Distance Still Matters: The Hard Reality of Global Expansion,” Harvard Business Review (September, 2001)
Read ER Pankaj Ghemawat, “Managing Differences: The Central Challenge of Global Strategy,” Harvard Business Review (March, 2007)
- 24 Application of Concepts
Read HBS Case Philips versus Matsushita: The Competitive Battle Continues
Submit Case Issue Statement
- 25 Executing Strategy
Read ER Robert S. Kaplan & David P. Norton, “Best of HBR 1992--Balanced Scorecard: Measures That Drive Performance,” Harvard Business Review (July, 2005)
Read ER Donald Sull, Rebecca Homkes, & Charles Sull, “Why Strategy Execution Unravels—And What to Do About It,” Harvard Business Review (March, 2015)
- 26 Application of Concepts
Strategy Simulation: The Balanced Scorecard (Practice)
Read HBS Case Delta/Signal
- 27 Application of Concepts
Strategy Simulation: The Balanced Scorecard (Execution)
- 28 Application of Concepts
Strategy Simulation: The Balanced Scorecard (Debrief)

Final Final Exam Period Final Exam

Assurance of Learning

| MBA Learning Goals | Significant Part of Course | Moderate Part of Course | Minimal Part of Course | Not Part of Course |
|-----------------------|----------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Oral Communication | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Written Communication | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Technology Literacy | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ethical Awareness | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Global Awareness | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|-------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Quantitative Analysis | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Teamwork and Leadership | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge Integration | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <i>Assignments</i> | <i>Course Learning Goals</i> | <i>MBA Learning Goals</i> |
|--------------------------------|---|---|
| Readings | Take an integrative view to diagnose issues related to interactions among firms' multiple functional areas Apply strategic management techniques | Ethical awareness Global awareness Knowledge integration |
| Lectures/discussions/exercises | Take an integrative view to diagnose issues related to interactions among firms' multiple functional areas Apply strategic management techniques | Oral communication Technology literacy Ethical awareness Global awareness Quantitative analysis Teamwork and leadership Knowledge integration |
| Case Issue Statements | Take an integrative view to diagnose issues related to interactions among firms' multiple functional areas Apply strategic management techniques Synthesize recommendations in persuasive oral and written communications | Written communication Ethical awareness Global awareness Quantitative analysis Knowledge integration |
| <i>Assignments</i> | <i>Course Learning Goals</i> | <i>MBA Learning Goals</i> |
| Exams | Take an integrative view to diagnose issues related to interactions among firms' multiple functional areas Apply strategic management techniques Synthesize recommendations in persuasive oral and written communications | Written communication Ethical awareness Global awareness Knowledge integration |

COURSE SYLLABUS FOR MGT 9973 MANAGING CREATIVITY, INNOVATION AND IDEATION IN STARTUPS AND CORPORATIONS

City University of New York Professor

Baruch College Office:

Zicklin School of Business Office Hours:

Department of Management Phone:

Fall 20## email:

COURSE DESCRIPTION:

This class will provide a set of advanced insights into the theories and applications of creativity and innovation in business. The focus is to develop students' understanding of new management tools to discover ideas, and to turn them into successful business opportunities in corporations or start-ups. By using a multidisciplinary approach, this course emphasizes experiential learning and applies a business perspective to the generation and implementation of creativity and innovation centered on specific business environments that aim for sustainable growth through innovation. As entrepreneurial ventures, private enterprises and publicly held corporations are all preceded by new emerging businesses, this class highlights the role of creativity and innovation at the various stages of the evolutionary processes associated with business creation, growth and development.

COURSE OBJECTIVES:

This course is designed to

1. Facilitate your understanding of the field of innovation and creativity, its basic theories and concepts.
2. Help you understand how innovation and creativity theories can be applied - not only in a business context, but also in daily life.
3. Enhance your analytical as well as written and oral communications skills as well as develop the skills necessary to work both independently and
in a group. This is a communications and group- work intensive course.
4. Develop critical problem-solving and thinking skills through analysis and evaluation of real case scenarios and understand implications of
innovation and creativity management trends.

LEARNING GOALS:

After completing this course, you will be able to:

1. Describe and discuss key concepts and processes of innovation and creativity.
2. Demonstrate knowledge of the theories and current debates on innovation and creativity on the individual, the group, the organizational and the industry level.
3. Apply theory and empirical findings to analyze and evaluate the factors and dynamics that
facilitate innovation and creativity within and outside organizations.
4. Understand, analyze and evaluate the determinants of innovation and creativity and specify success and failure factors.
5. Manage collaboration in teams, and analyze and evaluate the contribution of yourself and others.
6. Understand, evaluate and enhance your level of creativity and develop insights into thinking out of the box in business contexts and daily life.

To achieve these learning goals, you are expected to:

- meet face-to-face on lecture days
- show mastery of the assigned readings
- actively participate in classroom discussions
- complete written course assignments successfully

MBA LEARNING GOALS ADDRESSED IN THIS COURSE:

The faculty of the Zicklin School of Business has adopted eight (8) "Learning Goals" for MBA students. The purpose of these goals is to create a common understanding between students, faculty and potential employers of the core objectives for a business education. The seven goals, together with assessment criteria, can be viewed at <http://www.baruch.cuny.edu/assessment/documents/MBACCommonEducationLearningGoals.pdf>. The following Zicklin MBA Program Common Educational Learning Goals will be addressed in this course:

| | |
|-----------------------|---|
| Written Communication | Students will be effective written communicators, as leadership and teamwork in business is dependent on developing shared meaning and commitment to action fostered through communication. |
| Oral Communication | Students will be effective oral communicators, as leadership and teamwork in business is dependent on developing shared meaning and commitment to action fostered through communication. |
| Technology Literacy | Students should understand the role of information technology in organizational decision making and strategy. |
| Ethical Awareness | Students will be sensitive to ethical issues in business, understand the importance of behavior and their responsibilities as business people to uphold ethical principles in their dealings. |
| Global Awareness | Students will be sensitive to differences in perspectives, institutions, and practices among business people from around the world as our global economy puts a premium on global business relationships. |
| Quantitative Analysis | Students will effectively use quantitative techniques to describe and analyze business phenomena and help develop solutions to business problems. |

| | |
|-------------------------|---|
| Teamwork and Leadership | Students will gain conceptual knowledge and analytical skills helpful to functioning effectively in teams. Students will experience opportunities to understand and develop leadership competencies. |
| Knowledge Integration | Students will have working knowledge of all functional areas in business and apply them in a holistic, analytical, and integrative manner to effectively understand and recommend solutions to business problems. |

COURSE MATERIAL:

- Schilling, Melissa A. 2013. Strategic Management of Technological Innovation”, 4th edition.
- Further readings are listed per session (please see schedule below) and should be read prior to class.
- Additional material will be distributed in class and made available on Blackboard.

SUMMARY OF COURSE REQUIREMENTS:

Grade allocation: (based on 100 percent)

| | | |
|----|--|-----|
| §§ | In-class participation/Quizzes: | 20% |
| §§ | Exam: | 25% |
| §§ | Innovation challenges (in teams): | 15% |
| §§ | Team project presentation: | 15% |
| §§ | Team project paper: | 10% |
| §§ | Team project peer evaluation (individual): | 5% |
| §§ | Take home assignment (individual): | 10% |

GRADING:

| Grade | Percentage | Grade | Percentage | Grade | Percentage |
|-------|------------|-------|------------|-------|------------|
| A | 93-100 | B | 83-87 | C | 73-77 |

DETAILS OF COURSE REQUIREMENTS:

In-Class Participation & Quizzes:

You are expected to arrive at each class with questions, topics, and issues to be discussed. Class participation reflects your active, thoughtful participation throughout all sessions. It is mandatory that you come to class prepared to answer the following questions:

What are the central topics, questions or problems? What do you have to say critically about the reading?

e.g. What are the interesting ideas and implications? Why should we care? What could be potential counter-arguments?

You need to be prepared to take quizzes in each class, to speak up, take a position and engage in topic-related dialogs and debates. Your task is to engage one another in an assessment of the readings.

The following rubric (developed by Professor T. K. Das) was adapted and will be used to evaluate overall in-class participation:

Outstanding contributor (A or A-). Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. If this person were not a member of the class, the quality of our discussions would be greatly diminished.

Good contributor (B+ or B). Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are well supported and often persuasive, and reveal that this person is a good listener. Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.

Adequate contributor (B- or C+). Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener.

Unsatisfactory contributor (C or C-). Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. This person does very little to further the thinking and potential contributions of others.

Non-contributor (F). This person has said little or nothing in the class and so has not contributed anything. Please note that for purpose of grade computation, an F grade is weighted as 0%.

Exam:

The exam will be administered face-to-face and will test your knowledge of the readings covered prior to the exam as well as class discussions, information from any articles read prior to the exam, and information presented by any guest speakers/videos or other appropriate media. **NO MAKE UP EXAM WILL BE GIVEN.** The exams are closed book/closed notes.

Innovation Challenges (in teams):

The classes will incorporate miscellaneous exercises that require interaction within and across teams. Active participation in the form of providing analysis and ideas, playing roles, acting as spokesperson, etc. will improve the learning potential. However, enthusiastic participation is important in all classes!

In addition, throughout the semester I may assign you activities to complete at home and bring to class or submit on Blackboard. These assignments may or may not be listed on the syllabus. Some assignments may be given a specific due date which will be announced on Blackboard. A note about teamwork: It is your responsibility to ensure that your team works harmoniously, that you put in your fair share of work, and that you convince and motivate others to do the same.

Team Project:

For the team project, you will form teams of 2-3 members. Each team will be responsible to generate a written report analyzing an innovation and b) preparing an oral presentation. The innovation, its development and related incidents need to be sufficiently complex and intricate to provide interesting data for analysis. Each team must choose an innovation that no other team is using.

To do so, select an innovator or entrepreneur and his/her innovation (e.g. new product, service, business model etc.), most preferably in the New York area to allow you to conduct interviews. Innovators can be individuals or firms.

Your paper/presentation should include a succinct description of the innovation, including relevant history, a detailed analysis of its origin, development and the current situation using concepts developed in this course, but not without the use and citation of relevant sources which move beyond the textbook and assigned readings, and well-reasoned recommendations for action.

To track the progress of your project, you will be asked to submit a short abstract reflecting these points by xxx, 20xx. Further information will be made available on Blackboard and in class.

Overall, you may think of yourselves as consultants for the individual or organization you are discussing and write your paper as if it were a presentation to the decision-maker(s). You are expected to thoroughly analyze the innovation process from the initial idea to the current stage and identify the issues, problems but also success factors on the selected innovation related to the topics covered in class, and to give appropriate recommendations. In particular, the analysis is organized in three parts:

I. Description: provide an overall overview of the innovation/innovator and the current situation

- What is the innovation and organization about (e.g. type(s) of innovation and organization)?
- How did the innovation emerge (origin, sources, key players)?
- What is – in a nutshell - the current situation?

II. Analysis and Evaluation: analyze the situation and identify issues/success factors based on theories, concepts and models discussed in class

- How would describe and explain the innovation process from initial ideation to the current stage? What were the important milestones?
- Who were key players? What was their role? Why? How?
- What is/was the role of creativity in this whole process? Why? How?
- What were/are the determinants of success and/or failure related to this innovation?

III. Recommendation and Take away: provide feasible recommendations that address the situation appropriately.

- What are the lessons learned from this innovation? How can the selected innovator learn from this?
- What would you recommend to the innovator?
- What would you recommend to other firms? How is the experience/process/ sequence of events generalizable for other innovators?
- What is your take away? Formal Guidelines

The written case analysis should be no longer than 10 pages (excluding cover page, exhibits, references, etc.) and must be typed (12-point font), double spaced, with one-inch margins. Please make sure that you include

citations, sources and references appropriately (APA format and style). Cover page must contain your names, date, name of the case and how the work was distributed among team members. All papers should be thoroughly proofread; The written case analysis needs to be submitted via Blackboard which will allow checks for plagiarism through SafeAssign. The written case analysis (team project paper) is due xxx, xxx PM, xxx! Late papers will not be accepted.

For the oral/visual presentation, each team will present for 20-25 minutes in front of the class and respond to comments and questions given in a subsequent 10-15 minutes question and answer session. Your presentation should be of professional quality, engage the audience, and demonstrate the involvement of all team members. The printout of the PowerPoint slides of your presentation are due at the start of the session during which the respective cases are scheduled and should be submitted on Blackboard.

In preparation to the final team project, we will solve an exemplary case studies in class that you will prepare before the class in which the discussion is scheduled. Students are expected to pay for these Harvard Business cases on their own (ca. \$4 USD each).

I believe working with other people is an important part of your education. Teams may not be reformed or disbanded once they are formed, neither may individual students withdraw from groups. You are expected to be open-minded and capable of learning to work with each other as adults in a responsible manner.

Students may not work alone on the team project. Doing so would contradict one of the primary goals of the course: developing the skills necessary to work in a group. As such, students who do not complete the final project with a team will not receive a grade for the final project, resulting in an "F" for their course grade.

The following criteria will be considered in the grading of your analysis: **depth and quality of analysis**

What is the situation? Who are the key players? What are the milestones? What is their problem? Why? What triggered the situation? What are the implications?), **intellectual understanding** (how accurately you used concepts, methods, and theories from the course to analyze and evaluate the innovation), **creativity**: a) approach and b) content: a): how creative were you in finding the innovation, conducting personal research, etc. b) what could be the next steps? What would you recommend? What is feasible/appropriate to do next? Why do you recommend these steps?), **effort, and organization** (overall presentation: how well the paper is presented and how well it is structured).

For all papers submitted the following general grading criteria will be used:

- An "A" paper would be a paper that fully answers the assigned topic, has a clear structure that correctly defines the concept used, provides a detailed description of the example used to support the concept and gives appropriate recommendations. The paper should also have proper citations and contain no grammatical or spelling errors.
- A "B" paper would be a paper that has errors in defining the concept in use, or has not provided a detailed description of an example. The recommendation lacks some relevant aspects. This paper may not have provided proper citations and may also contain grammatical or spelling errors.
- A "C" paper would be a paper that has provided a very general discussion that has not utilized the concepts covered in the course appropriately and has not provided a detailed description of an example to support the main argument. Recommendations are not feasible or irrelevant. This paper may have not provided any citations that were needed and may contain serious grammatical or spelling errors.

Team Project Peer Evaluation:

In this evaluation you will rate each other's performance on the team case analyses (e.g., quality of performance, quantity of work, knowledge, and dependability). In addition, you will be asked to evaluate your own behavior on the team.

Take Home Assignment:

You are asked to write one short paper reflecting on the readings. The aim of the short paper should be on

developing and presenting your own point of view suggested and supported by the readings. You can choose one topic covered in class and elaborate it depth – or alternatively, go broad and draw connections and point out the interrelations and differences between several topics.

The short paper is organized in two parts:

1. Describe and explain the topic(s) of your interest. You can refer to class material, discussions or personal research you conducted on your own.
2. Elaborate the topic based on your personal interest and/or experience thereby addressing the following aspects:
 - Ideas and thoughts you found stimulating and worth building on (inspiring concepts, positions, arguments)
 - Potential gaps and critiques you see with the ideas encountered (concerns, disagreements and questions)
 - Connections you see between one idea or approach and another (linkages and contradictions)
 - Your take-away

You are encouraged to back up your short paper with information from personal research. The in-class discussions and debates will train you to critically reflect on the readings and how to formulate your thoughts for this assignment. Further details will be provided in a separate handout distributed in class. The home assignment needs to be submitted via Blackboard which will allow checks for plagiarism through SafeAssign. The individual paper assignment is due XXX, XXX PM, XXX! Late papers will not be accepted

CLASSROOM MANAGEMENT POLICIES:

Attendance, Punctuality and Deadlines:

You are required to attend all class sessions end-to-end. Punctuality is required as attendance will be taken at the beginning of each class. Additionally, since this will be a communication intensive course, in-class participation will be graded. If you miss more than 25% of total class time, a numerical score of “0” will be assigned for participation. **Students who arrive late (or leave early) will be marked absent in the sense that coming late (or leaving early) twice equals one absence.** It is your responsibility to inform the instructor before end of class, otherwise no changes are made once attendance is taken.

Assignments will not be accepted if they are handed in after the due date. There will be no make-up exam.

Classroom Environment:

Our classroom should be an environment where everyone can raise their opinions, share thoughts and discuss ideas or concerns. Hence, please act respectfully. This includes your tone, language and behavior. In this way, we will create an atmosphere where we can have debates, discussions and brainstorming sessions to increase learning outcomes. Please act as you would during an important business meeting (cell phones, laptops and beepers turned off, no food consumed, and no personal or side conversations). Also, please take care of personal needs before class. It is highly disruptive to have students leave and return in the middle of a class.

Students with Disabilities and Other Special Needs:

Students with disabilities may be eligible for a reasonable assistance and accommodation to enable them to participate fully in courses at Baruch. If you feel you may be in need of an accommodation, please alert your instructor to your needs and contact the Office of Services for Students with Disabilities at (646) 312-4590. For further information, please have a look at www.baruch.cuny.edu/studentaffairs/disabilityservices.

Writing Skills:

If you need help with grammar, writing style, etc., please make an appointment at the Writing Center. The lab consultants will help you clean up and polish your written work, and in the process, help you improve your

grammar and writing style. Please note that points will be taken off for grammar and spelling mistakes. Poor writing skills will hurt you on the job as well as in the classroom.

ACADEMIC INTEGRITY AND HONESTY:

Baruch College has a strict policy on academic integrity. Therefore, you need to **make sure to understand the definitions and consequences of academic dishonesty** (See http://www.baruch.cuny.edu/academic/academic_honesty.html). It states, inter alia, that

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 disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.

Accordingly, assignments have to be your own work and collaboration on the take home assignment is prohibited. You may discuss readings with others, but attempts of unauthorized use of materials, information and notes and presenting another person's ideas, research or writing as your own will not be accepted. The course is based on a "zero tolerance" policy on cheating. Any student who breaks academic rules will not only receive a zero for that assignment, but as required by College policy, a report of suspected academic dishonesty will be submitted to the Dean of Students.

TENTATIVE SCHEDULE: Dates, Topic, Assignment Due (session length: 175 min incl. break, session frequency: once/week)

| Week | Day/Date | Topic | Assignments |
|------|----------|-------------------------|---|
| 1 | xxx | Introduction & Syllabus | |
| 2 | xxx | Innovation | Schilling Chapter 1, 2: p. 24-31, 3 & 4* |
| 3 | xxx | Creativity | Schilling Chapter 2, p. 18-23* Amabile, T. M. (1998). How to kill creativity (pp. 77-87). Boston, MA: Harvard Business School Publishing. Amabile, T. M., Hadley, C. N., & Kramer, S. J. (2002). Creativity under the gun. Harvard business review, 80(8), 52-61. Kelley, T., & Kelley, D. (2012). Reclaim your creative confidence. Harvard business review, 90(12), 115-118. |
| 4 | xxx | Design Thinking | Team Activity |
| 5 | xxx | Innovation Competition | Due: Presentation: Results of Innovation Competition (graded team activity) |

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| 6 | xxx | The Entrepreneur and Opportunities | <p>Shane, S. and Venkataraman, S. (2000), "The Promise of Entrepreneurship as a Field of Research", <i>Academy of Management Review</i>, 25(1), pp. 217-226</p> <p>Baron, R. A. (2006), "Opportunity Recognition as Pattern Recognition: How Entrepreneurs "Connect the Dots" To Identify New Business opportunities", <i>Academy of Management Perspectives</i>, Vol. 20(1), pp. 104-119</p> <p>Read & Prepare HBS case: Recognizing and Shaping Opportunities</p> |
| 7 | xxx | Selecting and Managing Innovative Ideas: Corporate and Entrepreneurial | <p>Schilling Chapter 7 & 11*</p> <p>"The lean startup" Eric Ries, Introduction Read & Prepare HBS case: Le Petit Chef <u>Additional Recommended Readings:</u></p> <p>"The lean startup" Eric Ries, Chapter 1, 2,3,4</p> |

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| 8 | xxx | Diffusion of Innovations | <p>Everett M. Rogers. 2003. <i>Diffusion of Innovations</i> Chapter 1: Elements of Diffusion</p> <p>Read & Prepare Case: Water boiling in a Peruvian Village: Diffusion that failed (see information on Blackboard)</p> |
| 9 | xxx | Exam | |
| 10 | xxx | Open approaches to Innovation | <p>Chesbrough, H. 2003. The era of open innovation. <i>Sloan Management Review</i>, Spring, 35-41.</p> <p>Nambisan, S., M. Sawhney. 2007. A buyer's guide to the innovation bazaar. <i>Harvard Business Review</i>, June, 109-118.</p> <p>Case: Huston, L., N. Sakkab. 2006. Connect and develop. Inside Procter & Gamble's new model for innovation. <i>Harvard Business Review</i>. March 2006, 58-66.</p> |
| 11 | xxx | User Innovators, Lead Users and Accidental Entrepreneurs | <p>von Hippel, E. 2005. <i>Democratizing Innovation</i>. Cambridge, Mass.: MIT Press. Chapters 1, 2. Free download at:</p> |

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|----|-----|--------------------------------|--|
| | | | http://web.mit.edu/evhippel/www/books.htm von Hippel, E. Thomke, S. and Sonnack. M. 1999. Creating Breakthrough at 3 M. Harvard Business Review. Sept-Oct. 1999; von Hippel, Democratizing Innovation, Chapter 10. |
| 12 | xxx | Social Networks and Innovation | Schilling Chapter 2: p. 31-36 Cross R., L. Prusak. 2002. The People who make Organizations Go – Or Stop. Harvard Business Review, June. Cross, R., Liedtka, J. and Weiss, L. 2005. A practical guide to social networks. Harvard Business Review. March. Casciaro, T. and Lobo, M.S. 2005. Competent jerks, lovable fools, and the formation of social networks. Harvard Business Review, June. |
| 13 | xxx | Oral presentations | Oral Presentations – Team A, B, C & D Due (BB): Presentation Slides (Team A, B, C & D) Due (BB): team project paper (all teams) |

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|----|-----|--------------------------------|--|
| 14 | xxx | Oral presentations and Debrief | Oral Presentations – Team E and Team F Due (BB): Presentation Slides (Team E & F) Due (BB): Take home assignment (individual) |
| | xxx | Reading day | |
| | xxx | Final Submission | Final submission of team project peer evaluation |

*Schilling, Melissa A. 2013. Strategic Management of Technological Innovation”, 4th edition

| MBA Learning Goals | Significant Part of Course | Moderate Part of Course | Minimal Part of Course | Not Part of Course |
|--------------------|----------------------------|-------------------------|------------------------|--------------------|
| Oral Communication | ■ | X | ■ | ■ |

| | | | | |
|-------------------------|---|---|---|---|
| Written Communication | ■ | X | ■ | ■ |
| Technology Literacy | ■ | X | ■ | |
| Ethical Awareness | | | X | ■ |
| Global Awareness | | | X | |
| Quantitative Analysis | ■ | | X | ■ |
| Teamwork and Leadership | | X | ■ | |
| Knowledge Integration | | X | ■ | ■ |

LEARNING GOALS - DETAILS

| Assignments | Course Learning Goals most emphasized | Program Learning Goals most emphasized |
|------------------------------|--|--|
| Readings | <p>Demonstrate knowledge of the theories & current debates on innovation</p> <p>& creativity on the individual, the group, the organizational & the industry level</p> <p>Understand, analyze & evaluate the determinants of innovation & creativity & specify success & failure factors</p> | <p>Knowledge Integration</p> <p>Technology Literacy</p> <p>Global Awareness</p> |
| Lectures/ In-class | <p>Demonstrate knowledge of the theories & current debates on innovation</p> | <p>Knowledge Integration Oral</p> |
| Participation/ Activities | <p>& creativity on the individual, the group, the organizational & the industry level</p> <p>Describe & discuss key concepts & processes of innovation & creativity</p> <p>Apply theory & empirical findings to analyze & evaluate the factors & dynamics that facilitate innovation & creativity within & outside organizations</p> <p>Understand, evaluate & enhance your level of creativity & develop insights into thinking out of the box in business contexts & daily life.</p> | <p>Communication</p> <p>Global Awareness</p> <p>Ethical Awareness</p> <p>Teamwork & Leadership</p> |

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| Innovation Competition | Manage collaboration in teams, analyze & evaluate the contribution of yourself & others | Teamwork & Leadership Quantitative Analysis |
|------------------------|---|--|

| | | |
|--|---|------------------------------|
| | Understand, analyze & evaluate the determinants of innovation & creativity & specify success & failure factors | Oral & Written Communication |
| | Apply theory & empirical findings to analyze & evaluate the factors & dynamics that facilitate innovation & creativity within & outside organizations | Ethical Awareness |
| | Understand, evaluate & enhance your level of creativity & develop insights into thinking out of the box in business contexts & daily life. | |

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|--|--|---|
| Team project (presentation, case study report, peer evaluation) | Manage collaboration in teams, analyze & evaluate the contribution of yourself and others | Teamwork & Leadership |
| | Apply theory & empirical findings to analyze & evaluate the factors & dynamics that facilitate innovation & creativity within & outside organizations | Quantitative Analysis |
| | Understand, analyze & evaluate the determinants of innovation & creativity & specify success & failure factors | Oral & Written Communication Ethical Awareness |
| Take-home assignment | Demonstrate knowledge of the theories & current debates on innovation & creativity on the individual, the group, the organizational & the industry level | Knowledge Integration |
| | Understand, analyze & evaluate the determinants of innovation & creativity & specify success & failure factors | Written Communication |
| | | |

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|------|--|--|
| Exam | Describe & discuss key concepts & processes of innovation & creativity | Written Communication |
| | Demonstrate knowledge of the theories & current debates on innovation & creativity on the individual, the group, the organization & the industry level | Knowledge Integration Technology Literacy |
| | Understand, analyze & evaluate the determinants of innovation & creativity & specify success & failure factors | Global Awareness Ethical Awareness |

Section AIV: New Courses

AIV:10.1b. New Course in the Department of Law

| | |
|---------------------|--|
| CUNYfirst Course ID | New |
| Department | Law |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | LAW |
| Course Prefix | LAW |
| Course Number | 9201 |

| | |
|--|--|
| Course Title | Overview of Business Law and Ethics |
| Catalogue Description | Every few years, catastrophic corporate or financial scandals drive home an essential point: managers and other business professionals must possess a deep understanding of the legal and ethical environment in which their firms operate. MBAs do not, of course, need an encyclopedic knowledge of legal doctrine. Rather, this course aims to provide graduate business students with a much more valuable skill set: a deep understanding of how legal regulation and ethics affect business decision-making, and how businesspeople can use law and ethics to obtain strategic advantage in the marketplace. |
| Prerequisites | None |
| Credits | 1.5 |
| Contact Hours | 1.5 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, Honors, etc) | N/A |
| Course Applicability | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity College Option Detail <input type="checkbox"/> <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective Term | Spring 2017 |

Rationale: Graduate business students must develop an understanding of the legal and ethical environment in which firms operate. This course will provide students with a deep understanding of how legal regulation and ethics affect business decision-making, and how businesspeople can use law and ethics to obtain strategic advantage in the marketplace. This course will be part of the Foundational/Fundamental Skills set in the MBA.

AIV:10.2b. New Course in the Narendra Paul Loomba Department of Management

| | |
|-----------------------|---|
| CUNYfirst Course ID | New |
| Department | Narendra Paul Loomba Department of Management |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Management |
| Course Prefix | MGT |
| Course Number | 9200 |
| Course Title | Business and Society Relationships |
| Catalogue Description | The demands on corporations to be ethical and meet societal expectations are very high and managers need to understand and face these risks, challenges and opportunities. By integrating the dynamic, complex, and global nature of today's business, students will better understand the evolving expectations of "stakeholders" (e.g., customers, employees, consumers, investors, governments and civil society groups) for firms to engage in responsible stakeholder management. Students who |

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| | take this course will learn that stakeholders increasingly expect managers to make a profit for their companies in ways that go above and beyond the legal threshold, do no harm, and contribute to the preservation of the natural environment and the welfare of society. Not open to MBA students admitted prior to fall 2016. |
| Prerequisites | None |
| Credits | 1.5 |
| Contact Hours | 1.5 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, Honors, etc) | N/A |
| Course Applicability | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity College Option Detail <input type="checkbox"/> <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective Term | Spring 2017 |

Rationale: Business and Society are interdependent entities, and successful managers must navigate the variety of relationships that stem from this reality. This course will be part of the Foundational/Fundamental Skills set in the MBA. MGT 9200 will be offered every term.

AIV:10.3b. New Course in the Narendra Paul Loomba Department of Management

| | |
|-----------------------|---|
| CUNYfirst Course ID | New |
| Department | Narendra Paul Loomba Department of Management |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Management |
| Course Prefix | MGT |
| Course Number | 9301 |
| Course Title | Managing People and Organizations |
| Catalogue Description | <p>This course facilitates students learning how managers and leaders can contribute to effective work organizations. Management 9301 allows students to develop analytical and behavioral skills through several cognitive and active learning methods. These methods may include self-assessment scales, case analyses, lectures/discussions, personal essays, team projects, experiential exercises, role playing, student presentations, and student debates. Topics include: motivating subordinates, making decisions, communicating, appraising performance, leading teams, exercising power, managing change, negotiating and managing conflict, structuring units and organizations, managing workforce diversity, influencing organizational culture, fostering ethical management, and recognizing international requirements. Management 9301 primarily addresses the Baruch MBA program learning goal of leadership and teamwork, but the course also engages ethical awareness, global awareness, and communication goals. Not open to students who completed MGT</p> |

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| | 9300. |
| Prerequisites | None |
| Credits | 3 |
| Contact Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, Honors, etc) | N/A |
| Course Applicability | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity College Option Detail <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective Term | Spring 2017 |

Rationale: Graduate business programs must complement labor market functional skills with contextually applicable concepts to provide a quality analytical education. "Managing People and Organizations" will offer analytical and behavioral skills as well as applied concepts that enable graduates to navigate the social complexities of work organizations and to exercise effective management. Career preparation requires that graduate business students learn about the behavioral and organizational facets of management and leadership. MGT 9301 will be offered every semester.

AIV:10.4b. New Course in the Narendra Paul Loomba Department of Management

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|-----------------------|---|
| CUNYfirst Course ID | New |
| Department | Narendra Paul Loomba Department of Management |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Management |
| Course Prefix | MGT |
| Course Number | 9600 |
| Course Title | Strategy and Competitive Advantage |
| Catalogue Description | This course examines how to gain advantage against competitors in the complex and dynamic global marketplace. Core business strategy themes include how to analyze the business environment, assess resources and capabilities, and choose competitive strategies. The course also considers how to create corporate value through configuring and coordinating multibusiness activities. Core corporate strategy themes include how to analyze scale and scope, evaluate corporate competencies, manage the multibusiness corporation, assess global strategies, and choose corporate strategies. Not open to students who completed BUS 9200. |
| Prerequisites | None |
| Credits | 3 |
| Contact Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

| | |
|--|---|
| Course Attribute (e.g. Writing Intensive, Honors, etc) | N/A |
| Course Applicability | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity College Option Detail <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective Term | Spring 2017 |

Rationale: Strategy and Competitive Advantage are fundamental to business and all business students need to have a working knowledge of how the various functional areas of an organization work together to determine its success or failure. This course will be part of the Foundational/Fundamental Skills set in the MBA. It will be offered every semester.

AIV:10.5b. New Course in the Narendra Paul Lomba Department of Management

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|--|--|
| CUNYfirst Course ID | New |
| Department | Narendra Paul Lomba Department of Management |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | Management |
| Course Prefix | MGT |
| Course Number | 9973 |
| Course Title | Managing Creativity, Innovation and Ideation in Startups and Corporations |
| Catalogue Description | This course provides a set of advanced insights into the theories and applications of creativity and innovation in business. The focus is to develop students' understanding of new management tools to discover ideas, and to turn them into successful business opportunities in corporations or start-ups. By using a multidisciplinary approach, this course emphasizes experiential learning and applies a business perspective to the generation and implementation of creativity and innovation centered on specific business environments that aim for sustainable growth through innovation. As entrepreneurial ventures, private enterprises and publicly held corporations are all preceded by new emerging businesses. This course highlights the role of creativity and innovation at the various stages of the evolutionary processes associated with business creation, growth and development. |
| Prerequisites | None |
| Credits | 3 |
| Contact Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, Honors, etc) | N/A |

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| Course Applicability | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity College Option Detail <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective Term | Spring 2017 |

Rationale: As work becomes increasingly dynamic, uncertain and knowledge-based, researchers and practitioners alike highlight the importance of innovation and emphasize the central role of creativity in the emergence of new business opportunities. Innovation is acknowledged to be the most important driver of competitive success in many industries and has crucial impact on societal and economic development. Interest in managing new business opportunities has traditionally centered on firm-internal aspects, such as the organization of internal innovation processes, activities and collaborators dealing with the dynamics stemming from industrial or technological changes. In recent years, however, there has been a surge in interest in methods, tools and approaches that allow firms to tap firm-external sources and (social) networks to fill their innovation pipelines and accordingly, foster "thinking out-of-the-box." The emergence of this phenomenon has been associated with labels such as design thinking, open and user innovation, crowd sourcing and open source. Given the importance of the topic, the course was offered as a special topics course on the graduate level at the Zicklin School of Business in Fall 2015. The course will be offered as an elective part of the Functional Skills set in the MBA and will be open to MS students subject to program requirements and/or advisor approval. It will be offered at least once per year.

AV: 10.1b. Change in Course Title and Description

| FROM | | TO | |
|---------------|---|---------------|---|
| Department | Stan Ross Department of Accountancy | Departments | Stan Ross Department of Accountancy |
| Course | ACC 9110 Financial Accounting | Course | ACC 9110 <u>Financial Reporting</u> |
| Prerequisites | None. Accounting majors should enroll in ACC 9112. Credit will not be granted for both ACC 9110 and ACC 9112. | Prerequisites | N/C |
| Hours | 3 | Hours | N/C |
| Credits | 3 | Credits | N/C |
| Description | This course prepares people in organizations to work with financial statements and other accounting information. Topics include development of the accounting system, how key accounting alternatives can influence interpretation, and identification of key disclosures. | Description | <u>Financial reports are an important means of communicating with a firm's external decision-makers, such as investors, analysts, creditors, and government agencies. This course focuses on the development, analysis, and interpretation of these reports. It provides an understanding of the accounting concepts and assumptions underlying the preparation of the balance sheet, income statement, and cash flow</u> |

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| | | | statement. Coursework will focus heavily on use and interpretation of the accounting information in firms' actual corporate financial reports as tools in business decision-making. |
| Requirement Designation | | Requirement Designation | |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A | Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World | General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective | Spring 2017 | Effective | Spring 2017 |

Rationale: This change in course title and description more accurately conveys the subject matter covered in this course, consistent with the reorganization of the MBA curriculum.

AV: 10.2b. Change in Course Title and Description

| FROM | | TO | |
|---------------|---|---------------|---|
| Department | Economics and Finance | Departments | Economics and Finance |
| Course | ECO 9730 Fundamentals of Microeconomics | Course | ECO 9730 <u>Firms in the Global Economy</u> |
| Prerequisites | None | Prerequisites | N/C |
| Hours | 1.5 | Hours | N/C |
| Credits | 1.5 | Credits | N/C |
| Description | Given the complexities of management decision-making in the economic environment the course is structured to provide the student with a broad appreciation of how scarce resources are allocated in a properly functioning economy. The course leads the students through analysis of issues such as demand dynamics, | Description | <u>An essential task of corporate managers is to understand the economic environment in which firms operate. This environment is composed of several agents: consumers, competitors, government agencies, and markets. The course addresses both the microeconomic aspects of managerial decisions as well as the</u> |

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| | price determination, the cost function, industry output and business strategies. Other topics include how management operates in competitive markets, how firms make their output decisions and how these two directions interact to determine the price level and quantity of output produced. Students are lead in discussions of pros and cons of government intervention, and industrial organizations such as monopolies and oligopolies. | | analysis of the global environment in which these decisions are made. Particular emphasis will be given to the discussion of the effects of capital mobility, global competition, and regulations on market outcomes. |
| Requirement Designation | | Requirement Designation | |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A | Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World | General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective | Spring 2017 | Effective | Spring 2017 |

Rationale: The changes of course title and description reflect changes in the MBA curriculum. This is a required course in the MBA program Fundamental/Foundational Skills set.

AV: 10.3b. Change in Course Title and Description

| FROM | | TO | |
|----------------------|--|----------------------|-----------------------------------|
| Department | Economics and Finance | Departments | Economics and Finance |
| Course | FIN 9770 Financial Decision Making | Course | FIN 9770 <u>Corporate Finance</u> |
| Pre- or co-requisite | STA 9708 or FIN 9762. Course credit will be granted for either FIN 9770 or FIN 9771, not both. | Pre- or co-requisite | N/C |

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| Hours | 3 | Hours | N/C |
| Credits | 3 | Credits | N/C |
| Description | Survey and analysis of problems facing the financial manager. Topics include basic risk and return concepts, security pricing and analysis, capital budgeting, the cost of capital, and the financing decisions of corporations. The course will introduce the student to the theory of financial decision making with emphasis on application to practical decision problems. | Description | <u>This course provides students with a survey and analysis of problems facing the financial manager, with an emphasis on the role of finance in the creation of value in corporations. Although it focusses on for-profit corporations, these lessons are also applicable to other forms of business, such as partnerships and non-profit corporations. The course begins with discussions of the forms of business organizations, the main financial statements, and a thorough explication of the time value of money. These are applied to valuation of debt and equity securities, and capital projects. Students will explore the implications of corporate financing needs for the availability of investment securities to investors, and the risks and returns they face. Students will apply basic valuation techniques to problems of corporate valuation and long-term corporate planning, and multinational financial management. The course concludes with an analysis of enterprise risk management, in which students take a view of the overall firm, assess risk on an enterprise basis, and develop an understanding of what are appropriate, versus inappropriate, approaches to firm-wide risk management.</u> |
| Requirement Designation | | Requirement Designation | |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A | Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures | General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures |

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| | <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World | | <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective | Spring 2017 | Effective | Spring 2017 |

Rationale: The changes of course title and description reflect changes in the MBA curriculum. This is a required course in the MBA program Functional Skills set. These changes of course title and description reflect current practice for the course, while the essential content of the course is unchanged

AV: 10.4b. Change in Course Title and Description

| FROM | | TO | |
|-------------------------|--|-------------------------|---|
| Department | Management | Departments | Management |
| Course | MGT 9700 Introduction to Operations Management | Course | MGT 9700 <u>Managing Business Operations</u> |
| Prerequisites | STA 9708 | Prerequisites | STA 9708. <u>Not open to students who have completed MGT 9702 or MGT 9704.</u> |
| Hours | 3 | Hours | N/C |
| Credits | 3 | Credits | N/C |
| Description | <p>Providing all MBA students with a broad overview, understanding, and managerial perspective of the issues and problems involved in managing the operations function in service and manufacturing firms as well as governmental organizations. Important topics to be examined include corporate strategy, interaction of the operations function with other areas of the firm, alternative operating structures, operations planning and design, materials management, scheduling of resources, quality management, and Just-In-Time philosophy and principles. Discussions of various topics will include national and global organizations and will feature current topics and practices generally associated with world-class competitors.</p> | Description | <p><u>Students will learn how to leverage a firm's operations to create value, drive financial performance, and generate customer satisfaction. This includes measuring the performance of business processes and then continuously improving them with such tools as Lean and Six Sigma. It also includes strategies to match supply with demand in services and manufacturing through demand forecasting, capacity planning, inventory management, and logistics for effective and coordinated supply chains. Best practices for managing and scheduling projects are also addressed. The interdependencies among operations, strategy, finance, marketing, and accounting are stressed throughout the course. Theory is grounded in practice with real examples drawn from financial services and banking, retail, healthcare, hospitality, transportation, manufacturing, and government.</u></p> |
| Requirement Designation | | Requirement Designation | |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

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| Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A | Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World | General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective | Spring 2017 | Effective | Spring 2017 |

Rationale: In 2011, the following two 1.5-credit courses replaced MGT 9700 in the MBA core: MGT 9702 (in the core) and MGT 9704 (in the flexible core). Scrutinizing the content for MGT 9702 and 9704, followed by fine-tuning in 2013, allowed improvements upon the original MGT 9700 course. As per the December 10, 2015 Zicklin faculty vote, we are reverting to a 3-credit Operations Management class in the MBA “functional core” and wish to restore MGT 9700 for this purpose. The new title, description, learning goals, and attached syllabus reflect the improvements realized in MGT 9702 and 9704.

AV: 10.5b. Change in Course Title and Description

| FROM | | TO | |
|---------------------|--|---------------------|--|
| Department | Marketing and International Business | Departments | Marketing and International Business |
| Course | IBS 9600 International Business Fundamentals | Course | IBS 9600 <u>Introduction to International Business</u> |
| Pre- or corequisite | None | Pre- or corequisite | N/C |
| Hours | 1.5 | Hours | N/C |
| Credits | 1.5 | Credits | N/C |
| Description | In a rapidly globalizing world, future managers and other business professionals must possess a deep understanding of how international factors influence modern business decision-making. They must also possess the requisite problem solving skills to understand and function in this global environment. The course aims to provide students with a broad overview of concepts and | Description | <u>This course is designed to equip students with tools and techniques to analyze the global business environment. These will enable students to better evaluate the associated risks and opportunities of global phenomena, and make informed managerial choices in response to the challenges and opportunities of a global world. Students will learn how to respond effectively to external developments</u> |

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| | principles of international business and how business people can use this knowledge to obtain strategic advantage in the marketplace. | | and turn them into proprietary competitive advantage. |
| Requirement Designation | | Requirement Designation | |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A | Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World | General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective | Spring 2017 | Effective | Spring 2017 |

Rationale: The change in title and description more accurately reflect the subject matter covered in the course

AV: 10.6b. Change in Description

| FROM | | TO | |
|---------------|---|--------------|---|
| Department | Allen G. Aaronson Department of Marketing and International Business | Department | Allen G. Aaronson Department of Marketing and International Business |
| Course | MKT 9703 Marketing Management | Course | N/C |
| Prerequisites | None | Prerequisite | N/C |
| Hours | 3 | Hours | N/C |
| Credits | 3 | Credits | N/C |
| Description | Examination of the nature and fundamentals of marketing management. The course focuses on the development of a marketing plan and the functional tools available to the marketing manager to implement the plan. It | Description | <u>This introductory course covers all of the areas of marketing and describes how marketing delivers value to consumers and customers. We will examine many different topics and use a variety of approaches like lectures, a case</u> |

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| | draws specific attention to the planning, organizing, directing, and controlling of the marketing function. | | <u>study, a group project, articles, and class discussion.</u> |
| Requirement Designation | | Requirement Designation | |
| Liberal Arts | [] Yes [X] No | Liberal Arts | [] Yes [X] No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A | Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World | General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective | Spring 2017 | Effective | Spring 2017 |

Rationale: The change in course description more accurately conveys the subject matter covered in the course.

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

| FROM | | TO | |
|---------------|---|---------------|---|
| Department | Statistics and Computer Information Systems | Departments | Statistics and Computer Information Systems |
| Course | CIS 9000 Information Systems for Managers | Course | CIS 9000 <u>Information Technology Strategy</u> |
| Prerequisites | ACC 9110 or ACC 9112 or ECO 9708, or the equivalent. | Prerequisites | <u>None. Not open to students who completed CIS 9001 or CIS 9002.</u> |
| Hours | 3 | Hours | N/C |
| Credits | 3 | Credits | N/C |
| Description | Students will survey and analyze information systems and their role in business strategy. The course surveys the various genres of business information systems, including transactions processing systems, management information systems (MIS), decision support | Description | <u>This course introduces students to current information technologies (IT) and to concepts, opportunities, and challenges related to the adoption and use of IT as part of a successful business strategy. We demonstrate how an organization's information systems (its IT, its</u> |

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| | systems (DSS) and executive support systems (ESS), and expert systems. The course surveys information technologies such as hardware, software, data storage, and telecommunication and provides an analytical basis for the selection of appropriate business strategies in these areas. The course also considers timely issues of emerging technologies, social and ethical concerns, and security and control issues. The course assumes facility with spreadsheet and operating systems software prior to entry. | | <u>people, and its processes) can be designed and managed to facilitate market penetration, competitive advantage, and organizational change. We address a variety of current and emerging issues related to an organization's information technology strategy, including ethical and legal concerns related to IT as well as global opportunities and challenges related to technology. Students will read and analyze relevant readings and case studies to reinforce the importance of a sound information technology strategy to organizations. Students are expected to participate fully in the course through in-class discussions and case study analyses and presentations.</u> |
| Requirement Designation | | Requirement Designation | |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A | Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World | General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective | Spring 2017 | Effective | Spring 2017 |

Rationale: The course title and description have been updated to reflect the recent changes in Information Technologies and Systems resulting in the deeper interpenetration of IT and organizational strategy. The pre-requisites have been removed as many of the concepts covered in this course do not necessarily need the Accounting or Economics background required earlier. The removal of these pre-requisites will help students from varied backgrounds taking the course. This move also facilitates the reorganization of MBA program that was approved by the faculty in December 2015.

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

| FROM | | TO | |
|---|---|---|--|
| Department | Statistics and Computer Information Systems | Departments | Statistics and Computer Information Systems |
| Course | CIS 9557 Business Intelligence | Course | CIS 9557 <u>Business Analytics</u> |
| Prerequisites | CIS 9000 or CIS 9001 | Prerequisites | <u>None</u> |
| Hours | 3 | Hours | N/C |
| Credits | 3 | Credits | N/C |
| Description | This course focuses on Business Intelligence (BI), an information technology approach to data collection and data analysis to support a wide variety of management tasks, from performance evaluation (descriptive analytics) to trend spotting and policy making (predictive analytics). Students participate in numerous discussions covering such topics as theory and practice of BI, technologies enabling BI, and sourcing and managing BI solutions. Students work individually and in teams, conducting research and preparing reports exploring concepts, methodologies and technologies of Business Intelligence as related to various industries and organizations. | Description | <u>To successfully compete in today's global business environment an organization must constantly monitor, recognize and understand every aspect and every issue of its operations, its industry and the overall business environment. This course focuses on business analytics - an information technology approach to data collection and data analysis - to support a wide variety of management tasks, from performance evaluation to trend spotting and policy making. Students learn analytical components and technologies used to create dashboards and scorecards, data/text/Web mining methods for trend and sentiment analysis, and artificial intelligence techniques used to develop intelligent systems for decision support. Students will actively participate in this course through class discussions, project preparation and presentation, and visual tool utilization.</u> |
| Requirement Designation | | Requirement Designation | |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A | Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures | General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures |

| | | | |
|-----------|---|-----------|---|
| | <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World | | <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective | Spring 2017 | Effective | Spring 2017 |

Rationale: The course title has been updated as the term “Business Analytics” has replaced the term “Business Intelligence” (BI) in the Industry. Similarly, the description of the course has been updated to discuss the specific topics covered and replace the term BI used in specific sentences within the description. While CIS 9000 will be a desirable pre-requisite, this is not needed for successful completion of the course. Further, the removal of CIS 9000/9001 as a pre-requisite will help the course cater to a more diverse set of students within the Business School. These changes also facilitate the reorganization of MBA program that was approved by the faculty in December 2015.

AV: 10.9b. Changes in Course Title and Description

| FROM | | TO | |
|---------------|--|---------------|---|
| Department | Statistics and Computer Information Systems | Departments | Statistics and Computer Information Systems |
| Course | STA 9708 Applied Statistical Analysis for Business Decisions | Course | STA 9708 <u>Managerial Statistics</u> |
| Prerequisites | None | Prerequisites | None. <u>Not open to students who completed FIN 9762.</u> |
| Hours | 3 | Hours | N/C |
| Credits | 3 | Credits | N/C |
| Description | <p>This course provides MBA students with the statistical tools and concepts needed in business applications. Topics include: proper tabular and chart presentation; interpretation of descriptive measures; applications of probability and the normal distribution; confidence interval estimation; hypothesis testing; simple linear regression models; multiple regression models and time-series analysis. Emphasis is on understanding data analysis and interpretation. Computations are facilitated using standard spreadsheet software, a valuable tool for the students. Discussions on ethical issues are integrated throughout the course. This course will enhance skills in critical thinking, as well as oral and written communication. Techniques learned in this course can be immediately put to use by the student.</p> | Description | <p>This course provides MBA students with the statistical tools and concepts needed in business applications. <u>Students will learn quantitative analysis critical for business decision making. Emphasis will be placed on understanding data analysis and interpretation.</u> Topics include: interpretation of descriptive measures; applications of probability and the normal distribution; confidence interval estimation; hypothesis testing; simple linear regression models; <u>and</u> multiple regression models. <u>The students will use standard spreadsheet software to work with data and apply the concepts learned.</u> Discussions of ethical issues are integrated throughout the course. This course will enhance skills in critical thinking, as well as oral and written communication. Techniques learned in this course can be immediately put to use by the student.</p> |

| | | | |
|---|--|---|--|
| Requirement Designation | | Requirement Designation | |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A | Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World | General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |
| Effective | Spring 2017 | Effective | Spring 2017 |

Rationale: This is the correct description as some topics have been removed from the course and others enhanced. FIN 9762 Introduction to Quantitative Tools for Finance is a similar course taken by MS-Finance students.

Section AVII: International Program Agreements

AVII:10.1b. International Program Agreement with Universidad Carlos III de Madrid

RESOLVED, That the Board of Trustees of The City University of New York authorize the President of Baruch College to execute an international student exchange agreement on behalf of Baruch College with the Universidad Carlos III de Madrid, in Madrid, Spain, to enable Baruch College students participating in the Baruch College/Universidad Carlos III de Madrid Exchange Program to take courses at the Universidad Carlos III de Madrid and the Universidad Carlos III de Madrid students to take courses at Baruch College. Neither party to this agreement is obligated to pay any monetary consideration to the other, with the exception of a \$3,000.00 Administrative and Academic Enhancement Fee that Universidad Carlos III de Madrid will pay the Zicklin School of Business on behalf of each participating graduate student. The agreement is for a three-year period effective as of August 1, 2016 and shall include up to two two-year options for the College to renew in its best interest. The agreement shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This agreement will allow an exchange of students from Baruch College and the Universidad Carlos III de Madrid in Madrid, Spain. This program will allow for exchange of approximately ten (10) full-time semester-student equivalents each academic year.

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

² If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

- ³ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.
- ⁴ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
- ⁵ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
- ⁶ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.
- ⁷ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
- ⁸ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
- ⁹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.
- ¹⁰ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
- ¹¹ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
- ¹² If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.
- ¹³ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
- ¹⁴ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
- ¹⁵ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.
- ¹⁶ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
- ¹⁷ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
- ¹⁸ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.
- ¹⁹ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
- ²⁰ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
- ²¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.
- ²² If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
- ²³ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
- ²⁴ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.
- ²⁵ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
- ²⁶ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
- ²⁷ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

[28](#) If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

[29](#) Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

[30](#) If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

[31](#) If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

[32](#) Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

[33](#) If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

[34](#) If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

[35](#) Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

[36](#) If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

[37](#) If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

[38](#) Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

[39](#) **Note to Graduate Curriculum Committee:** The choice of paper topics will be based upon the instructor's own scholarly the focus and judgment, though they must be subjects that are of significant importance to Baruch MBA students. We want to give the instructor some flexibility to introduce "hot" topics into the course or to identify subjects of particular importance to the students who have registered for the course depending on their business specialization or possible career paths.

[40](#) **Note to Graduate Curriculum Committee and Department of Law Executive Committee:** The instructor can change this model course information sheet to provide for less severe sanctions for plagiarism if she so desires.