

**February 2017****Baruch College****Chancellor's University Report – Part A: Academic Matters**

The following recommendations of the Committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on December 10, 2015, effective Fall 2017 semester pending approval of the Board of Trustees

**PART A: ACADEMIC MATTERS****Section AIV: New Courses****AIV:10.1b**

<b>CUNYfirst Course ID</b>	
<b>Department(s)</b>	Allen G. Aaronson Department of Marketing and International Business
<b>Career</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
<b>Academic Level</b>	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
<b>Subject Area</b>	MKT
<b>Course Prefix</b>	BUS
<b>Course Number</b>	1011
<b>Course Title</b>	(tentative) Business Fundamentals: The Contemporary Business Landscape
<b>Catalogue Description</b>	This is a required introductory course for all business majors at the Zicklin School of Business, including transfer students. In a setting that emphasizes communication and quantitative skills, including spreadsheets, this course introduces students to the disciplines taught at the Zicklin School of Business. This includes managerial economics, international business, ethics, accounting, finance, marketing, computer information systems, and management and organization behavior, among others. Students are introduced to the majors in the Zicklin School and career paths in different disciplines.
<b>Pre/ Co Requisites</b>	None
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Liberal Arts</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Course Attribute (e.g. Writing Intensive, Honors, etc)</b>	
	<input checked="" type="checkbox"/> Major

<b>Course Applicability</b>	<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
<b>Effective Term</b>	Fall 2017

**Rationale:** This course is an important first step for new students entering the Zicklin School of Business and for transfer students, who typically have not had comprehensive exposure to business disciplines at previous institutions. The goal of this course is to provide a wide spectrum of programs offered at Zicklin for students, thus they are able to decide which Zicklin major to select at an early stage of their college career. Starting in Spring 2015, the BUS 1000 team has been experimenting with some of these objectives with great success, namely, they have implemented custom tailored Excel assignments and a communications-intensive environment. The results of this experimentation will be used to scaffold the new curriculum in BUS 1011.

The proposed BUS 1011 is intended to replace the current BUS 1000: Introduction to Business, a required course for the Zicklin students. A significant reason for replacing BUS 1000 with BUS 1011 is that our assessments of student learning have demonstrated a need for increased attention — even at the earliest levels — on students' communication skills, ability to analyze and solve problems using spreadsheets, and awareness of ethical decision making. Therefore, we have created this new business fundamentals course that would include significant units and assignments that focus on those skills. If students have had previous courses that address those areas, they will be able to waive the BUS 1011 requirement; otherwise all students, including transfers, will need to complete BUS 1011 for the BBA.

The course consists of large lecture (250-300 students) and recitation sections (15-20 students), and is divided into four distinct parts: (1) introductory section, (2) accounting and finance, (3) marketing and computer information systems, and (4) management, which cover current business trends, ethics, and global business. Each section covers current issues, which will give students an understanding of how the world of business really works.

### Large Lecture

The required material for large lecture includes **BUS 1011 eBook**, a collection of PowerPoint files, developed by instructors of BUS 1011 and distributed to students for free on Blackboard. This book covers:

1. Major subject matters in the aforementioned sections
2. Current topics related to the subject matters

3. The relationship between the subject matters and the majors offered at ZSB.
4. Resources available at Baruch to enhance students learning and career development.

Students are required to read the assigned sections of **BUS 1011 eBook** before they come to class, and to update the contents based on discussion and analysis in class, for example, the latest major events which will occur after the publication of **BUS 1011 eBook**. The textbook is used to supplement **BUS 1011 eBook**, since the latter is written in a condensed form, and the limited space does not allow to delve into details to cover the vast array of topics. Students are advised to review chapters when they encounter with any unfamiliar subjects in **BUS 1011 eBook**.

### Recitation

The recitation sections will emphasize learning communication and quantitative skills. For the communication skills, students will conduct the case analysis and formulate the business plan including the recommended strategy based on the results of their analysis in the form of written assignments and presentations. This communications-intensive aspect is often not practiced by transfer students in their previous institutions.

The lack of quantitative skills poses a serious problem for new students, and they are not well prepared for advanced courses in their majors. Furthermore, it is now well recognized that the availability of the big data in industries are creating growing job opportunities for students with quantitative skills in various majors. Students in BUS 1011 will learn how to analyze the data using Excel, and interpret the results for the case analysis. Professor Steven Schnaars, the former course coordinator of BUS 1000, undertook the project of developing **BUS 1000 Excel eBook** in 2014-2015 which was custom tailored to the contents of BUS 1000. **BUS 1011 Excel eBook** is designed as a step-by-step guide starting from an introductory to advanced applications, e.g., basic Excel functions and advanced topics such as pivot table, creating income statement, analyzing employee performance, performing break-even analysis and introductory cluster analysis, among others. The data cover various business problems corresponding to the major subjects in **BUS 1011 eBook** such as accounting, finance, marketing, and management. Recitation instructors demonstrate students in class how to perform data analysis in **BUS 1011 Excel eBook**, and students are required to submit the exercises. Furthermore, students will learn the quantitative analysis by applying those Excel programs to their case study, and to interpret and present the empirical results. Thus, the integration of the CIC and quantitative skills using the case analysis is expected to be accomplished.

### Integration of Large Lecture and Recitation

In order to integrate large lecture and recitation, the subjects covered in the four parts are designed to correspond each other between large lecture and recitations. Thus, students study the overall framework in large lecture, and apply the framework to specific situations in their case study. For example, in the introductory section of large lecture, students will study the business macro environment, while in the recitation section, they will collect the information of the macro environment surrounding the firm which they choose for their case analysis. After studying the accounting and finance in large lecture, students will analyze the income statement using Excel in the recitation section. The course proceeds in such a way that students will learn the subjects in large lecture, and will apply their learning to the case

analysis in recitation. Thus, large lecture and recitation, and Excel exercise and CIC components, are designed to be integrated throughout the semester.

### **Enrollment Projection and Resource Implications**

Based on the enrollment for Fall 2015 provided by the Undergraduate Admissions that Zicklin has admitted approximately 1300 Freshmen and 2100-2200 transfer students, 3400-3500 students combined, the course will be offered with approximately 14 multiple sections with nearly 250 students for each section. Each section is further divided into multiple recitation sections with nearly 20 students for each recitation section.

Resource implications based on the above enrollment information are as follows for the hypothetical case of Fall 2016:

Large lectures: 14 sections / assuming 2 sections for Fall and 1 section for Spring taught by each instructor per year = 7 instructors needed.

Rec sections: 14 sections x 12 = 168 rec sections for Fall. Each rec instructor covers 6 sections.  $168/6 = 28$  instructors needed.

NOTE: At least one Title and IRP code of a program to which the new course is applicable, as per SED regulation.