

**September 2015**

**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 May 21, 2015, effective the Spring 2016 semester, pending approval of the Board of Trustees.

**PART A: ACADEMIC MATTERS**

**Section AllI: Changes in Degree Programs**

**AllI:10.1b. The following revisions are proposed for the BBA in Human Resource Management track in the Zicklin School of Business**

Program: BBA in Management

Program Code: 01921

MHC Program Code: 60017

HEGIS Code: 0506.00

Effective: Spring 2016

<b>From:</b>			<b>To:</b>		
<b>BBA in Human Resource Management</b>			<b>BBA in Human Resource Management</b>		
Course	Description	Crs	Course	Description	Crs
Required Courses		12	Required Courses		12
MGT 3300	Management: A Behavioral Approach	3	MGT 3300	Management: A Behavioral Approach	3
MGT 3800	Management and Society	3	MGT 3800	Management and Society	3
MGT 4400	Human Resource Management	3	MGT 4400	Human Resource Management	3
<a href="#">MGT 3300</a>	Management: A Behavioral Approach	3	<a href="#">MGT 3300</a>	Management: A Behavioral Approach	3
<a href="#">MGT 3800</a>	Management and Society	3	<a href="#">MGT 3800</a>	Management and Society	3
<a href="#">MGT 4400</a>	Human Resource Management	3	<a href="#">MGT 4400</a>	Human Resource Management	3

Elective Courses			Elective Courses		
Students must take five additional courses, four of which are to be chosen from the following list:		12	Students must take five additional courses, four of which are to be chosen from the following list:		12
MGT 4310	Organizational Design	3	MGT 4310	Organizational Design	3
MGT 4330	Organizational Behavior	3	MGT 4330	Organizational Behavior	3
MGT 4340	Organizational Change	3	MGT 4340	Organizational Change	3
MGT 4380	Management of Organizational Productivity	3	MGT 4380	Management of Organizational Productivity	3
MGT 4420	Management and Compensation	3	MGT 4420	Management and Compensation	3
MGT 4430	Employee Development and Training	3	MGT 4430	Employee Development and Training	3
MGT 4460	Labor Relations and Collective Bargaining	3	MGT 4475	Human Resource Metrics	3
MGT 4480	Conflict Management Procedures	3	MGT 4460	Labor Relations and Collective Bargaining	3
MGT 4880	Management of Multinational Corporations	3	MGT 4480	Conflict Management Procedures	3
			MGT 4880	Management of Multinational Corporations	3
Any Management Department course, or a course approved by a Management Department adviser, can constitute the fifth major elective.					

Rationale: The Management Department is adding Human Resource Metrics to the set of available human resource management electives to offer students the opportunity to learn recently developed metrics and analytics increasingly used for effective business decisions.

**All:10.2b. The following revisions are proposed for the BBA in International Business in the Zicklin School of Business**

Program: BBA in International Business

Program Code: 32810

MHC Program Code: 60014

HEGIS Code: 0513.00

Effective: Spring 2016

From:	BBA in International Business		To:	BBA in International Business	
Course	Description	Crs	Course	Description	Crs
Required Courses		12	Required Courses		12

MKT 3400	International Business Principles	3	MKT 3400	International Business Principles	3
IBS 4200	Foreign Markets, Cultures, and Institutions	3	IBS 4200	Foreign Markets, Cultures, and Institutions	3
MKT 4880	Management of Multinational Corporations	3	MKT 4880	Management of Multinational Corporations	3
IBS 5750	International Competitiveness	3	IBS 5750	International Competitiveness	3
Elective Courses			Elective Courses		
Students must take five additional courses, four of which are to be chosen from the following list:		9	Students must take five additional courses, four of which are to be chosen from the following list:		9
MKT4410	International Trade Operations	3	MKT4410	International Trade Operations	3
MKT 4460	International Supply Chain Management	3	MKT 4460	International Supply Chain Management	3
COM 3069	Intercultural Communications	3	COM 3069	Intercultural Communications	3
LAW 3111	Law and International Business	3	LAW 3111	Law and International Business	3
POL 3101	Political Economy	3	POL 3101	Political Economy	3
POL 3344	The United Nations in World Politics	3	POL 3344	The United Nations in World Politics	3
IBS 4093	Special Topics	3	IBS 4093	Special Topics	3
IBS 5000	Independent Study	3	MKT 4401	International Trade Financing	3
IBS 3000	Technology, Innovation, and the Global Enterprise	3	IBS 5000	Independent Study	3
			IBS 3000	Technology, Innovation, and the Global Enterprise	3

**Rationale:** Globalization has resulted in an explosion of international trade and with it demands for managing the risks and rewards from international trade. International trade financing involves the confluence of risk identification and financing techniques for risk management of international trade transactions. Because this subject is part of International Business, this course should be considered an elective for the IB major. The course will prepare students who are interested in a career in international trade finance, with financial services firms and with firms engaged in exports and imports.

**All:10.3b. The following revisions are proposed for the BBA in Computer Information Systems in the Zicklin School of Business**

Program: BBA in Computer Information Systems

Program Code: 21849

MHC Program Code: 60006

HEGIS Code: 0702.00

Effective: Spring 2016

<b>From:</b>	<b>BBA in Computer Information Systems (General Track)</b>		<b>To:</b>	<b>BBA in Computer Information Systems (General Track)</b>	
<b>Course</b>	<b>Description</b>	<b>Crs</b>	<b>Course</b>	<b>Description</b>	<b>Crs</b>
Required Courses		12	Required Courses		12
CIS 3100	Object-Oriented Programming I	3	CIS 3100	Object-Oriented Programming I	3
CIS 3400	Database Management Systems I	3	CIS 3400	Database Management Systems I	3
CIS 4800	Systems Analysis and Design	3	CIS 4800	Systems Analysis and Design	3
CIS 5800	Systems Development Project	3	CIS 5800	Systems Development Project	3
Elective Courses (12 credits)			Elective Courses (12 credits)		
Choose any four courses from the following list:		12	Choose any four courses from the following list:		12
CIS 3120	Programming for Analytics	3	CIS 3120	Programming for Analytics	3
CIS 3367	Spreadsheet Applications in Business	3	CIS 3150	Introduction to Semantic Technologies	3
CIS 3444	e-Business Technologies	3	CIS 3367	Spreadsheet Applications in Business	3
CIS 3500	Networks and Telecommunications I	3	CIS 3444	e-Business Technologies	3
CIS 3550	Cybersecurity	3	CIS 3500	Networks and Telecommunications I	3
CIS 3630	Principles of Web Design	3	CIS 3550	Cybersecurity	3
CIS 3700	Green IT	3	CIS 3630	Principles of Web Design	3
CIS 3710	Business Intelligence	3	CIS 3700	Green IT	3
CIS 3750	Social Media Technologies in Organizations	3	CIS 3710	Business Intelligence	3
CIS 3920	Data Mining for Business Analytics	3	CIS 3750	Social Media Technologies in Organizations	3
CIS 4100		3	CIS 3920		3

	Object-Oriented Programming II			Data Mining for Business Analytics	
CIS 4110	Object-Oriented Programming II with Java	3	CIS 4100	Object-Oriented Programming II	3
CIS 4160	Web Applications Development	3	CIS 4110	Object-Oriented Programming II with Java	3
CIS 4170	Data Visualization	3	CIS 4160	Web Applications Development	3
CIS 4350	Information Technology Audit	3	CIS 4170	Data Visualization	3
CIS 4400	Database Management Systems II	3	CIS 4350	Information Technology Audit	3
CIS 4500	Networks and Telecommunications II	3	CIS 4400	Data Warehousing for Analytics	3
CIS 4610	Expert (Knowledge-Based) Systems and Related Technologies	3	CIS 4500	Networks and Telecommunications II	3
CIS 4620	Financial Information Technologies	3	CIS 4610	Expert (Knowledge-Based) Systems and Related Technologies	3
CIS 4650	Operating Systems Concepts	3	CIS 4620	Financial Information Technologies	3
CIS 4091*	Special Topics in Computer Information Systems	1	CIS 4650	Operating Systems Concepts	3
CIS 4092*	Special Topics in Computer Information Systems	2	CIS 4091*	Special Topics in Computer Information Systems	1
CIS 4093*	Special Topics in Computer Information Systems	3	CIS 4092*	Special Topics in Computer Information Systems	2
CIS 4094*	Special Topics in Computer Information Systems	1.5	CIS 4093*	Special Topics in Computer Information Systems	3
OPR 3300**	Quantitative Methods for Accounting	3	CIS 4094*	Special Topics in Computer Information Systems	1.5
OPR 3450**	Quantitative Decision Making for Business I	3	OPR 3300**	Quantitative Methods for Accounting	3
			OPR 3450**	Quantitative Decision Making for Business I	3
* May be taken more than once if a different topic is dealt with. Topics are announced in Schedule of Classes.					
**Students may not receive credit for both OPR 3450 and OPR 3300.					

Rationale: This change involves adding CIS 3150 that was approved as an elective to the CIS major.

**All:10.4b. The following revisions are proposed for the BBA in Computer Information Systems in the Zicklin School of Business**

Program: BBA in Data Analytics

Program Code: 21849

MHC Program Code: 60006

HEGIS Code: 0702.00

Effective: Spring 2016

From:	To:		
<b>No such concentration currently offered</b>	<b>BBA in Computer Information Systems</b>		
	<b>New concentration BBA in Data Analytics</b>		
	Course	Description	Crs
	Required Courses		12
	CIS 3100	Object-Oriented Programming I	3
	Or		
	CIS 3120	Programming for Analytics	3
	CIS 3400	Database Management Systems I	3
	CIS/STA 3920	Data Mining for Business Analytics	3
	CIS 4400	Data Warehousing for Analytics	3
	Elective Courses		12
	Choose four (4) courses of 3 credits each from the following, at least one of which should be a CIS course and one should be a STA course or an OPR course.		
	CIS 3100*	Object-Oriented Programming I	3
	OR		
	CIS 3120*	Programming for Analytics	3
	CIS 3150	Introduction to Semantic Technologies	3
	CIS 3710	Business Intelligence	3
	CIS 4170	Data Visualization	3
	STA 3154	Business Statistics II	3
	STA 3155	Regression and Forecasting Models for Business	3
	OPR 3450	Quantitative Decision Making for Business I	3
OPR 3451	Quantitative Decision Making for Business II	3	
MKT 4123	Marketing Web Analytics and Intelligence	3	
MKT 4561	Marketing Analytics	3	

\* If you have used one of these programming courses as a required course, you may use the other as an elective

**Rationale:** Analytics, driven by large amounts of data and computing resources, is recognized as a source of value and competitive advantage. Analyzing large data sets, including both structured and unstructured data—often referred to collectively as big data—is becoming a critical basis of competition, underpinning new waves of improved decision making and innovation. Organizations around the world are struggling to develop the know-how to aggregate, analyze, and monetize the growing surge of available data. The new track – Data Science and Analytics - would provide a strong foundation in technology, statistics, and quantitative modeling that is needed to develop business intelligence and drive organizational decision-making.

### Change or Adapt a Registered Program

Use the [Request to Change or Adapt a Registered Program](#) form to request program changes that require approval by the State Education Department (see chart).<sup>1</sup> For programs that are registered jointly with another institution, all participating institutions must confirm support for the changes.

### Exceptions:

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.

Changes and Adaptations Requiring State Education Department Approval
<p>Changes in Program Content (all programs)</p> <p>Any of the following substantive changes:</p> <p>Cumulative change from the Department's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)</p> <p>Changes in the program's focus or design (e.g., eliminating management courses in a business administration program), including a change in the program's major disciplinary area</p> <p>Adding or eliminating an option or concentration</p> <p>Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience</p> <p>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 <a href="#">Regents Rules</a></p>

Other Changes (all programs)
Program title
Program award (e.g., change in degree)
Mode of delivery (Note: if the change involves adding a distance education format to a registered program, please complete the <a href="#">distance education application</a> .)
Discontinuing a program
A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
A change in the total number of credits of any certificate or advanced certificate program
Establishing New Programs Based on Existing Registered Programs
Creating a dual-degree program from existing registered programs
Creating a new program from a concentration/track in an existing registered program

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested degree title is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.



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 Ave, NYC 10010  Additional information:  Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Computer Information Systems (new track in Data Analytics)  <a href="#">Award</a> (e.g., B.A., M.S.): BBA  Credits: 124  HEGIS code: 0702  <a href="#">Program code</a> : 21849
Contact person for this proposal	Name and title: Prof. Albert Croker, Chair of Department of Statistics and Computer Information Systems  Telephone: 646-312-3350 Fax: 646-312-3351  E-mail: <a href="mailto:Albert.Croker@baruch.cuny.edu">Albert.Croker@baruch.cuny.edu</a>
CEO (or designee) approval	Name and title: Signature and date:
Signature affirms the institution's commitment to support the program as revised.	If the program will be registered jointly <sup>2</sup> 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.<sup>3</sup>

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

Indicate proposed format:

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

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

Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

Proposed dual-degree program (title and award):<sup>4</sup>

Courses that will be counted toward both awards:

Length of time for candidates to complete the proposed program:

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.

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)

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

Expected impact on existing program:

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

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

### **CIS 3150 – Introduction to Semantic Technologies**

**Zicklin School of Business – Baruch College – CUNY**

Instructor: Dept of Computer Information Systems

E-Mail: Phone:

Office: Fax:

Office Hours:

### **COURSE DESCRIPTION**

This course aims to introduce students to semantic technologies in general and the Semantic Web in particular, and their use in various organizational settings. Semantic technologies enable the explicit representation of knowledge in ontologies and deducing implicitly available knowledge from the stored ontology, thus paving the way machines to process the knowledge. Ontology is the backbone of the Semantic Web that models the semantics of data and represents them in markup languages proposed by the World Wide Web Consortium (W3C). Key semantic technologies include XML, RDF, OWL explicit metadata, ontologies, logic and inferencing which the course will cover. Students are exposed to concepts as well as programming in XML, RDF and OWL by using examples from the business applications. The course requires written and programming assignments, and a term project that involves building ontology for a business application, and implementing it by using RDF and OWL.

## **BBA Program-level Learning Goals**

### LEARNING GOALS/OBJECTIVES

#### Oral communication skills:

Students will be able to orally articulate the basic concepts in semantic technologies, including ontology, inferencing and ontology integration.

#### Written communication skills:

Students will be able to prepare written reports that describe domain knowledge, its representation in an ontology language and machine processing of domain knowledge.

#### Technological and analytical skills:

Students will be able to:

- explain the features, rationale, and advantages of Semantic Web technology.
- describe the XML (Extensible Markup Language) language structure and XML document model.
- explain the concepts of graph-based RDF model, XML syntax-based RDF model, and RDF Schema.
- analyze the requirements and features of web ontology language (OWL).
- define properties and property restrictions, and Boolean combinations of the OWL classes.
- build and analyze ontologies using an ontology editor.
- describe rule-based reasoner to implement both RDFS and OWL reasoners
- analyze application cases in data integration, data exchange, knowledge management, e-learning, and web services.

- map and combine heterogeneous data and knowledge by ontology integration

#### Ethical decision-making:

Students will be able to analyze the role of ethics in machine processing of knowledge.

#### Global awareness:

Students will be able to articulate the heterogeneous nature of semantic web and the global role of semantic technologies in shaping businesses.

#### Learning Outcomes

Upon completion of the course, students will be able to:

- apply the concept and structure of the semantic web technology,
- Apply the concepts of metadata, representation of knowledge for machine processing,
- build ontology in various application domains for problem solving,
- describe ontology in RDF and OWL by using different notations including XML-based syntax,
- describe inferences with RDF and OWL,
- integrate existing ontologies.

#### **Course Pre-requisites**

CIS 2200

#### **Course materials**

##### **Textbook (required)**

(DJ) Allemang, D., & Hendler, J. (2011). SemanticWeb for the Working Ontologist. 2nd Edition, Morgan & Kaufmann Publisher. [ISBN: 978-0-12-385965-5]

##### **Recommended Books**

- Heath, T., & Bizer, C. (2011). Linked Data: Evolving the Web into a Global Data Space. Morgan & Claypool Publisher. (here is the [free version](#))
- Antoniou, G., & van Harmelen, F. (2004). A Semantic Web Primer. Cambridge, MA: MIT Press. [ISBN: 0-262-01210-3]

##### **Software**

Various software tools including but not limited to:

Oxygen XML editor: available at [IU anywhere](#) or [IU ware](#),

Protege Ontology editor: available at [protege website](#)

Students are expected to install and familiarize themselves with these tools and development environments. A small collection of research papers, software and web sites will also be recommended to students during the course.

### **Additional Sources**

[Semantic University](#)

[Semantic Web Synthesis](#)

### **Students with disabilities**

Students with disabilities may receive assistance and accommodation of various sorts to enable them to participate fully in courses at Baruch. If you feel that you may need a reasonable accommodation based on a disability, please contact the staff at the Office of Disability Services, Newman Vertical Campus, Room 2-271, or by phone at (646) 312-4590. 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 contact Ms. Barbara Sirois, Director of this office in B2-271 or call (646) 312-4590.

### **Course Methodology and Evaluation**

The course is structured around a combination of class lectures covering theoretical concepts in Semantic Technologies and hands-on activities to implement these concepts using various development environments for XML, RDF, and OWL. Students are expected to attend all lectures, read the assigned readings in advance, and hand in various course deliverables on time.

Following weights are used in calculating the final grade:

Activity	Weight
Individual assignments – 4 or 5 assignments	20%
Term project report and presentation	15%
Test I and II	30% (15% each)
Final exam (cumulative)	25%
Class participation and Attendance	10%

### **Assignments**

Throughout the semester there will be assignments and programming projects that include XML, RDF and OWL using different development tools. This component of the grade will include writing and/or debugging programs and it is designed to reinforce the material taught in class and to check that the assigned readings are done on a regular basis.

## Term project report and presentation

Teams of three or four students will work on a project that utilizes semantic technologies. Each team will pick a project topic in an application domain with the approval of the instructor. The team will design and implement the RDF/OWL data store, prepare a project report, and present it in class.

## Exams

Exams will consist of short problems and essays. Exams will cover material from all aspects of the class sessions (lectures, programming exercises, discussions, videos, labs, extra handouts and so forth). There will be two tests and one final examination.

## Attendance and Participation

Students are expected to attend all lectures and read the assigned readings before the lectures. Active student participation is expected and encouraged in lectures and online discussions. Attendance and participation are integral elements of the course for enhancing student learning

## Final Letter Grades

Letter grades are assigned according to the Official Grading System of Baruch College. The instructor reserves the right to curve the exam scores and/or final grades.

## Tentative Weekly Schedule

The following is a tentative schedule of topics and lectures. Changes may occur as the semester progresses.

Week	Topic	Readings
1	Introduction to the Semantic Web, Knowledge Representation and Review of propositional and predicate logic, logical entailment	Ch. 1 in DJ
2	Introduction to XML (for more details, see XML Workshop): Structured Web Documents	Lecture notes
3	DTD, XML Schema	Lecture notes
4	Semantic modelling	Ch. 2 in DJ, Ch. 3 in DJ
5	RDF, RDF examples, Identifying Things with URI and RDF Notations for RDF, N3, Turtle, --- Test I ---	Ch. 3 in DJ, Ch. 4 in DJ
6	RDF and inferencing, Protege Lab	Ch. 5 in DJ
7	RDF Schema	Ch. 6 in DJ
8		Lecture notes

	Popular RDF stores, DBpedia, Yago, Freebase, Knowledge Graph, Linked Open Data  Heterogeneous semantic data and ontology integration	
9	RDFa and microdata, Querying RDF(S) with <a href="#">Sparql</a>	Lecture notes
10	Introduction to OWL, Properties, Protege Lab	Ch. 7 in DJ
11	OWL, Counting sets  --- Test II ---	Ch. 9 in DJ
12	OWL continued	Ch. 10 in DJ
13	Popular ontologies Dublin Core, SKOS and FOAF, Data Search, run data search tutorial by yourself, Data Search Tutorial, Dean Allemang tutorial  Semantic technologies and Ethical use	Lecture notes
14	Student presentations, Wrap-up, Example applications	

## General Course Policies

### Exams

No make-ups will be given for missed exams or quizzes.

In case of extraordinary circumstances, students who cannot attend an exam must contact the instructor in advance and provide a written justification/documentation for their absence.

The students will have an opportunity to check their graded exams but the instructor retains all midterms and final exams.

The final exam must be taken in the time slot posted in the exam scheduled linked from the academic calendar.

The exams will include materials from both the readings and from the topics covered in the lectures. Some of the lecture material may not be found in the book. Therefore, it is very important to attend class regularly and keep up with the pace of the reading assignments.

Behavior during exams is expected to conform to Baruch College guidelines. Any form of cheating or communications with other students or any other incident of improper behavior will be dealt according to the guidelines established by the College.

### Class Attendance

Class attendance is an important element of the course, so make every effort to attend. To avoid disruption, you should arrive to the classroom on time.



Any evidence of cheating in the attendance sign on sheet will be handled according to the academic integrity guidelines established by the College.

If you miss class, it is your responsibility to find out about any announcements or assignments you may have missed. It is not necessary to email the professor if you miss a class.

Laptops, cell phones, pagers and other electronic devices should be turned off during class and especially during exams.

Students should refrain from engaging in any kind of disruptive behavior during class.

Students are expected to spend significant time outside the lectures doing homework, reading the assigned materials and checking the course web site.

### **Work Submission Standards**

Assignments are considered on time only if they are submitted on the due date as per the submission guidelines.

Hand-written work will be refused and will earn no credit. As with any other academic submission, students must do their work carefully, striving to achieve high quality work. This includes writing clearly, checking the spelling and grammar, proofreading the submissions, and handing in the work on the specified due date. Staple all the pages of your submission together and include a cover page indicating your name and section. If you are required to submit a diskette along with your printouts, use an envelope or pocket folder.

Extensions can be granted for situations involving illness, family business, or personal emergencies. If you need an extension, you must request one in writing or via e-mail before the due date of an assignment. Note: extensions will not be granted for problems relating to use of home or workplace computer systems (please use the BCTC facilities to avoid such problems), and back up your work.

For individual assignments or group projects, any instance of copying, cheating or plagiarism will be penalized. Students (or groups) handing in similar work will both receive a 0 in the assignment and will face disciplinary actions. (See academic integrity statement below)

### **Academic Integrity Statement**

The CIS Department fully supports Baruch College's policy on Academic Honesty, 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. "

Academic sanctions in this class will range from an F on the assignment to an F in this course. A report of suspected academic dishonesty will be sent to the Office of the Dean of

Students. Additional information and definitions can be found at:  
[http://www.baruch.cuny.edu/academic/academic\\_honesty.html](http://www.baruch.cuny.edu/academic/academic_honesty.html).

### Assurance of Learning

BBA Learning Goals	Significant Part of Course	Moderate Part of Course	Minimal Part of Course	Not Part of Course
Analytical skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technological skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written communication skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic awareness and ethical decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Global awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proficiency in a single discipline: Business analytics/CIS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course Learning Goals	BBA learning goals	Assignments
Apply the concept and structure of the semantic web technology	Analytical skills Technological skills Oral and Written communication skills Civic awareness and ethical decision-making	Written assignments Class participation Exam
Apply the concepts of metadata, representation of knowledge for machine processing,	Analytical skills Technological skills Oral and Written communication skills	Written assignments Class participation Exam
Build ontology in various application domains for problem solving	Analytical skills Technological skills Oral and Written communication skills	Programming assignments Term Project
Describing ontology in RDF and OWL by using different notations including XML-based syntax	Analytical skills Technological skills	Assignments Programming assignments

		Class participation Term Project
Describe inferences with RDF and OWL	Analytical skills Technological skills	Assignments Programming assignments Class participation
Integrate existing ontologies	Analytical skills Technological skills Global awareness	Assignments Programming assignments Class participation

**All:10.5b. The following revisions are proposed for the BBA in Computer Information Systems in the Zicklin School of Business**

Program: BBA in Information Risk Management and Cybersecurity

MHC Program Code: 60006

HEGIS Code: 0702.00

Program Code: 21849

Effective: Spring 2016

From:	To:		
<b>No such concentration is currently offered</b>	<b>BBA in Computer Information Systems</b>		
	<b>New Concentration in Information Risk Management and Cybersecurity</b>		
	Course	Description	Crs
	Required Courses		15
	CIS 3100	Object-Oriented Programming I	3
	CIS 3400	Database Management Systems I	3
	CIS 3500	Networks and Telecommunications I	3
	CIS 3550	Cybersecurity	3
	CIS 4350	Information Technology Audit	3
	Elective Courses: Choose three courses from the following list.		9
	CIS 3700	Green IT	3
	CIS 3750	Social Media Technologies in Organizations	3
	CIS 4100	Object-Oriented Programming II	3
	CIS 4110	Object-Oriented Programming II with Java	3

	CIS 4160	Web Applications Development	3
	CIS 4500	Networks and Telecommunications II	3
	CIS 4620	Financial Information Technologies	3
	CIS 4800	Systems Analysis and Design	3

**Rationale:** The increase in the number of cyber-attacks on organizations of various forms and sizes underlines the acute need for professionals who understand various aspects of cyber security. The new track – Information Risk Management and Cybersecurity - would provide a strong foundation in networking, computer security, data integrity, and software development that is needed to develop and secure an organization’s IT infrastructure

### Change or Adapt a Registered Program

Use the [Request to Change or Adapt a Registered Program](#) form to request program changes that require approval by the State Education Department (see chart).<sup>5</sup> For programs that are registered jointly with another institution, all participating institutions must confirm support for the changes.

Exceptions:

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.

<b>Changes and Adaptations Requiring State Education Department Approval</b>
<b>Changes in Program Content (all programs)</b>
Any of the following substantive changes:
Cumulative change from the Department’s last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
Changes in the program’s focus or design (e.g., eliminating management courses in a business administration program), including a change in the program’s major disciplinary area
Adding or eliminating an option or concentration
Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
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 <a href="#">Regents Rules</a>
<b>Other Changes (all programs)</b>

Program title
Program award (e.g., change in degree)
Mode of delivery (Note: if the change involves adding a distance education format to a registered program, please complete the <a href="#">distance education application</a> .)
Discontinuing a program
A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
A change in the total number of credits of any certificate or advanced certificate program
Establishing New Programs Based on Existing Registered Programs
Creating a dual-degree program from existing registered programs
Creating a new program from a concentration/track in an existing registered program

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program’s major disciplinary area, master plan amendment may be needed if the revised program represents the institution’s first program in that major subject area, at that degree level. If a requested degree title is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.



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 Ave, NYC 10010 Additional information: Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Computer Information Systems (new track in Information Risk Management and Cybersecurity) <a href="#">Award</a> (e.g., B.A., M.S.): BBA Credits: 124 HEGIS code: 0702 <a href="#">Program code</a> : 21849
Contact person for this proposal	Name and title: Prof. Albert Croker, Chair of Department of Statistics and Computer Information Systems Telephone: 646-312-3350 Fax: 646-312-3351 E-mail: Albert.Croker@baruch.cuny.edu
CEO (or designee) approval	Name and title: Signature and date:
Signature affirms the institution's commitment to support the program as revised.	If the program will be registered jointly <sup>6</sup> 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.<sup>7</sup>

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

Indicate proposed format:

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

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

Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

Proposed dual-degree program (title and award):<sup>8</sup>

Courses that will be counted toward both awards:

Length of time for candidates to complete the proposed program:

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.

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)

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

Expected impact on existing program:

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

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

**All:10.6b. New Minor: Minor in Marketing Analytics**

**Offered by the Allen G. Aaronson Department of Marketing and International Business**

<b>From:</b>	<b>To:</b>	
<b>No such minor is currently offered</b>	<b>Minor in Marketing Analytics (9 credits)</b>	
	Course	Description
	Required Courses (3 credits)	
	MKT 4561	Marketing Analytics
	Elective Courses (6 credits)	
	MKT 4555	Internet Marketing
	MKT 4123	Web Analytics and Intelligence



*MKT 4963	Special Topics in Marketing Analytics	3
CIS/STA 3920	Data Mining for Business Analytics	3
<p><b>Rationale:</b> The minor in marketing analytics is designed to prepare students majoring in other areas of business with a background of substantive knowledge and quantitative skills in the field of marketing analytics. The industry has extensive demand right now for skills in marketing-related analytics, and with this minor students will be better positioned for the market. In addition to one required course, two elective courses are selected with the approval of the area advisor to complement the students' major and provide the student with an appropriate background.</p>		
<p>* May be taken more than once if a different topic is dealt with. Topics are announced in Schedule of Classes.</p>		
<p>Effect Outside Department: Yes</p>		
<p>Date of Department Approval: April 24, 2015</p>		
<p>Date of Senate Approval: May 21, 2015</p>		

**All:10.7b. New Minor in Data Analytics**

**Offered by the Department of Statistics and Computer Information Systems**

<b>From:</b>	<b>To:</b>
<b>No such minor is currently offered</b>	<p><b>Minor in Data Analytics (9 credits)</b></p> <p>Course                      Description</p> <p><b>Required Courses (6 credits)</b></p> <p>STA/CIS 3920    Data Mining for Business Analytics                      3</p> <p>CIS 3120            Programming for Analytics                                      3</p> <p><b>Elective Courses (3 credits) – Choose one course from the following list.</b></p> <p>CIS 3400            Database Management Systems I                              3</p> <p>CIS 4170            Data Visualization    3</p> <p>CIS 4400            Data warehousing for analytics                                  3</p> <p>STA 3154            Business Statistics II    3</p> <p>STA 3155            Regression and Forecasting Models for Business                      3</p> <p>MKT 4123            Marketing Web Analytics and Intelligence                      3</p> <p>MKT 4561            Marketing Analytics    3</p> <p>MGT 3500            Management Science    3</p> <p>OR</p> <p>OPR 3450*            Quantitative Decision Making for Business I                      3</p>
	<p>* Students receiving credit for MGT 3500 will not also receive credit for OPR 3450.</p>

**Rationale:** Analytics, driven by large amounts of data and computing resources, is recognized as a source of value and competitive advantage. Analyzing large data sets, including both structured and unstructured data—often referred to collectively as big data—is becoming a critical basis of competition, underpinning new waves of improved decision making and innovation. Organizations around the world are struggling to develop the know-how to aggregate, analyze, and monetize the growing surge of available data. The new business minor in Data Analytics would provide an opportunity for students majoring in various areas of business to develop basic data literacy and to integrate techniques and solutions from the areas of technology, statistics, and quantitative modeling in developing business intelligence to facilitate organizational decision-making.

Date of Department Approval: March 2, 2015

Date of Senate Approval: May 21, 2015

Effect Outside Department: Yes

**All:10.8b. The following revision is proposed for the MS in Information Systems in the Zicklin School of Business**

Program: MS in Information Systems

HEGIS Code: 0701.00

Program Code: 79233

Effective: Fall 2016

From: MS in Information Systems			To: MS in Information Systems		
Course	Description	Crs	Course	Description	Crs
Required for all MS Students			Required for all MS Students		
BUS 9551	Business Communication I	1.5	BUS 9551	Business Communication I	1.5
Or			or		
Program specific, 1.5 credit equivalent business communication instruction approved by Graduate Curriculum Committee.			Program specific, 1.5 credit equivalent business communication instruction approved by Graduate Curriculum Committee.		
<del>Preliminary Courses (6 credits)</del>					
<del>Students with appropriate background will be able to reduce the number of credits in preliminary requirements.</del>					
<a href="#">ACC 9110</a>	Financial Accounting	3			
<a href="#">FIN 9770</a>	Financial Decision Making	3			
Courses in Specialization (30 credits)			Courses in Specialization (30 credits)		
Required (15 credits)			Required (15 credits)		
<a href="#">CIS 9001</a>	Information Systems for Managers I	1.5	<a href="#">CIS 9001</a>	Information Systems for Managers I	1.5

<a href="#">CIS 9002</a>	Information Systems for Managers II: Managing and Harnessing Technology	1.5	<a href="#">CIS 9002</a>	Information Systems for Managers II: Managing and Harnessing Technology	1.5
<a href="#">CIS 9230</a>	Globalization and Technology	3	<a href="#">CIS 9230</a>	Globalization and Technology	3
<a href="#">CIS 9340</a>	Principles of Database Management Systems	3	<a href="#">CIS 9340</a>	Principles of Database Management Systems	3
<a href="#">CIS 9490</a>	Systems Analysis and Design	3	<a href="#">CIS 9490</a>	Systems Analysis and Design	3
CIS 9590	Information Systems Development Project	3	CIS 9590	Information Systems Development Project	3
Electives (15 credits)			Electives (15 credits)		
Choose <del>five</del> courses from:			Choose 9 – 15 credits from the list below:		
BUS 9801, 9802, 9803	Graduate Internship I, II, III (in IS)	3	BUS 9801, 9802, 9803	Graduate Internship I, II, III (in IS)	3
<a href="#">CIS 9240</a>	Sustainability and IT	3.0	<a href="#">CIS 9240</a>	Sustainability and IT	3.0
CIS 9310	Object-Oriented Programming I	3	CIS 9310	Object-Oriented Programming I	3
CIS 9350	Networks and Telecommunications	3	CIS 9350	Networks and Telecommunications	3
CIS 9355	Cybersecurity	3	CIS 9355	Cybersecurity	3
CIS 9375	Social Technology and Business	3	CIS 9375	Social Technology and Business	3
CIS 9410	Object-Oriented Programming II	3	CIS 9410	Object-Oriented Programming II	3
CIS 9440	Database Warehousing and Analytics	3	CIS 9440	Database Warehousing and Analytics	3
CIS 9444	e-Business Principles and Technologies	3	CIS 9444	e-Business Principles and Technologies	3
CIS 9445	Digital Media Management	3	CIS 9445	Digital Media Management	3
CIS 9467	Business Modeling with Spreadsheets	3	CIS 9467	Business Modeling with Spreadsheets	3
CIS 9480	Information Technology Project Management	3	CIS 9480	Information Technology Project Management	3
CIS 9550	Emerging Trends in Information Technologies	3	CIS 9550	Emerging Trends in Information Technologies	3
CIS 9555	Information Technology in Financial Markets	3	CIS 9555	Information Technology in Financial Markets	3
CIS 9556	Risk Management Systems	3	CIS 9556	Risk Management Systems	3

CIS 9557	Business Intelligence	3	CIS 9557	Business Intelligence	3
CIS 9650	Programming for Analytics	3	CIS 9650	Programming for Analytics	3
CIS 9655	Data Visualization	3	CIS 9655	Data Visualization	3
CIS 9660	Data Mining for Business Analytics	3	CIS 9660	Data Mining for Business Analytics	3
CIS 9700	Integrating Information Technology and Business Processes	3	CIS 9700	Integrating Information Technology and Business Processes	3
<a href="#">CIS 9791</a>	Special Topics in Information Technologies	1.5	<a href="#">CIS 9791</a>	Special Topics in Information Technologies	1.5
<a href="#">CIS 9793</a>	Special Topics in Information Technologies	3	<a href="#">CIS 9793</a>	Special Topics in Information Technologies	3
(formerly CIS 9771)			(formerly CIS 9771)		
<a href="#">CIS 9795</a>	Special Topics in Information Systems Strategy	1.5	<a href="#">CIS 9795</a>	Special Topics in Information Systems Strategy	1.5
<a href="#">CIS 9797</a>	Special Topics in Information Systems Strategy	3.0	<a href="#">CIS 9797</a>	Special Topics in Information Systems Strategy	3.0
(formerly CIS 9775)			(formerly CIS 9775)		
<del>OPR 9721</del>	<del>Introduction to Quantitative Modeling</del>	<del>3</del>			
<del>STA 9708</del>	<del>Applied Statistical Analysis for Business Decisions</del>	<del>3</del>			
<u>Business Electives: Choose 0-6 credits from the list below:</u>					
	<u>ACC 9110</u>		<u>Financial Accounting</u>		<u>3</u>
	<u>ACC 9810</u>		<u>Current Topics in Financial Accounting</u>		<u>3</u>
	<u>ACC 9993</u>		<u>Special Topics in Accountancy</u>		<u>3</u>
	<u>FIN 9770</u>		<u>Financial Decision Making</u>		<u>3</u>
	<u>MGT 9702</u>		<u>Service Operations Management I</u>		<u>1.5</u>
	<u>MGT 9704</u>		<u>Service Operations Management II</u>		<u>1.5</u>
	<u>OPR 9721</u>		<u>Introduction to Quantitative Modeling</u>		<u>3</u>
	<u>STA 9708</u>		<u>Applied Statistical Analysis for Business Decisions</u>		<u>3</u>

Note: Students may take CIS 9001 along with other specialization courses for which CIS 9001 is the pre-or corequisite in their first semester.

Note: Students may take CIS 9001 along with other specialization courses for which CIS 9001 is the pre-or corequisite in their first semester.

**Rationale:** Over the last several decades, Information Technology has been widely incorporated into all areas of business. Hence, we would like to restructure the program by eliminating the preliminary requirements and moving these courses as electives within the MS program. This change streamlines the MS offering and allows students the flexibility to tailor the program based on their background and the desired career path.

## Section AIV: New Courses

### AIV.10.1b.

<b>CUNYfirst Course ID</b>	
<b>Department(s)</b>	Law
<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>	LAW
<b>Course Prefix</b>	LAW
<b>Course Number</b>	3350
<b>Course Title</b>	Corporate Compliance, Governance, and Whistleblowing
<b>Catalogue Description</b>	This three-credit course will offer students a broad overview of the law of corporate compliance and corporate governance – two related areas essential to understanding the legal and ethical duties that regulated business organizations face in today’s society. Particular emphasis will be placed on the role of administrative agencies and regulations in compliance and the federal statutes and relevant international guidelines applicable to this area, as well as ideal internal controls and procedures relevant to ensuring compliance across multiple industries. This course will place special emphasis on the growing phenomenon of whistleblowing, specifically internal whistleblowing and reporting, as an increasingly important tool for ensuring compliance with legal norms.
<b>Pre/ Co Requisites</b>	LAW 1101
<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>	
	_____ Major

<b>Course Applicability</b>	___ Gen Ed Required ___ Gen Ed - Flexible ___ Gen Ed - College Option
	___ English Composition ___ World Cultures
	___ Mathematics ___ US Experience in its Diversity College Option Detail _____
	___ Science ___ Creative Expression ___ Individual and Society
	___ Scientific World
<b>Effective Term</b>	Spring 2016

Rationale: Compliance is a significant issue affecting businesses today, no matter the size or industry. In addition to the legal rules regarding compliance, an understanding of principles of corporate governance law is essential to understanding the role that boards of directors, officers/executives, and managers play in compliance by managing problems internally before they reach the level of governmental investigations, negative publicity, or fines and penalties. Whistleblowing is a proven method of ensuring compliance within business organizations; business managers today must be aware of the various federal laws that impact whistleblowers and potential repercussions for retaliating against whistleblowers.

The course will likely be offered once every year as an elective for BBA students. It is expected to enroll approximately 30-40 students

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

**AIV.10.2b.**

<b>CUNYfirst Course ID</b>	
<b>Department(s)</b>	Narendra Paul Loomba Department of Management
<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>	MGT
<b>Course Prefix</b>	MGT
<b>Course Number</b>	4475
<b>Course Title</b>	Human Resource Metrics
<b>Catalogue Description</b>	The purpose of this course is to facilitate students learning quantitative measures of HR functions. The course is designed for those who wish to learn key metrics used in the human resource management field and understand how they impact the strategic decision making process. The course will provide an overview of HR metrics and analytics, such as time-to-hire, training and development metrics, hire rate, vacancy rate, and attrition rate. With various metrics and analytics demonstrated in

	class, students will learn how spreadsheets can be created and used for data analysis and interpretation for effective business decisions.
<b>Pre/Co Requisites</b>	MGT 4400
<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>	
<b>Course Applicability</b>	<input checked="" 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
<b>Effective Term</b>	Spring 2016

**Rationale:** With the recent expansion of information technology, the human resource function has developed metrics that enhance its contributions to organizational decision making. Students majoring in human resource management, and others likely to assume managerial positions, should have the opportunity to learn these techniques to assist work organizations in making data driven personnel decisions. The course will be offered each semester as an elective in the Human Resource Management major and should enroll about twenty-five students. It has been offered as a special topics course during recent semesters and has attracted students.

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

#### AIV.10.3b.

<b>CUNYfirst Course ID</b>	
<b>Department(s)</b>	Department of Statistics & Computer Information Systems
<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>	CIS
<b>Course Prefix</b>	CIS
<b>Course Number</b>	3150
<b>Course Title</b>	Introduction to Semantic Technologies
<b>Catalogue Description</b>	This course aims to introduce students to semantic technologies in general, the Semantic Web in particular, and their use in various organizational settings. Semantic technologies enable the explicit representation of knowledge in ontologies and deduction of implicitly available knowledge from the stored ontology, thus paving the way for the machines to process the knowledge. Ontology is the backbone of the Semantic Web that models the semantics of data and represents them in markup languages proposed by the World Wide Web Consortium (W3C). Key semantic technologies that the course will cover include XML, RDF, OWL explicit metadata, ontologies, logic, and inferencing. Students are exposed to concepts as well as programming by using business problems in XML, RDF and OWL. The course requires written and programming assignments as well as a term project that involves building ontology for a business application, and implementing it by using RDF and OWL.
<b>Pre/ Co Requisites</b>	CIS 2200
<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>	
<b>Course Applicability</b>	<input checked="" 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
<b>Effective Term</b>	Spring 2016



**Rationale:** Semantic technologies involve representation of knowledge for machine processing and are rapidly evolving. They are already being used in more precise information access and search. In the years ahead machines will have the capacity to make decisions, gradually increasing in complexity in every form of human activity; in that sense they will revolutionize every aspect of organizations. Industry and governments have already made heavy investment in semantic technologies. This course will be useful for the students in CIS and other business majors, as well as in the new major being developed in business analytics.

The course will likely be offered once every year as an elective in the data analytics and general CIS tracks that are part of the CIS major. It is expected to enroll approximately 35 students.

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

### Section AV: Changes in Existing Courses

The following recommendation of the Committee on Undergraduate Curriculum was approved at the Mildred and George Weissman School of Arts and Sciences Faculty Meeting on May 11, 2015 effective the Spring 2016 semester, pending approval of the Board of Trustees.

#### AV:10.1a. Change in Course Designation in the Psychology Department

FROM		TO	
Departments	Psychology	Departments	n/c
Course	PSY 1001	Course	n/c
Prerequisite	None	Prerequisite	n/c
Hours	3	Hours	n/c
Credits	3	Credits	n/c
Description	This course introduces students to the scientific study of human behavior. It covers the basic psychological processes of thinking, motivation, perception, and learning, and the significance of the brain in mediating these processes. It examines the normal personality, how it develops, and how it functions in a social context. Psychological disorders are also discussed. Students will learn about psychology as	Description	n/c

	a science through both direct [e.g., primary sources and research participation] and indirect [e.g., secondary sources and class lectures] experience with psychological research.		
Requirement Designation	<del>Regular Liberal Arts</del>	Requirement Designation	<u>Flexible Core - Scientific World</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
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 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 checked="" type="checkbox"/> Scientific World
Effective		Effective	Spring 2016

Rationale: PSY 1001 was approved by the Pathways Common Core Course Review Committee in May, 2015.

The following recommendations of the Committee on Graduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 21, 2015, effective the Fall 2016 semester pending approval of the Board of Trustees

**AV:10.1b. Changes in Pre or co requisite in the Allen G. Aaronson Department of Marketing and International Business**

<b>CUNYFirst Course ID</b>			
<b>FROM</b>		<b>TO</b>	
<b>Departments</b>	Allen G. Aaronson Department of Marketing and International Business		
<b>Course</b>	MKT 4561 Marketing Analytics	<b>Course</b>	MKT 4561 Marketing Analytics
<b>Pre or co requisite</b>	<del>MKT 3600</del>	<b>Prerequisite</b>	MKT 3600 or STA 3155 or <u>CIS/STA 3920</u>
<b>Hours</b>	3	<b>Hours</b>	3
<b>Credits</b>	3	<b>Credits</b>	3
<b>Description</b>	In this course, students will address the marketing process new products, segmentation, targeting, positioning, and advertising with data and analytics. They will learn how to analyze marketing data to help make decisions about: market segmentation and target market selection; product positioning; and allocation of marketing mix expenditures to accomplish objectives. This course will also provide an opportunity to improve students' statistical and analytical skills as well as build proficiency with statistical software applications.	<b>Description</b>	In this course, students will address the marketing process new products, segmentation, targeting, positioning, and advertising with data and analytics. They will learn how to analyze marketing data to help make decisions about: market segmentation and target market selection; product positioning; and allocation of marketing mix expenditures to accomplish objectives. This course will also provide an opportunity to improve students' statistical and analytical skills as well as build proficiency with statistical software applications.
<b>Requirement Designation</b>	Business	<b>Requirement Designation</b>	Business
<b>Liberal Arts</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Liberal Arts</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Course Attribute (e.g. Writing Intensive, Honors, etc)</b>		<b>Course Attribute (e.g. Writing Intensive, Honors, etc)</b>	
<b>Course Applicability</b>	<u>  </u> x <u>  </u> Major	<b>Course Applicability</b>	<u>  </u> x <u>  </u> Major

	<input type="checkbox"/> Gen Ed Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Gen Ed 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"/> Gen Ed – College Option College Option Detail		<input type="checkbox"/> Gen Ed Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Gen Ed 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
<b>Effective Term</b>	Spring 2016		

**Rationale:** MKT 3600 is Marketing Research; STA 3155 is Regression and Forecasting Models for Business and CIS/STA 3920 is Data Mining for Business Analytics. MKT 4561 a core course for the Marketing Analytics track and the Marketing Analytics minor. All three pre-requisite courses provide the statistics needed as the base for marketing analytics. By the end of the MKT 4561 course, students need to know how to apply Analytics in the marketing domain, and the statistical foundations from the three courses along with the material covered in marketing analytics will enable students to have that knowledge. This change will enable students to take the marketing analytics course without forcing them to take MKT 3600. In addition, this change will streamline the curriculum and facilitate student progress through the major and minor in Marketing Analytics. The course content will remain the same.

**AV:10.2b. Changes in Pre or co requisite in the Allen G. Aaronson Department of Marketing and International Business**

<b>CUNYFirst Course ID</b>			
<b>FROM:</b>		<b>TO:</b>	
<b>Departments</b>	Allen G. Aaronson Department of Marketing and International Business		

<b>Course</b>	MKT 4693 Special Topics in Marketing Analytics	<b>Course</b>	MKT 4693 Special Topics in Marketing Analytics
<b>Pre or co requisite</b>	<del>MKT 3600</del>	<b>Prerequisite</b>	MKT 3600 or STA 3155 or CIS/STA 3920
<b>Hours</b>	3	<b>Hours</b>	3
<b>Credits</b>	3	<b>Credits</b>	3
<b>Description</b>	No course descriptions for Special Topics courses	<b>Description</b>	No course descriptions for Special Topics courses
<b>Requirement Designation</b>	Business	<b>Requirement Designation</b>	Business
<b>Liberal Arts</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Liberal Arts</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Course Attribute (e.g. Writing Intensive, Honors, etc)</b>		<b>Course Attribute (e.g. Writing Intensive, Honors, etc)</b>	
<b>Course Applicability</b>	<input checked="" type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Gen Ed 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"/> Gen Ed – College Option College Option Detail	<b>Course Applicability</b>	<input checked="" type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Gen Ed 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
<b>Effective Term</b>	Spring 2016		

Rationale: MKT 3600 is Marketing Research; STA 3155 is Regression and Forecasting Models for Business and CIS/STA 3920 is Data Mining for Business Analytics. MKT 4693 is an elective for the Marketing Analytics track and the Marketing Analytics minor. All three pre-

requisite courses provide the statistics needed as the base for special topics in marketing analytics. By the end of the MKT 4693 course, students need to know how to apply the specific topic in analytics in the marketing domain. This change will enable students to take the marketing analytics course without forcing them to take MKT 3600. In addition, this change will streamline the curriculum and facilitate student progress through the major and minor in Marketing Analytics. The course content will remain the same.

The following recommendations of the Committee on Graduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 21, 2015, effective the Fall 2016 semester pending approval of the Board of Trustees.

**AV:10.3b. Changes in Course title and description in the Allen G. Aaronson Department of Marketing and International Business**

FROM		TO	
Department	Marketing and International Business	Department	Marketing and International Business
Course	<del>IBS 9767 Foreign Markets, Cultures and Regimes</del>	Course	IBS 9767 <u>Global Firms, Cultures, and Governments</u>
Prerequisites	None.	Prerequisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	<del>Analysis of international similarities and differences as well as convergences and divergences among exchange systems around the world, as related to cultural, political, social, and economic institutions and developments.</del>	Description	<u>This course develops an understanding of how global markets are simultaneously interconnected and separated by differences in culture, economics, and governments. With the aid of case studies, discussions, and group projects, students will gain insights into these different forces and how they impact global business. These topics will be examined from regional and major country perspectives, reflecting current global business and economic trends.</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	Fall 2016	Effective	Fall 2016

Rationale: While the topic of the interaction among business, governments, and cultures remains important, this course has been updated to better reflect more recent developments in international business including globalization, emerging markets, energy markets, the role of state-owned corporations, and ethics.

**AV:10.4b. Changes in Prerequisites in the Statistics and Computer Information Systems Department**

FROM		TO	
Department	Statistics and Computer Information Systems	Department	Statistics and Computer Information Systems
Course	CIS 9480 Information Technology Project Management	Course	N/C
Prerequisite	CIS 9000 or <del>CIS 9002</del>	Prerequisite	CIS 9000 or <u>CIS 9001</u>
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	This course explores the theory and practice of Information Technology (IT) project management. Students examine current tools, techniques, processes, and issues	Description	N/C

	related to IT project management. The learn-by-doing approach actively engages students in the use of CASE technology and in the process of developing an overall IT management plan with detailed technical documentation. To emphasize the team focus of IT project management, students participate in numerous discussions covering such topics as group and process leadership, intra-group communication, cross-cultural collaboration and many others.		
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	Fall 2016	Effective	Fall 2016
-----------	-----------	-----------	-----------

**Rationale:** Although CIS 9002 is an important course on strategy for the IS professional, much of the material in CIS 9002 only tangentially informs the tactical study of project management techniques. In addition, professionals in many other fields are likely to be involved in IT projects, and taking the course will prepare them for this eventuality; students in those other fields might not take CIS 9002, and we do not want that to be a barrier to their taking this course.

**AV:10.5b. Changes in Pre or co requisites in the Statistics and Computer Information Systems Department**

FROM		TO	
Department	Statistics and Computer Information Systems	Department	Statistics and Computer Information Systems
Course	CIS 9490 Systems Analysis and Design	Course	N/C
Pre- or corequisites	Prerequisite CIS 9000 or pre- or corequisite <del>CIS 9002</del> ; prerequisite <del>ACG 9110 or equivalent or FIN 9770</del> .	Pre- or corequisite	Prerequisite CIS 9000 or pre- or corequisite <u>CIS 9001</u> .
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	Examination of the various tools, techniques, processes, and issues related to the analysis and design of business information systems. Hands-on experience is provided, using CASE technology. A major component of this course is a group project that develops an enterprise feasibility study, a working system prototype, and an overall systems development plan for a business or nonprofit organizational problem.	Description	N/C
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
	N/A		N/A

Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
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	Fall 2016	Effective	Fall 2016

**Rationale:** Although CIS 9002 is an important course on strategy for the IS professional, much of the material in CIS 9002 only tangentially informs the techniques and methodologies of system analysis and design. The Accounting and Finance pre-requisites are removed to reflect the increasingly important role played by information technologies in all areas of business and the corresponding change in the need for students from other disciplines to take this course. These changes will also streamline the progress of MS/IS students both in first-semester class placements and in completing the program in a timely fashion.

<sup>1</sup> CUNY and SUNY institutions: contact System Administration for guidance.

<sup>2</sup> If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm).

<sup>3</sup> 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.

<sup>4</sup> Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

<sup>5</sup> CUNY and SUNY institutions: contact System Administration for guidance.

<sup>6</sup> If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm).

<sup>7</sup> 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.

<sup>8</sup> Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.