

October

BAR01 - New Program - Academic Program Action - Create

Action Detail

Institution

Baruch College

Action

Creation of a New Minor

Official Name of Program

Minor in Quantitative Foundations for AI (

NYSED Form

Attachments #1

[2024_05_ZSB UCC AURD_AIII.2.2 Change to Degree Program - New Business Minor in Quantitative Foundations for AI.pdf](#)

Baruch College
Academic University Report Detail

The following recommendations of the committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 9, 2024, effective the Fall 2025 semester pending approval of the Board of Trustees.

PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

AIII.2.2 New Business Minor in Quantitative Foundations for AI for Business and Non-Business Majors, to be offered by the Paul H. Chook Department of Information Systems and in the Zicklin School of Business

Effective Spring 2025

Minor in Quantitative Foundations for AI (9 credits)		
Required courses		
STA 3000	Statistical Computing	3
STA 3950	Data Mining and Statistical Learning	3
Elective course (1 course)		
STA 4950	Machine Learning and Artificial Intelligence	3
STA 4157	Experimental Designs in Machine Learning	3

Rationale: Courses in this minor will give students the quantitative foundations needed to understand and apply AI modeling and processing techniques.

STA 3000 Statistical Computing (pre-req: STA 2000) is a course on R programming to handle the manipulation of large data sets, simulate data, import and export data, and to build basic statistical models.

STA 3950 Data Mining and Statistical Learning (pre-req: STA 3000) covers supervised and unsupervised machine learning techniques as well as some AI topics.

STA 4950 Machine Learning and Artificial Intelligence (pre-req: STA 3950 or CIS 3920) focuses on advanced machine learning and AI modeling techniques.

STA 4157 Experimental Designs in Machine Learning covers the principles, methods, and practice of designing and analyzing experiments (A/B testing) to explore causality. Topics include finding reference distribution, principles of designs, factorial designs, blocking and randomization. The current pre-requisite for STA 4157 is STA 4155. However, a companion proposal will

change the pre-requisite of STA 4157 to: STA 2000 and (STA 3000 or CIS 2300 or MTH 3300).

BAR01 - Edit Program - ACC-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code**Action**

Changes to the Curriculum

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form**Distance Education Application****Attachments #2**

[2024_05_ZSB UCC AURD_AIII.1.2 Change to Degree Program - Business Core change, BPL 5100 to MGT 4999, v2. rational updated.pdf](#), [MGT4999_NewCourseSyllabus_NewGoals.pdf](#), [Syllabus Template In Person_Fall23.pdf](#)

Program Details

Official Name of Program

Accounting

CIP Code

52.0301

HEGIS Code

0502.00

Field of Study (IRP)

01913

BPL 5100 – Business Policy – Fall 2023
SYLLABUS

Professor:	<>		
Section Code:	<>	Course Meets:	<days>, <times>
Format:	In Person	Office Hours:	<>
Email:	<>		

Course Description

BPL 5100 is “an interdisciplinary course concentrating on the problems that confront the chief administrative officers of an enterprise. The course stresses the overall company point of view in dealing with top management problems. Working in teams designed to represent the executive management of competing companies, students are confronted with the tasks of analysis and decision-making in a variety of case studies. An integral part of this course involves participation in a computerized business game.”

This description is also available through the following link with other important information about the course:

<https://www.baruch.cuny.edu/courses/detail.jsp?discipline=BPL&course=5100>

The primary question that BPL 5100 addresses is *why some organizations succeed and others fail?* The relationships between organizations and their environments are complex, uncertain, and dynamic. Managers seek to shape these relationships through strategic decisions that change their organizations’ capabilities, shift their competitive positions, or lead these firms into new businesses. This course has been designed to introduce students to these different aspects of strategic decision-making. Students will have ample opportunity to understand how to craft and implement effective strategies, and to recognize when changes are needed in existing strategies of companies. Because of its interdisciplinary nature, this course will help recognize how organizational success is often determined by the fit between important functions, such as marketing, operations, and human resources.

Learning Goals

Upon completion of the course, students are expected to become more effective at:

- Critically reflecting on key concepts, frameworks and theories in strategic management to identify and address challenges and opportunities in real business contexts
- Understanding the interactions among multiple functional areas within and across organizations to formulate and implement strategic plans and actions for sustainable competitive advantage
- Applying quantitative and qualitative analytical skills to successfully examine the competitive and internal environments of the firm and its unique position(s) therein
- Evaluating the impact of business-, corporate-, and international-level strategies on

organizational performance in light of dynamic global markets and cross-national differences

- Developing pragmatic, evidence-based recommendations

In addition, the faculty of the Zicklin School of Business has adopted seven learning goals for BBA students. The purpose of these goals is to create a common understanding between students, faculty and potential employers of the core objectives for a business education. In BPL 5100, the following six of the Zicklin Learning Goals will be addressed:

BBA Learning Goals	
Analytical Skills	Students will possess the analytical and critical thinking skills to evaluate issues faced in business and professional careers.
Technological Skills	Students will possess the necessary technological skills to analyze problems, develop solutions, and convey information.
Communication Skills: Oral	Students will have the necessary oral communication skills to convey ideas and information effectively and persuasively.
Communication Skills: Written	Students will have the necessary written communication skills to convey ideas and information effectively and persuasively.
Civic Awareness and Ethical Decision-Making	Students will have the knowledge base and analytical skills to guide them when faced with ethical dilemmas in business. Students will have an awareness of political, civic and public policy issues affecting business.
Global Awareness	Students will know how differences in perspectives and cultures affect business practices around the world.

Required Course Materials

1. **Strategic Management: Text and Cases (10th edition)** by Dess, McNamara, Eisner, and Lee (referred to as **DMEL**), published by McGraw-Hill. This textbook is used to provide students with the key readings on the strategy principles discussed in BPL 5100, and cases that will be core to our discussion of concepts and assignments. The new edition is available physically in the Baruch bookstore and online in hard-bound and loose-leaf versions and can also be rented if desired. Given the online format of this course, students may purchase or rent a digital version. *The most current edition **must** be utilized.*
2. **Blackboard** (referred to as **BB**) will be the primary means of communicating with one another on course requirements and assignments. The syllabus, lecture notes, supplementary materials, and class updates will be posted on BB for reference. Students will also need to use BB to submit assignments and track progress and grades throughout the semester. Students should become familiar with how BB operates and visit the class site often.

Academic Integrity

Cheating and plagiarism will **NOT** be tolerated. Academic dishonesty will be reported to the university and is subject to disciplinary action. University policies on academic integrity are strictly followed in this class. For all projects and assignments, **all external (that is, outside of the specific section of this course) sources of information must be cited** (especially including Internet sources), fully and completely. Under no circumstances should students reuse or recycle materials of their own from another class, from students who took this class in the past, or from students who are currently enrolled in another section of the course.

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

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.

Consistent with this policy, **SafeAssign®** will be used on **all** assignments/submissions to check for matches to any external material. The score for an assignment may, at the professor's discretion, be negatively impacted based on how much of it seems to be "borrowed" directly from unattributed sources. Students are expected to familiarize themselves with the specific software being used by the professor.

All quizzes/exams will be administered online. While they will be open book/open note, students are expected to complete these **without consultation with anyone else or use of other sources**. Any consultation with other students or use of unauthorized materials will result in sanctions.

Academic sanctions in this class will range from an F on the assignment or quiz to an F in this course. All reports of suspected academic dishonesty will be sent to the Office of the Dean of Students.

Accommodations for Students with Disabilities

Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Like many things recently, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need accommodation to fully participate in this class should contact Student Disability Services (NVC 2-272, phone: 646-312-4590, disability.services@baruch.cuny.edu). As accommodations are not retroactive, SDS should be contacted as soon as possible. All discussions will remain confidential. Additional information can be found online at <https://www.baruch.cuny.edu/studentaffairs/ossd/disabilityServices.htm>

Course Guidelines and Policies

1. Students are expected to review assigned course materials *in advance* of every session.
2. Course assignments and performance expectations are documented in this syllabus and will be discussed in depth during the first few class sessions. Students are expected to manage their own performance throughout the semester. There will be no extra credit assignments.
3. Copyright: Materials used this course may be protected by copyright and are intended for use only by students registered and enrolled in this class section only for instructional activities associated with and for the duration of the course. Course materials may not be retained in another medium (such as screenshots, photographs, etc.) or disseminated further. Course materials (including student or student-group generated materials), forum or discussion board content, PowerPoint slides, lecture notes, exams/quizzes, etc., may *not* be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the same class section during the applicable term. Unauthorized distribution of such materials may constitute copyright infringement in violation of federal or state law and/or university policy. Students are not permitted to photograph or record course sessions, lectures, presentations, or discussions on any electronic, mobile/phone, or computer device of any kind, without the advance written permission of the professor and all affected/included students. Permission to allow any such recording is not a transfer of any copyrights in the recording or rights to ownership of content. An authorized recording may not be shared, reproduced, or uploaded to web environments without written permission from the instructor and all affected/included students. Students must destroy all authorized recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as a documented disability accommodation. Violation of these policies may subject a student to disciplinary action under the Baruch College Code of Conduct (see <https://www.baruch.cuny.edu/studentaffairs/communityStandards.htm>).
4. Classroom Policy: Class attendance is an important element of the course, so students should attend all sessions. Students should understand that attendance and participation during class meetings contribute to the learning of the entire class.
 - a. If students miss a class, it is their responsibility to find out from classmates what materials were covered, etc. If students miss a class when an assignment is due, they will not be allowed to make up the assignment (unless there is a valid and documented emergency). If students have questions after reviewing a classmate's notes, they should make an appointment with the professor or come to office hours to clarify any material.
 - b. If a student misses a quiz due an illness or emergency, the student must contact the professor within 24 hours of the quiz to schedule a makeup, unless there are extenuating circumstances (such as an extended hospitalization). A makeup quiz will only be offered prior to grades being released to the class (generally within 48-72 hours after the scheduled quiz) and only after documentation of the illness/emergency has been provided. Makeup quizzes may, at the professor's sole discretion, be a different format (example: only short answer/essay and no multiple choice or true/false) or difficulty level, or involve different questions. There will be no make-up quizzes for students

with unexcused absences on quiz days or who are late to class or leave early class and therefore miss a quiz.

5. **Professor availability:** Email is the best way to communicate with the professor, who will try to respond to all emails within 48 hours (72 hours on weekends). Virtual office hours are provided weekly via Zoom (link on BB) on <insert>, and private appointments are available (including evening/weekend hours). The professor is happy to answer questions and will give unlimited feedback in response to (for instance) company presentation ideas or citation questions, but will not read paragraphs or drafts of papers (no “pre-grading”) – but students may (should) ask if they are going in the right direction or need clarification, etc.
6. **Respect for all:** Student comments in class must reflect respect for the differences within the academic community. There shall be no comments that are considered offensive to one’s race, ethnicity, gender, religion or sexual orientation.
 - a. **Bearcat Commitment:** Baruch College is committed to the values of Integrity, Excellence, Respect, and Engagement. As Baruch College Bearcats, each student commits to these ideals by promising the following at their new student orientation:
 - i. I will dedicate myself to learning and practice personal INTEGRITY and academic honesty;
 - ii. I will challenge myself and others to achieve the highest level of academic EXCELLENCE by taking responsibility for my success;
 - iii. I will value our culture of diversity, RESPECT those around me, and foster an inclusive community through inquiry, compassion, and celebration;
 - iv. I will promote ENGAGEMENT and involvement in our community and beyond through participation, leadership, and service;
 - v. I promise to honor these values and lead by example.
 - b. With this Baruch College Bearcat Commitment in mind, please be reminded that Baruch College is committed to policies and practices that promote equality, equity, opportunity, and access in all of its educational programs and activities. Civility in all Baruch College online, hybrid and in-person classes and activities—and respect for the opinions of others—are essential strategies to promoting an academic environment in which everyone can learn and do their best work. In an academic environment, we must learn to disagree without being disagreeable; this means that courteous behavior and respectful discourse are required always in our Baruch College classrooms and in all our related educational programming and activities.

Students will be required to complete both individual and team-based activities. More details on each of these assignments are below, and more will be provided by the professor during the term. Guidelines for the grading of assignments are discussed in Appendix 1, and an explanation of how individual assignments contribute to the program learning goals is provided in Appendix 2.

All assignments (readings, papers, slides, projects, etc.) are due prior to the start of class on the day noted on the class schedule of the syllabus and must be submitted via BB *unless* students are specifically told otherwise (to clarify: assignments, etc., may not be emailed to the professor or left in a campus mailbox). Late assignments will not generally be accepted and, if they are, penalties (up to 20% off per day late) may apply at the professor’s discretion.

Description of Assignments	Responsibility	% of Grade
Class Contribution	Individual	10%
Written Case Analysis I	Individual	10%
Written Case Analysis II	Individual	10%
Quizzes (3- each worth 10%) *	Individual	30%
<i>*Instructors have the ability to go up to 5 quizzes if they want to administer shorter but more frequent quizzes</i>		
Company Strategic Analysis		
Progress Reports (5 at 2% each)	Team	10%
Final Executive Summary Report	Team	15%
Oral Presentation	Team	15%
Total		100%

Class Contribution. In a subject of this nature, valuable learning is often generated collectively from students’ in-class contributions. Attending class sessions is obviously an important step towards class contribution, but attendance alone is not sufficient. Effective contribution goes beyond just being present and requires students to review the assigned material in advance of every class so that they can provide voluntary meaningful inputs to class discussions. Class participation in this class will include “business news” submissions which will be discussed live in class, as well as the instructor “cold calling” different students every week to answer basic comprehension questions about the assigned readings (including chapter content and cases).

In addition, students can contribute by responding to questions raised by the professor during lectures or even offering unsolicited ideas and information that might add value to the conversation. There is no single right solution for most of the issues discussed in class so students should feel confident to speak up with opinions, arguments, and examples related to the diverse topics that will be discussed. However, participation should not involve making irrelevant comments, trying to dominate a discussion, or being dismissive of other’s comments. Hence, being a good audience and respecting others will affect one’s class contribution. More details on how class contribution will be graded are provided in Appendix 1. Contribution grades will not be negotiated after the completion of the semester. Note that the class contribution grade also includes all miscellaneous assignments throughout the semester, such as submitting peer evaluation, etc.

Cases and Case Analyses. Students will be individually responsible for submitting 2 case analyses (one written and one oral), each worth 10% of the overall grade. In addition, students are required to read all of the assigned cases (the prompts/questions below are to help students prepare for case analyses and case discussions). All assigned cases can be found in the later part of the textbook.

Emirates Airlines or Lime <instructor picks up ONLY one case study> : Evaluate the strength of the competitive forces in the airline industry using the Porter’s 5 Forces framework. How does Emirates’ approach to competing in this industry influence the competitive forces it faces? How has it benefited from the broader changes in the external environment and what should it be concerned about in future?

General Motors or WWE or Alibaba <instructor picks up ONLY one case study>: What forces in the general and industry environments affect the U.S. auto industry generally, and

General Motors specifically? What internal resources and assets does General Motors have to help counter these external forces? What competitive strategy does General Motors use, and how might it position itself for future growth? What are some problems with its diversified global operations and how can these be addressed?

McDonalds or Fresh Direct <instructor picks up ONLY one case study>: Identify elements of McDonalds' business-level strategy using concepts and tools from the course. How has this strategy helped enhance economic performance in the past and what are some current issues that it faces? How has McDonalds changed its strategy in recent times and how effective will these be in addressing some of its issues?

Heineken: Evaluate how Heineken competes in the global beer industry using concepts and tools from the course. Specifically, distinguish Heineken the brand from Heineken the product, and discuss specific business, corporate, and international level strategies and methods Heineken has used to expand and compete – and why you believe it did so using relevant quantitative and qualitative information from the case and the concepts/tools from the course.

Johnson & Johnson: Evaluate J&J's organizational design and structure, using concepts and tools from the course. What are some benefits of this structure and why have recent CEOs tried to make some changes to it? Are the firm's design and structure responsible for its recent quality issues in any way and how can these be addressed in the future?

Written Case Analyses I and II: Extracting Information and Building Central Messages Using Case Analysis. Students will be individually responsible for submitting a brief memo – one page, single spaced - of **two business cases picked up among the five business cases above**, which will be worth 20% of the overall grade. Each student should assume the role of an external consultant hired by the firm's corporate leadership. Each student must identify a strategic issue faced by the firm using the information from the cases and build a central message that provides a recommendation to address the strategic issue. **No external sources should be used.** The analysis is due **before the start of the class on the day the case is assigned for discussion per the attached schedule.** No late assignments will be accepted. Specifically, each student's analysis must:

- Identify the strategic issue faced by the firm
- Provide at least one piece of concrete evidence using information and data from the case to show that this is a strategic issue
- Identify a specific recommendation
- Support that recommendation with one piece of evidence using information and data from the case to show that it would help resolve the strategic issue

Quizzes. Students will be required to take **three** <Instructor decides the number of quizzes (3-5 quizzes)> during class time, each of which will account for <%of each quiz> of the final grade (30% total). Details on when each quiz will be conducted and the material covered are noted in the class schedule below. Note that the quizzes are not cumulative (although course content will build on prior chapters). Further details on the format of these quizzes will be reviewed by the professor before the first quiz. The quizzes will be offered via Blackboard, will be individually randomized via question pools, will not allow “back-tracking,” and will be open-book/open-note but must be individual work (no collaboration).

Company Project. During the first week of class, students will be assigned to a team with whom to perform all team activities described. For the company reports, each team will select a company that is publicly traded on the US exchange.

Progress Reports: There are 5 “progress reports” due at different stages in the term as noted in the schedule below and each is worth 2% of the final grade. Resources from the library that could help students with these reports will be discussed during a research workshop conducted by a library representative. <Instructors can opt for not having a library workshop if students don’t need it. A list of relevant databases will be provided.> Instructor feedback provided on these reports can be used to prepare for the final Company Analytical Report and the Oral Presentation at the end of the term.

Note to professors: the progress reports should be graded for completion credit only and limited feedback for corrections/mistakes only (such as wrong level of analysis for Porter’s 5* Forces, etc.). Worksheets for #2, 3, 4 and 5 will be provided.

1. Background: Submit a brief write-up (at least one paragraph and no more than one page double-spaced) of background information about the company, such as the company’s size, mission, products, locations, etc.
2. External Analysis: Complete the assigned worksheet analyzing the external environment (general and industry).
3. Internal Analysis: Complete the assigned worksheet analyzing the internal environment (value chain and RBV/VRIN).
4. Specific Strategies: Complete the assigned worksheet regarding the current strategies of the company (business-level, corporate level, international strategies).
5. Strategic Issues and Recommendation: Submit a summary of the strategic issues that the company confronts and the team’s recommendations to resolve them. This summary can be written in a bullet point format - 12 point, Times New Roman font, with 1-inch margins. This is limited to 2-3 pages (strict limit), including at a minimum, the following items:
 - a. A brief discussion of the key strategic issues or challenges that the company faces and an explanation of why they are important/interesting to the company/this course.
 - b. Provide key recommendations using logic and evidence (data and information derived from research and analyses) to support your arguments.

Executive Summary Report. The final executive summary report is due during Finals Week as noted in the schedule below and must be submitted electronically through BB. This report should consist of:

1. A strategic analysis of the firm using course concepts and terminology. This should build upon the progress reports and address (but not necessarily be limited to) the following points:
 - a. Using appropriate quantitative and qualitative metrics, highlight one serious problem that the company is either facing currently or could face in the near future (this is possible even for relatively successful firms). The problem identification must build on the analyses from the progress reports (for example, the problem might be related to some industry forces becoming stronger, the company’s core

competencies becoming weaker, or inappropriate implementation of diversification initiatives, among others).

- b. The team should then provide **one recommendation** that the company could pursue to address this problem, along with at least **two related actions** towards its implementation. The logic for the problem identification and suggestions must be explained using theoretical concepts and tools from this course **by extracting data and information from the analyses and research**. Potential risks should be recognized with some thought on how these can be avoided.

The entire Company Final Report should **NOT** exceed **5 pages** of typed material (Times New Roman, 12pt font, double-spaced, 1-inch margins), excluding title page, tables of content, citations, exhibits or appendices. The report should incorporate any feedback received during the team oral presentation, which is also based on similar analysis of the same company and will happen during the last few classes of the term.

Oral Presentation. In the team oral presentation, students will play the role of external consultants to the company, and the mock audience for this presentation will be the board of directors and/or the C-level suite of the same company, and, essentially, present findings and arguments from your final executive summary report. The presentation should incorporate any instructor feedback received on the progress reports. After providing a very brief background of the company and its products, the presentation should highlight **one serious problem** that the company is either facing currently or could face in the near future. The team should then provide **one recommendation** that the company could pursue to address this problem, along with at least **two related actions** towards its implementation. Every presentation will be followed by a brief Q&A session where members of the audience can raise queries about aspects that they feel need further clarification or information. The quality of these questions and responses will also be considered in the presentation scores for the respective teams.

The presentation should be no more than 12 minutes in length, and *all team members must present at a high and balanced level*. The days allotted for the presentations are noted in the schedule below and more specific details regarding when each team will present will be provided by the professor during the term. PowerPoint slide decks should be submitted through BB prior to the start of class on the team's assigned presentation day.

To prepare an effective presentation, all team members should pay close attention to the flow and clarity of the presentation and avoid repetitive material among different presenters. Students should practice and time the presentation before presenting to the class (see below regarding the required rehearsal session). Teams are encouraged to make creative use of their presentation time; for example, teams may use videos, slides, posters, product samples, and audience participation to generate and sustain interest in the topic. Teams should keep in mind who the audience is meant to be (*i.e.*, BOD or C-Suite) and work to keep audience interest and engagement as well as communicate clearly and effectively. Although it is perfectly appropriate to refer to prepared notes during a presentation, students should **NOT READ directly from prewritten scripts**.

Our class collaborates with consultants from Baruch's Bernard L. Schwartz Communication Institute for these team presentations. A consultant from the Institute will conduct a virtual workshops on speaking and presenting skills that will help students design and deliver a strong presentation. In these sessions, students will practice using data to construct engaging narratives, and using PowerPoint and body language to speak effectively. Additionally, **each team is**

encouraged to schedule a virtual rehearsal with a consultant outside of class time to practice your presentation and identify some areas for further development. This meeting should take place at least a week before the final presentation to give students some time to address any suggestions. Students must arrive at the rehearsal session prepared with draft slides for the presentation. Details on how to sign up for the rehearsal session will be distributed later during the term.

A note on group work: It is expected that all team members participate significantly in the various team assignments, such as essays and reports, presentation, simulation rounds, and debrief. The professor will conduct periodic peer evaluations to understand how individual efforts are rated by other team members. These appraisals will be used to make modifications, if necessary, to individual students' point allocations for team assignments at the professor's sole discretion. While peer evaluations are designed to encourage participation in team activities, remember that your efforts and behavior will affect the performance of the entire team and strive to be a good team player. If a team has serious problems with free-riders and/or slackers on any of the group projects, the affect students should: (a) first try to manage and discuss their concerns with the slacking individual(s) directly; (b) if that doesn't work, alert the professor immediately and in a timely fashion (meaning do not wait until the last few days before an assignment is due or the semester is ending). In extreme cases, non-performing team members may, at the professor's discretion, fail the course, have their grades reduced, or other penalties.

Class Schedule

*Note 1: Unless students are told specifically otherwise, written assignments must be submitted via Blackboard **before** the start of class on the due date.*

Day/Date	Topic(s)	Assignments
1	<D>, <date> Orientation and Course Preview	Read Course Syllabus
2	<D>, <date> Introduction to Case Analyses/Discussion	Read DMEL Chapter13
<i>Teams will be formed on or around <date> and posted to Blackboard</i>		
3	<D>, <date> Strategic Management: Creating Competitive Advantages Introduction to Team Members	Read DMEL Chapter 1 Submit team company preferences for Company Analysis Projects
<i>A final list of company assignments for the team project will be posted to BB on or around <date></i>		
4	<D>, <date> Analyzing the External Environment of the Firm	Read DMEL Chapter 2
5	<D>, <date> Review: Analyzing the External Environment of the Firm	Re-read DMEL Chapter 2 Submit Progress Report #1
6	<D>, <date> Library Research Workshop	Optional if instructors don't need one for their classes
7	<D>, <date> Case Discussion	Read DMEL Case "Emirates" or "Lime" Instructor: Pick up ONLY one case Submit Written Case Analysis II if this case is chosen
8	<D>, <date> Communications Workshop	Submit Progress Report #2
9	<D>, <date> Quiz 1 Review Introduce: Analyzing the Internal Environment of the Firm	Read DMEL Chapter 3 – Value Chain
10	<D>, <date> Quiz 1 (30 minutes)	Quiz 1: Chapters 1&2 and Emirates or Lime case

	Day/Date	Topic(s)	Assignments
		Analyzing the Internal Environment of the Firm	Read DMEL Chapter 3 – Review the Value Chain and read the rest of chapter
11	<D>, <date>	Internal Environment Application Case Discussion	Re-read DMEL Chapter 3 Read DMEL Case “General Motors” or “WWE” or “Alibaba” Instructor: Pick up ONLY one case Submit Written Case Analysis II if this case is chosen
12	<D>, <date>	Quiz 2 Review Introduce: Business-Level Strategy	Read DMEL Chapter 5 Submit Progress Report #3
13	<D>, <date>	Quiz 2 (30 minute) Business-Level Strategy: Creating and Sustaining Competitive Advantages	Quiz 2: Chapter 3 and GM or WWE or Alibaba Case Re-read DMEL Chapter 5
14	<D>, <date>	Case Discussion Introduce Corporate-Level Strategy	Read DMEL Case “McDonald’s” or “Fresh Direct” Instructor: Pick up ONLY one case Read DMEL Chapter 6 Submit Written Case Analysis II if this case is chosen
15	<D>, <date>	Corporate-Level Strategy: Creating Value Through Diversification	Re-read DMEL Chapter 6
16	<D>, <date>	Quiz 3 Review	
17	<D>, <date>	Quiz 3 (30 minutes) Introduce: International Strategy	Quiz 3: Chapters 5&6 and McDonalds or Fresh Direct case Read DMEL Chapter 7
18	<D>, <date>	International Strategy: Creating Value in Global Markets	Re-read DMEL Chapter 7
19	<D>, <date>	Strategic Control and Corporate Governance	Read DMEL Chapter 9 Submit Progress Report #4
20	<D>, <date>	Case Discussion Quiz 4 Review	Read DMEL Case “Heineken” Submit Written Case Analysis II if this case is chosen
21	<D>, <date>	Quiz 4 (30 minute)	Quiz 4: Chapters 7&9 and Heineken Case

Day/Date	Topic(s)	Assignments
22 <D>, <date>	Creating Effective Organizational Designs	Read DMEL Chapter 10 Submit Progress Report #5
23 <D>, <date>	Strategic Leadership & Ethics	Read DMEL Chapter 11
24 <D>, <date>	Case Discussion Quiz 5 Review	Read DMEL Case “J&J” Submit Written Case Analysis II if this case is chosen
25 <D>, <date>	Quiz 5 (30 minute) & Course wrap-up	Quiz 5: Chapters 10&11 and J&J case
26 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
27 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
28 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
Per Finals Schedule (Registrar)	Final Papers	Submit Executive Summary Report Submit Peer Evaluation

Every effort will be made to follow the outline above. However, any changes will be posted on BB and communicated via email.

Appendix 1: Grading

Grading Scheme

Grades will be assigned as follows:

A	= 93.0 – 100	B+	= 87.0 - 89.9	C+	= 77.0 - 79.9	D+	= 67.0 - 69.9
A-	= 90.0 – 92.9	B	= 83.0 - 86.9	C	= 73.0 - 76.9	D	= 60.0 - 66.9
		B-	= 80.0 - 82.9	C-	= 70.0 - 72.9	F	= Below 60

Guidelines for Grading Class Contribution:

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

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

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

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

Non-contributor (F). This person has said little or nothing in class. The person has appeared uninterested or disengaged. The quality of discussions would be improved if a different student occupied the seat.

Guidelines for Grading Written Assignments

Outstanding writer (A). Written analysis reflects exceptional organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce optimal business outcomes. Explanations are well supported, persuasively presented, and reveal that this person is an excellent communicator. All writing is fully edited and is stylistically and grammatically correct.

Good writer (B). Written analysis reflects organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce

good business outcomes. Explanations are supported, somewhat persuasively presented, and reveal that this person is a good communicator. Writing shows signs of having been edited, and is, for the most part, stylistically and grammatically correct.

Adequate writer (C). Written analysis reflects only basic organization, thoughtfulness and insight. The work shows that the student understands the substantive material covered in class. Explanations are minimally supported, mildly persuasive and reveal that this person can communicate. Writing is barely edited and is stylistically and grammatically passable.

Unsatisfactory writer (D). Written analysis is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent. Writing is unedited or is stylistically or grammatically defective.

Non-writer (F). Written analysis is not submitted and does not make any effort to address the assigned tasks.

Guidelines for Grading Oral Presentations

Outstanding presentation (A). Presentation reflects exceptional organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce optimal business outcomes and can convey the information eloquently and clearly. Explanations are well supported, persuasively presented, and logically convey a clear central message. All slides are fully edited and are stylistically and grammatically correct.

Good presentation (B). Presentation reflects organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce good business outcomes and can convey the information clearly. Explanations are supported, somewhat persuasively presented, and convey a central message. Slides show signs of having been edited, and are, for the most part, stylistically and grammatically correct.

Adequate presentation (C). Presentation reflects only basic organization of ideas, thoughtfulness and insight. The work shows that the student(s) understand the substantive material covered in class. Explanations are minimally supported, mildly persuasive, and reflects some confusion surrounding the central message. Slides are barely edited and are stylistically and grammatically passable.

Unsatisfactory presentation (D). Presentation is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent, and no central message is conveyed. Slides are unedited or are stylistically or grammatically defective.

Non-presentation (F). Presentation is not submitted and does not make any effort to address the assigned tasks.

Appendix 2: Mapping of Learning Goals and Assignments

Assignments	Course Learning Goals	BBA Learning Goals
Class Contribution, Oral Presentation	Identify and diagnose issues related to interactions among multiple functional areas of organizations Apply strategic management techniques to generate recommendations for strategic issues	Analytical Skills Civic Awareness & Ethical Decision-Making Global Awareness
Quizzes, Case Analyses, Company Reports	Identify and diagnose issues related to interactions among multiple functional areas of organizations Apply strategic management techniques to generate recommendations for strategic issues	Analytical Skills Communication Skills: Written Civic Awareness and Ethical Decision-Making Global Awareness

BAR01 - Edit Program - BIOSCI-BA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code

39849

Action

Changes to the Curriculum

Degree Designation

BA - Bachelor of Arts

NYSED Form Distance Education Application**Attachments #3**

[BIO major revision.pdf](#)

Program Details

Official Name of Program

Biological Sciences

CIP Code

26.0101

HEGIS Code

0499.00

Field of Study (IRP)

35195

Baruch College
October 2024 Academic University Report Detail

PART A: ACADEMIC MATTERS

The following recommendations of the Committee on Undergraduate Curriculum were approved at the Mildred and George Weissman School of Arts and Sciences Faculty Meeting on May 7, 2024 effective the Fall 2025 semester, pending approval of the Board of Trustees.

Section AllI: Changes in Degree Programs

AllI.1.1 The following revisions are proposed for the BA in Biological Sciences

Program: BA in Biological Sciences
Program Codes: 35195 and 39849
HEGIS Code: 0499.00
Effective: Fall 2025

FROM: BA IN BIOLOGICAL SCIENCES	TO: BA IN BIOLOGICAL SCIENCES
Whether you're a new student interested in the sciences, or a returning student planning a career change, the Department of Natural Sciences at Baruch's Weissman School of Arts and Sciences offers you flexible programs that can be tailored to suit your interests and to help you achieve your career goals. The Biological Sciences Major offers a rich variety of courses in biology, chemistry, and environmental studies. Students, in consultation with a faculty advisor, may design programs that prepare them for careers or advanced studies in many science and health-related fields.	N/C

In small classes, students receive personal attention from faculty, who are recognized experts in their fields. Advanced students can participate in faculty research projects on campus or at institutions where Baruch professors have collaborative arrangements. These research activities not only provide a unique learning experience, but students can earn academic credit as independent study and honors courses. One semester (4) of independent study or honors research may be included in the major elective courses for students planning on professional education in health care fields. Two semesters (8 credits) may be approved by the department for students planning on graduate education toward careers in research.

Interested students should contact the Department of Natural Sciences at 646 660-6250

Course	Description	Crs	Course	Description	Crs
Base Curriculum Courses (No credit toward the major)			Base Curriculum Courses (No credit toward the major)		
BIO 2010	Principles of Biology I	4.5	N/C		
CHM 2003	General Chemistry I	4	N/C		
MTH 2003	Precalculus and Elements of Calculus 1A *	3	N/C		
	or				
MTH 2009	Precalculus	3	N/C		
	or				
A more advanced calculus course			N/C		
* Please note: Students with credit for MTH 2000 or MTH 2001 must complete a calculus course, typically, MTH 2207			N/C		
Program Prerequisites (16.5 – 17.5 credits)			Program Prerequisites (16.5 – 17.5 credits)		
BIO 3001	Principles of Biology II	4.5	N/C		
CHM 3001	General Chemistry II	4	N/C		

CHM 3003	Principles of Organic Chemistry I	4	N/C		
PHY 2003	General Physics I	4	N/C		
or					
PHY 3010	Quantitative Physics I	5	N/C		
Required Courses (7 credits)			Required Courses (7 credits)		
BIO/ENV 2100	Biostatistics	3	N/C		
	or		N/C		
PSY 2100	Statistics for Social Sciences (formerly STA 2100)	3	N/C		
	or				
STA 2000	Business Statistics	3	N/C		
BIO 3015	Principles of Genetics	4	N/C		
Electives (19 – 20.5 credits)			Electives (19 – 20.5 credits)		
Electives are based on students' interests and future goals and are chosen in consultation with a faculty advisor. The major includes five elective courses, at least two of which must be at the 4000-level or higher, chosen from the following list:			Electives are based on students' interests and future goals and are chosen in consultation with a faculty advisor. The major includes five elective courses, at least two of which must be at the 4000-level or higher, chosen from the following list:		
BIO 3005	Molecular and Cellular Biology	4	BIO 3005	Molecular and Cellular Biology	4
BIO/ENV 3009	Conservation Biology and Sustainable Development	4.5	BIO/ENV 3009	Conservation Biology and Sustainable Development	4.5
BIO 3010	Comparative Vertebrate Anatomy	4	BIO 3010	Comparative Vertebrate Anatomy	4
BIO 3012	Endocrinology	4	BIO 3012	Endocrinology	4
BIO/ENV 3020	Biology of Invertebrates	4	BIO/ENV 3020	Biology of Invertebrates	4
BIO/ENV 3030	Principles of Evolution: Processes, Patterns, and the History of Life (formerly History and Evolution of Life)	4	BIO/ENV 3030	Principles of Evolution: Processes, Patterns, and the History of Life (formerly History and Evolution of Life)	4

BIO/ENV/PSY 3032	Animal Behavior	4	BIO/ENV/PSY 3032	Animal Behavior	4
BIO 3035	Introduction to Molecular Biotechnology	4	BIO 3035	Introduction to Molecular Biotechnology	4
BIO 3040	Plants in Action	4	BIO 3040	Plants in Action	4
BIO/ENV/PHY 3062	Astrobiology	4	BIO/ENV/PHY 3062	Astrobiology	4
BIO/PSY 3082	Mind, Brain, and Behavior	3	BIO/PSY 3082	Mind, Brain, and Behavior	3
BIO/PHY 3500	Biological Applications to Physics	4	BIO/PHY 3500	Biological Applications to Physics	4
BIO 4004	Microbiology	4	BIO 4004	Microbiology	4
BIO 4010	Human Physiology	4	BIO 4010	Human Physiology	4
BIO 4015	Developmental Biology	4	BIO 4015	Developmental Biology	4
BIO 5000-5004	Independent Study	3-4	BIO 5000-5004	Independent Study	3-4
BIO 6001H-6003H	Honors	4	BIO 6001H-6003H	Honors	4
CHM 4010	Medicinal Chemistry	4	CHM 3006	Organic Chemistry II	<u>4</u>
CHM 4900	Biochemistry	4	CHM 4010	Medicinal Chemistry	4
CHM 5000-5004	Independent Study	3-4	CHM 4900	Biochemistry	4
CHM 6001H-6003H	Honors	4	CHM 5000-5004	Independent Study	3-4
ENV 3001	Introduction to Environmental Science	4	CHM 6001H-6003H	Honors	4
ENV 3002	Energy Conservation	4	ENV 3001	Introduction to Environmental Science	4
ENV 3003	Human Conservation	4	ENV 3002	Energy Conservation	4
ENV 3005	Economic and Legal Aspects of Ecology	4	ENV 3003	Human Conservation	4
ENV 3006	Global Ecology	4	ENV 3005	Economic and Legal Aspects of Ecology	4
ENV 3008	Air and Water Pollution	4	ENV 3006	Global Ecology	4

ENV 3015L	Tropical Reef Ecology (plus lab ENV 3015)	3	ENV 3008	Air and Water Pollution	4
ENV/BIO 3050	Freshwater Ecology	4	ENV 3015L	Tropical Reef Ecology (plus lab ENV 3015)	3
ENV/PHY 3060	Earth Systems	4	ENV/BIO 3050	Freshwater Ecology	4
ENV 3070	Agroecology	4	ENV/PHY 3060	Earth Systems	4
ENV 3400	Special Topics in Environmental Sciences	4	ENV 3070	Agroecology	4
ENV 4005	Ecosystem Sustainability	4	ENV 3400	Special Topics in Environmental Sciences	4
ENV 4020	Microbial Ecology	4	ENV 4005	Ecosystem Sustainability	4
ENV 4900	Topics in Environmental Science	4	ENV 4020	Microbial Ecology	4
ENV 5000-5004	Independent Study	3-4	ENV 4900	Topics in Environmental Science	4
ENV 6001H-6002H	Honors	4	ENV 5000-5004	Independent Study	3-4
			ENV 6001H-6002H	Honors	4

Rationale: Students seeking admission to medical, dental, and veterinary programs are required to take 2 semesters of general chemistry and 2 semesters of organic chemistry, which includes CHM 3006 Principles of Organic Chemistry II. These programs also expect Biochemistry, and CHM 3006 is co- and pre-requisite for this course.

Principles of Organic Chemistry II was originally omitted from the major since it is not an admission requirement for students intending careers in nursing, physician assistant, and occupational and physical therapy. We seek to enable students to select CHM 3006 as one of the five required electives in the major. CHM 3006 has a sequence of three prerequisites and is thus on a par with other electives in the major.

BAR01 - Edit Program - ECO-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code

60007

Action

Changes to the Curriculum

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form**Distance Education Application****Attachments #4**

[2024_05_ZSB UCC AURD_AIII.1.2 Change to Degree Program - Business Core change, BPL 5100 to MGT 4999, v2. rational updated.pdf](#), [Syllabus Template In Person_Fall23.pdf](#), [MGT4999_NewCourseSyllabus_NewGoals.pdf](#)

Program Details

Official Name of Program

Economics

CIP Code

52.0601

HEGIS Code

0517.00

Field of Study (IRP)

01932

Baruch College
Academic University Report Detail

The following recommendations of the committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 9, 2024, effective the Fall 2025 semester pending approval of the Board of Trustees.

PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

AIII.1.2 The following revisions are proposed for Zicklin School of Business

Changes in the Business Core Requirement

Effective: Fall 2025

From:	Zicklin Business Core Requirements (34.5 credits)		To:	Zicklin Business Core Requirements (34.5 credits)	
Course	Description	Crd	Course	Description	Crd
ACC 2101	Principles of Accounting	3	ACC 2101	Principles of Accounting	3
ACC 2203 Or ACC 3202	Principle of Managerial Accounting <i>(required for Non-Accounting majors)</i> Accounting Information Systems <i>(required for Accounting majors)</i>	3	ACC 2203 Or ACC 3202	Principle of Managerial Accounting <i>(required for Non-Accounting majors)</i> Accounting Information Systems <i>(required for Accounting majors)</i>	3
BPL 5100	Business Policy (graduating senior course)	3	<u>MGT 4999</u>	<u>Strategic Management (senior standing)</u>	<u>3</u>
BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3	BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3
CIS 2200	Introduction to Information Systems and Technologies	3	CIS 2200	Introduction to Information Systems and Technologies	3
LAW 1101	Fundamentals of Business Law	3	LAW 1101	Fundamentals of Business Law	3
FIN 2000	Principles of Financial Planning and Individual Investing	1.5	FIN 2000	Principles of Financial Planning and Individual Investing	1.5
FIN 3000	Principles of Finance	3	FIN 3000	Principles of Finance	3

MGT 3120	Fundamentals of Management	3	MGT 3120	Fundamentals of Management	3
OPM 3000	Service Operations Management	3	OPM 3000	Service Operations Management	3
MKT 3000	Marketing Foundations	3	MKT 3000	Marketing Foundations	3
QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3	QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3

Rationale:

A component of the BBA curriculum redesign is the elimination of the BBA capstone course, Business Policy and Strategy (BPL 5100), and the movement of strategic management content earlier in the curriculum. A new course, MGT 4999, exposes students to key theories in strategic management and develops their critical thinking capabilities by applying these theories to real business situations. Students will learn frameworks and analytical tools to support managerial decision-making, strategic planning, and strategy implementation from a stakeholder approach to create and sustain competitive advantages. The course relies heavily on the case teaching method to prepare students to apply both strategic management and case analysis in their discipline-based courses. MGT 4999 is intended for students have completed 90 credits toward their degree and taken the Zicklin core courses.

This is a substitution, not a new requirement or the removal of an old. Much of the substance of the new course MGT 4999 is the same as the old BPL 5100 (we can provide outlines / syllabi if helpful), and the faculty teaching the new is the same as the old. The main changes - (a) reducing the number to 4000 - reflects the change that allows students to take the course before the final semester; and (b) the new course is not designated CIC because increased class size makes delivery in small sections impracticable. These changes are the result of a long evolution, and do not represent changed substantive "requirements."

* Effective Fall 2025, continuing students will be required to take MGT 4999 if they have not completed BPL 5100.

BAR01 - Edit Program - ENTSBM-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code

60010

Action

Change of Program Name

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form Distance Education Application**Attachments #5**

[2024_05_ZSB UCC AURD_AIII.3.1 Change to Degree Program - Entrepreneurship BBA program change.pdf](#)

Program Details

Official Name of Program

Entrepreneurship

CIP Code

52.0701

HEGIS Code

0506.00

Field of Study (IRP)

21877

Baruch College
Academic University Report Detail

The following recommendations of the committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 9, 2024, effective the Fall 2025 semester pending approval of the Board of Trustees.

PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

AIII.1.2 The following revisions are proposed for Zicklin School of Business

Changes in the Business Core Requirement

Effective: Fall 2025

From:	Zicklin Business Core Requirements (34.5 credits)		To:	Zicklin Business Core Requirements (34.5 credits)	
Course	Description	Crd	Course	Description	Crd
ACC 2101	Principles of Accounting	3	ACC 2101	Principles of Accounting	3
ACC 2203 Or ACC 3202	Principle of Managerial Accounting <i>(required for Non-Accounting majors)</i> Accounting Information Systems <i>(required for Accounting majors)</i>	3	ACC 2203 Or ACC 3202	Principle of Managerial Accounting <i>(required for Non-Accounting majors)</i> Accounting Information Systems <i>(required for Accounting majors)</i>	3
BPL 5100	Business Policy (graduating senior course)	3	<u>MGT 4999</u>	<u>Strategic Management (senior standing)</u>	<u>3</u>
BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3	BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3
CIS 2200	Introduction to Information Systems and Technologies	3	CIS 2200	Introduction to Information Systems and Technologies	3
LAW 1101	Fundamentals of Business Law	3	LAW 1101	Fundamentals of Business Law	3
FIN 2000	Principles of Financial Planning and Individual Investing	1.5	FIN 2000	Principles of Financial Planning and Individual Investing	1.5
FIN 3000	Principles of Finance	3	FIN 3000	Principles of Finance	3

MGT 3120	Fundamentals of Management	3	MGT 3120	Fundamentals of Management	3
OPM 3000	Service Operations Management	3	OPM 3000	Service Operations Management	3
MKT 3000	Marketing Foundations	3	MKT 3000	Marketing Foundations	3
QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3	QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3

Rationale:

A component of the BBA curriculum redesign is the elimination of the BBA capstone course, Business Policy and Strategy (BPL 5100), and the movement of strategic management content earlier in the curriculum. A new course, MGT 4999, exposes students to key theories in strategic management and develops their critical thinking capabilities by applying these theories to real business situations. Students will learn frameworks and analytical tools to support managerial decision-making, strategic planning, and strategy implementation from a stakeholder approach to create and sustain competitive advantages. The course relies heavily on the case teaching method to prepare students to apply both strategic management and case analysis in their discipline-based courses. MGT 4999 is intended for students have completed 90 credits toward their degree and taken the Zicklin core courses.

This is a substitution, not a new requirement or the removal of an old. Much of the substance of the new course MGT 4999 is the same as the old BPL 5100 (we can provide outlines / syllabi if helpful), and the faculty teaching the new is the same as the old. The main changes - (a) reducing the number to 4000 - reflects the change that allows students to take the course before the final semester; and (b) the new course is not designated CIC because increased class size makes delivery in small sections impracticable. These changes are the result of a long evolution, and do not represent changed substantive "requirements."

* Effective Fall 2025, continuing students will be required to take MGT 4999 if they have not completed BPL 5100.

BAR01 - Edit Program - ENTSBM-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code

60010

Action

Changes to the Curriculum

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form**Distance Education Application****Attachments #6**

[Syllabus Template In Person_Fall23.pdf](#), [2024_05_ZSB UCC AURD_AIII.1.2 Change to Degree Program - Business Core change, BPL 5100 to MGT 4999, v2. rational updated.pdf](#), [MGT4999_NewCourseSyllabus_NewGoals.pdf](#)

Program Details

Official Name of Program

Entrepreneurship

CIP Code

52.0701

HEGIS Code

0506.00

Field of Study (IRP)

21877

Baruch College
Academic University Report Detail

The following recommendations of the committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 9, 2024, effective the Fall 2025 semester pending approval of the Board of Trustees.

PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

AIII.1.2 The following revisions are proposed for Zicklin School of Business

Changes in the Business Core Requirement

Effective: Fall 2025

From:	Zicklin Business Core Requirements (34.5 credits)		To:	Zicklin Business Core Requirements (34.5 credits)	
Course	Description	Crd	Course	Description	Crd
ACC 2101	Principles of Accounting	3	ACC 2101	Principles of Accounting	3
ACC 2203 Or ACC 3202	Principle of Managerial Accounting <i>(required for Non-Accounting majors)</i> Accounting Information Systems <i>(required for Accounting majors)</i>	3	ACC 2203 Or ACC 3202	Principle of Managerial Accounting <i>(required for Non-Accounting majors)</i> Accounting Information Systems <i>(required for Accounting majors)</i>	3
BPL 5100	Business Policy (graduating senior course)	3	<u>MGT 4999</u>	<u>Strategic Management (senior standing)</u>	<u>3</u>
BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3	BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3
CIS 2200	Introduction to Information Systems and Technologies	3	CIS 2200	Introduction to Information Systems and Technologies	3
LAW 1101	Fundamentals of Business Law	3	LAW 1101	Fundamentals of Business Law	3
FIN 2000	Principles of Financial Planning and Individual Investing	1.5	FIN 2000	Principles of Financial Planning and Individual Investing	1.5
FIN 3000	Principles of Finance	3	FIN 3000	Principles of Finance	3

MGT 3120	Fundamentals of Management	3	MGT 3120	Fundamentals of Management	3
OPM 3000	Service Operations Management	3	OPM 3000	Service Operations Management	3
MKT 3000	Marketing Foundations	3	MKT 3000	Marketing Foundations	3
QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3	QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3

Rationale:

A component of the BBA curriculum redesign is the elimination of the BBA capstone course, Business Policy and Strategy (BPL 5100), and the movement of strategic management content earlier in the curriculum. A new course, MGT 4999, exposes students to key theories in strategic management and develops their critical thinking capabilities by applying these theories to real business situations. Students will learn frameworks and analytical tools to support managerial decision-making, strategic planning, and strategy implementation from a stakeholder approach to create and sustain competitive advantages. The course relies heavily on the case teaching method to prepare students to apply both strategic management and case analysis in their discipline-based courses. MGT 4999 is intended for students have completed 90 credits toward their degree and taken the Zicklin core courses.

This is a substitution, not a new requirement or the removal of an old. Much of the substance of the new course MGT 4999 is the same as the old BPL 5100 (we can provide outlines / syllabi if helpful), and the faculty teaching the new is the same as the old. The main changes - (a) reducing the number to 4000 - reflects the change that allows students to take the course before the final semester; and (b) the new course is not designated CIC because increased class size makes delivery in small sections impracticable. These changes are the result of a long evolution, and do not represent changed substantive "requirements."

* Effective Fall 2025, continuing students will be required to take MGT 4999 if they have not completed BPL 5100.

BAR01 - Edit Program - ENTSBM-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code

60010

Action

Change of Program Name

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form**Distance Education Application****Attachments #7**

[2024_05_ZSB UCC AURD_AIII.3.1 Change to Degree Program - Entrepreneurship BBA program change.pdf](#)

Program Details

Official Name of Program

Entrepreneurship

CIP Code

52.0701

HEGIS Code

0506.00

Field of Study (IRP)

21877

Baruch College
Academic University Report Detail

The following recommendations of the committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 9, 2024, effective the Fall 2025 semester pending approval of the Board of Trustees.

PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

AIII.3.1 The following revisions are proposed for the BBA in Entrepreneurship offered by the Department of Entrepreneurship and Innovation in the Zicklin School of Business

Program: BBA in Entrepreneurship

Program Code: 21877

MHC Program Code: 60010

HEGIS Code: 0506.00

Effective: Fall 2025

From:	BBA in Entrepreneurship		To:	BBA in Entrepreneurship <u>and Innovation</u>	
Course	Description	Crd	Course	Description	Crd
Required Courses		12	Required Courses		12
ENT 3950	Developing an Entrepreneurial Mindset	3	ENT 3950	Developing an Entrepreneurial Mindset	3
ENT 3952	Designing for Innovation	3	ENT 3952	Designing for Innovation	3
ENT 3960	An Entrepreneurial Pre-Launch Journey	3	ENT 3960	An Entrepreneurial Pre-Launch Journey	3
ENT 5985	Entrepreneurship in the Wild	3	ENT 5985	Entrepreneurship <u>and Innovation</u> in the Wild	3
Elective Courses		Crd	Elective Courses		Crd
Students must earn 12 credits from the following elective courses:		9	Students must earn 12 credits from the following elective courses:		12
ENT 3962	Family Enterprise Dynamics	3	ENT 3962	Family Enterprise Dynamics	3

ENT 3968	The Art of Persuasion	3	ENT 3968	The Art of Persuasion	3
ENT 3971	Multicultural Entrepreneurial Experiences	3	ENT 3971	Multicultural Entrepreneurial Experiences	3
ENT 4954	New Venture Funding	3	ENT 4954	New Venture Funding	3
ENT 4960	New Venture Management	3	ENT 4960	New Venture Management	3
ENT 4967	Technology and Innovation in Entrepreneurship	3	ENT 4967	Technology and Innovation in Entrepreneurship	3
ENT 4969	Social Entrepreneurship	3	ENT 4969	Social Entrepreneurship	3
ENT 3993	Special Topics in Entrepreneurship	3	ENT 3993	Special Topics in Entrepreneurship <u>and Innovation</u>	3
ENT 3394	Special Topics in Entrepreneurship	1.5	ENT 3394	Special Topics in Entrepreneurship <u>and Innovation</u>	1.5
ENT 4993	Special Topics in Entrepreneurship	3	ENT 4993	Special Topics in Entrepreneurship <u>and Innovation</u>	3
ENT 4994	Special Topics in Entrepreneurship	1.5	ENT 4994	Special Topics in Entrepreneurship <u>and Innovation</u>	1.5

Rationale:

This major covers material related to both entrepreneurship and innovation. When this major was developed, the major was simply called “Entrepreneurship.” In 2023, the Zicklin School of Business established the Department of Entrepreneurship and Innovation. The proposed changes here reflect that development. This change reflects content that is already in the courses and the major. Thus, this proposed revision reflects the following changes to the Entrepreneurship Major.

Change the name of the major from “Entrepreneurship” to “Entrepreneurship and Innovation”.

Change course title of the capstone course (ENT 5985) from “Entrepreneurship in the Wild” to “Entrepreneurship and Innovation in the Wild” and revise course description, learning goals, and content accordingly.

Change course titles for all special topics courses (ENT 3993, 3994, 4993, 4994) from “Special Topics in Entrepreneurship” to “Special Topics in Entrepreneurship and Innovation” and revise course descriptions accordingly.

BAR01 - Edit Program - FIN-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code

60011

Action

Changes to the Curriculum

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form Distance Education Application**Attachments #8**

[2024_05_ZSB UCC AURD_AIII.1.2 Change to Degree Program - Business Core change, BPL 5100 to MGT 4999, v2. rational updated.pdf](#), [MGT4999_NewCourseSyllabus_NewGoals.pdf](#), [Syllabus Template In Person_Fall23.pdf](#)

Program Details

Official Name of Program

Finance

CIP Code

52.0801

HEGIS Code

0505.00

Field of Study (IRP)

01918

BPL 5100 – Business Policy – Fall 2023
SYLLABUS

Professor:	<>		
Section Code:	<>	Course Meets:	<days>, <times>
Format:	In Person	Office Hours:	<>
Email:	<>		

Course Description

BPL 5100 is “an interdisciplinary course concentrating on the problems that confront the chief administrative officers of an enterprise. The course stresses the overall company point of view in dealing with top management problems. Working in teams designed to represent the executive management of competing companies, students are confronted with the tasks of analysis and decision-making in a variety of case studies. An integral part of this course involves participation in a computerized business game.”

This description is also available through the following link with other important information about the course:

<https://www.baruch.cuny.edu/courses/detail.jsp?discipline=BPL&course=5100>

The primary question that BPL 5100 addresses is *why some organizations succeed and others fail?* The relationships between organizations and their environments are complex, uncertain, and dynamic. Managers seek to shape these relationships through strategic decisions that change their organizations’ capabilities, shift their competitive positions, or lead these firms into new businesses. This course has been designed to introduce students to these different aspects of strategic decision-making. Students will have ample opportunity to understand how to craft and implement effective strategies, and to recognize when changes are needed in existing strategies of companies. Because of its interdisciplinary nature, this course will help recognize how organizational success is often determined by the fit between important functions, such as marketing, operations, and human resources.

Learning Goals

Upon completion of the course, students are expected to become more effective at:

- Critically reflecting on key concepts, frameworks and theories in strategic management to identify and address challenges and opportunities in real business contexts
- Understanding the interactions among multiple functional areas within and across organizations to formulate and implement strategic plans and actions for sustainable competitive advantage
- Applying quantitative and qualitative analytical skills to successfully examine the competitive and internal environments of the firm and its unique position(s) therein
- Evaluating the impact of business-, corporate-, and international-level strategies on

organizational performance in light of dynamic global markets and cross-national differences

- Developing pragmatic, evidence-based recommendations

In addition, the faculty of the Zicklin School of Business has adopted seven learning goals for BBA students. The purpose of these goals is to create a common understanding between students, faculty and potential employers of the core objectives for a business education. In BPL 5100, the following six of the Zicklin Learning Goals will be addressed:

BBA Learning Goals	
Analytical Skills	Students will possess the analytical and critical thinking skills to evaluate issues faced in business and professional careers.
Technological Skills	Students will possess the necessary technological skills to analyze problems, develop solutions, and convey information.
Communication Skills: Oral	Students will have the necessary oral communication skills to convey ideas and information effectively and persuasively.
Communication Skills: Written	Students will have the necessary written communication skills to convey ideas and information effectively and persuasively.
Civic Awareness and Ethical Decision-Making	Students will have the knowledge base and analytical skills to guide them when faced with ethical dilemmas in business. Students will have an awareness of political, civic and public policy issues affecting business.
Global Awareness	Students will know how differences in perspectives and cultures affect business practices around the world.

Required Course Materials

1. **Strategic Management: Text and Cases (10th edition)** by Dess, McNamara, Eisner, and Lee (referred to as **DMEL**), published by McGraw-Hill. This textbook is used to provide students with the key readings on the strategy principles discussed in BPL 5100, and cases that will be core to our discussion of concepts and assignments. The new edition is available physically in the Baruch bookstore and online in hard-bound and loose-leaf versions and can also be rented if desired. Given the online format of this course, students may purchase or rent a digital version. *The most current edition **must** be utilized.*
2. **Blackboard** (referred to as **BB**) will be the primary means of communicating with one another on course requirements and assignments. The syllabus, lecture notes, supplementary materials, and class updates will be posted on BB for reference. Students will also need to use BB to submit assignments and track progress and grades throughout the semester. Students should become familiar with how BB operates and visit the class site often.

Academic Integrity

Cheating and plagiarism will **NOT** be tolerated. Academic dishonesty will be reported to the university and is subject to disciplinary action. University policies on academic integrity are strictly followed in this class. For all projects and assignments, **all external (that is, outside of the specific section of this course) sources of information must be cited** (especially including Internet sources), fully and completely. Under no circumstances should students reuse or recycle materials of their own from another class, from students who took this class in the past, or from students who are currently enrolled in another section of the course.

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

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.

Consistent with this policy, **SafeAssign®** will be used on **all** assignments/submissions to check for matches to any external material. The score for an assignment may, at the professor's discretion, be negatively impacted based on how much of it seems to be "borrowed" directly from unattributed sources. Students are expected to familiarize themselves with the specific software being used by the professor.

All quizzes/exams will be administered online. While they will be open book/open note, students are expected to complete these **without consultation with anyone else or use of other sources**. Any consultation with other students or use of unauthorized materials will result in sanctions.

Academic sanctions in this class will range from an F on the assignment or quiz to an F in this course. All reports of suspected academic dishonesty will be sent to the Office of the Dean of Students.

Accommodations for Students with Disabilities

Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Like many things recently, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need accommodation to fully participate in this class should contact Student Disability Services (NVC 2-272, phone: 646-312-4590, disability.services@baruch.cuny.edu). As accommodations are not retroactive, SDS should be contacted as soon as possible. All discussions will remain confidential. Additional information can be found online at <https://www.baruch.cuny.edu/studentaffairs/ossd/disabilityServices.htm>

Course Guidelines and Policies

1. Students are expected to review assigned course materials *in advance* of every session.
2. Course assignments and performance expectations are documented in this syllabus and will be discussed in depth during the first few class sessions. Students are expected to manage their own performance throughout the semester. There will be no extra credit assignments.
3. Copyright: Materials used this course may be protected by copyright and are intended for use only by students registered and enrolled in this class section only for instructional activities associated with and for the duration of the course. Course materials may not be retained in another medium (such as screenshots, photographs, etc.) or disseminated further. Course materials (including student or student-group generated materials), forum or discussion board content, PowerPoint slides, lecture notes, exams/quizzes, etc., may *not* be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the same class section during the applicable term. Unauthorized distribution of such materials may constitute copyright infringement in violation of federal or state law and/or university policy. Students are not permitted to photograph or record course sessions, lectures, presentations, or discussions on any electronic, mobile/phone, or computer device of any kind, without the advance written permission of the professor and all affected/included students. Permission to allow any such recording is not a transfer of any copyrights in the recording or rights to ownership of content. An authorized recording may not be shared, reproduced, or uploaded to web environments without written permission from the instructor and all affected/included students. Students must destroy all authorized recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as a documented disability accommodation. Violation of these policies may subject a student to disciplinary action under the Baruch College Code of Conduct (see <https://www.baruch.cuny.edu/studentaffairs/communityStandards.htm>).
4. Classroom Policy: Class attendance is an important element of the course, so students should attend all sessions. Students should understand that attendance and participation during class meetings contribute to the learning of the entire class.
 - a. If students miss a class, it is their responsibility to find out from classmates what materials were covered, etc. If students miss a class when an assignment is due, they will not be allowed to make up the assignment (unless there is a valid and documented emergency). If students have questions after reviewing a classmate's notes, they should make an appointment with the professor or come to office hours to clarify any material.
 - b. If a student misses a quiz due an illness or emergency, the student must contact the professor within 24 hours of the quiz to schedule a makeup, unless there are extenuating circumstances (such as an extended hospitalization). A makeup quiz will only be offered prior to grades being released to the class (generally within 48-72 hours after the scheduled quiz) and only after documentation of the illness/emergency has been provided. Makeup quizzes may, at the professor's sole discretion, be a different format (example: only short answer/essay and no multiple choice or true/false) or difficulty level, or involve different questions. There will be no make-up quizzes for students

with unexcused absences on quiz days or who are late to class or leave early class and therefore miss a quiz.

5. **Professor availability:** Email is the best way to communicate with the professor, who will try to respond to all emails within 48 hours (72 hours on weekends). Virtual office hours are provided weekly via Zoom (link on BB) on <insert>, and private appointments are available (including evening/weekend hours). The professor is happy to answer questions and will give unlimited feedback in response to (for instance) company presentation ideas or citation questions, but will not read paragraphs or drafts of papers (no “pre-grading”) – but students may (should) ask if they are going in the right direction or need clarification, etc.
6. **Respect for all:** Student comments in class must reflect respect for the differences within the academic community. There shall be no comments that are considered offensive to one’s race, ethnicity, gender, religion or sexual orientation.
 - a. **Bearcat Commitment:** Baruch College is committed to the values of Integrity, Excellence, Respect, and Engagement. As Baruch College Bearcats, each student commits to these ideals by promising the following at their new student orientation:
 - i. I will dedicate myself to learning and practice personal INTEGRITY and academic honesty;
 - ii. I will challenge myself and others to achieve the highest level of academic EXCELLENCE by taking responsibility for my success;
 - iii. I will value our culture of diversity, RESPECT those around me, and foster an inclusive community through inquiry, compassion, and celebration;
 - iv. I will promote ENGAGEMENT and involvement in our community and beyond through participation, leadership, and service;
 - v. I promise to honor these values and lead by example.
 - b. With this Baruch College Bearcat Commitment in mind, please be reminded that Baruch College is committed to policies and practices that promote equality, equity, opportunity, and access in all of its educational programs and activities. Civility in all Baruch College online, hybrid and in-person classes and activities—and respect for the opinions of others—are essential strategies to promoting an academic environment in which everyone can learn and do their best work. In an academic environment, we must learn to disagree without being disagreeable; this means that courteous behavior and respectful discourse are required always in our Baruch College classrooms and in all our related educational programming and activities.

Students will be required to complete both individual and team-based activities. More details on each of these assignments are below, and more will be provided by the professor during the term. Guidelines for the grading of assignments are discussed in Appendix 1, and an explanation of how individual assignments contribute to the program learning goals is provided in Appendix 2.

All assignments (readings, papers, slides, projects, etc.) are due prior to the start of class on the day noted on the class schedule of the syllabus and must be submitted via BB *unless* students are specifically told otherwise (to clarify: assignments, etc., may not be emailed to the professor or left in a campus mailbox). Late assignments will not generally be accepted and, if they are, penalties (up to 20% off per day late) may apply at the professor’s discretion.

Description of Assignments	Responsibility	% of Grade
Class Contribution	Individual	10%
Written Case Analysis I	Individual	10%
Written Case Analysis II	Individual	10%
Quizzes (3- each worth 10%) *	Individual	30%
<i>*Instructors have the ability to go up to 5 quizzes if they want to administer shorter but more frequent quizzes</i>		
Company Strategic Analysis		
Progress Reports (5 at 2% each)	Team	10%
Final Executive Summary Report	Team	15%
Oral Presentation	Team	15%
Total		100%

Class Contribution. In a subject of this nature, valuable learning is often generated collectively from students' in-class contributions. Attending class sessions is obviously an important step towards class contribution, but attendance alone is not sufficient. Effective contribution goes beyond just being present and requires students to review the assigned material in advance of every class so that they can provide voluntary meaningful inputs to class discussions. Class participation in this class will include "business news" submissions which will be discussed live in class, as well as the instructor "cold calling" different students every week to answer basic comprehension questions about the assigned readings (including chapter content and cases).

In addition, students can contribute by responding to questions raised by the professor during lectures or even offering unsolicited ideas and information that might add value to the conversation. There is no single right solution for most of the issues discussed in class so students should feel confident to speak up with opinions, arguments, and examples related to the diverse topics that will be discussed. However, participation should not involve making irrelevant comments, trying to dominate a discussion, or being dismissive of other's comments. Hence, being a good audience and respecting others will affect one's class contribution. More details on how class contribution will be graded are provided in Appendix 1. Contribution grades will not be negotiated after the completion of the semester. Note that the class contribution grade also includes all miscellaneous assignments throughout the semester, such as submitting peer evaluation, etc.

Cases and Case Analyses. Students will be individually responsible for submitting 2 case analyses (one written and one oral), each worth 10% of the overall grade. In addition, students are required to read all of the assigned cases (the prompts/questions below are to help students prepare for case analyses and case discussions). All assigned cases can be found in the later part of the textbook.

Emirates Airlines or Lime <instructor picks up ONLY one case study> : Evaluate the strength of the competitive forces in the airline industry using the Porter's 5 Forces framework. How does Emirates' approach to competing in this industry influence the competitive forces it faces? How has it benefited from the broader changes in the external environment and what should it be concerned about in future?

General Motors or WWE or Alibaba <instructor picks up ONLY one case study>: What forces in the general and industry environments affect the U.S. auto industry generally, and

General Motors specifically? What internal resources and assets does General Motors have to help counter these external forces? What competitive strategy does General Motors use, and how might it position itself for future growth? What are some problems with its diversified global operations and how can these be addressed?

McDonalds or Fresh Direct <instructor picks up ONLY one case study>: Identify elements of McDonalds' business-level strategy using concepts and tools from the course. How has this strategy helped enhance economic performance in the past and what are some current issues that it faces? How has McDonalds changed its strategy in recent times and how effective will these be in addressing some of its issues?

Heineken: Evaluate how Heineken competes in the global beer industry using concepts and tools from the course. Specifically, distinguish Heineken the brand from Heineken the product, and discuss specific business, corporate, and international level strategies and methods Heineken has used to expand and compete – and why you believe it did so using relevant quantitative and qualitative information from the case and the concepts/tools from the course.

Johnson & Johnson: Evaluate J&J's organizational design and structure, using concepts and tools from the course. What are some benefits of this structure and why have recent CEOs tried to make some changes to it? Are the firm's design and structure responsible for its recent quality issues in any way and how can these be addressed in the future?

Written Case Analyses I and II: Extracting Information and Building Central Messages Using Case Analysis. Students will be individually responsible for submitting a brief memo – one page, single spaced - of **two business cases picked up among the five business cases above**, which will be worth 20% of the overall grade. Each student should assume the role of an external consultant hired by the firm's corporate leadership. Each student must identify a strategic issue faced by the firm using the information from the cases and build a central message that provides a recommendation to address the strategic issue. **No external sources should be used.** The analysis is due **before the start of the class on the day the case is assigned for discussion per the attached schedule.** No late assignments will be accepted. Specifically, each student's analysis must:

- Identify the strategic issue faced by the firm
- Provide at least one piece of concrete evidence using information and data from the case to show that this is a strategic issue
- Identify a specific recommendation
- Support that recommendation with one piece of evidence using information and data from the case to show that it would help resolve the strategic issue

Quizzes. Students will be required to take **three** <Instructor decides the number of quizzes (3-5 quizzes)> during class time, each of which will account for <%of each quiz> of the final grade (30% total). Details on when each quiz will be conducted and the material covered are noted in the class schedule below. Note that the quizzes are not cumulative (although course content will build on prior chapters). Further details on the format of these quizzes will be reviewed by the professor before the first quiz. The quizzes will be offered via Blackboard, will be individually randomized via question pools, will not allow "back-tracking," and will be open-book/open-note but must be individual work (no collaboration).

Company Project. During the first week of class, students will be assigned to a team with whom to perform all team activities described. For the company reports, each team will select a company that is publicly traded on the US exchange.

Progress Reports: There are 5 “progress reports” due at different stages in the term as noted in the schedule below and each is worth 2% of the final grade. Resources from the library that could help students with these reports will be discussed during a research workshop conducted by a library representative. <Instructors can opt for not having a library workshop if students don’t need it. A list of relevant databases will be provided.> Instructor feedback provided on these reports can be used to prepare for the final Company Analytical Report and the Oral Presentation at the end of the term.

Note to professors: the progress reports should be graded for completion credit only and limited feedback for corrections/mistakes only (such as wrong level of analysis for Porter’s 5* Forces, etc.). Worksheets for #2, 3, 4 and 5 will be provided.

1. Background: Submit a brief write-up (at least one paragraph and no more than one page double-spaced) of background information about the company, such as the company’s size, mission, products, locations, etc.
2. External Analysis: Complete the assigned worksheet analyzing the external environment (general and industry).
3. Internal Analysis: Complete the assigned worksheet analyzing the internal environment (value chain and RBV/VRIN).
4. Specific Strategies: Complete the assigned worksheet regarding the current strategies of the company (business-level, corporate level, international strategies).
5. Strategic Issues and Recommendation: Submit a summary of the strategic issues that the company confronts and the team’s recommendations to resolve them. This summary can be written in a bullet point format - 12 point, Times New Roman font, with 1-inch margins. This is limited to 2-3 pages (strict limit), including at a minimum, the following items:
 - a. A brief discussion of the key strategic issues or challenges that the company faces and an explanation of why they are important/interesting to the company/this course.
 - b. Provide key recommendations using logic and evidence (data and information derived from research and analyses) to support your arguments.

Executive Summary Report. The final executive summary report is due during Finals Week as noted in the schedule below and must be submitted electronically through BB. This report should consist of:

1. A strategic analysis of the firm using course concepts and terminology. This should build upon the progress reports and address (but not necessarily be limited to) the following points:
 - a. Using appropriate quantitative and qualitative metrics, highlight *one serious problem* that the company is either facing currently or could face in the near future (this is possible even for relatively successful firms). The problem identification must build on the analyses from the progress reports (for example, the problem might be related to some industry forces becoming stronger, the company’s core

competencies becoming weaker, or inappropriate implementation of diversification initiatives, among others).

- b. The team should then provide **one recommendation** that the company could pursue to address this problem, along with at least **two related actions** towards its implementation. The logic for the problem identification and suggestions must be explained using theoretical concepts and tools from this course **by extracting data and information from the analyses and research**. Potential risks should be recognized with some thought on how these can be avoided.

The entire Company Final Report should **NOT** exceed **5 pages** of typed material (Times New Roman, 12pt font, double-spaced, 1-inch margins), excluding title page, tables of content, citations, exhibits or appendices. The report should incorporate any feedback received during the team oral presentation, which is also based on similar analysis of the same company and will happen during the last few classes of the term.

Oral Presentation. In the team oral presentation, students will play the role of external consultants to the company, and the mock audience for this presentation will be the board of directors and/or the C-level suite of the same company, and, essentially, present findings and arguments from your final executive summary report. The presentation should incorporate any instructor feedback received on the progress reports. After providing a very brief background of the company and its products, the presentation should highlight **one serious problem** that the company is either facing currently or could face in the near future. The team should then provide **one recommendation** that the company could pursue to address this problem, along with at least **two related actions** towards its implementation. Every presentation will be followed by a brief Q&A session where members of the audience can raise queries about aspects that they feel need further clarification or information. The quality of these questions and responses will also be considered in the presentation scores for the respective teams.

The presentation should be no more than 12 minutes in length, and *all team members must present at a high and balanced level*. The days allotted for the presentations are noted in the schedule below and more specific details regarding when each team will present will be provided by the professor during the term. PowerPoint slide decks should be submitted through BB prior to the start of class on the team's assigned presentation day.

To prepare an effective presentation, all team members should pay close attention to the flow and clarity of the presentation and avoid repetitive material among different presenters. Students should practice and time the presentation before presenting to the class (see below regarding the required rehearsal session). Teams are encouraged to make creative use of their presentation time; for example, teams may use videos, slides, posters, product samples, and audience participation to generate and sustain interest in the topic. Teams should keep in mind who the audience is meant to be (*i.e.*, BOD or C-Suite) and work to keep audience interest and engagement as well as communicate clearly and effectively. Although it is perfectly appropriate to refer to prepared notes during a presentation, students should **NOT READ directly from prewritten scripts**.

Our class collaborates with consultants from Baruch's Bernard L. Schwartz Communication Institute for these team presentations. A consultant from the Institute will conduct a virtual workshops on speaking and presenting skills that will help students design and deliver a strong presentation. In these sessions, students will practice using data to construct engaging narratives, and using PowerPoint and body language to speak effectively. Additionally, **each team is**

encouraged to schedule a virtual rehearsal with a consultant outside of class time to practice your presentation and identify some areas for further development. This meeting should take place at least a week before the final presentation to give students some time to address any suggestions. Students must arrive at the rehearsal session prepared with draft slides for the presentation. Details on how to sign up for the rehearsal session will be distributed later during the term.

A note on group work: It is expected that all team members participate significantly in the various team assignments, such as essays and reports, presentation, simulation rounds, and debrief. The professor will conduct periodic peer evaluations to understand how individual efforts are rated by other team members. These appraisals will be used to make modifications, if necessary, to individual students' point allocations for team assignments at the professor's sole discretion. While peer evaluations are designed to encourage participation in team activities, remember that your efforts and behavior will affect the performance of the entire team and strive to be a good team player. If a team has serious problems with free-riders and/or slackers on any of the group projects, the affected students should: (a) first try to manage and discuss their concerns with the slacking individual(s) directly; (b) if that doesn't work, alert the professor immediately and in a timely fashion (meaning do not wait until the last few days before an assignment is due or the semester is ending). In extreme cases, non-performing team members may, at the professor's discretion, fail the course, have their grades reduced, or other penalties.

Class Schedule

*Note 1: Unless students are told specifically otherwise, written assignments must be submitted via Blackboard **before** the start of class on the due date.*

Day/Date	Topic(s)	Assignments
1	<D>, <date> Orientation and Course Preview	Read Course Syllabus
2	<D>, <date> Introduction to Case Analyses/Discussion	Read DMEL Chapter13
<i>Teams will be formed on or around <date> and posted to Blackboard</i>		
3	<D>, <date> Strategic Management: Creating Competitive Advantages Introduction to Team Members	Read DMEL Chapter 1 Submit team company preferences for Company Analysis Projects
<i>A final list of company assignments for the team project will be posted to BB on or around <date></i>		
4	<D>, <date> Analyzing the External Environment of the Firm	Read DMEL Chapter 2
5	<D>, <date> Review: Analyzing the External Environment of the Firm	Re-read DMEL Chapter 2 Submit Progress Report #1
6	<D>, <date> Library Research Workshop	Optional if instructors don't need one for their classes
7	<D>, <date> Case Discussion	Read DMEL Case "Emirates" or "Lime" Instructor: Pick up ONLY one case Submit Written Case Analysis II if this case is chosen
8	<D>, <date> Communications Workshop	Submit Progress Report #2
9	<D>, <date> Quiz 1 Review Introduce: Analyzing the Internal Environment of the Firm	Read DMEL Chapter 3 – Value Chain
10	<D>, <date> Quiz 1 (30 minutes)	Quiz 1: Chapters 1&2 and Emirates or Lime case

	Day/Date	Topic(s)	Assignments
		Analyzing the Internal Environment of the Firm	Read DMEL Chapter 3 – Review the Value Chain and read the rest of chapter
11	<D>, <date>	Internal Environment Application Case Discussion	Re-read DMEL Chapter 3 Read DMEL Case “General Motors” or “WWE” or “Alibaba” Instructor: Pick up ONLY one case Submit Written Case Analysis II if this case is chosen
12	<D>, <date>	Quiz 2 Review Introduce: Business-Level Strategy	Read DMEL Chapter 5 Submit Progress Report #3
13	<D>, <date>	Quiz 2 (30 minute) Business-Level Strategy: Creating and Sustaining Competitive Advantages	Quiz 2: Chapter 3 and GM or WWE or Alibaba Case Re-read DMEL Chapter 5
14	<D>, <date>	Case Discussion Introduce Corporate-Level Strategy	Read DMEL Case “McDonald’s” or “Fresh Direct” Instructor: Pick up ONLY one case Read DMEL Chapter 6 Submit Written Case Analysis II if this case is chosen
15	<D>, <date>	Corporate-Level Strategy: Creating Value Through Diversification	Re-read DMEL Chapter 6
16	<D>, <date>	Quiz 3 Review	
17	<D>, <date>	Quiz 3 (30 minutes) Introduce: International Strategy	Quiz 3: Chapters 5&6 and McDonalds or Fresh Direct case Read DMEL Chapter 7
18	<D>, <date>	International Strategy: Creating Value in Global Markets	Re-read DMEL Chapter 7
19	<D>, <date>	Strategic Control and Corporate Governance	Read DMEL Chapter 9 Submit Progress Report #4
20	<D>, <date>	Case Discussion Quiz 4 Review	Read DMEL Case “Heineken” Submit Written Case Analysis II if this case is chosen
21	<D>, <date>	Quiz 4 (30 minute)	Quiz 4: Chapters 7&9 and Heineken Case

Day/Date	Topic(s)	Assignments
22 <D>, <date>	Creating Effective Organizational Designs	Read DMEL Chapter 10 Submit Progress Report #5
23 <D>, <date>	Strategic Leadership & Ethics	Read DMEL Chapter 11
24 <D>, <date>	Case Discussion Quiz 5 Review	Read DMEL Case “J&J” Submit Written Case Analysis II if this case is chosen
25 <D>, <date>	Quiz 5 (30 minute) & Course wrap-up	Quiz 5: Chapters 10&11 and J&J case
26 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
27 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
28 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
Per Finals Schedule (Registrar)	Final Papers	Submit Executive Summary Report Submit Peer Evaluation

Every effort will be made to follow the outline above. However, any changes will be posted on BB and communicated via email.

Appendix 1: Grading

Grading Scheme

Grades will be assigned as follows:

A	= 93.0 – 100	B+	= 87.0 - 89.9	C+	= 77.0 - 79.9	D+	= 67.0 - 69.9
A-	= 90.0 – 92.9	B	= 83.0 - 86.9	C	= 73.0 - 76.9	D	= 60.0 - 66.9
		B-	= 80.0 - 82.9	C-	= 70.0 - 72.9	F	= Below 60

Guidelines for Grading Class Contribution:

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

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

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

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

Non-contributor (F). This person has said little or nothing in class. The person has appeared uninterested or disengaged. The quality of discussions would be improved if a different student occupied the seat.

Guidelines for Grading Written Assignments

Outstanding writer (A). Written analysis reflects exceptional organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce optimal business outcomes. Explanations are well supported, persuasively presented, and reveal that this person is an excellent communicator. All writing is fully edited and is stylistically and grammatically correct.

Good writer (B). Written analysis reflects organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce

good business outcomes. Explanations are supported, somewhat persuasively presented, and reveal that this person is a good communicator. Writing shows signs of having been edited, and is, for the most part, stylistically and grammatically correct.

Adequate writer (C). Written analysis reflects only basic organization, thoughtfulness and insight. The work shows that the student understands the substantive material covered in class. Explanations are minimally supported, mildly persuasive and reveal that this person can communicate. Writing is barely edited and is stylistically and grammatically passable.

Unsatisfactory writer (D). Written analysis is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent. Writing is unedited or is stylistically or grammatically defective.

Non-writer (F). Written analysis is not submitted and does not make any effort to address the assigned tasks.

Guidelines for Grading Oral Presentations

Outstanding presentation (A). Presentation reflects exceptional organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce optimal business outcomes and can convey the information eloquently and clearly. Explanations are well supported, persuasively presented, and logically convey a clear central message. All slides are fully edited and are stylistically and grammatically correct.

Good presentation (B). Presentation reflects organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce good business outcomes and can convey the information clearly. Explanations are supported, somewhat persuasively presented, and convey a central message. Slides show signs of having been edited, and are, for the most part, stylistically and grammatically correct.

Adequate presentation (C). Presentation reflects only basic organization of ideas, thoughtfulness and insight. The work shows that the student(s) understand the substantive material covered in class. Explanations are minimally supported, mildly persuasive, and reflects some confusion surrounding the central message. Slides are barely edited and are stylistically and grammatically passable.

Unsatisfactory presentation (D). Presentation is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent, and no central message is conveyed. Slides are unedited or are stylistically or grammatically defective.

Non-presentation (F). Presentation is not submitted and does not make any effort to address the assigned tasks.

Appendix 2: Mapping of Learning Goals and Assignments

Assignments	Course Learning Goals	BBA Learning Goals
Class Contribution, Oral Presentation	Identify and diagnose issues related to interactions among multiple functional areas of organizations Apply strategic management techniques to generate recommendations for strategic issues	Analytical Skills Civic Awareness & Ethical Decision-Making Global Awareness
Quizzes, Case Analyses, Company Reports	Identify and diagnose issues related to interactions among multiple functional areas of organizations Apply strategic management techniques to generate recommendations for strategic issues	Analytical Skills Communication Skills: Written Civic Awareness and Ethical Decision-Making Global Awareness

BAR01 - Edit Program - IBS-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code**Action**

Changes to the Curriculum

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form Distance Education Application**Attachments #9**

[2024_05_ZSB UCC AURD_AIII.1.2 Change to Degree Program - Business Core change, BPL 5100 to MGT 4999, v2. rational updated.pdf](#), [Syllabus Template In Person_Fall23.pdf](#), [MGT4999_NewCourseSyllabus_NewGoals.pdf](#)

Program Details

Official Name of Program

International Business

CIP Code

52.1101

HEGIS Code

0513.00

Field of Study (IRP)

32810

Baruch College
Academic University Report Detail

The following recommendations of the committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 9, 2024, effective the Fall 2025 semester pending approval of the Board of Trustees.

PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

AIII.1.2 The following revisions are proposed for Zicklin School of Business

Changes in the Business Core Requirement

Effective: Fall 2025

From:	Zicklin Business Core Requirements (34.5 credits)		To:	Zicklin Business Core Requirements (34.5 credits)	
Course	Description	Crd	Course	Description	Crd
ACC 2101	Principles of Accounting	3	ACC 2101	Principles of Accounting	3
ACC 2203 Or ACC 3202	Principle of Managerial Accounting <i>(required for Non-Accounting majors)</i> Accounting Information Systems <i>(required for Accounting majors)</i>	3	ACC 2203 Or ACC 3202	Principle of Managerial Accounting <i>(required for Non-Accounting majors)</i> Accounting Information Systems <i>(required for Accounting majors)</i>	3
BPL 5100	Business Policy (graduating senior course)	3	<u>MGT 4999</u>	<u>Strategic Management (senior standing)</u>	<u>3</u>
BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3	BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3
CIS 2200	Introduction to Information Systems and Technologies	3	CIS 2200	Introduction to Information Systems and Technologies	3
LAW 1101	Fundamentals of Business Law	3	LAW 1101	Fundamentals of Business Law	3
FIN 2000	Principles of Financial Planning and Individual Investing	1.5	FIN 2000	Principles of Financial Planning and Individual Investing	1.5
FIN 3000	Principles of Finance	3	FIN 3000	Principles of Finance	3

MGT 3120	Fundamentals of Management	3	MGT 3120	Fundamentals of Management	3
OPM 3000	Service Operations Management	3	OPM 3000	Service Operations Management	3
MKT 3000	Marketing Foundations	3	MKT 3000	Marketing Foundations	3
QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3	QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3

Rationale:

A component of the BBA curriculum redesign is the elimination of the BBA capstone course, Business Policy and Strategy (BPL 5100), and the movement of strategic management content earlier in the curriculum. A new course, MGT 4999, exposes students to key theories in strategic management and develops their critical thinking capabilities by applying these theories to real business situations. Students will learn frameworks and analytical tools to support managerial decision-making, strategic planning, and strategy implementation from a stakeholder approach to create and sustain competitive advantages. The course relies heavily on the case teaching method to prepare students to apply both strategic management and case analysis in their discipline-based courses. MGT 4999 is intended for students have completed 90 credits toward their degree and taken the Zicklin core courses.

This is a substitution, not a new requirement or the removal of an old. Much of the substance of the new course MGT 4999 is the same as the old BPL 5100 (we can provide outlines / syllabi if helpful), and the faculty teaching the new is the same as the old. The main changes - (a) reducing the number to 4000 - reflects the change that allows students to take the course before the final semester; and (b) the new course is not designated CIC because increased class size makes delivery in small sections impracticable. These changes are the result of a long evolution, and do not represent changed substantive "requirements."

* Effective Fall 2025, continuing students will be required to take MGT 4999 if they have not completed BPL 5100.

BAR01 - Edit Program - INDPSY-BBA - Academic Program Action - Change

Action Detail

Institution

Baruch College

MHC Field of Study Code

60013

Action

Changes to the Curriculum

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form Distance Education Application**Attachments #10**

[2024_05_ZSB UCC AURD_AIII.1.2 Change to Degree Program - Business Core change, BPL 5100 to MGT 4999, v2. rational updated.pdf](#), [Syllabus Template In Person_Fall23.pdf](#), [MGT4999_NewCourseSyllabus_NewGoals.pdf](#)

Program Details

Official Name of Program

Industrial and Organizational Psychology

CIP Code

42.2804

HEGIS Code

2008.00

Field of Study (IRP)

01965

Baruch College
Academic University Report Detail

The following recommendations of the committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 9, 2024, effective the Fall 2025 semester pending approval of the Board of Trustees.

PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

AIII.1.2 The following revisions are proposed for Zicklin School of Business

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Effective: Fall 2025

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BPL 5100	Business Policy (graduating senior course)	3	<u>MGT 4999</u>	<u>Strategic Management (senior standing)</u>	<u>3</u>
BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3	BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3
CIS 2200	Introduction to Information Systems and Technologies	3	CIS 2200	Introduction to Information Systems and Technologies	3
LAW 1101	Fundamentals of Business Law	3	LAW 1101	Fundamentals of Business Law	3
FIN 2000	Principles of Financial Planning and Individual Investing	1.5	FIN 2000	Principles of Financial Planning and Individual Investing	1.5
FIN 3000	Principles of Finance	3	FIN 3000	Principles of Finance	3

MGT 3120	Fundamentals of Management	3	MGT 3120	Fundamentals of Management	3
OPM 3000	Service Operations Management	3	OPM 3000	Service Operations Management	3
MKT 3000	Marketing Foundations	3	MKT 3000	Marketing Foundations	3
QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3	QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3

Rationale:

A component of the BBA curriculum redesign is the elimination of the BBA capstone course, Business Policy and Strategy (BPL 5100), and the movement of strategic management content earlier in the curriculum. A new course, MGT 4999, exposes students to key theories in strategic management and develops their critical thinking capabilities by applying these theories to real business situations. Students will learn frameworks and analytical tools to support managerial decision-making, strategic planning, and strategy implementation from a stakeholder approach to create and sustain competitive advantages. The course relies heavily on the case teaching method to prepare students to apply both strategic management and case analysis in their discipline-based courses. MGT 4999 is intended for students have completed 90 credits toward their degree and taken the Zicklin core courses.

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* Effective Fall 2025, continuing students will be required to take MGT 4999 if they have not completed BPL 5100.

BAR01 - Edit Program - IS-MS - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code**Action**

Changes to the Curriculum

Degree Designation

MS - Master of Science

NYSED Form Distance Education Application**Attachments # 11**

[Errata for MS IS CIS 9559 8.7.2024.pdf](#)

Program Details

Official Name of Program

Information Systems

CIP Code 11.0103

HEGIS Code 0701.00

Field of Study (IRP) 79233

Errata

BAR01 - Edit Program - IS-MS - Academic Program Action – Change

From: CIS 9559 is added to the MS-IS program.

To: CIS 9559 is added to the MS-IS program; both current and new students may count this course toward the MS-IS degree.

Reference Page 6 of the January 2024 AURD: <https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/academic-programs/academic-program-resources/academic-reports/fall-2023-and-spring-2024/Baruch-College-AUR-Items-January-2024.pdf>

BAR01 - Edit Program - MGT-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code**Action**

Changes to the Curriculum

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form Distance Education Application**Attachments #12**

[2024_05_ZSB UCC AURD_AIII.1.2 Change to Degree Program - Business Core change, BPL 5100 to MGT 4999, v2. rational updated.pdf](#), [MGT4999_NewCourseSyllabus_NewGoals.pdf](#), [Syllabus Template In Person_Fall23.pdf](#)

Program Details

Official Name of Program

Management

CIP Code

52.0201

HEGIS Code

0506.00

Field of Study (IRP)

01921

BPL 5100 – Business Policy – Fall 2023
SYLLABUS

Professor:	<>		
Section Code:	<>	Course Meets:	<days>, <times>
Format:	In Person	Office Hours:	<>
Email:	<>		

Course Description

BPL 5100 is “an interdisciplinary course concentrating on the problems that confront the chief administrative officers of an enterprise. The course stresses the overall company point of view in dealing with top management problems. Working in teams designed to represent the executive management of competing companies, students are confronted with the tasks of analysis and decision-making in a variety of case studies. An integral part of this course involves participation in a computerized business game.”

This description is also available through the following link with other important information about the course:

<https://www.baruch.cuny.edu/courses/detail.jsp?discipline=BPL&course=5100>

The primary question that BPL 5100 addresses is *why some organizations succeed and others fail?* The relationships between organizations and their environments are complex, uncertain, and dynamic. Managers seek to shape these relationships through strategic decisions that change their organizations’ capabilities, shift their competitive positions, or lead these firms into new businesses. This course has been designed to introduce students to these different aspects of strategic decision-making. Students will have ample opportunity to understand how to craft and implement effective strategies, and to recognize when changes are needed in existing strategies of companies. Because of its interdisciplinary nature, this course will help recognize how organizational success is often determined by the fit between important functions, such as marketing, operations, and human resources.

Learning Goals

Upon completion of the course, students are expected to become more effective at:

- Critically reflecting on key concepts, frameworks and theories in strategic management to identify and address challenges and opportunities in real business contexts
- Understanding the interactions among multiple functional areas within and across organizations to formulate and implement strategic plans and actions for sustainable competitive advantage
- Applying quantitative and qualitative analytical skills to successfully examine the competitive and internal environments of the firm and its unique position(s) therein
- Evaluating the impact of business-, corporate-, and international-level strategies on

organizational performance in light of dynamic global markets and cross-national differences

- Developing pragmatic, evidence-based recommendations

In addition, the faculty of the Zicklin School of Business has adopted seven learning goals for BBA students. The purpose of these goals is to create a common understanding between students, faculty and potential employers of the core objectives for a business education. In BPL 5100, the following six of the Zicklin Learning Goals will be addressed:

BBA Learning Goals	
Analytical Skills	Students will possess the analytical and critical thinking skills to evaluate issues faced in business and professional careers.
Technological Skills	Students will possess the necessary technological skills to analyze problems, develop solutions, and convey information.
Communication Skills: Oral	Students will have the necessary oral communication skills to convey ideas and information effectively and persuasively.
Communication Skills: Written	Students will have the necessary written communication skills to convey ideas and information effectively and persuasively.
Civic Awareness and Ethical Decision-Making	Students will have the knowledge base and analytical skills to guide them when faced with ethical dilemmas in business. Students will have an awareness of political, civic and public policy issues affecting business.
Global Awareness	Students will know how differences in perspectives and cultures affect business practices around the world.

Required Course Materials

1. **Strategic Management: Text and Cases (10th edition)** by Dess, McNamara, Eisner, and Lee (referred to as **DMEL**), published by McGraw-Hill. This textbook is used to provide students with the key readings on the strategy principles discussed in BPL 5100, and cases that will be core to our discussion of concepts and assignments. The new edition is available physically in the Baruch bookstore and online in hard-bound and loose-leaf versions and can also be rented if desired. Given the online format of this course, students may purchase or rent a digital version. *The most current edition **must** be utilized.*
2. **Blackboard** (referred to as **BB**) will be the primary means of communicating with one another on course requirements and assignments. The syllabus, lecture notes, supplementary materials, and class updates will be posted on BB for reference. Students will also need to use BB to submit assignments and track progress and grades throughout the semester. Students should become familiar with how BB operates and visit the class site often.

Academic Integrity

Cheating and plagiarism will **NOT** be tolerated. Academic dishonesty will be reported to the university and is subject to disciplinary action. University policies on academic integrity are strictly followed in this class. For all projects and assignments, **all external (that is, outside of the specific section of this course) sources of information must be cited** (especially including Internet sources), fully and completely. Under no circumstances should students reuse or recycle materials of their own from another class, from students who took this class in the past, or from students who are currently enrolled in another section of the course.

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

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.

Consistent with this policy, **SafeAssign®** will be used on **all** assignments/submissions to check for matches to any external material. The score for an assignment may, at the professor's discretion, be negatively impacted based on how much of it seems to be "borrowed" directly from unattributed sources. Students are expected to familiarize themselves with the specific software being used by the professor.

All quizzes/exams will be administered online. While they will be open book/open note, students are expected to complete these **without consultation with anyone else or use of other sources**. Any consultation with other students or use of unauthorized materials will result in sanctions.

Academic sanctions in this class will range from an F on the assignment or quiz to an F in this course. All reports of suspected academic dishonesty will be sent to the Office of the Dean of Students.

Accommodations for Students with Disabilities

Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Like many things recently, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need accommodation to fully participate in this class should contact Student Disability Services (NVC 2-272, phone: 646-312-4590, disability.services@baruch.cuny.edu). As accommodations are not retroactive, SDS should be contacted as soon as possible. All discussions will remain confidential. Additional information can be found online at <https://www.baruch.cuny.edu/studentaffairs/ossd/disabilityServices.htm>

Course Guidelines and Policies

1. Students are expected to review assigned course materials *in advance* of every session.
2. Course assignments and performance expectations are documented in this syllabus and will be discussed in depth during the first few class sessions. Students are expected to manage their own performance throughout the semester. There will be no extra credit assignments.
3. Copyright: Materials used this course may be protected by copyright and are intended for use only by students registered and enrolled in this class section only for instructional activities associated with and for the duration of the course. Course materials may not be retained in another medium (such as screenshots, photographs, etc.) or disseminated further. Course materials (including student or student-group generated materials), forum or discussion board content, PowerPoint slides, lecture notes, exams/quizzes, etc., may *not* be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the same class section during the applicable term. Unauthorized distribution of such materials may constitute copyright infringement in violation of federal or state law and/or university policy. Students are not permitted to photograph or record course sessions, lectures, presentations, or discussions on any electronic, mobile/phone, or computer device of any kind, without the advance written permission of the professor and all affected/included students. Permission to allow any such recording is not a transfer of any copyrights in the recording or rights to ownership of content. An authorized recording may not be shared, reproduced, or uploaded to web environments without written permission from the instructor and all affected/included students. Students must destroy all authorized recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as a documented disability accommodation. Violation of these policies may subject a student to disciplinary action under the Baruch College Code of Conduct (see <https://www.baruch.cuny.edu/studentaffairs/communityStandards.htm>).
4. Classroom Policy: Class attendance is an important element of the course, so students should attend all sessions. Students should understand that attendance and participation during class meetings contribute to the learning of the entire class.
 - a. If students miss a class, it is their responsibility to find out from classmates what materials were covered, etc. If students miss a class when an assignment is due, they will not be allowed to make up the assignment (unless there is a valid and documented emergency). If students have questions after reviewing a classmate's notes, they should make an appointment with the professor or come to office hours to clarify any material.
 - b. If a student misses a quiz due an illness or emergency, the student must contact the professor within 24 hours of the quiz to schedule a makeup, unless there are extenuating circumstances (such as an extended hospitalization). A makeup quiz will only be offered prior to grades being released to the class (generally within 48-72 hours after the scheduled quiz) and only after documentation of the illness/emergency has been provided. Makeup quizzes may, at the professor's sole discretion, be a different format (example: only short answer/essay and no multiple choice or true/false) or difficulty level, or involve different questions. There will be no make-up quizzes for students

with unexcused absences on quiz days or who are late to class or leave early class and therefore miss a quiz.

5. **Professor availability:** Email is the best way to communicate with the professor, who will try to respond to all emails within 48 hours (72 hours on weekends). Virtual office hours are provided weekly via Zoom (link on BB) on <insert>, and private appointments are available (including evening/weekend hours). The professor is happy to answer questions and will give unlimited feedback in response to (for instance) company presentation ideas or citation questions, but will not read paragraphs or drafts of papers (no “pre-grading”) – but students may (should) ask if they are going in the right direction or need clarification, etc.
6. **Respect for all:** Student comments in class must reflect respect for the differences within the academic community. There shall be no comments that are considered offensive to one’s race, ethnicity, gender, religion or sexual orientation.
 - a. **Bearcat Commitment:** Baruch College is committed to the values of Integrity, Excellence, Respect, and Engagement. As Baruch College Bearcats, each student commits to these ideals by promising the following at their new student orientation:
 - i. I will dedicate myself to learning and practice personal INTEGRITY and academic honesty;
 - ii. I will challenge myself and others to achieve the highest level of academic EXCELLENCE by taking responsibility for my success;
 - iii. I will value our culture of diversity, RESPECT those around me, and foster an inclusive community through inquiry, compassion, and celebration;
 - iv. I will promote ENGAGEMENT and involvement in our community and beyond through participation, leadership, and service;
 - v. I promise to honor these values and lead by example.
 - b. With this Baruch College Bearcat Commitment in mind, please be reminded that Baruch College is committed to policies and practices that promote equality, equity, opportunity, and access in all of its educational programs and activities. Civility in all Baruch College online, hybrid and in-person classes and activities—and respect for the opinions of others—are essential strategies to promoting an academic environment in which everyone can learn and do their best work. In an academic environment, we must learn to disagree without being disagreeable; this means that courteous behavior and respectful discourse are required always in our Baruch College classrooms and in all our related educational programming and activities.

Students will be required to complete both individual and team-based activities. More details on each of these assignments are below, and more will be provided by the professor during the term. Guidelines for the grading of assignments are discussed in Appendix 1, and an explanation of how individual assignments contribute to the program learning goals is provided in Appendix 2.

All assignments (readings, papers, slides, projects, etc.) are due prior to the start of class on the day noted on the class schedule of the syllabus and must be submitted via BB *unless* students are specifically told otherwise (to clarify: assignments, etc., may not be emailed to the professor or left in a campus mailbox). Late assignments will not generally be accepted and, if they are, penalties (up to 20% off per day late) may apply at the professor’s discretion.

Description of Assignments	Responsibility	% of Grade
Class Contribution	Individual	10%
Written Case Analysis I	Individual	10%
Written Case Analysis II	Individual	10%
Quizzes (3- each worth 10%) *	Individual	30%
<i>*Instructors have the ability to go up to 5 quizzes if they want to administer shorter but more frequent quizzes</i>		
Company Strategic Analysis		
Progress Reports (5 at 2% each)	Team	10%
Final Executive Summary Report	Team	15%
Oral Presentation	Team	15%
Total		100%

Class Contribution. In a subject of this nature, valuable learning is often generated collectively from students' in-class contributions. Attending class sessions is obviously an important step towards class contribution, but attendance alone is not sufficient. Effective contribution goes beyond just being present and requires students to review the assigned material in advance of every class so that they can provide voluntary meaningful inputs to class discussions. Class participation in this class will include "business news" submissions which will be discussed live in class, as well as the instructor "cold calling" different students every week to answer basic comprehension questions about the assigned readings (including chapter content and cases).

In addition, students can contribute by responding to questions raised by the professor during lectures or even offering unsolicited ideas and information that might add value to the conversation. There is no single right solution for most of the issues discussed in class so students should feel confident to speak up with opinions, arguments, and examples related to the diverse topics that will be discussed. However, participation should not involve making irrelevant comments, trying to dominate a discussion, or being dismissive of other's comments. Hence, being a good audience and respecting others will affect one's class contribution. More details on how class contribution will be graded are provided in Appendix 1. Contribution grades will not be negotiated after the completion of the semester. Note that the class contribution grade also includes all miscellaneous assignments throughout the semester, such as submitting peer evaluation, etc.

Cases and Case Analyses. Students will be individually responsible for submitting 2 case analyses (one written and one oral), each worth 10% of the overall grade. In addition, students are required to read all of the assigned cases (the prompts/questions below are to help students prepare for case analyses and case discussions). All assigned cases can be found in the later part of the textbook.

Emirates Airlines or Lime <instructor picks up ONLY one case study> : Evaluate the strength of the competitive forces in the airline industry using the Porter's 5 Forces framework. How does Emirates' approach to competing in this industry influence the competitive forces it faces? How has it benefited from the broader changes in the external environment and what should it be concerned about in future?

General Motors or WWE or Alibaba <instructor picks up ONLY one case study>: What forces in the general and industry environments affect the U.S. auto industry generally, and

General Motors specifically? What internal resources and assets does General Motors have to help counter these external forces? What competitive strategy does General Motors use, and how might it position itself for future growth? What are some problems with its diversified global operations and how can these be addressed?

McDonalds or Fresh Direct <instructor picks up ONLY one case study>: Identify elements of McDonalds' business-level strategy using concepts and tools from the course. How has this strategy helped enhance economic performance in the past and what are some current issues that it faces? How has McDonalds changed its strategy in recent times and how effective will these be in addressing some of its issues?

Heineken: Evaluate how Heineken competes in the global beer industry using concepts and tools from the course. Specifically, distinguish Heineken the brand from Heineken the product, and discuss specific business, corporate, and international level strategies and methods Heineken has used to expand and compete – and why you believe it did so using relevant quantitative and qualitative information from the case and the concepts/tools from the course.

Johnson & Johnson: Evaluate J&J's organizational design and structure, using concepts and tools from the course. What are some benefits of this structure and why have recent CEOs tried to make some changes to it? Are the firm's design and structure responsible for its recent quality issues in any way and how can these be addressed in the future?

Written Case Analyses I and II: Extracting Information and Building Central Messages Using Case Analysis. Students will be individually responsible for submitting a brief memo – one page, single spaced - of **two business cases picked up among the five business cases above**, which will be worth 20% of the overall grade. Each student should assume the role of an external consultant hired by the firm's corporate leadership. Each student must identify a strategic issue faced by the firm using the information from the cases and build a central message that provides a recommendation to address the strategic issue. **No external sources should be used.** The analysis is due **before the start of the class on the day the case is assigned for discussion per the attached schedule.** No late assignments will be accepted. Specifically, each student's analysis must:

- Identify the strategic issue faced by the firm
- Provide at least one piece of concrete evidence using information and data from the case to show that this is a strategic issue
- Identify a specific recommendation
- Support that recommendation with one piece of evidence using information and data from the case to show that it would help resolve the strategic issue

Quizzes. Students will be required to take **three** <Instructor decides the number of quizzes (3-5 quizzes)> during class time, each of which will account for <%of each quiz> of the final grade (30% total). Details on when each quiz will be conducted and the material covered are noted in the class schedule below. Note that the quizzes are not cumulative (although course content will build on prior chapters). Further details on the format of these quizzes will be reviewed by the professor before the first quiz. The quizzes will be offered via Blackboard, will be individually randomized via question pools, will not allow “back-tracking,” and will be open-book/open-note but must be individual work (no collaboration).

Company Project. During the first week of class, students will be assigned to a team with whom to perform all team activities described. For the company reports, each team will select a company that is publicly traded on the US exchange.

Progress Reports: There are 5 “progress reports” due at different stages in the term as noted in the schedule below and each is worth 2% of the final grade. Resources from the library that could help students with these reports will be discussed during a research workshop conducted by a library representative. <Instructors can opt for not having a library workshop if students don’t need it. A list of relevant databases will be provided.> Instructor feedback provided on these reports can be used to prepare for the final Company Analytical Report and the Oral Presentation at the end of the term.

Note to professors: the progress reports should be graded for completion credit only and limited feedback for corrections/mistakes only (such as wrong level of analysis for Porter’s 5* Forces, etc.). Worksheets for #2, 3, 4 and 5 will be provided.

1. Background: Submit a brief write-up (at least one paragraph and no more than one page double-spaced) of background information about the company, such as the company’s size, mission, products, locations, etc.
2. External Analysis: Complete the assigned worksheet analyzing the external environment (general and industry).
3. Internal Analysis: Complete the assigned worksheet analyzing the internal environment (value chain and RBV/VRIN).
4. Specific Strategies: Complete the assigned worksheet regarding the current strategies of the company (business-level, corporate level, international strategies).
5. Strategic Issues and Recommendation: Submit a summary of the strategic issues that the company confronts and the team’s recommendations to resolve them. This summary can be written in a bullet point format - 12 point, Times New Roman font, with 1-inch margins. This is limited to 2-3 pages (strict limit), including at a minimum, the following items:
 - a. A brief discussion of the key strategic issues or challenges that the company faces and an explanation of why they are important/interesting to the company/this course.
 - b. Provide key recommendations using logic and evidence (data and information derived from research and analyses) to support your arguments.

Executive Summary Report. The final executive summary report is due during Finals Week as noted in the schedule below and must be submitted electronically through BB. This report should consist of:

1. A strategic analysis of the firm using course concepts and terminology. This should build upon the progress reports and address (but not necessarily be limited to) the following points:
 - a. Using appropriate quantitative and qualitative metrics, highlight one serious problem that the company is either facing currently or could face in the near future (this is possible even for relatively successful firms). The problem identification must build on the analyses from the progress reports (for example, the problem might be related to some industry forces becoming stronger, the company’s core

competencies becoming weaker, or inappropriate implementation of diversification initiatives, among others).

- b. The team should then provide **one recommendation** that the company could pursue to address this problem, along with at least **two related actions** towards its implementation. The logic for the problem identification and suggestions must be explained using theoretical concepts and tools from this course **by extracting data and information from the analyses and research**. Potential risks should be recognized with some thought on how these can be avoided.

The entire Company Final Report should **NOT** exceed **5 pages** of typed material (Times New Roman, 12pt font, double-spaced, 1-inch margins), excluding title page, tables of content, citations, exhibits or appendices. The report should incorporate any feedback received during the team oral presentation, which is also based on similar analysis of the same company and will happen during the last few classes of the term.

Oral Presentation. In the team oral presentation, students will play the role of external consultants to the company, and the mock audience for this presentation will be the board of directors and/or the C-level suite of the same company, and, essentially, present findings and arguments from your final executive summary report. The presentation should incorporate any instructor feedback received on the progress reports. After providing a very brief background of the company and its products, the presentation should highlight **one serious problem** that the company is either facing currently or could face in the near future. The team should then provide **one recommendation** that the company could pursue to address this problem, along with at least **two related actions** towards its implementation. Every presentation will be followed by a brief Q&A session where members of the audience can raise queries about aspects that they feel need further clarification or information. The quality of these questions and responses will also be considered in the presentation scores for the respective teams.

The presentation should be no more than 12 minutes in length, and *all team members must present at a high and balanced level*. The days allotted for the presentations are noted in the schedule below and more specific details regarding when each team will present will be provided by the professor during the term. PowerPoint slide decks should be submitted through BB prior to the start of class on the team's assigned presentation day.

To prepare an effective presentation, all team members should pay close attention to the flow and clarity of the presentation and avoid repetitive material among different presenters. Students should practice and time the presentation before presenting to the class (see below regarding the required rehearsal session). Teams are encouraged to make creative use of their presentation time; for example, teams may use videos, slides, posters, product samples, and audience participation to generate and sustain interest in the topic. Teams should keep in mind who the audience is meant to be (*i.e.*, BOD or C-Suite) and work to keep audience interest and engagement as well as communicate clearly and effectively. Although it is perfectly appropriate to refer to prepared notes during a presentation, students should **NOT READ directly from prewritten scripts**.

Our class collaborates with consultants from Baruch's Bernard L. Schwartz Communication Institute for these team presentations. A consultant from the Institute will conduct a virtual workshops on speaking and presenting skills that will help students design and deliver a strong presentation. In these sessions, students will practice using data to construct engaging narratives, and using PowerPoint and body language to speak effectively. Additionally, **each team is**

encouraged to schedule a virtual rehearsal with a consultant outside of class time to practice your presentation and identify some areas for further development. This meeting should take place at least a week before the final presentation to give students some time to address any suggestions. Students must arrive at the rehearsal session prepared with draft slides for the presentation. Details on how to sign up for the rehearsal session will be distributed later during the term.

A note on group work: It is expected that all team members participate significantly in the various team assignments, such as essays and reports, presentation, simulation rounds, and debrief. The professor will conduct periodic peer evaluations to understand how individual efforts are rated by other team members. These appraisals will be used to make modifications, if necessary, to individual students' point allocations for team assignments at the professor's sole discretion. While peer evaluations are designed to encourage participation in team activities, remember that your efforts and behavior will affect the performance of the entire team and strive to be a good team player. If a team has serious problems with free-riders and/or slackers on any of the group projects, the affected students should: (a) first try to manage and discuss their concerns with the slacking individual(s) directly; (b) if that doesn't work, alert the professor immediately and in a timely fashion (meaning do not wait until the last few days before an assignment is due or the semester is ending). In extreme cases, non-performing team members may, at the professor's discretion, fail the course, have their grades reduced, or other penalties.

Class Schedule

*Note 1: Unless students are told specifically otherwise, written assignments must be submitted via Blackboard **before** the start of class on the due date.*

Day/Date	Topic(s)	Assignments
1	<D>, <date> Orientation and Course Preview	Read Course Syllabus
2	<D>, <date> Introduction to Case Analyses/Discussion	Read DMEL Chapter13
<i>Teams will be formed on or around <date> and posted to Blackboard</i>		
3	<D>, <date> Strategic Management: Creating Competitive Advantages Introduction to Team Members	Read DMEL Chapter 1 Submit team company preferences for Company Analysis Projects
<i>A final list of company assignments for the team project will be posted to BB on or around <date></i>		
4	<D>, <date> Analyzing the External Environment of the Firm	Read DMEL Chapter 2
5	<D>, <date> Review: Analyzing the External Environment of the Firm	Re-read DMEL Chapter 2 Submit Progress Report #1
6	<D>, <date> Library Research Workshop	Optional if instructors don't need one for their classes
7	<D>, <date> Case Discussion	Read DMEL Case "Emirates" or "Lime" Instructor: Pick up ONLY one case Submit Written Case Analysis II if this case is chosen
8	<D>, <date> Communications Workshop	Submit Progress Report #2
9	<D>, <date> Quiz 1 Review Introduce: Analyzing the Internal Environment of the Firm	Read DMEL Chapter 3 – Value Chain
10	<D>, <date> Quiz 1 (30 minutes)	Quiz 1: Chapters 1&2 and Emirates or Lime case

	Day/Date	Topic(s)	Assignments
		Analyzing the Internal Environment of the Firm	Read DMEL Chapter 3 – Review the Value Chain and read the rest of chapter
11	<D>, <date>	Internal Environment Application Case Discussion	Re-read DMEL Chapter 3 Read DMEL Case “General Motors” or “WWE” or “Alibaba” Instructor: Pick up ONLY one case Submit Written Case Analysis II if this case is chosen
12	<D>, <date>	Quiz 2 Review Introduce: Business-Level Strategy	Read DMEL Chapter 5 Submit Progress Report #3
13	<D>, <date>	Quiz 2 (30 minute) Business-Level Strategy: Creating and Sustaining Competitive Advantages	Quiz 2: Chapter 3 and GM or WWE or Alibaba Case Re-read DMEL Chapter 5
14	<D>, <date>	Case Discussion Introduce Corporate-Level Strategy	Read DMEL Case “McDonald’s” or “Fresh Direct” Instructor: Pick up ONLY one case Read DMEL Chapter 6 Submit Written Case Analysis II if this case is chosen
15	<D>, <date>	Corporate-Level Strategy: Creating Value Through Diversification	Re-read DMEL Chapter 6
16	<D>, <date>	Quiz 3 Review	
17	<D>, <date>	Quiz 3 (30 minutes) Introduce: International Strategy	Quiz 3: Chapters 5&6 and McDonalds or Fresh Direct case Read DMEL Chapter 7
18	<D>, <date>	International Strategy: Creating Value in Global Markets	Re-read DMEL Chapter 7
19	<D>, <date>	Strategic Control and Corporate Governance	Read DMEL Chapter 9 Submit Progress Report #4
20	<D>, <date>	Case Discussion Quiz 4 Review	Read DMEL Case “Heineken” Submit Written Case Analysis II if this case is chosen
21	<D>, <date>	Quiz 4 (30 minute)	Quiz 4: Chapters 7&9 and Heineken Case

Day/Date	Topic(s)	Assignments
22 <D>, <date>	Creating Effective Organizational Designs	Read DMEL Chapter 10 Submit Progress Report #5
23 <D>, <date>	Strategic Leadership & Ethics	Read DMEL Chapter 11
24 <D>, <date>	Case Discussion Quiz 5 Review	Read DMEL Case “J&J” Submit Written Case Analysis II if this case is chosen
25 <D>, <date>	Quiz 5 (30 minute) & Course wrap-up	Quiz 5: Chapters 10&11 and J&J case
26 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
27 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
28 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
Per Finals Schedule (Registrar)	Final Papers	Submit Executive Summary Report Submit Peer Evaluation

Every effort will be made to follow the outline above. However, any changes will be posted on BB and communicated via email.

Appendix 1: Grading

Grading Scheme

Grades will be assigned as follows:

A	= 93.0 – 100	B+	= 87.0 - 89.9	C+	= 77.0 - 79.9	D+	= 67.0 - 69.9
A-	= 90.0 – 92.9	B	= 83.0 - 86.9	C	= 73.0 - 76.9	D	= 60.0 - 66.9
		B-	= 80.0 - 82.9	C-	= 70.0 - 72.9	F	= Below 60

Guidelines for Grading Class Contribution:

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

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

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

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

Non-contributor (F). This person has said little or nothing in class. The person has appeared uninterested or disengaged. The quality of discussions would be improved if a different student occupied the seat.

Guidelines for Grading Written Assignments

Outstanding writer (A). Written analysis reflects exceptional organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce optimal business outcomes. Explanations are well supported, persuasively presented, and reveal that this person is an excellent communicator. All writing is fully edited and is stylistically and grammatically correct.

Good writer (B). Written analysis reflects organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce

good business outcomes. Explanations are supported, somewhat persuasively presented, and reveal that this person is a good communicator. Writing shows signs of having been edited, and is, for the most part, stylistically and grammatically correct.

Adequate writer (C). Written analysis reflects only basic organization, thoughtfulness and insight. The work shows that the student understands the substantive material covered in class. Explanations are minimally supported, mildly persuasive and reveal that this person can communicate. Writing is barely edited and is stylistically and grammatically passable.

Unsatisfactory writer (D). Written analysis is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent. Writing is unedited or is stylistically or grammatically defective.

Non-writer (F). Written analysis is not submitted and does not make any effort to address the assigned tasks.

Guidelines for Grading Oral Presentations

Outstanding presentation (A). Presentation reflects exceptional organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce optimal business outcomes and can convey the information eloquently and clearly. Explanations are well supported, persuasively presented, and logically convey a clear central message. All slides are fully edited and are stylistically and grammatically correct.

Good presentation (B). Presentation reflects organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce good business outcomes and can convey the information clearly. Explanations are supported, somewhat persuasively presented, and convey a central message. Slides show signs of having been edited, and are, for the most part, stylistically and grammatically correct.

Adequate presentation (C). Presentation reflects only basic organization of ideas, thoughtfulness and insight. The work shows that the student(s) understand the substantive material covered in class. Explanations are minimally supported, mildly persuasive, and reflects some confusion surrounding the central message. Slides are barely edited and are stylistically and grammatically passable.

Unsatisfactory presentation (D). Presentation is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent, and no central message is conveyed. Slides are unedited or are stylistically or grammatically defective.

Non-presentation (F). Presentation is not submitted and does not make any effort to address the assigned tasks.

Appendix 2: Mapping of Learning Goals and Assignments

Assignments	Course Learning Goals	BBA Learning Goals
Class Contribution, Oral Presentation	Identify and diagnose issues related to interactions among multiple functional areas of organizations Apply strategic management techniques to generate recommendations for strategic issues	Analytical Skills Civic Awareness & Ethical Decision-Making Global Awareness
Quizzes, Case Analyses, Company Reports	Identify and diagnose issues related to interactions among multiple functional areas of organizations Apply strategic management techniques to generate recommendations for strategic issues	Analytical Skills Communication Skills: Written Civic Awareness and Ethical Decision-Making Global Awareness

BAR01 - Edit Program - MKT-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code**Action**

Changes to the Curriculum

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form Distance Education Application**Attachments # 13**

[MGT4999_NewCourseSyllabus_NewGoals.pdf](#), [2024_05_ZSB UCC AURD_AIII.1.2 Change to Degree Program - Business Core change, BPL 5100 to MGT 4999, v2. rational updated.pdf](#), [Syllabus Template In Person_Fall23.pdf](#)

Program Details

Official Name of Program

Marketing Management

CIP Code

52.1801

HEGIS Code

0509.00

Field of Study (IRP)

01927

BPL 5100 – Business Policy – Fall 2023
SYLLABUS

Professor:	<>		
Section Code:	<>	Course Meets:	<days>, <times>
Format:	In Person	Office Hours:	<>
Email:	<>		

Course Description

BPL 5100 is “an interdisciplinary course concentrating on the problems that confront the chief administrative officers of an enterprise. The course stresses the overall company point of view in dealing with top management problems. Working in teams designed to represent the executive management of competing companies, students are confronted with the tasks of analysis and decision-making in a variety of case studies. An integral part of this course involves participation in a computerized business game.”

This description is also available through the following link with other important information about the course:

<https://www.baruch.cuny.edu/courses/detail.jsp?discipline=BPL&course=5100>

The primary question that BPL 5100 addresses is *why some organizations succeed and others fail?* The relationships between organizations and their environments are complex, uncertain, and dynamic. Managers seek to shape these relationships through strategic decisions that change their organizations’ capabilities, shift their competitive positions, or lead these firms into new businesses. This course has been designed to introduce students to these different aspects of strategic decision-making. Students will have ample opportunity to understand how to craft and implement effective strategies, and to recognize when changes are needed in existing strategies of companies. Because of its interdisciplinary nature, this course will help recognize how organizational success is often determined by the fit between important functions, such as marketing, operations, and human resources.

Learning Goals

Upon completion of the course, students are expected to become more effective at:

- Critically reflecting on key concepts, frameworks and theories in strategic management to identify and address challenges and opportunities in real business contexts
- Understanding the interactions among multiple functional areas within and across organizations to formulate and implement strategic plans and actions for sustainable competitive advantage
- Applying quantitative and qualitative analytical skills to successfully examine the competitive and internal environments of the firm and its unique position(s) therein
- Evaluating the impact of business-, corporate-, and international-level strategies on

organizational performance in light of dynamic global markets and cross-national differences

- Developing pragmatic, evidence-based recommendations

In addition, the faculty of the Zicklin School of Business has adopted seven learning goals for BBA students. The purpose of these goals is to create a common understanding between students, faculty and potential employers of the core objectives for a business education. In BPL 5100, the following six of the Zicklin Learning Goals will be addressed:

BBA Learning Goals	
Analytical Skills	Students will possess the analytical and critical thinking skills to evaluate issues faced in business and professional careers.
Technological Skills	Students will possess the necessary technological skills to analyze problems, develop solutions, and convey information.
Communication Skills: Oral	Students will have the necessary oral communication skills to convey ideas and information effectively and persuasively.
Communication Skills: Written	Students will have the necessary written communication skills to convey ideas and information effectively and persuasively.
Civic Awareness and Ethical Decision-Making	Students will have the knowledge base and analytical skills to guide them when faced with ethical dilemmas in business. Students will have an awareness of political, civic and public policy issues affecting business.
Global Awareness	Students will know how differences in perspectives and cultures affect business practices around the world.

Required Course Materials

1. **Strategic Management: Text and Cases (10th edition)** by Dess, McNamara, Eisner, and Lee (referred to as **DMEL**), published by McGraw-Hill. This textbook is used to provide students with the key readings on the strategy principles discussed in BPL 5100, and cases that will be core to our discussion of concepts and assignments. The new edition is available physically in the Baruch bookstore and online in hard-bound and loose-leaf versions and can also be rented if desired. Given the online format of this course, students may purchase or rent a digital version. *The most current edition **must** be utilized.*
2. **Blackboard** (referred to as **BB**) will be the primary means of communicating with one another on course requirements and assignments. The syllabus, lecture notes, supplementary materials, and class updates will be posted on BB for reference. Students will also need to use BB to submit assignments and track progress and grades throughout the semester. Students should become familiar with how BB operates and visit the class site often.

Academic Integrity

Cheating and plagiarism will **NOT** be tolerated. Academic dishonesty will be reported to the university and is subject to disciplinary action. University policies on academic integrity are strictly followed in this class. For all projects and assignments, **all external (that is, outside of the specific section of this course) sources of information must be cited** (especially including Internet sources), fully and completely. Under no circumstances should students reuse or recycle materials of their own from another class, from students who took this class in the past, or from students who are currently enrolled in another section of the course.

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

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.

Consistent with this policy, **SafeAssign®** will be used on **all** assignments/submissions to check for matches to any external material. The score for an assignment may, at the professor's discretion, be negatively impacted based on how much of it seems to be "borrowed" directly from unattributed sources. Students are expected to familiarize themselves with the specific software being used by the professor.

All quizzes/exams will be administered online. While they will be open book/open note, students are expected to complete these **without consultation with anyone else or use of other sources**. Any consultation with other students or use of unauthorized materials will result in sanctions.

Academic sanctions in this class will range from an F on the assignment or quiz to an F in this course. All reports of suspected academic dishonesty will be sent to the Office of the Dean of Students.

Accommodations for Students with Disabilities

Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Like many things recently, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need accommodation to fully participate in this class should contact Student Disability Services (NVC 2-272, phone: 646-312-4590, disability.services@baruch.cuny.edu). As accommodations are not retroactive, SDS should be contacted as soon as possible. All discussions will remain confidential. Additional information can be found online at <https://www.baruch.cuny.edu/studentaffairs/ossd/disabilityServices.htm>

Course Guidelines and Policies

1. Students are expected to review assigned course materials *in advance* of every session.
2. Course assignments and performance expectations are documented in this syllabus and will be discussed in depth during the first few class sessions. Students are expected to manage their own performance throughout the semester. There will be no extra credit assignments.
3. Copyright: Materials used this course may be protected by copyright and are intended for use only by students registered and enrolled in this class section only for instructional activities associated with and for the duration of the course. Course materials may not be retained in another medium (such as screenshots, photographs, etc.) or disseminated further. Course materials (including student or student-group generated materials), forum or discussion board content, PowerPoint slides, lecture notes, exams/quizzes, etc., may *not* be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the same class section during the applicable term. Unauthorized distribution of such materials may constitute copyright infringement in violation of federal or state law and/or university policy. Students are not permitted to photograph or record course sessions, lectures, presentations, or discussions on any electronic, mobile/phone, or computer device of any kind, without the advance written permission of the professor and all affected/included students. Permission to allow any such recording is not a transfer of any copyrights in the recording or rights to ownership of content. An authorized recording may not be shared, reproduced, or uploaded to web environments without written permission from the instructor and all affected/included students. Students must destroy all authorized recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as a documented disability accommodation. Violation of these policies may subject a student to disciplinary action under the Baruch College Code of Conduct (see <https://www.baruch.cuny.edu/studentaffairs/communityStandards.htm>).
4. Classroom Policy: Class attendance is an important element of the course, so students should attend all sessions. Students should understand that attendance and participation during class meetings contribute to the learning of the entire class.
 - a. If students miss a class, it is their responsibility to find out from classmates what materials were covered, etc. If students miss a class when an assignment is due, they will not be allowed to make up the assignment (unless there is a valid and documented emergency). If students have questions after reviewing a classmate's notes, they should make an appointment with the professor or come to office hours to clarify any material.
 - b. If a student misses a quiz due an illness or emergency, the student must contact the professor within 24 hours of the quiz to schedule a makeup, unless there are extenuating circumstances (such as an extended hospitalization). A makeup quiz will only be offered prior to grades being released to the class (generally within 48-72 hours after the scheduled quiz) and only after documentation of the illness/emergency has been provided. Makeup quizzes may, at the professor's sole discretion, be a different format (example: only short answer/essay and no multiple choice or true/false) or difficulty level, or involve different questions. There will be no make-up quizzes for students

with unexcused absences on quiz days or who are late to class or leave early class and therefore miss a quiz.

5. **Professor availability:** Email is the best way to communicate with the professor, who will try to respond to all emails within 48 hours (72 hours on weekends). Virtual office hours are provided weekly via Zoom (link on BB) on <insert>, and private appointments are available (including evening/weekend hours). The professor is happy to answer questions and will give unlimited feedback in response to (for instance) company presentation ideas or citation questions, but will not read paragraphs or drafts of papers (no “pre-grading”) – but students may (should) ask if they are going in the right direction or need clarification, etc.
6. **Respect for all:** Student comments in class must reflect respect for the differences within the academic community. There shall be no comments that are considered offensive to one’s race, ethnicity, gender, religion or sexual orientation.
 - a. **Bearcat Commitment:** Baruch College is committed to the values of Integrity, Excellence, Respect, and Engagement. As Baruch College Bearcats, each student commits to these ideals by promising the following at their new student orientation:
 - i. I will dedicate myself to learning and practice personal INTEGRITY and academic honesty;
 - ii. I will challenge myself and others to achieve the highest level of academic EXCELLENCE by taking responsibility for my success;
 - iii. I will value our culture of diversity, RESPECT those around me, and foster an inclusive community through inquiry, compassion, and celebration;
 - iv. I will promote ENGAGEMENT and involvement in our community and beyond through participation, leadership, and service;
 - v. I promise to honor these values and lead by example.
 - b. With this Baruch College Bearcat Commitment in mind, please be reminded that Baruch College is committed to policies and practices that promote equality, equity, opportunity, and access in all of its educational programs and activities. Civility in all Baruch College online, hybrid and in-person classes and activities—and respect for the opinions of others—are essential strategies to promoting an academic environment in which everyone can learn and do their best work. In an academic environment, we must learn to disagree without being disagreeable; this means that courteous behavior and respectful discourse are required always in our Baruch College classrooms and in all our related educational programming and activities.

Students will be required to complete both individual and team-based activities. More details on each of these assignments are below, and more will be provided by the professor during the term. Guidelines for the grading of assignments are discussed in Appendix 1, and an explanation of how individual assignments contribute to the program learning goals is provided in Appendix 2.

All assignments (readings, papers, slides, projects, etc.) are due prior to the start of class on the day noted on the class schedule of the syllabus and must be submitted via BB *unless* students are specifically told otherwise (to clarify: assignments, etc., may not be emailed to the professor or left in a campus mailbox). Late assignments will not generally be accepted and, if they are, penalties (up to 20% off per day late) may apply at the professor’s discretion.

Description of Assignments	Responsibility	% of Grade
Class Contribution	Individual	10%
Written Case Analysis I	Individual	10%
Written Case Analysis II	Individual	10%
Quizzes (3- each worth 10%) *	Individual	30%
<i>*Instructors have the ability to go up to 5 quizzes if they want to administer shorter but more frequent quizzes</i>		
Company Strategic Analysis		
Progress Reports (5 at 2% each)	Team	10%
Final Executive Summary Report	Team	15%
Oral Presentation	Team	15%
Total		100%

Class Contribution. In a subject of this nature, valuable learning is often generated collectively from students' in-class contributions. Attending class sessions is obviously an important step towards class contribution, but attendance alone is not sufficient. Effective contribution goes beyond just being present and requires students to review the assigned material in advance of every class so that they can provide voluntary meaningful inputs to class discussions. Class participation in this class will include "business news" submissions which will be discussed live in class, as well as the instructor "cold calling" different students every week to answer basic comprehension questions about the assigned readings (including chapter content and cases).

In addition, students can contribute by responding to questions raised by the professor during lectures or even offering unsolicited ideas and information that might add value to the conversation. There is no single right solution for most of the issues discussed in class so students should feel confident to speak up with opinions, arguments, and examples related to the diverse topics that will be discussed. However, participation should not involve making irrelevant comments, trying to dominate a discussion, or being dismissive of other's comments. Hence, being a good audience and respecting others will affect one's class contribution. More details on how class contribution will be graded are provided in Appendix 1. Contribution grades will not be negotiated after the completion of the semester. Note that the class contribution grade also includes all miscellaneous assignments throughout the semester, such as submitting peer evaluation, etc.

Cases and Case Analyses. Students will be individually responsible for submitting 2 case analyses (one written and one oral), each worth 10% of the overall grade. In addition, students are required to read all of the assigned cases (the prompts/questions below are to help students prepare for case analyses and case discussions). All assigned cases can be found in the later part of the textbook.

Emirates Airlines or Lime <instructor picks up ONLY one case study> : Evaluate the strength of the competitive forces in the airline industry using the Porter's 5 Forces framework. How does Emirates' approach to competing in this industry influence the competitive forces it faces? How has it benefited from the broader changes in the external environment and what should it be concerned about in future?

General Motors or WWE or Alibaba <instructor picks up ONLY one case study>: What forces in the general and industry environments affect the U.S. auto industry generally, and

General Motors specifically? What internal resources and assets does General Motors have to help counter these external forces? What competitive strategy does General Motors use, and how might it position itself for future growth? What are some problems with its diversified global operations and how can these be addressed?

McDonalds or Fresh Direct <instructor picks up ONLY one case study>: Identify elements of McDonalds' business-level strategy using concepts and tools from the course. How has this strategy helped enhance economic performance in the past and what are some current issues that it faces? How has McDonalds changed its strategy in recent times and how effective will these be in addressing some of its issues?

Heineken: Evaluate how Heineken competes in the global beer industry using concepts and tools from the course. Specifically, distinguish Heineken the brand from Heineken the product, and discuss specific business, corporate, and international level strategies and methods Heineken has used to expand and compete – and why you believe it did so using relevant quantitative and qualitative information from the case and the concepts/tools from the course.

Johnson & Johnson: Evaluate J&J's organizational design and structure, using concepts and tools from the course. What are some benefits of this structure and why have recent CEOs tried to make some changes to it? Are the firm's design and structure responsible for its recent quality issues in any way and how can these be addressed in the future?

Written Case Analyses I and II: Extracting Information and Building Central Messages Using Case Analysis. Students will be individually responsible for submitting a brief memo – one page, single spaced - of **two business cases picked up among the five business cases above**, which will be worth 20% of the overall grade. Each student should assume the role of an external consultant hired by the firm's corporate leadership. Each student must identify a strategic issue faced by the firm using the information from the cases and build a central message that provides a recommendation to address the strategic issue. **No external sources should be used.** The analysis is due **before the start of the class on the day the case is assigned for discussion per the attached schedule.** No late assignments will be accepted. Specifically, each student's analysis must:

- Identify the strategic issue faced by the firm
- Provide at least one piece of concrete evidence using information and data from the case to show that this is a strategic issue
- Identify a specific recommendation
- Support that recommendation with one piece of evidence using information and data from the case to show that it would help resolve the strategic issue

Quizzes. Students will be required to take **three** <Instructor decides the number of quizzes (3-5 quizzes)> during class time, each of which will account for <%of each quiz> of the final grade (30% total). Details on when each quiz will be conducted and the material covered are noted in the class schedule below. Note that the quizzes are not cumulative (although course content will build on prior chapters). Further details on the format of these quizzes will be reviewed by the professor before the first quiz. The quizzes will be offered via Blackboard, will be individually randomized via question pools, will not allow “back-tracking,” and will be open-book/open-note but must be individual work (no collaboration).

Company Project. During the first week of class, students will be assigned to a team with whom to perform all team activities described. For the company reports, each team will select a company that is publicly traded on the US exchange.

Progress Reports: There are 5 “progress reports” due at different stages in the term as noted in the schedule below and each is worth 2% of the final grade. Resources from the library that could help students with these reports will be discussed during a research workshop conducted by a library representative. <Instructors can opt for not having a library workshop if students don’t need it. A list of relevant databases will be provided.> Instructor feedback provided on these reports can be used to prepare for the final Company Analytical Report and the Oral Presentation at the end of the term.

Note to professors: the progress reports should be graded for completion credit only and limited feedback for corrections/mistakes only (such as wrong level of analysis for Porter’s 5* Forces, etc.). Worksheets for #2, 3, 4 and 5 will be provided.

1. Background: Submit a brief write-up (at least one paragraph and no more than one page double-spaced) of background information about the company, such as the company’s size, mission, products, locations, etc.
2. External Analysis: Complete the assigned worksheet analyzing the external environment (general and industry).
3. Internal Analysis: Complete the assigned worksheet analyzing the internal environment (value chain and RBV/VRIN).
4. Specific Strategies: Complete the assigned worksheet regarding the current strategies of the company (business-level, corporate level, international strategies).
5. Strategic Issues and Recommendation: Submit a summary of the strategic issues that the company confronts and the team’s recommendations to resolve them. This summary can be written in a bullet point format - 12 point, Times New Roman font, with 1-inch margins. This is limited to 2-3 pages (strict limit), including at a minimum, the following items:
 - a. A brief discussion of the key strategic issues or challenges that the company faces and an explanation of why they are important/interesting to the company/this course.
 - b. Provide key recommendations using logic and evidence (data and information derived from research and analyses) to support your arguments.

Executive Summary Report. The final executive summary report is due during Finals Week as noted in the schedule below and must be submitted electronically through BB. This report should consist of:

1. A strategic analysis of the firm using course concepts and terminology. This should build upon the progress reports and address (but not necessarily be limited to) the following points:
 - a. Using appropriate quantitative and qualitative metrics, highlight one serious problem that the company is either facing currently or could face in the near future (this is possible even for relatively successful firms). The problem identification must build on the analyses from the progress reports (for example, the problem might be related to some industry forces becoming stronger, the company’s core

competencies becoming weaker, or inappropriate implementation of diversification initiatives, among others).

- b. The team should then provide **one recommendation** that the company could pursue to address this problem, along with at least **two related actions** towards its implementation. The logic for the problem identification and suggestions must be explained using theoretical concepts and tools from this course **by extracting data and information from the analyses and research**. Potential risks should be recognized with some thought on how these can be avoided.

The entire Company Final Report should **NOT** exceed **5 pages** of typed material (Times New Roman, 12pt font, double-spaced, 1-inch margins), excluding title page, tables of content, citations, exhibits or appendices. The report should incorporate any feedback received during the team oral presentation, which is also based on similar analysis of the same company and will happen during the last few classes of the term.

Oral Presentation. In the team oral presentation, students will play the role of external consultants to the company, and the mock audience for this presentation will be the board of directors and/or the C-level suite of the same company, and, essentially, present findings and arguments from your final executive summary report. The presentation should incorporate any instructor feedback received on the progress reports. After providing a very brief background of the company and its products, the presentation should highlight **one serious problem** that the company is either facing currently or could face in the near future. The team should then provide **one recommendation** that the company could pursue to address this problem, along with at least **two related actions** towards its implementation. Every presentation will be followed by a brief Q&A session where members of the audience can raise queries about aspects that they feel need further clarification or information. The quality of these questions and responses will also be considered in the presentation scores for the respective teams.

The presentation should be no more than 12 minutes in length, and *all team members must present at a high and balanced level*. The days allotted for the presentations are noted in the schedule below and more specific details regarding when each team will present will be provided by the professor during the term. PowerPoint slide decks should be submitted through BB prior to the start of class on the team's assigned presentation day.

To prepare an effective presentation, all team members should pay close attention to the flow and clarity of the presentation and avoid repetitive material among different presenters. Students should practice and time the presentation before presenting to the class (see below regarding the required rehearsal session). Teams are encouraged to make creative use of their presentation time; for example, teams may use videos, slides, posters, product samples, and audience participation to generate and sustain interest in the topic. Teams should keep in mind who the audience is meant to be (*i.e.*, BOD or C-Suite) and work to keep audience interest and engagement as well as communicate clearly and effectively. Although it is perfectly appropriate to refer to prepared notes during a presentation, students should **NOT READ directly from prewritten scripts**.

Our class collaborates with consultants from Baruch's Bernard L. Schwartz Communication Institute for these team presentations. A consultant from the Institute will conduct a virtual workshops on speaking and presenting skills that will help students design and deliver a strong presentation. In these sessions, students will practice using data to construct engaging narratives, and using PowerPoint and body language to speak effectively. Additionally, **each team is**

encouraged to schedule a virtual rehearsal with a consultant outside of class time to practice your presentation and identify some areas for further development. This meeting should take place at least a week before the final presentation to give students some time to address any suggestions. Students must arrive at the rehearsal session prepared with draft slides for the presentation. Details on how to sign up for the rehearsal session will be distributed later during the term.

A note on group work: It is expected that all team members participate significantly in the various team assignments, such as essays and reports, presentation, simulation rounds, and debrief. The professor will conduct periodic peer evaluations to understand how individual efforts are rated by other team members. These appraisals will be used to make modifications, if necessary, to individual students' point allocations for team assignments at the professor's sole discretion. While peer evaluations are designed to encourage participation in team activities, remember that your efforts and behavior will affect the performance of the entire team and strive to be a good team player. If a team has serious problems with free-riders and/or slackers on any of the group projects, the affected students should: (a) first try to manage and discuss their concerns with the slacking individual(s) directly; (b) if that doesn't work, alert the professor immediately and in a timely fashion (meaning do not wait until the last few days before an assignment is due or the semester is ending). In extreme cases, non-performing team members may, at the professor's discretion, fail the course, have their grades reduced, or other penalties.

Class Schedule

*Note 1: Unless students are told specifically otherwise, written assignments must be submitted via Blackboard **before** the start of class on the due date.*

Day/Date	Topic(s)	Assignments
1	<D>, <date> Orientation and Course Preview	Read Course Syllabus
2	<D>, <date> Introduction to Case Analyses/Discussion	Read DMEL Chapter13
<i>Teams will be formed on or around <date> and posted to Blackboard</i>		
3	<D>, <date> Strategic Management: Creating Competitive Advantages Introduction to Team Members	Read DMEL Chapter 1 Submit team company preferences for Company Analysis Projects
<i>A final list of company assignments for the team project will be posted to BB on or around <date></i>		
4	<D>, <date> Analyzing the External Environment of the Firm	Read DMEL Chapter 2
5	<D>, <date> Review: Analyzing the External Environment of the Firm	Re-read DMEL Chapter 2 Submit Progress Report #1
6	<D>, <date> Library Research Workshop	Optional if instructors don't need one for their classes
7	<D>, <date> Case Discussion	Read DMEL Case "Emirates" or "Lime" Instructor: Pick up ONLY one case Submit Written Case Analysis II if this case is chosen
8	<D>, <date> Communications Workshop	Submit Progress Report #2
9	<D>, <date> Quiz 1 Review Introduce: Analyzing the Internal Environment of the Firm	Read DMEL Chapter 3 – Value Chain
10	<D>, <date> Quiz 1 (30 minutes)	Quiz 1: Chapters 1&2 and Emirates or Lime case

	Day/Date	Topic(s)	Assignments
		Analyzing the Internal Environment of the Firm	Read DMEL Chapter 3 – Review the Value Chain and read the rest of chapter
11	<D>, <date>	Internal Environment Application Case Discussion	Re-read DMEL Chapter 3 Read DMEL Case “General Motors” or “WWE” or “Alibaba” Instructor: Pick up ONLY one case Submit Written Case Analysis II if this case is chosen
12	<D>, <date>	Quiz 2 Review Introduce: Business-Level Strategy	Read DMEL Chapter 5 Submit Progress Report #3
13	<D>, <date>	Quiz 2 (30 minute) Business-Level Strategy: Creating and Sustaining Competitive Advantages	Quiz 2: Chapter 3 and GM or WWE or Alibaba Case Re-read DMEL Chapter 5
14	<D>, <date>	Case Discussion Introduce Corporate-Level Strategy	Read DMEL Case “McDonald’s” or “Fresh Direct” Instructor: Pick up ONLY one case Read DMEL Chapter 6 Submit Written Case Analysis II if this case is chosen
15	<D>, <date>	Corporate-Level Strategy: Creating Value Through Diversification	Re-read DMEL Chapter 6
16	<D>, <date>	Quiz 3 Review	
17	<D>, <date>	Quiz 3 (30 minutes) Introduce: International Strategy	Quiz 3: Chapters 5&6 and McDonalds or Fresh Direct case Read DMEL Chapter 7
18	<D>, <date>	International Strategy: Creating Value in Global Markets	Re-read DMEL Chapter 7
19	<D>, <date>	Strategic Control and Corporate Governance	Read DMEL Chapter 9 Submit Progress Report #4
20	<D>, <date>	Case Discussion Quiz 4 Review	Read DMEL Case “Heineken” Submit Written Case Analysis II if this case is chosen
21	<D>, <date>	Quiz 4 (30 minute)	Quiz 4: Chapters 7&9 and Heineken Case

Day/Date	Topic(s)	Assignments
22 <D>, <date>	Creating Effective Organizational Designs	Read DMEL Chapter 10 Submit Progress Report #5
23 <D>, <date>	Strategic Leadership & Ethics	Read DMEL Chapter 11
24 <D>, <date>	Case Discussion Quiz 5 Review	Read DMEL Case “J&J” Submit Written Case Analysis II if this case is chosen
25 <D>, <date>	Quiz 5 (30 minute) & Course wrap-up	Quiz 5: Chapters 10&11 and J&J case
26 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
27 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
28 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
Per Finals Schedule (Registrar)	Final Papers	Submit Executive Summary Report Submit Peer Evaluation

Every effort will be made to follow the outline above. However, any changes will be posted on BB and communicated via email.

Appendix 1: Grading

Grading Scheme

Grades will be assigned as follows:

A	= 93.0 – 100	B+	= 87.0 - 89.9	C+	= 77.0 - 79.9	D+	= 67.0 - 69.9
A-	= 90.0 – 92.9	B	= 83.0 - 86.9	C	= 73.0 - 76.9	D	= 60.0 - 66.9
		B-	= 80.0 - 82.9	C-	= 70.0 - 72.9	F	= Below 60

Guidelines for Grading Class Contribution:

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

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

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

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

Non-contributor (F). This person has said little or nothing in class. The person has appeared uninterested or disengaged. The quality of discussions would be improved if a different student occupied the seat.

Guidelines for Grading Written Assignments

Outstanding writer (A). Written analysis reflects exceptional organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce optimal business outcomes. Explanations are well supported, persuasively presented, and reveal that this person is an excellent communicator. All writing is fully edited and is stylistically and grammatically correct.

Good writer (B). Written analysis reflects organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce

good business outcomes. Explanations are supported, somewhat persuasively presented, and reveal that this person is a good communicator. Writing shows signs of having been edited, and is, for the most part, stylistically and grammatically correct.

Adequate writer (C). Written analysis reflects only basic organization, thoughtfulness and insight. The work shows that the student understands the substantive material covered in class. Explanations are minimally supported, mildly persuasive and reveal that this person can communicate. Writing is barely edited and is stylistically and grammatically passable.

Unsatisfactory writer (D). Written analysis is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent. Writing is unedited or is stylistically or grammatically defective.

Non-writer (F). Written analysis is not submitted and does not make any effort to address the assigned tasks.

Guidelines for Grading Oral Presentations

Outstanding presentation (A). Presentation reflects exceptional organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce optimal business outcomes and can convey the information eloquently and clearly. Explanations are well supported, persuasively presented, and logically convey a clear central message. All slides are fully edited and are stylistically and grammatically correct.

Good presentation (B). Presentation reflects organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce good business outcomes and can convey the information clearly. Explanations are supported, somewhat persuasively presented, and convey a central message. Slides show signs of having been edited, and are, for the most part, stylistically and grammatically correct.

Adequate presentation (C). Presentation reflects only basic organization of ideas, thoughtfulness and insight. The work shows that the student(s) understand the substantive material covered in class. Explanations are minimally supported, mildly persuasive, and reflects some confusion surrounding the central message. Slides are barely edited and are stylistically and grammatically passable.

Unsatisfactory presentation (D). Presentation is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent, and no central message is conveyed. Slides are unedited or are stylistically or grammatically defective.

Non-presentation (F). Presentation is not submitted and does not make any effort to address the assigned tasks.

Appendix 2: Mapping of Learning Goals and Assignments

Assignments	Course Learning Goals	BBA Learning Goals
Class Contribution, Oral Presentation	Identify and diagnose issues related to interactions among multiple functional areas of organizations Apply strategic management techniques to generate recommendations for strategic issues	Analytical Skills Civic Awareness & Ethical Decision-Making Global Awareness
Quizzes, Case Analyses, Company Reports	Identify and diagnose issues related to interactions among multiple functional areas of organizations Apply strategic management techniques to generate recommendations for strategic issues	Analytical Skills Communication Skills: Written Civic Awareness and Ethical Decision-Making Global Awareness

BAR01 - Edit Program - OPRR-MS - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code**Action**

Changes to the Curriculum

Degree Designation

MS - Master of Science

NYSED Form Distance Education Application**Attachments # 14**

[Change in Program MS QMM ZSB Faculty Meeting 4.18.2024.pdf](#)

Program Details

Official Name of Program

Quantitative Methods and Modeling

CIP Code

14.3701

HEGIS Code

0507.00

Field of Study (IRP)

79230

All:1. The following revisions are proposed for the MS in Quantitative Methods and Modeling in the Zicklin School of Business

Program: MS in QMM

HEGIS Code: 0507.00

Program Code: 79230

Effective: Spring 2025

From: MS in Quantitative Methods and Modeling			To: MS in Quantitative Methods and Modeling		
Course	Description	Crs	Course	Description	Crs
Preliminary Courses (6 Credits)			Preliminary Courses (3 Credits)		
Students with appropriate academic background will be able to reduce the number of credits in preliminary requirements. Grades in undergraduate mathematics courses are not calculated in the grade point average.			Students with appropriate academic background will be able to reduce the number of credits in preliminary requirements. Grades in undergraduate mathematics courses are not calculated in the grade point average.		
MTH 2207	Elements of Calculus and Matrix Algebra	4			
STA 9708	Managerial Statistics	3	STA 9708	Managerial Statistics	3
Note: MTH 2207 is an undergraduate courses. Entering students are strongly advised to complete a minimum of six credits of calculus before starting the MS programs in Statistics, in order to waive these math requirements.					
Courses in Specialization (31.5 Credits)			Courses in Specialization (31.5 Credits)		

Required (16.5 credits)			Required (16.5 credits)		
BUS 9551	Business Communication I	1.5	BUS 9551	Business Communication I	1.5
STA 9700	Applied Regression Analysis	3	STA 9700	Applied Regression Analysis	3
CIS 9340	Principles of Database Management Systems	3	CIS 9340	Principles of Database Management Systems	3
OPR 9721	Introduction to Quantitative Modeling	3	OPR 9721	Introduction to Quantitative Modeling	3
OPR 9730	Simulation Modeling and Analysis	3	OPR 9730	Simulation Modeling and Analysis	3
STA/OPR 9750	Software Tools for Data Analysis	3	STA <u>9750</u>	Software Tools for Data Analysis	3
Electives (15 credits)			Electives (15 credits)		
<p>Students can select any OPR, STA, or CIS course totaling 15 credits. With the approval of the department advisor students may select quantitatively-oriented course(s) in other areas. Students may also select appropriate Graduate Internship courses.</p>			<p><u>Choose 15 credits of 9000-level courses from the graduate offerings of the Zicklin School of Business in OPR, STA, or CIS, with the exception of i) STA 9708; ii) courses applied towards a prior master's degree; or iii) courses that do not allow credit to be given for both that course and another STA, OPR or CIS course. With the approval of the department faculty advisor, students may select quantitatively-oriented course(s) from other departments. Students must meet all prerequisite requirements to register for any of the 9000-level courses. Students may take up to 3 credits of internship (BUS 9801 – 9803 or BUS 9811- 9813) toward their electives.</u></p>		

Rationale:

STA/OPR 9750 and STA/OPR 9850 have been changed to STA 9750 and STA 9850.

MTH 2207 is not a pre-requisite for any of the required degree courses.

BAR01 - Edit Program - RES-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code

60025

Action

Changes to the Curriculum

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form Distance Education Application**Attachments # 15**

[2024_05_ZSB UCC AURD_AIII.1.2 Change to Degree Program - Business Core change, BPL 5100 to MGT 4999, v2. rational updated.pdf](#), [Syllabus Template In Person_Fall23.pdf](#), [MGT4999_NewCourseSyllabus_NewGoals.pdf](#)

Program Details

Official Name of Program

Real Estate

CIP Code

52.1501

HEGIS Code

0511.00

Field of Study (IRP)

30314

Baruch College
Academic University Report Detail

The following recommendations of the committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 9, 2024, effective the Fall 2025 semester pending approval of the Board of Trustees.

PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

AIII.1.2 The following revisions are proposed for Zicklin School of Business

Changes in the Business Core Requirement

Effective: Fall 2025

From:	Zicklin Business Core Requirements (34.5 credits)		To:	Zicklin Business Core Requirements (34.5 credits)	
Course	Description	Crd	Course	Description	Crd
ACC 2101	Principles of Accounting	3	ACC 2101	Principles of Accounting	3
ACC 2203 Or ACC 3202	Principle of Managerial Accounting <i>(required for Non-Accounting majors)</i> Accounting Information Systems <i>(required for Accounting majors)</i>	3	ACC 2203 Or ACC 3202	Principle of Managerial Accounting <i>(required for Non-Accounting majors)</i> Accounting Information Systems <i>(required for Accounting majors)</i>	3
BPL 5100	Business Policy (graduating senior course)	3	<u>MGT 4999</u>	<u>Strategic Management (senior standing)</u>	<u>3</u>
BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3	BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3
CIS 2200	Introduction to Information Systems and Technologies	3	CIS 2200	Introduction to Information Systems and Technologies	3
LAW 1101	Fundamentals of Business Law	3	LAW 1101	Fundamentals of Business Law	3
FIN 2000	Principles of Financial Planning and Individual Investing	1.5	FIN 2000	Principles of Financial Planning and Individual Investing	1.5
FIN 3000	Principles of Finance	3	FIN 3000	Principles of Finance	3

MGT 3120	Fundamentals of Management	3	MGT 3120	Fundamentals of Management	3
OPM 3000	Service Operations Management	3	OPM 3000	Service Operations Management	3
MKT 3000	Marketing Foundations	3	MKT 3000	Marketing Foundations	3
QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3	QNT 2020	Foundations of Predictive Analytics and Decision Modeling (QNT 2020 not required for Statistics and Quantitative Modeling majors)	3

Rationale:

A component of the BBA curriculum redesign is the elimination of the BBA capstone course, Business Policy and Strategy (BPL 5100), and the movement of strategic management content earlier in the curriculum. A new course, MGT 4999, exposes students to key theories in strategic management and develops their critical thinking capabilities by applying these theories to real business situations. Students will learn frameworks and analytical tools to support managerial decision-making, strategic planning, and strategy implementation from a stakeholder approach to create and sustain competitive advantages. The course relies heavily on the case teaching method to prepare students to apply both strategic management and case analysis in their discipline-based courses. MGT 4999 is intended for students have completed 90 credits toward their degree and taken the Zicklin core courses.

This is a substitution, not a new requirement or the removal of an old. Much of the substance of the new course MGT 4999 is the same as the old BPL 5100 (we can provide outlines / syllabi if helpful), and the faculty teaching the new is the same as the old. The main changes - (a) reducing the number to 4000 - reflects the change that allows students to take the course before the final semester; and (b) the new course is not designated CIC because increased class size makes delivery in small sections impracticable. These changes are the result of a long evolution, and do not represent changed substantive "requirements."

* Effective Fall 2025, continuing students will be required to take MGT 4999 if they have not completed BPL 5100.

BAR01 - Edit Program - SQM-BBA - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code**Action**

Changes to the Curriculum

Degree Designation

BBA - Bachelor of Business Administration

NYSED Form Distance Education Application**Attachments # 16**

[2024_05_ZSB UCC AURD_AIII.1.2 Change to Degree Program - Business Core change, BPL 5100 to MGT 4999, v2. rational updated.pdf](#), [MGT4999_NewCourseSyllabus_NewGoals.pdf](#), [Syllabus Template In Person_Fall23.pdf](#)

Program Details

Official Name of Program

Statistics and Quantitative Modeling

CIP Code

52.1302

HEGIS Code

0503.00

Field of Study (IRP)

01916

BPL 5100 – Business Policy – Fall 2023
SYLLABUS

Professor:	<>		
Section Code:	<>	Course Meets:	<days>, <times>
Format:	In Person	Office Hours:	<>
Email:	<>		

Course Description

BPL 5100 is “an interdisciplinary course concentrating on the problems that confront the chief administrative officers of an enterprise. The course stresses the overall company point of view in dealing with top management problems. Working in teams designed to represent the executive management of competing companies, students are confronted with the tasks of analysis and decision-making in a variety of case studies. An integral part of this course involves participation in a computerized business game.”

This description is also available through the following link with other important information about the course:

<https://www.baruch.cuny.edu/courses/detail.jsp?discipline=BPL&course=5100>

The primary question that BPL 5100 addresses is *why some organizations succeed and others fail?* The relationships between organizations and their environments are complex, uncertain, and dynamic. Managers seek to shape these relationships through strategic decisions that change their organizations’ capabilities, shift their competitive positions, or lead these firms into new businesses. This course has been designed to introduce students to these different aspects of strategic decision-making. Students will have ample opportunity to understand how to craft and implement effective strategies, and to recognize when changes are needed in existing strategies of companies. Because of its interdisciplinary nature, this course will help recognize how organizational success is often determined by the fit between important functions, such as marketing, operations, and human resources.

Learning Goals

Upon completion of the course, students are expected to become more effective at:

- Critically reflecting on key concepts, frameworks and theories in strategic management to identify and address challenges and opportunities in real business contexts
- Understanding the interactions among multiple functional areas within and across organizations to formulate and implement strategic plans and actions for sustainable competitive advantage
- Applying quantitative and qualitative analytical skills to successfully examine the competitive and internal environments of the firm and its unique position(s) therein
- Evaluating the impact of business-, corporate-, and international-level strategies on

organizational performance in light of dynamic global markets and cross-national differences

- Developing pragmatic, evidence-based recommendations

In addition, the faculty of the Zicklin School of Business has adopted seven learning goals for BBA students. The purpose of these goals is to create a common understanding between students, faculty and potential employers of the core objectives for a business education. In BPL 5100, the following six of the Zicklin Learning Goals will be addressed:

BBA Learning Goals	
Analytical Skills	Students will possess the analytical and critical thinking skills to evaluate issues faced in business and professional careers.
Technological Skills	Students will possess the necessary technological skills to analyze problems, develop solutions, and convey information.
Communication Skills: Oral	Students will have the necessary oral communication skills to convey ideas and information effectively and persuasively.
Communication Skills: Written	Students will have the necessary written communication skills to convey ideas and information effectively and persuasively.
Civic Awareness and Ethical Decision-Making	Students will have the knowledge base and analytical skills to guide them when faced with ethical dilemmas in business. Students will have an awareness of political, civic and public policy issues affecting business.
Global Awareness	Students will know how differences in perspectives and cultures affect business practices around the world.

Required Course Materials

1. **Strategic Management: Text and Cases (10th edition)** by Dess, McNamara, Eisner, and Lee (referred to as **DMEL**), published by McGraw-Hill. This textbook is used to provide students with the key readings on the strategy principles discussed in BPL 5100, and cases that will be core to our discussion of concepts and assignments. The new edition is available physically in the Baruch bookstore and online in hard-bound and loose-leaf versions and can also be rented if desired. Given the online format of this course, students may purchase or rent a digital version. *The most current edition **must** be utilized.*
2. **Blackboard** (referred to as **BB**) will be the primary means of communicating with one another on course requirements and assignments. The syllabus, lecture notes, supplementary materials, and class updates will be posted on BB for reference. Students will also need to use BB to submit assignments and track progress and grades throughout the semester. Students should become familiar with how BB operates and visit the class site often.

Academic Integrity

Cheating and plagiarism will **NOT** be tolerated. Academic dishonesty will be reported to the university and is subject to disciplinary action. University policies on academic integrity are strictly followed in this class. For all projects and assignments, **all external (that is, outside of the specific section of this course) sources of information must be cited** (especially including Internet sources), fully and completely. Under no circumstances should students reuse or recycle materials of their own from another class, from students who took this class in the past, or from students who are currently enrolled in another section of the course.

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

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.

Consistent with this policy, **SafeAssign®** will be used on **all** assignments/submissions to check for matches to any external material. The score for an assignment may, at the professor's discretion, be negatively impacted based on how much of it seems to be "borrowed" directly from unattributed sources. Students are expected to familiarize themselves with the specific software being used by the professor.

All quizzes/exams will be administered online. While they will be open book/open note, students are expected to complete these **without consultation with anyone else or use of other sources**. Any consultation with other students or use of unauthorized materials will result in sanctions.

Academic sanctions in this class will range from an F on the assignment or quiz to an F in this course. All reports of suspected academic dishonesty will be sent to the Office of the Dean of Students.

Accommodations for Students with Disabilities

Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Like many things recently, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need accommodation to fully participate in this class should contact Student Disability Services (NVC 2-272, phone: 646-312-4590, disability.services@baruch.cuny.edu). As accommodations are not retroactive, SDS should be contacted as soon as possible. All discussions will remain confidential. Additional information can be found online at <https://www.baruch.cuny.edu/studentaffairs/ossd/disabilityServices.htm>

Course Guidelines and Policies

1. Students are expected to review assigned course materials *in advance* of every session.
2. Course assignments and performance expectations are documented in this syllabus and will be discussed in depth during the first few class sessions. Students are expected to manage their own performance throughout the semester. There will be no extra credit assignments.
3. Copyright: Materials used this course may be protected by copyright and are intended for use only by students registered and enrolled in this class section only for instructional activities associated with and for the duration of the course. Course materials may not be retained in another medium (such as screenshots, photographs, etc.) or disseminated further. Course materials (including student or student-group generated materials), forum or discussion board content, PowerPoint slides, lecture notes, exams/quizzes, etc., may *not* be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the same class section during the applicable term. Unauthorized distribution of such materials may constitute copyright infringement in violation of federal or state law and/or university policy. Students are not permitted to photograph or record course sessions, lectures, presentations, or discussions on any electronic, mobile/phone, or computer device of any kind, without the advance written permission of the professor and all affected/included students. Permission to allow any such recording is not a transfer of any copyrights in the recording or rights to ownership of content. An authorized recording may not be shared, reproduced, or uploaded to web environments without written permission from the instructor and all affected/included students. Students must destroy all authorized recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as a documented disability accommodation. Violation of these policies may subject a student to disciplinary action under the Baruch College Code of Conduct (see <https://www.baruch.cuny.edu/studentaffairs/communityStandards.htm>).
4. Classroom Policy: Class attendance is an important element of the course, so students should attend all sessions. Students should understand that attendance and participation during class meetings contribute to the learning of the entire class.
 - a. If students miss a class, it is their responsibility to find out from classmates what materials were covered, etc. If students miss a class when an assignment is due, they will not be allowed to make up the assignment (unless there is a valid and documented emergency). If students have questions after reviewing a classmate's notes, they should make an appointment with the professor or come to office hours to clarify any material.
 - b. If a student misses a quiz due an illness or emergency, the student must contact the professor within 24 hours of the quiz to schedule a makeup, unless there are extenuating circumstances (such as an extended hospitalization). A makeup quiz will only be offered prior to grades being released to the class (generally within 48-72 hours after the scheduled quiz) and only after documentation of the illness/emergency has been provided. Makeup quizzes may, at the professor's sole discretion, be a different format (example: only short answer/essay and no multiple choice or true/false) or difficulty level, or involve different questions. There will be no make-up quizzes for students

with unexcused absences on quiz days or who are late to class or leave early class and therefore miss a quiz.

5. **Professor availability:** Email is the best way to communicate with the professor, who will try to respond to all emails within 48 hours (72 hours on weekends). Virtual office hours are provided weekly via Zoom (link on BB) on <insert>, and private appointments are available (including evening/weekend hours). The professor is happy to answer questions and will give unlimited feedback in response to (for instance) company presentation ideas or citation questions, but will not read paragraphs or drafts of papers (no “pre-grading”) – but students may (should) ask if they are going in the right direction or need clarification, etc.
6. **Respect for all:** Student comments in class must reflect respect for the differences within the academic community. There shall be no comments that are considered offensive to one’s race, ethnicity, gender, religion or sexual orientation.
 - a. **Bearcat Commitment:** Baruch College is committed to the values of Integrity, Excellence, Respect, and Engagement. As Baruch College Bearcats, each student commits to these ideals by promising the following at their new student orientation:
 - i. I will dedicate myself to learning and practice personal INTEGRITY and academic honesty;
 - ii. I will challenge myself and others to achieve the highest level of academic EXCELLENCE by taking responsibility for my success;
 - iii. I will value our culture of diversity, RESPECT those around me, and foster an inclusive community through inquiry, compassion, and celebration;
 - iv. I will promote ENGAGEMENT and involvement in our community and beyond through participation, leadership, and service;
 - v. I promise to honor these values and lead by example.
 - b. With this Baruch College Bearcat Commitment in mind, please be reminded that Baruch College is committed to policies and practices that promote equality, equity, opportunity, and access in all of its educational programs and activities. Civility in all Baruch College online, hybrid and in-person classes and activities—and respect for the opinions of others—are essential strategies to promoting an academic environment in which everyone can learn and do their best work. In an academic environment, we must learn to disagree without being disagreeable; this means that courteous behavior and respectful discourse are required always in our Baruch College classrooms and in all our related educational programming and activities.

Students will be required to complete both individual and team-based activities. More details on each of these assignments are below, and more will be provided by the professor during the term. Guidelines for the grading of assignments are discussed in Appendix 1, and an explanation of how individual assignments contribute to the program learning goals is provided in Appendix 2.

All assignments (readings, papers, slides, projects, etc.) are due prior to the start of class on the day noted on the class schedule of the syllabus and must be submitted via BB *unless* students are specifically told otherwise (to clarify: assignments, etc., may not be emailed to the professor or left in a campus mailbox). Late assignments will not generally be accepted and, if they are, penalties (up to 20% off per day late) may apply at the professor’s discretion.

Description of Assignments	Responsibility	% of Grade
Class Contribution	Individual	10%
Written Case Analysis I	Individual	10%
Written Case Analysis II	Individual	10%
Quizzes (3- each worth 10%) *	Individual	30%
<i>*Instructors have the ability to go up to 5 quizzes if they want to administer shorter but more frequent quizzes</i>		
Company Strategic Analysis		
Progress Reports (5 at 2% each)	Team	10%
Final Executive Summary Report	Team	15%
Oral Presentation	Team	15%
Total		100%

Class Contribution. In a subject of this nature, valuable learning is often generated collectively from students' in-class contributions. Attending class sessions is obviously an important step towards class contribution, but attendance alone is not sufficient. Effective contribution goes beyond just being present and requires students to review the assigned material in advance of every class so that they can provide voluntary meaningful inputs to class discussions. Class participation in this class will include "business news" submissions which will be discussed live in class, as well as the instructor "cold calling" different students every week to answer basic comprehension questions about the assigned readings (including chapter content and cases).

In addition, students can contribute by responding to questions raised by the professor during lectures or even offering unsolicited ideas and information that might add value to the conversation. There is no single right solution for most of the issues discussed in class so students should feel confident to speak up with opinions, arguments, and examples related to the diverse topics that will be discussed. However, participation should not involve making irrelevant comments, trying to dominate a discussion, or being dismissive of other's comments. Hence, being a good audience and respecting others will affect one's class contribution. More details on how class contribution will be graded are provided in Appendix 1. Contribution grades will not be negotiated after the completion of the semester. Note that the class contribution grade also includes all miscellaneous assignments throughout the semester, such as submitting peer evaluation, etc.

Cases and Case Analyses. Students will be individually responsible for submitting 2 case analyses (one written and one oral), each worth 10% of the overall grade. In addition, students are required to read all of the assigned cases (the prompts/questions below are to help students prepare for case analyses and case discussions). All assigned cases can be found in the later part of the textbook.

Emirates Airlines or Lime <instructor picks up ONLY one case study> : Evaluate the strength of the competitive forces in the airline industry using the Porter's 5 Forces framework. How does Emirates' approach to competing in this industry influence the competitive forces it faces? How has it benefited from the broader changes in the external environment and what should it be concerned about in future?

General Motors or WWE or Alibaba <instructor picks up ONLY one case study>: What forces in the general and industry environments affect the U.S. auto industry generally, and

General Motors specifically? What internal resources and assets does General Motors have to help counter these external forces? What competitive strategy does General Motors use, and how might it position itself for future growth? What are some problems with its diversified global operations and how can these be addressed?

McDonalds or Fresh Direct <instructor picks up ONLY one case study>: Identify elements of McDonalds' business-level strategy using concepts and tools from the course. How has this strategy helped enhance economic performance in the past and what are some current issues that it faces? How has McDonalds changed its strategy in recent times and how effective will these be in addressing some of its issues?

Heineken: Evaluate how Heineken competes in the global beer industry using concepts and tools from the course. Specifically, distinguish Heineken the brand from Heineken the product, and discuss specific business, corporate, and international level strategies and methods Heineken has used to expand and compete – and why you believe it did so using relevant quantitative and qualitative information from the case and the concepts/tools from the course.

Johnson & Johnson: Evaluate J&J's organizational design and structure, using concepts and tools from the course. What are some benefits of this structure and why have recent CEOs tried to make some changes to it? Are the firm's design and structure responsible for its recent quality issues in any way and how can these be addressed in the future?

Written Case Analyses I and II: Extracting Information and Building Central Messages Using Case Analysis. Students will be individually responsible for submitting a brief memo – one page, single spaced - of **two business cases picked up among the five business cases above**, which will be worth 20% of the overall grade. Each student should assume the role of an external consultant hired by the firm's corporate leadership. Each student must identify a strategic issue faced by the firm using the information from the cases and build a central message that provides a recommendation to address the strategic issue. **No external sources should be used.** The analysis is due **before the start of the class on the day the case is assigned for discussion per the attached schedule.** No late assignments will be accepted. Specifically, each student's analysis must:

- Identify the strategic issue faced by the firm
- Provide at least one piece of concrete evidence using information and data from the case to show that this is a strategic issue
- Identify a specific recommendation
- Support that recommendation with one piece of evidence using information and data from the case to show that it would help resolve the strategic issue

Quizzes. Students will be required to take **three** <Instructor decides the number of quizzes (3-5 quizzes)> during class time, each of which will account for <%of each quiz> of the final grade (30% total). Details on when each quiz will be conducted and the material covered are noted in the class schedule below. Note that the quizzes are not cumulative (although course content will build on prior chapters). Further details on the format of these quizzes will be reviewed by the professor before the first quiz. The quizzes will be offered via Blackboard, will be individually randomized via question pools, will not allow “back-tracking,” and will be open-book/open-note but must be individual work (no collaboration).

Company Project. During the first week of class, students will be assigned to a team with whom to perform all team activities described. For the company reports, each team will select a company that is publicly traded on the US exchange.

Progress Reports: There are 5 “progress reports” due at different stages in the term as noted in the schedule below and each is worth 2% of the final grade. Resources from the library that could help students with these reports will be discussed during a research workshop conducted by a library representative. <Instructors can opt for not having a library workshop if students don’t need it. A list of relevant databases will be provided.> Instructor feedback provided on these reports can be used to prepare for the final Company Analytical Report and the Oral Presentation at the end of the term.

Note to professors: the progress reports should be graded for completion credit only and limited feedback for corrections/mistakes only (such as wrong level of analysis for Porter’s 5* Forces, etc.). Worksheets for #2, 3, 4 and 5 will be provided.

1. Background: Submit a brief write-up (at least one paragraph and no more than one page double-spaced) of background information about the company, such as the company’s size, mission, products, locations, etc.
2. External Analysis: Complete the assigned worksheet analyzing the external environment (general and industry).
3. Internal Analysis: Complete the assigned worksheet analyzing the internal environment (value chain and RBV/VRIN).
4. Specific Strategies: Complete the assigned worksheet regarding the current strategies of the company (business-level, corporate level, international strategies).
5. Strategic Issues and Recommendation: Submit a summary of the strategic issues that the company confronts and the team’s recommendations to resolve them. This summary can be written in a bullet point format - 12 point, Times New Roman font, with 1-inch margins. This is limited to 2-3 pages (strict limit), including at a minimum, the following items:
 - a. A brief discussion of the key strategic issues or challenges that the company faces and an explanation of why they are important/interesting to the company/this course.
 - b. Provide key recommendations using logic and evidence (data and information derived from research and analyses) to support your arguments.

Executive Summary Report. The final executive summary report is due during Finals Week as noted in the schedule below and must be submitted electronically through BB. This report should consist of:

1. A strategic analysis of the firm using course concepts and terminology. This should build upon the progress reports and address (but not necessarily be limited to) the following points:
 - a. Using appropriate quantitative and qualitative metrics, highlight one serious problem that the company is either facing currently or could face in the near future (this is possible even for relatively successful firms). The problem identification must build on the analyses from the progress reports (for example, the problem might be related to some industry forces becoming stronger, the company’s core

competencies becoming weaker, or inappropriate implementation of diversification initiatives, among others).

- b. The team should then provide **one recommendation** that the company could pursue to address this problem, along with at least **two related actions** towards its implementation. The logic for the problem identification and suggestions must be explained using theoretical concepts and tools from this course **by extracting data and information from the analyses and research**. Potential risks should be recognized with some thought on how these can be avoided.

The entire Company Final Report should **NOT** exceed **5 pages** of typed material (Times New Roman, 12pt font, double-spaced, 1-inch margins), excluding title page, tables of content, citations, exhibits or appendices. The report should incorporate any feedback received during the team oral presentation, which is also based on similar analysis of the same company and will happen during the last few classes of the term.

Oral Presentation. In the team oral presentation, students will play the role of external consultants to the company, and the mock audience for this presentation will be the board of directors and/or the C-level suite of the same company, and, essentially, present findings and arguments from your final executive summary report. The presentation should incorporate any instructor feedback received on the progress reports. After providing a very brief background of the company and its products, the presentation should highlight **one serious problem** that the company is either facing currently or could face in the near future. The team should then provide **one recommendation** that the company could pursue to address this problem, along with at least **two related actions** towards its implementation. Every presentation will be followed by a brief Q&A session where members of the audience can raise queries about aspects that they feel need further clarification or information. The quality of these questions and responses will also be considered in the presentation scores for the respective teams.

The presentation should be no more than 12 minutes in length, and *all team members must present at a high and balanced level*. The days allotted for the presentations are noted in the schedule below and more specific details regarding when each team will present will be provided by the professor during the term. PowerPoint slide decks should be submitted through BB prior to the start of class on the team's assigned presentation day.

To prepare an effective presentation, all team members should pay close attention to the flow and clarity of the presentation and avoid repetitive material among different presenters. Students should practice and time the presentation before presenting to the class (see below regarding the required rehearsal session). Teams are encouraged to make creative use of their presentation time; for example, teams may use videos, slides, posters, product samples, and audience participation to generate and sustain interest in the topic. Teams should keep in mind who the audience is meant to be (*i.e.*, BOD or C-Suite) and work to keep audience interest and engagement as well as communicate clearly and effectively. Although it is perfectly appropriate to refer to prepared notes during a presentation, students should **NOT READ directly from prewritten scripts**.

Our class collaborates with consultants from Baruch's Bernard L. Schwartz Communication Institute for these team presentations. A consultant from the Institute will conduct a virtual workshops on speaking and presenting skills that will help students design and deliver a strong presentation. In these sessions, students will practice using data to construct engaging narratives, and using PowerPoint and body language to speak effectively. Additionally, **each team is**

encouraged to schedule a virtual rehearsal with a consultant outside of class time to practice your presentation and identify some areas for further development. This meeting should take place at least a week before the final presentation to give students some time to address any suggestions. Students must arrive at the rehearsal session prepared with draft slides for the presentation. Details on how to sign up for the rehearsal session will be distributed later during the term.

A note on group work: It is expected that all team members participate significantly in the various team assignments, such as essays and reports, presentation, simulation rounds, and debrief. The professor will conduct periodic peer evaluations to understand how individual efforts are rated by other team members. These appraisals will be used to make modifications, if necessary, to individual students' point allocations for team assignments at the professor's sole discretion. While peer evaluations are designed to encourage participation in team activities, remember that your efforts and behavior will affect the performance of the entire team and strive to be a good team player. If a team has serious problems with free-riders and/or slackers on any of the group projects, the affected students should: (a) first try to manage and discuss their concerns with the slacking individual(s) directly; (b) if that doesn't work, alert the professor immediately and in a timely fashion (meaning do not wait until the last few days before an assignment is due or the semester is ending). In extreme cases, non-performing team members may, at the professor's discretion, fail the course, have their grades reduced, or other penalties.

Class Schedule

*Note 1: Unless students are told specifically otherwise, written assignments must be submitted via Blackboard **before** the start of class on the due date.*

Day/Date	Topic(s)	Assignments
1	<D>, <date> Orientation and Course Preview	Read Course Syllabus
2	<D>, <date> Introduction to Case Analyses/Discussion	Read DMEL Chapter13
<i>Teams will be formed on or around <date> and posted to Blackboard</i>		
3	<D>, <date> Strategic Management: Creating Competitive Advantages Introduction to Team Members	Read DMEL Chapter 1 Submit team company preferences for Company Analysis Projects
<i>A final list of company assignments for the team project will be posted to BB on or around <date></i>		
4	<D>, <date> Analyzing the External Environment of the Firm	Read DMEL Chapter 2
5	<D>, <date> Review: Analyzing the External Environment of the Firm	Re-read DMEL Chapter 2 Submit Progress Report #1
6	<D>, <date> Library Research Workshop	Optional if instructors don't need one for their classes
7	<D>, <date> Case Discussion	Read DMEL Case "Emirates" or "Lime" Instructor: Pick up ONLY one case Submit Written Case Analysis II if this case is chosen
8	<D>, <date> Communications Workshop	Submit Progress Report #2
9	<D>, <date> Quiz 1 Review Introduce: Analyzing the Internal Environment of the Firm	Read DMEL Chapter 3 – Value Chain
10	<D>, <date> Quiz 1 (30 minutes)	Quiz 1: Chapters 1&2 and Emirates or Lime case

	Day/Date	Topic(s)	Assignments
		Analyzing the Internal Environment of the Firm	Read DMEL Chapter 3 – Review the Value Chain and read the rest of chapter
11	<D>, <date>	Internal Environment Application Case Discussion	Re-read DMEL Chapter 3 Read DMEL Case “General Motors” or “WWE” or “Alibaba” Instructor: Pick up ONLY one case Submit Written Case Analysis II if this case is chosen
12	<D>, <date>	Quiz 2 Review Introduce: Business-Level Strategy	Read DMEL Chapter 5 Submit Progress Report #3
13	<D>, <date>	Quiz 2 (30 minute) Business-Level Strategy: Creating and Sustaining Competitive Advantages	Quiz 2: Chapter 3 and GM or WWE or Alibaba Case Re-read DMEL Chapter 5
14	<D>, <date>	Case Discussion Introduce Corporate-Level Strategy	Read DMEL Case “McDonald’s” or “Fresh Direct” Instructor: Pick up ONLY one case Read DMEL Chapter 6 Submit Written Case Analysis II if this case is chosen
15	<D>, <date>	Corporate-Level Strategy: Creating Value Through Diversification	Re-read DMEL Chapter 6
16	<D>, <date>	Quiz 3 Review	
17	<D>, <date>	Quiz 3 (30 minutes) Introduce: International Strategy	Quiz 3: Chapters 5&6 and McDonalds or Fresh Direct case Read DMEL Chapter 7
18	<D>, <date>	International Strategy: Creating Value in Global Markets	Re-read DMEL Chapter 7
19	<D>, <date>	Strategic Control and Corporate Governance	Read DMEL Chapter 9 Submit Progress Report #4
20	<D>, <date>	Case Discussion Quiz 4 Review	Read DMEL Case “Heineken” Submit Written Case Analysis II if this case is chosen
21	<D>, <date>	Quiz 4 (30 minute)	Quiz 4: Chapters 7&9 and Heineken Case

Day/Date	Topic(s)	Assignments
22 <D>, <date>	Creating Effective Organizational Designs	Read DMEL Chapter 10 Submit Progress Report #5
23 <D>, <date>	Strategic Leadership & Ethics	Read DMEL Chapter 11
24 <D>, <date>	Case Discussion Quiz 5 Review	Read DMEL Case “J&J” Submit Written Case Analysis II if this case is chosen
25 <D>, <date>	Quiz 5 (30 minute) & Course wrap-up	Quiz 5: Chapters 10&11 and J&J case
26 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
27 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
28 <D>, <date>	Team Presentations	Teams TBD - Submit presentation slides
Per Finals Schedule (Registrar)	Final Papers	Submit Executive Summary Report Submit Peer Evaluation

Every effort will be made to follow the outline above. However, any changes will be posted on BB and communicated via email.

Appendix 1: Grading

Grading Scheme

Grades will be assigned as follows:

A	= 93.0 – 100	B+	= 87.0 - 89.9	C+	= 77.0 - 79.9	D+	= 67.0 - 69.9
A-	= 90.0 – 92.9	B	= 83.0 - 86.9	C	= 73.0 - 76.9	D	= 60.0 - 66.9
		B-	= 80.0 - 82.9	C-	= 70.0 - 72.9	F	= Below 60

Guidelines for Grading Class Contribution:

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

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

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

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

Non-contributor (F). This person has said little or nothing in class. The person has appeared uninterested or disengaged. The quality of discussions would be improved if a different student occupied the seat.

Guidelines for Grading Written Assignments

Outstanding writer (A). Written analysis reflects exceptional organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce optimal business outcomes. Explanations are well supported, persuasively presented, and reveal that this person is an excellent communicator. All writing is fully edited and is stylistically and grammatically correct.

Good writer (B). Written analysis reflects organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce

good business outcomes. Explanations are supported, somewhat persuasively presented, and reveal that this person is a good communicator. Writing shows signs of having been edited, and is, for the most part, stylistically and grammatically correct.

Adequate writer (C). Written analysis reflects only basic organization, thoughtfulness and insight. The work shows that the student understands the substantive material covered in class. Explanations are minimally supported, mildly persuasive and reveal that this person can communicate. Writing is barely edited and is stylistically and grammatically passable.

Unsatisfactory writer (D). Written analysis is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent. Writing is unedited or is stylistically or grammatically defective.

Non-writer (F). Written analysis is not submitted and does not make any effort to address the assigned tasks.

Guidelines for Grading Oral Presentations

Outstanding presentation (A). Presentation reflects exceptional organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce optimal business outcomes and can convey the information eloquently and clearly. Explanations are well supported, persuasively presented, and logically convey a clear central message. All slides are fully edited and are stylistically and grammatically correct.

Good presentation (B). Presentation reflects organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce good business outcomes and can convey the information clearly. Explanations are supported, somewhat persuasively presented, and convey a central message. Slides show signs of having been edited, and are, for the most part, stylistically and grammatically correct.

Adequate presentation (C). Presentation reflects only basic organization of ideas, thoughtfulness and insight. The work shows that the student(s) understand the substantive material covered in class. Explanations are minimally supported, mildly persuasive, and reflects some confusion surrounding the central message. Slides are barely edited and are stylistically and grammatically passable.

Unsatisfactory presentation (D). Presentation is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent, and no central message is conveyed. Slides are unedited or are stylistically or grammatically defective.

Non-presentation (F). Presentation is not submitted and does not make any effort to address the assigned tasks.

Appendix 2: Mapping of Learning Goals and Assignments

Assignments	Course Learning Goals	BBA Learning Goals
Class Contribution, Oral Presentation	Identify and diagnose issues related to interactions among multiple functional areas of organizations Apply strategic management techniques to generate recommendations for strategic issues	Analytical Skills Civic Awareness & Ethical Decision-Making Global Awareness
Quizzes, Case Analyses, Company Reports	Identify and diagnose issues related to interactions among multiple functional areas of organizations Apply strategic management techniques to generate recommendations for strategic issues	Analytical Skills Communication Skills: Written Civic Awareness and Ethical Decision-Making Global Awareness

BAR01 - Edit Program - STAT-MS - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code**Action**

Changes to the Curriculum

Degree Designation

MS - Master of Science

NYSED Form**Distance Education Application****Attachments # 17**

[Change in Program MS Statistics ZSB Faculty Meeting 4.18.2024.p](#)

Program Details

Official Name of Program

Statistics

CIP Code

27.0501

HEGIS Code

0503.00

Field of Study (IRP)

79229

All:2. The following revisions are proposed for the MS in Statistics in the Zicklin School of Business

Program: MS in Statistics

HEGIS Code: 0503.00

Program Code: 79229

Effective: Spring 2025

From: MS in Statistics			To: MS in Statistics		
Course	Description	Crs	Course	Description	Crs
Preliminary Courses (9 Credits)			Preliminary Courses (9 Credits)		
Students with appropriate academic background will be able to reduce the number of credits in preliminary requirements. Grades in undergraduate mathematics courses are not calculated in the grade point average.			Students with appropriate academic background will be able to reduce the number of credits in preliminary requirements. Grades in undergraduate mathematics courses are not calculated in the grade point average.		
MTH 2207	Elements of Calculus and Matrix Algebra	4	MTH 2207	Elements of Calculus and Matrix Algebra	4
MTH 3006	Elementary Calculus II	4	MTH 3006	Elements of Calculus II	4
STA 9708	Managerial Statistics	3	STA 9708	Managerial Statistics	3
Note: MTH 2207 and MTH 3006 are undergraduate courses. Entering students are strongly advised to complete a minimum of six credits of calculus before starting the MS programs in Statistics, in order to waive these math requirements.			Note: MTH 2207 and MTH 3006 are undergraduate courses. Entering students are strongly advised to complete a minimum of six credits of calculus before starting the MS programs in Statistics, in order to waive these math requirements.		
Courses in Specialization (31.5 Credits)			Courses in Specialization (31.5 Credits)		
Required (13.5 credits)			Required (13.5 credits)		
BUS 9551	Business Communication I	1.5	BUS 9551	Business Communication I	1.5

STA 9700	Applied Regression Analysis	3	STA 9700	Applied Regression Analysis	3
STA 9715	Applied Probability	3	STA 9715	Applied Probability	3
STA 9719	Foundations of Statistical Inference	3	STA 9719	Foundations of Statistical Inference	3
STA/OPR 9750	Software Tools for Data Analysis	3	<u>STA 9750</u>	Software Tools for Data Analysis	3
Electives (12 credits)			Electives (12 credits)		
Choose 12-18 credits from the list below for the MS-Stats degree. If you plan to specialize in the Data Science concentration, please ensure that you take the appropriate electives specific to that track.			Choose 12-18 credits from the list below for the MS-Stats degree. If you plan to specialize in the Data Science concentration, please ensure that you take the appropriate electives specific to that track.		
STA 9701	Time Series: Forecasting and Statistical Modeling	3	STA 9701	Time Series: Forecasting and Statistical Modeling	3
STA 9705	Multivariate Statistical Methods	3	STA 9705	Multivariate Statistical Methods	3
STA 9706	Analysis of Categorical and Ordinal Data	3	STA 9706	Analysis of Categorical and Ordinal Data	3
STA 9710	Statistical Methods in Sampling and Auditing	3	STA 9710	Statistical Methods in Sampling and Auditing	3
STA 9712	Advanced Linear Models	3	STA 9712	Advanced Linear Models	3
STA 9713	Financial Statistics	3	STA 9713	Financial Statistics	3
STA 9714	Experimental Design for Business	3	STA 9714	Experimental Design for Business	3
STA/OPR 9783	Stochastic Processes for Business Applications	3	STA/OPR 9783	Stochastic Processes for Business Applications	3
STA 9791	Special Topics in Statistics	1	STA 9791	Special Topics in Statistics	1
STA 9792	Special Topics in Statistics	1.5	STA 9792	Special Topics in Statistics	1.5

STA 9793	Special Topics in Statistics	2	STA 9793	Special Topics in Statistics	2
STA 9794	Special Topics in Statistics	3	STA 9794	Special Topics in Statistics	3
STA 9797	Advanced Data Analysis	3	STA 9797	Advanced Data Analysis	3
STA/OPR 9850	Advanced Statistical Computing	3	STA <u>9850</u>	Advanced Statistical Computing	3
STA 9890	Statistical Learning for Data Mining	3	STA 9890	Statistical Learning for Data Mining	3
STA 9891	Machine Learning for Data Mining	3	STA 9891	Machine Learning for Data Mining	3

Business Electives (6 credits):

Choose 6 credits of 9000-level courses from the graduate offerings of the Zicklin School of Business, with the exception of i) STA 9708; ii) courses applied towards a prior master's degree; or iii) courses that do not allow credit to be given for both that course and another statistics course. Students may take additional statistics courses as their business electives.

Business Electives (6 credits):

Choose 6 credits of 9000-level courses from the graduate offerings of the Zicklin School of Business, with the exception of i) STA 9708; ii) courses applied towards a prior master's degree; or iii) courses that do not allow credit to be given for both that course and another statistics course. Students must meet all prerequisites requirements to register for any of the 9000-level courses. Students may take additional statistics courses as their business electives.

Concentration in Data Science:

In addition to the 13.5 credits of required MS courses, students must take all of the following required data science courses.

STA 9705	Multivariate Statistical Methods	3
STA 9797	Advanced Data Analysis	3
STA 9890	Statistical Learning for Data Mining	3
STA 9891	Machine Learning for Data Mining	3

Concentration in Data Science:

In addition to the 13.5 credits of required MS courses, students must take all of the following required data science courses.

STA 9705	Multivariate Statistical Methods	3
STA 9797	Advanced Data Analysis	3
STA 9890	Statistical Learning for Data Mining	3
STA 9891	Machine Learning for Data Mining	3

Rationale:

STA/OPR 9750 and STA/OPR 9850 have been changed to STA 9750 and STA 9850.

BAR01 - Edit Program - ZKMENT-MIN - Academic Program Action - Change Action Detail

Institution

Baruch College

MHC Field of Study Code**Action**

Change of Program Name

Degree Designation**NYSED Form Distance Education Application****Attachments # 18**

[2024_05_ZSB UCC AURD_AIII.3.2 Change to Degree Program - Entrepreneurship business minor program change.pdf](#)

Program Details

Official Name of Program

Entrepreneurship

CIP Code

52.0701

HEGIS Code**Field of Study (IRP)**

Baruch College
Academic University Report Detail

The following recommendations of the committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 9, 2024, effective the Fall 2025 semester pending approval of the Board of Trustees.

PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

AIII.3.2 The following revisions are proposed for the Minor in Entrepreneurship (for business and non-business majors) offered by the Department of Entrepreneurship and Innovation in the Zicklin School of Business

Program: Minor in Entrepreneurship (for business and non-business majors)

Effective: Fall 2025

From:	Minor in Entrepreneurship (for business and non-business majors)		To:	Minor in Entrepreneurship <u>and Innovation</u> (for business and non-business majors)	
Course	Description	Crd	Course	Description	Crd
Required Courses		9	Required Courses		3
ENT 3950	Developing an Entrepreneurial Mindset	3	ENT 3950	Developing an Entrepreneurial Mindset	3
Elective Courses		Crd	Elective Courses		Crd
Students must earn 6 credits from the following elective courses:		6	Students must earn 6 credits from the following elective courses:		6
ENT 3952	Designing for Innovation	3	ENT 3952	Designing for Innovation	3
ENT 3960	An Entrepreneurial Pre-Launch Journey	3	ENT 3960	An Entrepreneurial Pre-Launch Journey	3
ENT 3962	Family Enterprise Dynamics	3	ENT 3962	Family Enterprise Dynamics	3
ENT 3968	The Art of Persuasion	3	ENT 3968	The Art of Persuasion	3
ENT 3971	Multicultural Entrepreneurial Experiences	3	ENT 3971	Multicultural Entrepreneurial Experiences	3
ENT 4954	New Venture Funding	3	ENT 4954	New Venture Funding	3

ENT 4960	New Venture Management	3	ENT 4960	New Venture Management	3
ENT 4967	Technology and Innovation in Entrepreneurship	3	ENT 4967	Technology and Innovation in Entrepreneurship	3
ENT 4969	Social Entrepreneurship	3	ENT 4969	Social Entrepreneurship	3
ENT 3993	Special Topics in Entrepreneurship	3	ENT 3993	Special Topics in Entrepreneurship <u>and Innovation</u>	3
ENT 3394	Special Topics in Entrepreneurship	3	ENT 3394	Special Topics in Entrepreneurship <u>and Innovation</u>	1.5
ENT 4993	Special Topics in Entrepreneurship	3	ENT 4993	Special Topics in Entrepreneurship <u>and Innovation</u>	3
ENT 4994	Special Topics in Entrepreneurship	3	ENT 4994	Special Topics in Entrepreneurship <u>and Innovation</u>	1.5

Rationale:

This minor covers material related to both entrepreneurship and innovation. When this minor was developed, the minor was simply called “Entrepreneurship.” In 2023, the Zicklin School of Business established the Department of Entrepreneurship and Innovation. The proposed changes here reflect that development. These changes reflect content that is already in the courses and the minor. Thus, this proposed revision reflects the following changes to the Entrepreneurship minor for both business and non-business majors.

Change the name of the minor from “Entrepreneurship” to “Entrepreneurship and Innovation”.

Change course titles for all special topics courses (ENT 3993, 3994, 4993, 4994) from “Special Topics in Entrepreneurship” to “Special Topics in Entrepreneurship and Innovation” and revise course descriptions accordingly.

Course

BAR01 - New Course - BIO2050 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Course Title Mindfulness+: The Science of Yoga, Meditation, and Cardiopulmonary Physiology

Is this Course Required for a Major?

No

Is this Course Part of a Major within your Department?

No

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

Laboratory Liberal Arts

Course Attributes

Course Offerings

Subject Area

BIO

Catalog Number

2050

Department(s)

Natural Sciences

Pre-Requisites / Co-Requisites

none

Credits

Credit Hours

Minimum: 2

Max: 2

Contact Hours

Value: 4

BAR01 - Edit Course - CIS3270 - Course - Change Course Data

Course Description

Institution

Baruch College

Course Title

Technology, Ethics, & Society

Is this Course Required for a Major?

No

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

Regular Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses**Subject Area**

CIS

Catalog Number

3270

Course Typically Offered

Fall, Spring, Summer

Department(s)

Information Systems and Statistics

Pre-Requisites / Co-Requisites

Credits

Credit Hours**Minimum**

3

Max

3

Contact Hours

Value 3

BAR01 - New Course - CIS3280 - Course - New Gen Ed Course Course Description

Institution

Baruch College

Course Title

The Ethics of Artificial Intelligence

Is this Course Required for a Major?

No

**Is this Course Part of a Major within your
Department?**

No

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

Regular Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses

1561511

Subject Area

CIS

Catalog Number

3280

Department(s)

Information Systems and Statistics

Pre-Requisites / Co-Requisites

One 1000-level course in philosophy

Credits

Credit Hours

Minimum: 3

Max: 3

Contact Hours

Value: 3

BAR01 - Edit Course - CIS4160 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Web Engineering

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses**Subject Area**

CIS

Catalog Number

4160

Course Typically Offered

Fall, Spring, Summer

Department(s)

Information Systems and Statistics

Pre-Requisites / Co-Requisites

[(CIS 3100 or CIS 3110 or 3120) and (ZICK/ZKTP) and (ZK4L/ZK4P stdnt grp: details, <https://bit.ly/4000-level-bus-courses>)] or [(MTH 4300 or MTH 4299) and CompSci-BS Major]

Credits

Credit Hours

Minimum: 3

Max: 3

Contact Hours

Value: 3

BAR01 - New Course - CIS9563 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Robotic Process Automation (RPA) for Organizations

Is this Course Required for a Major?

Yes

Is this Course Part of a Major within your Department?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Graduate Non-Liberal Arts

Course Attributes

Course Offerings

Subject Area

CIS

Catalog Number

9563

Department(s)

Information Systems and Statistics

Pre-Requisites / Co-Requisites

Credits

Credit Hours

Minimum: 3

Max: 3

Contact Hours

Value: 3

BAR01 - New Course - COM4040 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Language, Social Media, and Identity

Is this Course Required for a Major?

Yes

Is this Course Part of a Major within your Department?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

54 / 167

OAA AUR, Baruch College, 2024 / October

Start Term

2025 Fall Term

Remedial

Yes

Developmental

No

Compensatory

No

Regular

No

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

Remedial Liberal Arts

Course Attributes

Course Offerings

Subject Area

COM

Catalog Number

4040

Department(s)

Communication Studies

Pre-Requisites / Co-Requisites

ENG/CMP/LTT 2800 or 2850 or departmental permission

Credits

Credit Hours

Minimum 3

Max: 3

Contact Hours

Value:3

BAR01 - New Course - ECO3630 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Data Science for Economics and Finance

Is this Course Required for a Major?

Yes

Is this Course Part of a Major within your Department?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

Regular Liberal Arts

Course Offerings

Subject Area

ECO

Catalog Number

3630

Department(s)

Economics and Finance

Pre-Requisites / Co-Requisites

Prerequisites: STA 2000 and [((ZICK, ZKTP, WEIS, ZKWP, or SPAF) and (ECO-BBA or FIN-BBA or ECO-BA or Eco & Fin minor or ZK-Fintech Minor) or (Eco minor w/ 45 credits) or (NB-Fintech w/BUS 1000, 1001, 1011, or 2000)]

Credits

Credit Hours

Minimum: 3

Max: 3

Contact Hours

Value: 3

BAR01 - New Course - ENG3070 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Introduction to Writing Studies and Rhetorical Theory

Is this Course Required for a Major?

Yes

Is this Course Part of a Major within your Department?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial: Yes

Developmental: No

Compensatory: No

Regular: No

Liberal Arts: Yes

Pathways: No

College Option No

Requirement Designation

Remedial Liberal Arts

Course Attributes

Course Offerings

Subject Area

ENG

Catalog Number

3070

Department(s)

English

Pre-Requisites / Co-Requisites

ENG 2150 or ENG/CMP/LTT 2800 or 2850 or departmental permission.

Credits

Credit Hours

Minimum: 3

Max: 3

Contact Hours

Value :3

BAR01 - New Course - ENG3105 - Course - New Course

Course Description

Institution

Baruch College

Course Title

The Art of Editing: Crafting and Revising in Community

Is this Course Required for a Major?

Yes

Is this Course Part of a Major within your Department?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

Yes

Developmental

No

Compensatory

No

Regular

No

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

Remedial Liberal Arts

Course Attributes

Course Offerings

Subject Area

ENG

Catalog Number

3105

Department(s)

English

Pre-Requisites / Co-Requisites

ENG 2150 or ENG/CMP/LTT 2800 or 2850 or departmental permission.

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - ENG3770 - Course - Change Course Data Course Description

Institution

Baruch College

Course Title

Modern Drama

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

66 / 167

OAA AUR, Baruch College, 2024 / October

Requirement Designation

Regular Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses

THE 3770

Subject Area

ENG

Catalog Number

3770

Course Typically Offered

Fall, Spring, Summer

Department(s)

English

Pre-Requisites / Co-Requisites

Prerequisite for THE 3770: THE 1041

Prerequisite for ENG 3770: ENG 2150 or ENG/CMP/LTT 2800 or 2850 or departmental

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - ENG3780 - Course - Change Course Data Course Description

Institution

Baruch College

Course Title

Contemporary Drama: The New Theatre

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

69 / 167

OAA AUR, Baruch College, 2024 / October

Requirement Designation

Regular Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses

THE 3780

Subject Area

ENG

Catalog Number

3780

Course Typically Offered

Fall, Spring, Summer

Department(s)

English

Pre-Requisites / Co-Requisites

Prerequisite for ENG 3780: ENG 2150 or ENG/CMP/LTT 2800 or 2850 or departmental permission.

Prerequisite for THE 3780: THE 1041

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - New Course - ENG4040 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Language, Social Media, and Identity

Is this Course Required for a Major?

Yes

Is this Course Part of a Major within your

Department?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

72 / 167

OAA AUR, Baruch College, 2024 / October

Start Term

2025 Fall Term

Remedial

Yes

Developmental

No

Compensatory

No

Regular

No

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

Remedial Liberal Arts

Course Attributes

Course Offerings

Subject Area

ENG

Catalog Number

4040

Department(s)

English

Pre-Requisites / Co-Requisites

ENG/CMP/LTT 2800 or 2850 or departmental permission

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - ENT3993 - Course - Change Course Data Course Description

Institution

Baruch College

Course Title

Special Topics in Entrepreneurship and Innovation

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

75 / 167

OAA AUR, Baruch College, 2024 / October

Course Attributes

Course Offerings

Cross Listed Courses

Subject Area

ENT

Catalog Number

3993

Course Typically Offered

Fall, Spring, Summer

Department(s)

Entrepreneurship and Innovation

Pre-Requisites / Co-Requisites

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - ENT3994 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Special Topics in Entrepreneurship and Innovation

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

78 / 167

OAA AUR, Baruch College, 2024 / October

Course Attributes

Course Offerings

Cross Listed Courses

Subject Area

ENT

Catalog Number

3994

Course Typically Offered

Fall, Spring, Summer

Department(s)

Entrepreneurship and Innovation

Pre-Requisites / Co-Requisites

Credits

Credit Hours

Minimum

1.5

Max

1.5

Contact Hours

Value

1.5

BAR01 - Edit Course - ENT4993 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Special Topics in Entrepreneurship and Innovation

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

81 / 167

OAA AUR, Baruch College, 2024 / October

Course Attributes

Course Offerings

Cross Listed Courses

Subject Area

ENT

Catalog Number

4993

Course Typically Offered

Fall, Spring, Summer

Department(s)

Entrepreneurship and Innovation

Pre-Requisites / Co-Requisites

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - ENT4994 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Special Topics in Entrepreneurship and Innovation

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2024 Summer Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

84 / 167

OAA AUR, Baruch College, 2024 / October

Course Attributes

Course Offerings

Cross Listed Courses

Subject Area

ENT

Catalog Number

4994

Course Typically Offered

Fall, Spring, Summer

Department(s)

Entrepreneurship and Innovation

Pre-Requisites / Co-Requisites

Credits

Credit Hours

Minimum

1.5

Max

1.5

Contact Hours

Value

1.5

BAR01 - Edit Course - ENT5985 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Entrepreneurship and Innovation in the Wild

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts Pathways College Option

87 / 167

OAA AUR, Baruch College, 2024 / October

No No No

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses**Subject Area**

ENT

Catalog Number

5985

Course Typically Offered

Fall, Spring, Summer

Department(s)

Entrepreneurship and Innovation

Pre-Requisites / Co-Requisites

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - ENT9975 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Real Estate Entrepreneurship

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

90 / 167

OAA AUR, Baruch College, 2024 / October

Requirement Designation

Graduate Non-Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses

0942841

Subject Area

ENT

Catalog Number

9975

Course Typically Offered

Fall, Spring, Summer

Department(s)

Entrepreneurship and Innovation

Pre-Requisites / Co-Requisites

Pre/Corequisite: FIN 9770 or RES 9776. Credit is given for ENT 9975 or RES 9980, not both.

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - ENT9991 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Special Topics in Entrepreneurship and Innovation

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Graduate Non-Liberal Arts

Course Attributes

93 / 167

OAA AUR, Baruch College, 2024 / October

Course Attributes

Course Offerings

Cross Listed Courses**Subject Area**

ENT

Catalog Number

9991

Course Typically Offered

Fall, Spring, Summer

Department(s)

Entrepreneurship and Innovation

Pre-Requisites / Co-Requisites

Credits

Credit Hours**Minimum**

1.5

Max

1.5

Contact Hours**Value**

3

BAR01 - Edit Course - ENT9992 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Special Topics in Entrepreneurship and Innovation

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Graduate Non-Liberal Arts

Course Attributes

96 / 167

OAA AUR, Baruch College, 2024 / October

Course Attributes

Course Offerings

Cross Listed Courses**Subject Area**

ENT

Catalog Number

9992

Course Typically Offered

Fall, Spring, Summer

Department(s)

Entrepreneurship and Innovation

Pre-Requisites / Co-Requisites

Credits

Credit Hours**Minimum**

3

Max

3

Contact Hours**Value**

3

BAR01 - New Course - MGT4999 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Strategic Management

Is this Course Required for a Major?

Yes

Is this Course Part of a Major within your Department?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts Pathways College Option

99 / 167

OAA AUR, Baruch College, 2024 / October

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

Course Offerings

Subject Area

MGT

Catalog Number

4999

Department(s)

Management

Pre-Requisites / Co-Requisites

1. Admitted to Zicklin (ZICK stdnt grp) &
2. Completion of 90 credits &
3. Completion of ACC2203 (or ACC3200), FIN3000, MGT3120, OPM3000 (or MGT3121) & MKT3000 &

4. ZK4L/ZK4P stdnt grp: details, <https://bit.ly/4000-level-bus-courses>

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - New Course - MGT9612 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Corporate Strategy and Growth

Is this Course Required for a Major?

Yes

Is this Course Part of a Major within your Department?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

2025 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts Pathways College Option

102 / 167

OAA AUR, Baruch College, 2024 / October

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Graduate Non-Liberal Arts

Course Attributes

Course Offerings

Subject Area

MGT

Catalog Number

9612

Department(s)

Management

Pre-Requisites / Co-Requisites

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - MGT9875 - Course - Discontinue Course Course Description

Institution

Baruch College

Short Course Title

Real Estate Entrepreneurship

Course Title

Real Estate Entrepreneurship

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

2015 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways**Designation****College Option**

No

Non Liberal Arts

Yes

Requirement**Designation**

Graduate Non-

Liberal Arts

**Does this course
have any Secondary****Requirement****Designations?**

No

Secondary**Requirement****Designation(s)****Course Attributes**

105 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses**Subject area**

MGT

New Subject Area Request Catalog Number

9875

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours**Minimum**

3

Max

3

BAR01 - Edit Course - MGT9960 - Course -

Discontinue Course

Course Description

Institution

Baruch College

Short Course Title

Entre Strat And Case

Course Title

Entre Strat And Case

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

1938 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways

Designation

College Option

No

Non Liberal Arts

Yes

Requirement

Designation

Graduate Non-

Liberal Arts

Does this course

have any Secondary

Requirement

Designations?

No

Secondary

Requirement

Designation(s)

Course Attributes

107 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

MGT

New Subject Area Request Catalog Number

9960

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

BAR01 - Edit Course - MGT9961 - Course -

Discontinue Course

Course Description

Institution

Baruch College

Short Course Title

Analysis Of Entr Exp

Course Title

Analysis Of Entr Exp

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

1938 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways

Designation

College Option

No

Non Liberal Arts

Yes

Requirement**Designation**

Graduate Non-
Liberal Arts

**Does this course
have any Secondary****Requirement****Designations?**

No

Secondary**Requirement****Designation(s)****Course Attributes**

109 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses**Subject area**

MGT

New Subject Area Request Catalog Number

9961

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours**Minimum**

3

Max

3

BAR01 - Edit Course - MGT9963 - Course -

Discontinue Course

Course Description

Institution

Baruch College

Short Course Title

Rsch & Dvl Entr Vent

Course Title

Rsch & Dvl Entr Vent

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

2015 Summer Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways

Designation

College Option

No

Non Liberal Arts

Yes

Requirement

Designation

Graduate Non-

Liberal Arts

**Does this course
have any Secondary**

Requirement

Designations?

No

Secondary

Requirement

Designation(s)

Course Attributes

111 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

MGT

New Subject Area Request Catalog Number

9963

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

BAR01 - Edit Course - MGT9964 - Course - Discontinue Course Course Description

Institution

Baruch College

Short Course Title

Entrepreneurial Entr

Course Title

Entrepreneurial Entr

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

1938 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways

Designation

College Option

No

Non Liberal Arts

Yes

Requirement

Designation

Graduate Non-

Liberal Arts

Does this course

have any Secondary

Requirement

Designations?

No

Secondary

Requirement

Designation(s)

Course Attributes

113 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

MGT

New Subject Area Request Catalog Number

9964

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

BAR01 - Edit Course - MGT9965 - Course -

Discontinue Course

Course Description

Institution

Baruch College

Short Course Title

Board, Governance& Leadership

Course Title

Boards, Governance, and Leadership within Entrepreneurial, Family, and Social Enterprises.

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

2019 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways

Designation

College Option

No

Non Liberal Arts

Yes

Requirement

Designation

Graduate Non-

Liberal Arts

**Does this course
have any Secondary**

Requirement

Designations?

No

Secondary

Requirement

Designation(s)

Course Attributes

115 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

MGT

New Subject Area Request Catalog Number

9965

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

**BAR01 - Edit Course - MGT9966 - Course -
Discontinue Course**

Course Description

Institution

Baruch College

Short Course Title

Entrepreneurship and Social Bu

Course Title

Entrepreneurship and Social Business: From Strategy Development to Implementation

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

1938 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways**Designation****College Option**

No

Non Liberal Arts

Yes

Requirement**Designation**

Graduate Non-
Liberal Arts

**Does this course
have any Secondary****Requirement****Designations?**

No

Secondary**Requirement****Designation(s)****Course Attributes**

117 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

MGT

New Subject Area Request Catalog Number

9966

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

BAR01 - Edit Course - MGT9968 - Course - Discontinue Course

Course Description

Institution

Baruch College

Short Course Title

Entrepreneurial Communication

Course Title

Entrepreneurial Communication

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

1938 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways

Designation

College Option

No

Non Liberal Arts

Yes

Requirement**Designation**

Graduate Non-

Liberal Arts

**Does this course
have any Secondary****Requirement****Designations?**

No

Secondary**Requirement****Designation(s)****Course Attributes**

119 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses**Subject area**

MGT

New Subject Area Request Catalog Number

9968

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours**Minimum**

3

Max

3

BAR01 - Edit Course - MGT9969 - Course - Discontinue Course

Course Description

Institution

Baruch College

Short Course Title

Social Entreprenrshp

Course Title

Social Entreprenrshp

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

1938 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways

Designation

College Option

No

Non Liberal Arts

Yes

Requirement

Designation

Graduate Non-

Liberal Arts

Does this course

have any Secondary

Requirement

Designations?

No

Secondary

Requirement

Designation(s)

Course Attributes

121 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

MGT

New Subject Area Request Catalog Number

9969

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

BAR01 - Edit Course - MGT9970 - Course -

Discontinue Course

Course Description

Institution

Baruch College

Short Course Title

Entrep & Comm Dvlpmt

Course Title

Entrep & Comm Dvlpmt

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

1938 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways

Designation

College Option

No

Non Liberal Arts

Yes

Requirement

Designation

Graduate Non-

Liberal Arts

Does this course

have any Secondary Requirement Designations?

No

Secondary Requirement Designation(s)

Course Attributes

123 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

MGT

New Subject Area Request Catalog Number

9970

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

BAR01 - Edit Course - MGT9971 - Course - Discontinue Course

Course Description

Institution

Baruch College

Short Course Title

Women - Entreprl Ldr

Course Title

Women - Entreprl Ldr

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

1938 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways

Designation

College Option

No

Non Liberal Arts

Yes

Requirement

Designation

Graduate Non-

Liberal Arts

**Does this course
have any Secondary**

Requirement

Designations?

No

Secondary

Requirement

Designation(s)

Course Attributes

125 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

MGT

New Subject Area Request Catalog Number

9971

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

BAR01 - Edit Course - MGT9979 - Course - Discontinue Course Course Description

Institution

Baruch College

Short Course Title

Entrepreneurship Seminar

Course Title

Entrepreneurship Seminar

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Effective Term

1938 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways**Designation****College Option**

No

Non Liberal Arts

Yes

Requirement**Designation**

Graduate Non-

Liberal Arts

**Does this course
have any Secondary
Requirement
Designations?**

No

Secondary**Requirement****Designation(s)****Course Attributes**

127 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

MGT

New Subject Area Request Catalog Number

9979

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

BAR01 - Edit Course - MGT9993 - Course -

Discontinue Course

Course Description

Institution

Baruch College

Short Course Title

Special Topics In Entreprenshp

Course Title

Special Topics in Entrepreneurship

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

1938 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways**Designation****College Option**

No

Non Liberal Arts

Yes

Requirement**Designation**

Graduate Non-

Liberal Arts

Does this course

have any Secondary

Requirement**Designations?**

No

Secondary**Requirement****Designation(s)****Course Attributes**

129 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses**Subject area**

MGT

New Subject Area Request Catalog Number

9993

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours**Minimum**

2

Max

3

BAR01 - Edit Course - MKT3400 - Course -

Change Course Data

Course Description

Institution

Baruch College

Course Title

International Business Principles

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

131 / 167

OAA AUR, Baruch College, 2024 / October

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses

Subject Area

MKT

Catalog Number

3400

Course Typically Offered

Fall, Spring, Summer

Department(s)

Marketing and International Business

Pre-Requisites / Co-Requisites

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - MKT3400H - Course - Change Course Data Course Description

Institution

Baruch College

Course Title

Honors - International Business Principles

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

Start Term

134 / 167

OAA AUR, Baruch College, 2024 / October

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

HON - HON (Campus Honors)

Course Offerings

Cross Listed Courses**Subject Area**

MKT

Catalog Number

3400H

Course Typically Offered

Fall, Spring, Summer

Department(s)

Marketing and International Business

Pre-Requisites / Co-Requisites

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - MTH3150 - Course - Change Course Data Course Description

Institution

Baruch College

Course Title

Discrete Math: An Invitation to Computer Science

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Course Details

Catalog Description

Topics discussed in this course include propositional logic; sets and functions; elements of number theory, combinatorics, and probability; and graph theory. Instruction in proof writing will be provided. MTH 3150 is not open to students who have completed MTH 4000.

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

Regular Liberal Arts

Course Attributes

137 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Cross Listed Courses**Subject Area**

MTH

Catalog Number

3150

Course Typically Offered

Fall, Spring, Summer

Department(s)

Mathematics

Pre-Requisites / Co-Requisites

MTH 2600, MTH 2610, MTH 2630, or MTH 3006

AND

Pre/corequisite: CIS 2300, MTH 3300, CIS 3100 or CIS 3110

Credits

Credit Hours**Minimum**

4

Max

4

Contact Hours**Value**

4

BAR01 - Edit Course - MTH4320 - Course - Change Course Data

Course Description

Institution

Baruch College

Course Title

Data Structures and Algorithms

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Course Details

Catalog Description

In this course, one learns how to design efficient algorithms and becomes familiar with

common real-world algorithms. Examples include algorithms for data compression, error correcting codes, common graph algorithms such as shortest paths and network flow, and more. The course also includes algorithm techniques such as divideand-conquer, greedy algorithms, and dynamic programming.

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

Regular Liberal Arts

Course Attributes

140 / 167

OAA AUR, Baruch College, 2024 / October

Course Attributes

Course Offerings

Cross Listed Courses

Subject Area

MTH

Catalog Number

4320

Course Typically Offered

Fall, Spring, Summer

Department(s)

Mathematics

Pre-Requisites / Co-Requisites

Prerequisites: at least one of the following courses: MTH 3150, 4000, 4010, 4030, 4200, 4210, 4215, 4220, 4240 or 4315.

AND

(CIS 2300 or MTH 3300 or CIS 3100 or CIS 4100) with a grade of C+ or higher

Credits

Credit Hours

Minimum

4

Max

4

Contact Hours

Value

4

**BAR01 - Edit Course - OPR9750 - Course -
Discontinue Course
Course Description****Institution**

Baruch College

Short Course Title

Basic Software Tools

Course Title

Basic Software Tools for Data Analysis

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data**EffectiveTerm**

2025 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways**Designation****College Option**

No

Non Liberal Arts

Yes

Requirement**Designation**

Graduate Non-

Liberal Arts

**Does this course
have any Secondary****Requirement****Designations?**

No

**Secondary
Requirement
Designation(s)
Course Attributes**

143 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

OPR

New Subject Area Request Catalog Number

9750

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

BAR01 - Edit Course - OPR9850 - Course - Discontinue Course

Course Description

Institution

Baruch College

Short Course Title

Advanced Statistical Computing

Course Title

Advanced Statistical Computing

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Catalog Data

EffectiveTerm

2025 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

Pathways

Designation

College Option

No

Non Liberal Arts

Yes

Requirement

Designation

Graduate Non-

Liberal Arts

**Does this course
have any Secondary**

Requirement

Designations?

No

Secondary

Requirement

Designation(s)

Course Attributes

145 / 167

OAA AUR, Baruch College, 2024 / October

Course Offerings

Is this Course Cross Listed?

No

Cross Listed Courses

Subject area

OPR

New Subject Area Request Catalog Number

9850

Course Typically Offered

Fall, Spring, Summer

Credits

Credit Hours

Minimum

3

Max

3

BAR01 - New Course - PSY2050 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Mindfulness+: The Science of Yoga, Meditation, and Cardiopulmonary Physiology

Is this Course Required for a Major?

No

Is this Course Part of a Major within your Department?

No

Is this course an experimental course?

No

Course Details

Catalog Description

This course departs from conventional mindfulness courses as well as conventional human physiology laboratory courses. It integrates elements of the two in a holistic approach to broaden the students' knowledge of heart and lung physiology and prepare them to use that knowledge to enhance their physical and mental wellbeing. The course will dissect and integrate the basic principles of cardiopulmonary physiology, including the structure/function relationships of the respiratory and cardiovascular systems and how they respond to and influence states of stress and relaxation. Students will also learn how to measure and understand cardiopulmonary variables (electrocardiograms, blood flow, pressure, lung ventilation, vital capacity, respiratory volumes, integrative reflexes) and apply this knowledge to hone their practice of yoga, breathing, and meditation. At the same time, they will use yoga and meditation as a tool to modulate cardiopulmonary function and integrate new knowledge. Once a class routine is established, students will use non-invasive tools and techniques to take baseline cardiopulmonary measurements intercalated with introductory-level yoga and breathing exercises. All the required materials will be provided, including texts, laboratory equipment, yoga mats and props. As the course progresses, students will develop a research inquiry project using data collected in class, which will culminate with a poster presentation. Students will receive credit for BIO 2050 or PSY 2050, not both. These courses may substitute for each other in the F-replacement option.

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OAA AUR, Baruch College, 2024 / October

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

Regular Liberal Arts

Course Attributes

Course Offerings

Subject Area

PSY

Catalog Number

2050

Department(s)

Psychology

Pre-Requisites / Co-Requisites

NONE

Credits

Credit Hours

Minimum

2

Max

2

Contact Hours

Value

4

BAR01 - Edit Course - RES9980 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Real Estate Entrepreneurship

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Course Details

Catalog Description

This course derives from the premise that since large parts of real estate are necessarily entrepreneurial, more complex aspects of real estate entrepreneurship will involve risk evaluation at opportunistic segments. Such higher-risk higher-return acquisition and development options require a clear foundation in due diligence from both debt and equity lenders' perspectives. This course also addresses how deal structuring can affect the value

and stability of joint ventures engaged in high-yield investing and development.

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

151 / 167

OAA AUR, Baruch College, 2024 / October

Requirement Designation

Graduate Non-Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses

ENT 9975

Subject Area

RES

Catalog Number

9980

Course Typically Offered

Fall, Spring, Summer

Department(s)

Real Estate

Pre-Requisites / Co-Requisites

Pre/Corequisite: FIN 9770 or RES 9776. Credit is given for ENT 9975 or RES 9980, not both.

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - STA4155 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Regression and Forecasting Models for Business Applications

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Course Details

Catalog Description

This is an applied statistics course on regression and time series models. This course is data driven and makes extensive use of statistical packages such as SAS or R. The topics covered include simple linear and multiple linear and curvilinear regression, binary and polytomous logistic regression, and time series models. The latter include moving average, autoregressive, and ARMA models. All of these topics are illustrated with business applications and other data.

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

154 / 167

OAA AUR, Baruch College, 2024 / October

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses

Subject Area

STA

Catalog Number

4155

Course Typically Offered

Fall, Spring, Summer

Department(s)

Information Systems and Statistics

Pre-Requisites / Co-Requisites

Prereq: STA 3000 or CIS 2300 or MTH3300 and [((ZICK or ZKTP Student Group) and (ZK4L/ZK4P stdnt grp: details, <https://bit.ly/4000-level-bus-courses>)) or (STA-BA Plan and 45 credits or NBSTAT-MIN Plan)]. Not open to Economics and Finance majors.

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

BAR01 - Edit Course - STA4157 - Course - Change

Course Data

Course Description

Institution

Baruch College

Course Title

Experimental Design for Machine Learning

Is this Course Required for a Major?

Yes

Is this course an experimental course?

No

Course Details

Catalog Description

This course is designed to provide students with an understanding of the principles, methods, and practice of designing and analyzing experiments (A/B testing) to explore causality. The course will cover topics such as finding reference distribution, principles of designs, factorial designs, blocking and randomization. Students will be exposed to practical applications of experimental design using real-world datasets, the course will equip them with tools they can leverage to make decisions in real-world settings.

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

No

Pathways

No

College Option

No

Requirement Designation

157 / 167

OAA AUR, Baruch College, 2024 / October

Requirement Designation

Regular Non-Liberal Arts

Course Attributes

Course Offerings

Cross Listed Courses**Subject Area**

STA

Catalog Number

4157

Course Typically Offered

Fall, Spring, Summer

Department(s)

Information Systems and Statistics

Pre-Requisites / Co-Requisites

Prerequisite: STA 2000 and (STA 3000 or CIS 2300 or MTH 3300)

Credits

Credit Hours**Minimum**

3

Max

3

Contact Hours**Value**

3

BAR01 - New Course - THE3770 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Modern Drama

Is this Course Required for a Major?

Yes

Is this Course Part of a Major within your Department?

Yes

Is this course an experimental course?

No

Course Details

Catalog Description

This course examines dramatic texts that emerged around the world from the midnineteenth to mid-twentieth centuries. Plays from a wide range of languages, cultures, and geographical locations—including selections from Europe, the Americas, Africa, the Middle East, and Asia—will be considered in conversation with changes in production economics, staging technology, and acting technique. Students will receive credit for ENG 3770 or THE 3770, not both. These courses may substitute for each other in the F-replacement policy

Catalog Data

Start Term

2025 Spring Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

160 / 167

OAA AUR, Baruch College, 2024 / October

Requirement Designation

Regular Liberal Arts

Course Attributes

Course Offerings

Subject Area

THE

Catalog Number

3770

Department(s)

Fine and Performing Arts

Pre-Requisites / Co-Requisites

Prerequisite for THE 3770: THE 1041

Prerequisite for ENG 3770: ENG 2150 or ENG/CMP/LTT 2800 or 2850 or departmental permission.

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

Rationale

Please provide the rationale for new course or for any changes?

ENG 3770 is already listed as an elective option for the Ad Hoc Major in Arts Administration Theatre Specialization and the Fine and Performing Arts Minor Concentration in Theatre.

Cross-listing will formalize and strengthen this existing relationship.

Learning Goals and Outcome

Assessment

161 / 167

OAA AUR, Baruch College, 2024 / October

Assessment

162 / 167

OAA AUR, Baruch College, 2024 / October

BAR01 - New Course - THE3780 - Course - New Course

Course Description

Institution

Baruch College

Course Title

Contemporary Drama: The New Theatre

Is this Course Required for a Major?

Yes

Is this Course Part of a Major within your Department?

Yes

Is this course an experimental course?

No

Course Details

Catalog Description

Covering a range of work, this course will consider how dramatists in the last several decades

have experimented with form and material to challenge their audiences and engage with social, cultural, and political change. Taking into account questions of staging, acting, and other aspects of current theatrical practice, the course will draw insights from performance studies and other relevant theoretical models. Students will receive credit for ENG 3780 or THE 3780, not both. These courses may substitute for each other in the F-replacement policy.

Catalog Data

Start Term

2025 Fall Term

Remedial

No

Developmental

No

Compensatory

No

Regular

Yes

Liberal Arts

Yes

Pathways

No

College Option

No

Requirement Designation

163 / 167

OAA AUR, Baruch College, 2024 / October

Requirement Designation

Regular Liberal Arts

Course Attributes

Course Offerings

Subject Area

THE

Catalog Number

3780

Department(s)

Fine and Performing Arts

Pre-Requisites / Co-Requisites

Prerequisite for THE 3780: THE 1041

Prerequisite for ENG 3780: ENG 2150 or ENG/CMP/LTT 2800 or 2850 or departmental permission.

Credits

Credit Hours

Minimum

3

Max

3

Contact Hours

Value

3

Special Actions

BAR01 - New Special Actions - Removal Of FIN 2000 Requirement For 4000-Level Courses From Business Majors - Special Actions

General

Institution

Baruch College

Special Actions Title

Removal of FIN 2000 requirement for 4000-level courses from business majors

Does this change require Board of Trustees / Committee on Education Policy approval?

No

Special Actions Documentation

[2024_05_ZSB UCC AURD_AIII.1.1 Change to Degree Program - Courses required before enrollment in 4000-level v2.pdf](#)

Baruch College
Academic University Report Detail

The following recommendations of the committee on Undergraduate Curriculum were approved at the Zicklin School of Business Faculty Meeting on May 9, 2024, effective the Summer 2024 semester pending approval of the Board of Trustees.

PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

**AIII.1.1 The following revisions are proposed by the Zicklin School of Business
Effective Summer 2024: for continuing, new, and re-entry students**

From:			To:		
Requirements that apply to all business majors: Students admitted to the Zicklin School of Business are required to complete the following courses before they can enroll in any business major courses that are 4xxx level or above.			Requirements that apply to all business majors: Students admitted to the Zicklin School of Business are required to complete the following courses before they can enroll in any business major courses that are 4xxx level or above.		
Course	Description	Crd	Course	Description	Crd
Required Courses			Required Courses		
ACC 2101	Principles of Accounting	3	ACC 2101	Principles of Accounting	3
BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3	BUS 2000	Business Fundamentals: The Contemporary Business Landscape	3
CIS 2200	Introduction to Information Systems and Technologies	3	CIS 2200	Introduction to Information Systems and Technologies	3
COM 2020	Introduction to Business Communication	3	COM 2020	Introduction to Business Communication	3
COM 3021	Professional Speech Communication	1.5	COM 3021	Professional Speech Communication	1.5
ECO 1001	Microeconomics	3	ECO 1001	Microeconomics	3
ECO 1002	Macroeconomics	3	ECO 1002	Macroeconomics	3
ENG 2100	Writing I	3	ENG 2100	Writing I	3
ENG 2150	Writing II	3	ENG 2150	Writing II	3

FIN 2000	Principles of Financial Planning and Individual Investing	1.5	FIN 2000	Principles of Financial Planning and Individual Investing	1.5
LAW 1101	Fundamentals of Business Law	3	LAW 1101	Fundamentals of Business Law	3
QNT 2020	Foundations of Predictive Analytics and Decision Modeling	3	QNT 2020	Foundations of Predictive Analytics and Decision Modeling	3
STA 2000	Business Statistics I	3	STA 2000	Business Statistics I	3
Completion of precalculus (or calculus or have placement in calculus)			Completion of precalculus (or calculus or have placement in calculus)		
* STA 4155 and OPR 3450 overlap with QNT 2020. STA 4155 and OPR 3450 are required courses for SQM majors. Hence, students majoring in Statistics and Quantitative Modeling (SQM) are waived from the requirement to complete QNT 2020 upon successful completion of OPR 3450 or STA 4155. SQM majors are required to complete one of the calculus courses (MTH 2205/MTH 2207/MTH 2610). Students must take FIN 2000 before any 4000-level courses.			* STA 4155 and OPR 3450 overlap with QNT 2020. STA 4155 and OPR 3450 are required courses for SQM majors. Hence, students majoring in Statistics and Quantitative Modeling (SQM) are waived from the requirement to complete QNT 2020 upon successful completion of OPR 3450 or STA 4155. SQM majors are required to complete one of the calculus courses (MTH 2205/MTH 2207/MTH 2610)		

Rationale: FIN 2000 is a course in personal finance and does not contain materials necessary for students to take 4000-level business classes. The requirement is preventing some transfer students from registering for 4000-level classes; removing the requirement will permit such students to advance toward their degrees.