

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

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Current Status Approved	Course Selected: Subject BALA (BALA - Business & Liberal Arts) Catalog Nbr 101	

Course Revision & College	
Form Submission Initial Submission	College Queens College

Course Data		
Course ID 152380	Subject BALA (BALA - Business & Liberal Arts)	Catalog Nbr 101
Catalog Status Pending	Contact Hours 3	No. of Credits 3
CourseTitle Business and Society		
Course Description An interdisciplinary study of the impact of business on individual and society. Students will explore relationships between people, business, and politics. Concepts in globalization, financial markets, ethics, diversity, leadership, and economics will be examined from an individual perspective vs. societal perspective. Students will receive a broad overview of business functions, including finance, human resources, marketing, and computer information systems.		
Department Business and Liberal Arts		
Pre-Requisites/Co-Requisites		

Course Syllabus [Attachment Filename(s)]
BALA_101_Syllabus.docx

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE
English Composition	World Cultures & Global Issues
Math & Quantitative Reasoning	US Experience in its Diversity

Life and Physical Sciences

Creative Expression



Individual and Society

Scientific World

Learning Outcomes: Questions

Learning Outcomes: Responses

*** 1. Gather, interpret, and assess information from a variety of sources and points of view.**

This SLO is assessed in Persuasive Writing through case studies, readings of current and controversial events in the NY Times, other mainstream media, and lectures related to the text. Students will write about empirical and statistical research relating to different topics throughout the semester. Discussions based on the readings will be secondary to the written submissions.

Example: First, students will gather evidence supporting or disproving the statement that "the business community proves that NY City is one of the most multicultural cities in the world." Next, students will submit a fully developed and carefully constructed persuasive response referencing evidence gathered referencing secondary sources. Finally, arguments will be presented in class.

*** 2. Evaluate evidence and arguments critically or analytically.**

This SLO is assessed by quiz/exam questions and assignments related to case studies. Several of the video case studies include statements by people being interviewed which may not fully stand up to critical thought and analysis. Some make use of analytical data that is misrepresented. Students will be asked why this is being done and will be asked to interpret what the data truly shows. Exam/quiz questions will ask students to interpret given data. Exam questions will assess students' ability to interpret data, understand how organizations manage assets, and relate to individual financial planning within a community.

Example: A sample exam question would show data displayed as a graph of outstanding commercial bank loans. The student will be asked to indicate the difference between individual and business lending sectors, explain the role of a commercial bank in society, and argue whether data is could be misrepresented.

<p>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>	<p>This SLO is assessed in Expository Writing through a presentation and written assignment relating to different topics found in case studies or NY Times articles. During the midpoint of the course, students learn how financial systems consist of individual households, businesses, governments, financial institutions, and financial markets. At the end of this unit, students work individually and within a cohort to "prove" different sides of a question using provided qualitative and quantitative data. The topics will be targeted to areas that will most affect students.</p> <p>Example: Students are placed in cohorts to discuss the following questions: How much, if any, student debt should be forgiven and under what circumstances? Is there a moral hazard, and if so, how do we deal with it? Each student will produce a well-reasoned expository response using the qualitative and quantitative data provided as evidence to support conclusions with suggestions for implementation.</p>
<p>4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</p>	<p>This SLO is assessed in the Final Exam through multiple choice/short answer questions. The intersection of business, politics and the individual will be stressed. Students will discuss the different economic systems, including communism, socialism, and capitalism, and analyze their impact on individuals and groups. Students will discuss the impact of the internet and technology on changes in how businesses have evolved and how each individual is better empowered to stimulate change.</p> <p>Example #1: Students will be asked to address the impact of social media and how it affects individuals' buying decisions, political choices, and ability to make informed choices. Students will discuss how technology in a capitalist economic system affects the individual's role in society.</p> <p>Example #2: Students will be asked to explain why nations trade and how specific markets are opportunities for certain businesses. Students illustrate the difference between absolute and comparative advantage, then discuss the individual's role in economic decisions.</p>
<p>5. Examine how an individual's place in society affects experiences, values, or choices.</p>	<p>This SLO is assessed in a Financial Plan Report through a written report which focuses on how the experiences of an individual living in a middle-class urban environment might lead to certain choices of employment in businesses, views about social corporate responsibility, and support of certain political views related to governmental policies and regulations.</p> <p>Example: Students will prepare a personal financial plan for the individual's first year of entering the job market after graduation. Specific parameters will be provided based on a middle-class urban environment, individual major, and society's expected average starting salary.</p>

<p>6. Articulate and assess ethical views and their underlying premises.</p>	<p>This SLO is assessed in Discussion Board posts through readings in newspapers, journal articles, and case studies. Current governmental policies, gender equality, workplace diversity, and corporate social responsibility will be discussed as they relate to different aspects of business and the impact on individuals. Students submit a written summary of their findings and then engage in a class discussion.</p> <p>Example #1: Students will assess and submit a Discussion Board post on the historical interaction between the individual and business during the different eras of business from colonial times to current days. They will focus on how individuals in different strata of society have historically been involved in different business environments and how corporate social responsibility has evolved.</p> <p>Example #2: Students will discuss, through a Discussion Board post, a case study involving the ethics of General Motors transferring parts of its production to factories in Mexico. Individual and societal points of view as well as underlying premises will be articulated.</p>
<p>7. Articulate ethical uses of data and other information resources to respond to problems and questions.</p>	
<p>8. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</p>	
<p>A. If there is a change to the course title, what is the new course title?</p>	
<p>B. If there is a change to the course description, what is the new course description?</p>	
<p>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</p>	

<p>Chair (Approver) Comments</p>
<p>Comments The committee voted to approve this course.</p>