The Zicklin School of Business
Baruch College of the City University of New York

Report of the Committee on Online and Hybrid Education at the Zicklin School
September 2010

BACKGROUND

There has hardly been a discipline not affected by the ubiquitous and transformative influence of the Internet. Medicine, journalism, publishing, entertainment, telephone communications, the arts, … So, why should education be immune? Our textbooks are changing; why should our classrooms not change as well?

There were more than 4.6 million students enrolled in at least one online course in the U.S. during Fall 2008, with 82 per cent studying at the undergraduate level, 14 per cent graduate level and the remaining four per cent in some other for-credit course (Allen and Seaman, 2010). During the academic years 2002 to 2008, the proportion of all higher education students enrolled in at least one online course rose from 0.096 to just over one quarter. And, online enrollment for just one year (Fall 2007 – Fall 2008) had a growth rate of 17 per cent as compared with a 1.2 per cent increase in overall student population at higher education institutions (Allen and Seaman, 2008).

Institutions across the country have increased their offerings of online and hybrid programs and classes, not only in response to student demand, but also because of limited resources that affect the financial health and stability of many colleges and universities (Betts et al., 2009). The flexibility and convenience of these programs provide more opportunity for individuals to achieve their goal of more personal and professional development, while increasing brand and revenue potential for the institution.

The *CUNY 2008 – 2012 Master Plan* projected increases in online and partially online course offerings and, in fact, CUNY has been encouraging all its member campuses to engage students in more online instruction. Over the past several years, every CUNY campus has been assessed on its success in meeting several performance goals. One of those goals is an increase in online and partially online course offerings. Thus far, we have offered very few such classes at Baruch College. Table 1 presents a snapshot of online and partially online class offerings throughout CUNY in the Fall 2009 semester.[1] Listed in the Appendix to this document are the individual online and partially online classes offered at Baruch College during that time.

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[1] Source: John Choonoo, Baruch College Office of Institutional Research & Program Assessment

Online Offerings of Course Sections, by College: Fall 2009

College	Totally Online	Partially Online	Not Online
	N	N	N
Baruch	3	1	2,117
Brooklyn	57	218	2,602
City	0	0	2,729
Hunter	17	119	3,694
Lehman	100	113	2,118
Queens	11	36	3,471
York	8	8	1,203
John Jay	92	5	2,402
Medgar Evers	16	15	1,154
NYCCT	21	101	2,436
Staten Island	14	20	1,977
BMCC	30	544	2,094
Bronx	36	0	1,416
Hostos	14	16	761
Kingsborough	21	341	2,197
LaGuardia	6	23	2,767
Queensborough	18	8	2,313

CUNY has several online learning initiatives, and a set of academic technology initiatives.[2] Many of these projects involve online or hybrid instruction, all of which can serve these instructional modalities.

THE COMMITTEE

Over the course of the summer of 2010 faculty representing the various disciplines of the Zicklin School of Business met for several full-day workshops, for the purpose of learning more about the teaching of online and hybrid classes and exploring issues related to this modality. Participants: Kapil Bawa (Dept. Chair, Marketing & IB); Al Booke (Management); Ajay Das (Operations Management); Paquita Davis-Friday (Accountancy); Marty Frankel (Statistics); Sandra Mullings (Law); Isak Taksa (Computer Information Systems); Gwen Webb (Finance); Jeff Weiss (Economics). Associate Dean Linda Friedman (Zicklin School) led the group and Barbara Parrott (ZSB Dean's office) served as information coordinator. Guests included: Associate Dean Phyllis Zadra, Associate Provost Dennis Slavin, Baruch College CIO Arthur Downing, and other interested Zicklin faculty.

We have a group wiki[3] that is a repository for information and resources related to this initiative, as well as information about our online and partially online summer course

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[2] See, e.g., http://www.cuny.edu/academics/initiatives/academictechnology/about.html.

[3] It is at https://sites.google.com/site/zicklinonline/. This wiki is currently private, but is in the process of being revised for use by the entire Zicklin community. Currently, access to this wiki is by invitation only; of course, any interested Zicklin faculty member will be invited.

development projects. Also, many of our readings are accessible through a dedicated e-reserve course site at the Newman Library.

DEFINING TERMS

We spent some time on terminology, which was new for some of us. These terms include online, distance education, hybrid, blended, synchronous, and asynchronous. Many of these terms are used in overlapping ways, even in the literature.

We will follow the CUNY definition[4] of a ***hybrid*** class as one in which 33 – 67 per cent of instruction occurs online. This can be scheduled in a variety of ways, e.g., in one or two-week modules, or each week throughout the semester, or some other arrangement. A class is considered ***online*** when at most one-third of the class is delivered in the more traditional face-to-face (FTF) mode. Hence, students in a "fully" online class can still be required to attend school for exams, labs, problem sessions, review sessions, etc. Sometimes the term ***blended*** is used to mean the same thing as hybrid. Occasionally we will see both of these terms used to refer to a blend of synchronous and asynchronous instruction. ***Synchronous*** refers to a mode of instruction which is online and executed in real time. So a "virtual class" in which students and instructor are logged in at the same time would be considered synchronous. This is often done with, for example, audio, web cams, video, chat, teleconferencing and / or screen capture.   An example of ***asynchronous*** instruction could be the use of a Blackboard Discussion Board Forum.

COURSE DELIVERY AT ZICKLIN

Before our first meeting, each faculty committee member did some preliminary research on course delivery in his / her own discipline.

What course delivery modes do we currently offer at Zicklin? Well, other than what we might call our traditional classes – 35 students, 15 week semester, meets twice a week, etc. – we offer:
- Many large lectures, some in lecture / recitation format, some not; doubles; triples; sometimes a weekly problem session led by a doctoral student.
- Many summer classes in 6-week sessions, 9-week sessions, and 12-week sessions.
- Classes are also offered during the January intersession, generally in less than 3 weeks.

Basically, we all do things very differently across, and even within, departments.

In what format is our instruction? All types, including: problem sessions; case analysis; group work; writing; multiple-choice exams; T/F exams; essays; class discussions; use of MS Excel; and, of course, the always popular "chalk and talk."

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[4] See http://www.cuny.edu/academics/initiatives/academictechnology/about.html

Why have we not offered more online or hybrid classes up until now? Our group spent some time discussing this. Some of the responses of course, are relevant to one or more business disciplines, but not necessarily all:

- Never occurred to us.
- Negative opinions of online instruction, especially online degree programs. We don't want to be another University of Phoenix.
- We don't feel we have the technology support for interactive online instruction.
- No one has developed the "killer app" for online instruction.
- Our courses are not appropriate candidates for online instruction as they are all language based.
- We need time and support to prepare to teach courses in this format.
- It's hard to convince our faculty to do this.
- This is just a devious way of replacing teachers with a "gold standard" instructor.
- Resistance from the Zicklin curriculum committee.
- Student academic integrity / dishonesty.
- Faculty academic integrity / dishonesty.

ABOUT ONLINE LEARNING

Before our first meeting we read several books and articles about online and hybrid instruction. Some of these are listed in the selected bibliography of this document; all will be available soon in an information repository for Zicklin faculty interested in online and hybrid education. Much of the scholarship in online and hybrid learning is under the umbrella of learning science. Online and hybrid instruction promotes active learning and meets the challenges of the 21st century student.

We have been influenced by transformational changes taking place in society today. Some major catalysts driving this change are the national economy, world of technology and social norms; and each play a major role in the growth of online learning. Also, we should recognize that demographic and psychographic variables unique to today's students have contributed to a difference in learning pattern. Collectively these factors represent a critical force behind this emerging trend.

When you observe the behavior of college students it is clear they dance to a different drummer. Their natural orientation is to multi-task, doing multiple things (e.g., listen to music, talk on cell phone, use computer) simultaneously (Brown, 2002). We know that online and hybrid instruction may be an effective learning format for some students, while others may not have the same level of motivation, engagement or discipline. Some students may respond more favorably to traditional classroom instruction because they are auditory learners, while visual learners may elect the online or hybrid format. Zicklin educates a diverse group of full time and part time students from all walks of life, and it would help to bring flexibility, diversification and innovation to the educational process.

The online / hybrid learning model offers instructors the opportunity to speak directly to students, to facilitate group and collaborative learning, and to share their expertise in ways that match both learners' and instructors' preferences and needs. The hybrid course can create a strong learning community, where students have the opportunity to interact online in discussion forums, face-to-face in classroom discussions, and small groups.

When teaching an online / hybrid course or program there are best practices and benefits professors may want to focus on as they implement their learning plan in earnest: Professors benefit from the ability to accommodate several different learning styles, speak directly and privately to students, facilitate group and collaborative learning, and share their expertise in ways that match both learners' and instructors' preferences and needs. Also, the online experience allows faculty to motivate and inspire learners by giving them a sense of affiliation and recognition, and support student efforts in building a supportive online community. Faculty discuss concepts and encourage problem solving in online and face-to-face group sessions that foster a deeper learning experience.

Passive learning is "so last century." The more active our students are in their learning mode, the better able they will be to acquire new knowledge in the future, in an independent manner. Depending on the technology used, and the requirements of the course, we can collect information about how students learn; get more instructor feedback; embed assessment into the learning environment; create a solid and supportive learning community. Online classes are more consistent with learner-centered frameworks. The student is more responsible for his / her own learning. Structured engagement is essential to creating a successful virtual learning environment. There is now a substantial knowledge-base to which those unskilled in establishing and managing online instruction can refer to develop their skills.

What online learning is not: It is not easy, neither for the instructor nor for the students; it is not a "lecture" class with unlimited seats; it is not independent study; it is not programmed learning (remember the 1960's?). There are some "courseware" products available, some of them open, some free or very low cost. These might replace a textbook which can be very valuable for our students. However, we do not see these replacing an instructor, just as a textbook alone, no matter how good it is, does not replace an instructor – in or out of the classroom.

STAKEHOLDERS

It makes sense that online learning will mean different things to different people.

FACULTY

There are a large number of benefits of online and hybrid teaching for faculty and academic departments, including, but not limited to those noted here. Since online classes

fill quickly, this can be a way to encourage enrollment in "hard-to-sell" advanced and / or special topics courses. Teaching online or partially online classes requires more planning and preparation, making one a better teacher - and this inevitably carries over into the more traditional FTF class. Online course modules can be a valuable tool for review at beginning of a subsequent, more advanced course. Having the option of offering online and partially online classes helps with course and faculty scheduling. Faculty who teach online or hybrid classes can more easily collaborate with scholars in other cities or countries; can better manage their academic and personal lives (e.g., pregnancy, taking care of elderly parents, ...); may find it easier to teach in Zicklin's International Executive Programs during the regular (Fall, Spring) semester. We may even find that our ability to attract talented junior faculty has improved.

On the other hand, faculty do find it easier to continue doing what they have been doing rather than trying something new. There is a learning curve for any new teaching method. Initially, at least, an instructor has a great deal of preparatory work to do before an online course goes live. And, during the semester, instructors of online classes find that they are engaged in a great deal of interaction with students. This interaction may be during office hours, on the phone, by email, and / or on a Discussion Board or other online platforms. An online course done well does not mean less work for the instructor but, rather, more work. Granted, this work can be done at untraditional times (say, 2:00 a.m.) and at untraditional locations (on the living room floor in pajamas) but it will be work.

Some faculty are concerned that online instruction means no room, no room size limit and, hence, no class limits. The sense of the committee, on the contrary, is that the size of an online class is limited by the instructor workload. Teaching an online class is very similar to the effort in teaching a Communication Intensive class; in this case, the communication is technological as opposed to, say, verbal or written communication. Online learning at a high-quality educational institution like Baruch College is *not* programmed learning or independent study. Our students expect to be educated by research-active, talented faculty, not by self-study software monitored by teaching assistants.

STUDENTS

Students love online courses. During registration, these classes generally fill to capacity first. Why? That's pretty obvious. Students have a hard time constructing a class schedule that does not conflict with their family responsibilities and / or their work schedules. And we know that most of our students work, either full time or part time. Baruch is behind the curve here, compared to some other CUNY (and non-CUNY) campuses, but once students have had an online class, they clamor for more. Some benefits for students: It is easier to make a class schedule; it can help students graduate faster; online learning enhances learning; it's a good fit. Online learning also benefits students with specific needs, like students with disabilities; single parents; and students who are required to travel for their jobs. Today's students are extremely net-connected.

It is how they live their lives. If made available, online course modules could also help students studying for exemption or qualifying exams, or for standardized exams.

The online learning environment is not for everyone, but students who are mature, responsible and committed to independent study can be successful. Many students welcome the opportunity to learn at their own pace and at a time and place that accommodate their busy schedules. Also, for individuals whose learning style is more visual vs. auditory, the online experience can be a more beneficial choice. Another potential advantage to online instruction is that learning may be self paced, at least in the case of asynchronous instruction, and this may give students a chance to speed up or slow down as necessary. Additionally, computer and internet skills are enhanced.

Of course, for students to achieve as online learners, an online class requires more in the way of structured instruction. Without regular 'deliverables' (*e.g*., Blackboard Discussion Board Forum, blog posts, online quizzes, *etc*.) and regular interaction with the instructor and the fellow classmates, the less disciplined students will fall behind.

ADMINISTRATORS

Some of the same benefits to faculty and students are also of interest to administrators, namely, *e.g.,* attracting talented junior faculty, helping students graduate faster, *etc*. It is also nice to consider that once our faculty get more comfortable with online and hybrid learning, we may be able to do something innovative in our international executive programs.

In fact, many colleges and universities across the country have serious concerns involving space limitations to comfortably accommodate students in a traditional classroom setting. Zicklin is also faced with space restrictions; the shortage of classrooms is creating large numbers of wait-listed students forced to endure registration delays, taking a class during a less convenient day and time or scheduling the class in a subsequent semester. This process increases frustration and disappointment. The steps taken by the Zicklin School to gradually introduce more online, hybrid and web facilitated instruction may gradually reduce the frustration regarding classroom space resources.

THE TECHNOLOGIES

The committee discussed and reviewed many of the technological platforms for online publishers' offerings. A sampling is: course management systems; homework managers; video capture; podcast / video cast; video sharing; real-time chat; webinar; Web 2.0

(social media).   This effort is ongoing.[5] As this report was being completed, the committee members participated in a Webex demo organized by Kevin Wolff of the BCTC.

ISSUES AND SOME RECOMMENDATIONS

The committee spent some time discussing issues related to offering classes with varying degrees of online elements. Most of the issues below relate to "fully" online courses. Of course, we are reminded that our meaning of an *online* class is one for which at least two-thirds of the instruction takes place online.

ACADEMIC ISSUES

Integrity issues. Most of the discussion around integrity issues related to online learning centered on student-related issues. For example, how do we know that the student registered for the class and receiving the grade is the one who actually did the work? One of the best ways to counter this potential problem is to require in-school examinations. Online quizzes and other assessments of student learning are a wonderful and important part of an online course. One model is to give the online assessments less weight in the final computation of a student's grade. Another is to clearly state policy in one's syllabus stating that any grades for online assessments will be discounted if the differential between the online grades and the in-school exam scores is higher than X, where X is some value clearly stated on the syllabus.

There is also a question to be asked about academic integrity on the part of the instructor of an online class, to wit: Aren't faculty teaching an online class really just "getting away" with something? The short answer is, absolutely not. This is one of the myths of online education. As anyone who has taught on online class can attest, faculty members must spend a significant amount of time in the planning, preliminary preparation, and roll out of an online course. Online teaching involves a more labor intensive administrative workload.   Faculty must address student validation, integrity and record keeping issues; accommodate one-on-one sessions with students and coordinate classroom facilitation sessions.

Constraints on student registration. Students must be introspective and determine whether they have the commitment to become successful online learners. Faculty may want to support this effort by developing a profile that represents the qualities students should have to be a successful online candidate. For example, a target GPA score, essay

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[5] Update: Baruch CIO Arthur Downing informs us that the full Adobe Suite of desktop products, including Adobe Captivate for video capture, will shortly be licensed CUNY-wide and will thus be available for free download.

or a combination of criteria could define minimum requirement(s) for consideration and acceptance into an online or hybrid course.

ADMINISTRATIVE ISSUES

Other issues that came up in our discussions were fairly administrative in nature, relating to: scheduling; course size; faculty workload; faculty compensation; and faculty support.

Faculty support. Delivering a class online, even if it is a course that one has taught before in FTF mode, requires a great deal of initial preparation on the part of the instructor. While online classes offer many advantages to faculty – as well as to students and the administration – still, it is not required that faculty deliver their courses in this mode or that students take their classes online. Those faculty members who investigate this new approach quickly realize that it is easier to continue doing what they have been doing. If we wish to encourage more online classes here at Baruch, we must devise a way to compensate the faculty who are willing to do the work. For example, one suggestion is that full-time faculty member who develops and teaches an online class should receive some compensation the first time the class runs, either in course release (say, two or three credits) or monetary compensation, say, $3,000. Additionally, faculty should be supported with a GA assigned to help develop course materials and / or assist with online teaching activities. The CUNY Instructional Technology Fellows program would be a good resource for the purpose of assisting instructors in developing course materials for online and hybrid classes and in the use of available instructional technologies.[6]

Course and teacher evaluations. Currently, the survey instrument used by students for course and teacher evaluations is available for in-person administration only. Discussions are underway to provide an online alternative for online classes. Peer observations are another matter. Some online programs implement peer observations, which are contractually mandated, by asking the instructor under observation to enroll the peer observer into his or her Blackboard course for a specified number of days. This is something that should be discussed with department chairs.

RECOMMENDATIONS

- Students in online classes should take in-school face-to-face midterm and final exams.

- Online classes require a lot of interaction among the participants. Thus, the current policy limiting the size of online classes in the same way as our communication intensive courses is a good one and should continue.

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[6] Baruch CIO Arthur Downing has funded two Zicklin School Instructional Technology Fellows from Baruch's student technology fee for the 2010/2011 academic year.

- Every online class – and many partially online classes – should include a comment in the CUNY schedule of classes. The comment should, at minimum, contain such information as: dates and times of scheduled in-class sessions, midterm exam(s), information about the final examination, and the instructor's email address.

- Online classes should have a well-defined and clearly stated attendance policy. For example, an instructor may choose to use student posts in weekly Discussion Board forums for attendance purposes.

- Be clear about objectives / learning outcomes and expectations that identify what students will do online and what they will do in FTF mode.

- Facilitate interaction among students by giving students more than one way to be in touch with each other (email, discussion board, phone, text messaging). Also, give tips on how to maintain good energy among class members.

- Encourage the development of online community through group projects and activities.

- Online classes (like all our classes) should include a clear grading policy.

- Develop guidelines for what successful student work and level of participation should look like, and rubrics for assessment.

- Make content available in manageable, logical sequential segments. Present a comprehensive schedule outlining when assignment work, papers, labs, presentations and tests will be due during the semester.

- Hybrid course activities should be well planned so that online and FTF interactions are fully integrated.

- Upload class notes and reports, and utilize visual and auditory stimuli, through video clips, recorded narrative, voice added to Powerpoint slideshows, etc.

- Create online content/requirements that are at least as demanding as FTF course content (including reading, research, reviews, learning new concepts and assessment).

- Invite students to participate in mid-semester course evaluation.

GETTING STARTED

How does one begin thinking about and preparing for teaching online? First of all, our advice is, don't feel that you have to get it right the first time. This is a getting-it-right-gradually (Kranch, 2008) type of process. Some suggestions:

- What course materials has the instructor already developed? Can these be easily made more dynamic? E.g., adding voice-overs to PowerPoint slideshows; online submission of assignments; …

- Think about what activities the students already do, besides attending class.

- Is there a textbook for the course? Check out the publisher's Blackboard cartridge and web content, e.g.: quizzes; videos; other activities.

- If one feels that his/her lecture is useful and has not captured the lecture in another format, would it be a good idea to video some lectures (in small segments)? First prepare a script; it will be more professional. The video alone should not be the end of it. Post them, sure; but also have some sort of assessment associated with the viewing. Ask students to answer questions after they have viewed the mini-lecture; or have a discussion on the Bb Discussion Board.

- Make good use of the Blackboard course site. Look at design elements (banner, buttons); course content (menu items; dynamic syllabus / course outline; activities and deliverables; archive of emails sent to class); quizzes / exams; Discussion Board Forums.

- Think about using Web 2.0 / social media: Blogs (for entire class or one per student), using, say, Blogs@Baruch; Blogger, Wordpress; or a Blackboard blog. You can easily set up a wiki for the entire class using Google Sites; or use Blackboard wikis for group work. Social networking, using Facebook or Twitter, even SecondLife.

We encourage the Zicklin School and Baruch College to offer regular faculty workshops, one or two per semester, in online teaching and learning.

The work has just begun. Due to the work of this committee significant inroads have already been realized in the number of online, hybrid or web facilitated courses available this fall as compared to previous year (see class schedules in Appendix). Some other tangible outcomes can already be seen.

- The summer seminar group has enthusiastically taken on the role of a Zicklin *ad hoc* faculty committee on Online and Hybrid Education.

- Baruch CIO Arthur Downing has funded two Zicklin School Instructional Technology Fellows, from Baruch's student technology fee, for the 2010/2011 academic year. These ITFs are charged with training faculty and helping them to adapt their course materials for online and partially online course delivery.

The Baruch College Registrar's Office has recently sent Department Chairs and schedulers the class delivery designations in the following grid:

REGISTRAR'S DESIGNATIONS FOR HYBRID / ONLINE CLASSES

Type of Class	Description	Explanation	Degree of Online Content	"Online Course" (in CUNY Schedule)
Traditional	This is a regular face-to-face (FTF) class with limited dependence on technology.	While some *traditional* classes may offer documents for students to download (e.g., a syllabus) from Blackboard, the instruction itself is not technology dependent.	Least	No
Web Supported	Technology – especially web-based technology – is used extensively, both in and out of the classroom. All class sessions meet FTF.	A FTF class for which learning activities frequently occur in a web-based environment. These classes require a projector, pc, and live internet connection in the classroom.		No
Web Facilitated	Some, but less than one-third, of the instruction is online.	Some FTF class meetings are replaced by online course content and student learning activities.		Some
Hybrid	At least one-third and up to two-thirds of the instruction is online.	Some FTF class meetings are replaced by online course content and student learning activities.		Some
Online	At least two-thirds of the instruction is online.	FTF activities may include lab sessions, reviews, exams, etc.	Most	Yes

This grid denotes various levels of online content in our classes here at Baruch and shows how these fit into CUNY's designations (Yes, No, Some) of online and partially online classes.

MOVING FORWARD

Each member of the committee carefully selected at least one class from their respective disciplines to convert from traditional classroom delivery to an online or hybrid model for implementation during the semester. These classes will serve as a template and used by faculty to conduct an initial assessment comparing traditional vs. the applied online learning model. Upon completion of the fall semester, professors will provide insight into students' level of engagement and academic performance as well as analyzing delivery and overall effectiveness for test and controlled teaching models.

The professors met this challenge head on and completely immersed themselves in this new mode of learning as they collectively developed a diversified mix of online and partially online classes to offer to Zicklin students. As a result significant inroads were made in the number of online, hybrid or web facilitated courses available this fall as compared to the previous year, with more expected in Spring 2011 and on.

Other planned and ongoing activities:

- We have already scheduled a follow up session on Dec 14th and another is planned for early in summer 2011.

- We will be looking into possible funding opportunities for this initiative.

- The Online & Hybrid @ Zicklin wiki on Google Sites is undergoing a cosmetic transformation (and possibly a migration to Blogs@Baruch). It will be used as a repository for information for faculty wishing to learning more about online teaching and learning.

We look forward to continuing our work on this interesting and innovative initiative.

ACKNOWLEDGEMENTS

The committee gratefully acknowledges the generous support of the Zicklin School of Business Dean's Office and the Provost's faculty development fund, without which this work could not have been accomplished.

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APPENDIX (follows)

SCHEDULE OF CLASSES - SEARCH RESULTS

UPDATED 9/3/2010, 9:30:00 AM

Baruch College

SEMESTER: Fall 2009

Session 1 START 08/28/2009
SESSION 2 START 01/04/2010

Session 1 END 12/21/2009
SESSION 2 END 01/22/2010

SEMESTER: Fall 2009 SESSION START 08/28/2009 SESSION END 12/21/2009

OPEN SEATS: A result such as " **0** (** 0009 **)" in the open seats column indicates there were 9 open seats, but now the section is closed, so there are no open seats. Sections close after the first day of class or after the last day to add a class (09/07/2009), whichever is later.

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
BIO 5000	Ind Stud Biology I	4.0	4.0	Undergraduate	Biology

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
MUNSH	2611	0	** Hours to be announced **	Munshi-South, J.	/	Yes

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
CIS 3810	Principles New Media	3.0	3.0	Undergraduate	Computer Information Systems

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
MW6A	0524	0 (** 0004 **)	M,W 6:00 - 7:15 PM	Schwartz, M.	VC/12223	Some
NET1A	2151	0 (** 0001 **)	** Hours to be announced **	Friedman, L.	/	Yes

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
MGT 3120	Fundamentals of Mgt	3.0	3.0	Undergraduate	Management

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
NET1	0759	0 (** 0008 **)	** Hours to be announced **	Deluca, M.	/	Yes

Section 0759 :
SECTION NET1 IS A SPECIAL ONLINE COURSE AND REQUIRES
SPECIAL PERMISSION FROM PROF. MCALINEY
FALL 2009 SEMESTER, SECTION MGT3120 NET1: (0759)
THE CLASS WILL BE RUN AS A BLENDED LEARNING COURSE,
COMBINING THREE IN-PERSON CLASSROOM SESSIONS WITH A
WEEKLY ONLINE COMPONENT IN THE BLACKBOARD LEARNING
SYSTEM. THERE ARE THREE SUNDAY CLASS MEETINGS THAT ARE
SCHEDULED FOR SEPT 13, OCT 25, AND DEC 20, 2009 FROM
9:00-11:00AM. ONLY OPEN TO STUDENTS WITH A GPA OF 3.0
AND HIGHER. PERMISSION IS REQUIRED IN WRITING BY
COURSE FACILITATOR, PETER J. MCALINEY CMC, WHO CAN BE
CONTACTED PETER.MCALINEY@BARUCH.CUNY.EDU.

SEMESTER: Fall 2009 (2nd) SESSION START 01/04/2010 SESSION END 01/22/2010

OPEN SEATS: A result such as " 0 (** 0009 **) " in the open seats column indicates there were 9 open seats, but now the section is closed, so there are no open seats. Sections close after the first day of class or after the last day to add a class (01/06/2010), whichever is later.

DATES: Some of the courses and sections which follow may not meet precisely within the starting and ending dates shown above. Variances are shown at the course or section level, as appropriate.

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
IBSIP 0017	Reading Workshop	0.0	4.0	Undergraduate	Basic Skills Immersion Prog

Start	End	Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
01/06/2010	01/06/2010	JANG	2785	0	** Hours to be announced **	Rial, C.	/	Yes
01/06/2010	01/20/2010	JANF	2784	0	** Hours to be announced **	Applebaum, M.	/	Yes

SCHEDULE OF CLASSES - SEARCH RESULTS

UPDATED 9/3/2010, 9:30:00 AM

Baruch College

SEMESTER: Spring 2010 SESSION START 01/28/2010 SESSION END 05/25/2010

OPEN SEATS: A result such as " 0 (** 0009 **) " in the open seats column indicates there were 9 open seats, but now the section is closed, so there are no open seats. Sections close after the first day of class or after the last day to add a class (02/04/2010), whichever is later.

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
CIS 3810	Principles New Media	3.0	3.0	Undergraduate	Computer Information Systems

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
MW6A	0346	0 (** 0002 **)	M,W 6:00 - 7:15 PM	Schwartz, M.	VC/11215	Some
NET1A	0347	0	** Hours to be announced **	Adler, R.	/	Yes

Section 0347 - THIS COURSE IS FULLY ONLINE

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
NET1B	1985	0	** Hours to be announced **	Adler, R.	/	Yes

Section 1985 - THIS COURSE IS FULLY ONLINE

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
XZ24A	0349	0 (** 0002 **)	T,TH 4:10 - 5:25 PM	Friedman, L.	VC/6140	Some

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
CIS 4910	Info Tech & Soc Resp	3.0	3.0	Undergraduate	Computer Information Systems

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
KM24A	0362	0 (** 0009 **)	T,TH 11:10 - 12:25 PM	Friedman, L.	25/125	Some
XZ13A	0364	0 (** 0009 **)	M,W 4:10 - 5:25 PM	Dumas, M.	VC/10140	Some

Course	Description	Credits	Hours	Division	Subject
HEB 5000	Ind Study Hebrew I	3.0	3.0	Undergraduate	Hebrew

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
ADLER	2473	0	** Hours to be announced **	Adler, R.	/	Yes
RADLE	2526	0	** Hours to be announced **	Adler, R.	/	Yes

Course	Description	Credits	Hours	Division	Subject
MGT 3120	Fundamentals of Mgt	3.0	3.0	Undergraduate	Management

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
NET1	1790	0 (** 0001 **)	** Hours to be announced **	Deluca, M.	/	Yes

Section 1790 :
SECTION NET1 IS AN ONLINE COURSE THAT WILL MEET ON
3 MORNINGS DURING THE SEMESTER. PERMISSION FROM
PROFESSOR DELUCA IS REQUIRED TO REGISTER FOR THIS
SECTION. PLEASE EMAIL AT MATT.DELUCA@BARUCH.CUNY.EDU

Course	Description	Credits	Hours	Division	Subject
PHY 5000	Ind Study Physics I	5.0	5.0	Undergraduate	Physics

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
BATHE	2515	0	** Hours to be announced **	Bathe, S.	/	Yes

SCHEDULE OF CLASSES - SEARCH RESULTS

UPDATED 9/3/2010, 9:30:00 AM

Baruch College

SEMESTER: Fall 2010 SESSION START 08/26/2010 SESSION END 12/21/2010

OPEN SEATS: A result such as " 0 *(** 0009 **)* " in the open seats column indicates there were 9 open seats, but now the section is closed, so there are no open seats. Sections close after the first day of class or after the last day to add a class (09/01/2010), whichever is later.

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
ACC 9110	Financial Accounting	3.0	3.0	Graduate	Accountancy

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
EG13H	0094	0	M,W 9:05 - 10:20 AM	Davis-Friday, P.	VC/12150	Some

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
CIS 2200	Intro Info Systems	3.0	3.0	Undergraduate	Computer Information Systems

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
NET1A	2468	0	** Hours to be announced **	Rhein, E.	/	Yes

Section 2468 :
THIS COURSE IS FULLY ONLINE.
THERE WILL BE A REQUIRED IN-SCHOOL FINAL EXAMINATION.
THE INSTRUCTOR MAY ALSO REQUIRE SOME ADDITIONAL FACE-
TO-FACE MEETINGS. IF YOU HAVE ANY QUESTIONS, CONTACT
THE INSTRUCTOR AT EZRARHEIN@GMAIL.COM.

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject

| CIS 3810 | Principles New Media | 3.0 | 3.0 | Undergraduate | Computer Information Systems |

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
NET1A	0416	0	** Hours to be announced **	Adler, R.	/	Yes
NET1B	0417	0	** Hours to be announced **	Adler, R.	/	Yes
TR6A	0418	0 (** 0001 **)	T,TH 6:00 - 7:15 PM	Schwartz, M.	VC/3145	Some

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
CIS 4670	Social Media Technol	3.0	3.0	Undergraduate	Computer Information Systems

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
KM24A	0424	0 (** 0023 **)	T,TH 11:10 - 12:25 PM	Lang, K.	VC/10130	Some

Section 0424 :
PRE-REQ: CIS 2200
THIS COURSE PRESENTS AN INTENSIVE SURVEY OF WEB 2.0
TECHNOLOGIES SOCIAL NETWORKING, BLOGS, WIKIS,
MICROBLOGGING, VIRTUAL COMMUNITIES, VIDEO SHARING,
SOCIAL BOOKMARKING, RECOMMENDATION SYSTEMS, ETC. - AND
THEIR IMPACT ON BOTH THE FOR-PROFIT AND NOT-FOR-PROFIT
SECTORS.TOPICS COVERED INCLUDE THE HISTORY OF AND MAJOR
INFLUENCES ON TODAYS SOCIAL MEDIA; CONVERGENCE OF
TECHNOLOGY; TRENDS TOWARD INCREASED DEMOCRATIZATION AND
GLOBALIZATION; RECOMMENDATION SYSTEMS; CROWDSOURCING;
CONCERNS RELATING TO PRIVACY AND CONFIDENTIALITY; AND
THE IMPLICATIONS FOR BUSINESS IN TODAY'S HIGHLY
INTERCONNECTED WORLD. THE USE OF SOCIAL MEDIA
TECHNOLOGIES IN THE SERVICE OF ORGANIZATIONAL LEARNING
WILL BE EXPLORED IN DEPTH.
FULL TITLE: SOCIAL MEDIA TECHNOLOGIES

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
CIS 9771	Competitive it Intel	3.0	3.0	Graduate	Computer Information Systems

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
TR6A	0452	0	T,TH 6:00 - 7:15 PM	Taksa, I.	25/125	Some

Section 0452 :
PREREQ: CIS 9000
COMPLETE TITLE IS: COMPETITIVE IT INTELLIGENCE
TO SUCCESSFULLY COMPETE IN TODAY'S GLOBAL BUSINESS
ENVIRONMENT AN ORGANIZATION MUST CONSTANTLY MONITOR,
RECOGNIZE AND UNDERSTAND EVERY ASPECT AND EVERY ISSUE
OF ITS OPERATIONS, ITS INDUSTRY AND THE OVERALL
BUSINESS ENVIRONMENT. THIS COURSE FOCUSES ON BUSINESS
ANALYTICS- AN INFORMATION TECHNOLOGY APPROACH TO DATA
COLLECTION AND DATA ANALYSIS TO SUPPORT A WIDE VARIETY
OF MANAGEMENT TASKS, FROM PERFORMANCE EVALUATION
(DESCRIPTIVE ANALYTICS) TO TREND SPOTTING AND POLICY
MAKING (PREDICTIVE ANALYTICS). STUDENTS LEARN
ANALYTICAL TOOLS USED TO CREATE DASHBOARDS AND
SCORECARDS, DATA MINING METHODS FOR TREND ANALYSIS,
AND ARTIFICIAL INTELLIGENCE TECHNIQUES TO DEVELOP
INTELLIGENT SYSTEMS FOR DECISION SUPPORT. STUDENTS
WILL ACTIVELY PARTICIPATE IN THIS COURSE THROUGH
CLASS DISCUSSIONS AND PROJECT PRESENTATIONS.
******** THIS IS A HYBRID COURSE ********

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
MGT 3120	Fundamentals of Mgt	3.0	3.0	Undergraduate	Management

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
NET1	1126	0	** Hours to be announced **	Deluca, M.	/	Yes

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
MGT 9961	Analysis of Entr Exp	3.0	3.0	Graduate	Management

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
NET1	2259	0 (** 0011 **)	** Hours to be announced **	Caslin, M.	/	Yes

Section 2259 :
MGT-9961, SECTION: NET1, REGISTRATION CODE: 2259.
MGT 9961 IS AN ONLINE COURSE AND LIMITED TO 20-25
STUDENTS. THE FIRST IN-CLASS MEETING WILL BE ON TUESDAY
AUGUST 31 AT 6:00 P.M. IN ROOM 611 AT 23RD BUILDING.
THERE WILL BE 3-4 ADDITIONAL IN-CLASS OR REGULAR CLASS
MEETINGS ON DATES YET TO BE DETERMINED. THESE
ADDITIONAL IN-CLASS MEETINGS WILL BE EITHER ON A
TUESDAY OR THURSDAY EVENING THROUGHOUT THE SEMESTER.
YOU MUST BE AVAILABLE DURING THESE TIMES TO REGISTER
FOR THIS CLASS. FOR MORE INFORMATION, CONTACT THE
PROFESSOR MICHAEL CASLIN: MICHAEL.CASLIN@URGENTVC.COM

UPDATED 9/3/2010, 9:30:00 AM

Course	Description	Credits	Hours	Division	Subject
MKT 4555	Internet Marketing	3.0	3.0	Undergraduate	Marketing

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
TR73	2285	0 (** 0001 **)	T,TH 7:35 - 8:50 PM	Neufeld, E.	VC/10145	Some

Course	Description	Credits	Hours	Division	Subject
PAF 5453	Internshp in Nonprof	3.0	3.0	Undergraduate	Public Affairs

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
TZ4	1531	0 (** 0006 **)	TH 2:30 - 5:25 PM	Callely, R.	VC/12170	Some

Course	Description	Credits	Hours	Division	Subject
PAF 9140	Budget Acc/Fin Analy	3.0	3.0	Graduate	Public Affairs

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
HTBA	1559	0 (** 0014 **)	** Hours to be announced **	Chen, G.	/	Yes

Course	Description	Credits	Hours	Division	Subject
SOC 3185	Internship Human Svc	3.0	3.0	Undergraduate	Sociology

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course
CHAM	2608	0	** Hours to be announced **	Chambre, S.	/	Yes

Course	Description	Credits	Hours	Division	Subject
STA 2000	Business Sta I	3.0	3.0	Undergraduate	Statistics

Section	Code	Open Seats	Day and Time	Instructor	Bldg/Rm	Online Course

| NET1A | 2451 | 0 | ** Hours to be announced ** | Frankel, M. | / | Yes |

Section 2451 :
THIS COURSE IS FULLY ONLINE
****
THERE WILL NOT BE REGULAR CLASS MEETINGS. THERE WILL
BE 3 SCHEDULED IN-SCHOOL EXAMINATIONS, AS FOLLOWS:
: EXAM I ON OCTOBER 7TH FROM 2:30 - 4:00 PM, EXAM II
ON NOV 11TH FROM 2:30 - 4:00 PM, AND A FINAL
EXAMINATION TO BE SCHEDULED BY THE COLLEGE DURING THE
REGULAR FINAL EXAMINATION PERIOD. IN ADDITION, THERE
WILL BE OPTIONAL IN-PERSON MEETINGS ON SOME THURSDAYS
(2:30-4:00PM) FOR DISCUSSION AND REVEIW. YOU MUST BE
AVAILABLE DURING THESE TIMES TO REGISTER FOR THIS CLASS
FOR MORE INFORMATION, CONTACT THE PROFESSOR:
MARTIN.FRANKEL@BARUCH.CUNY.EDU