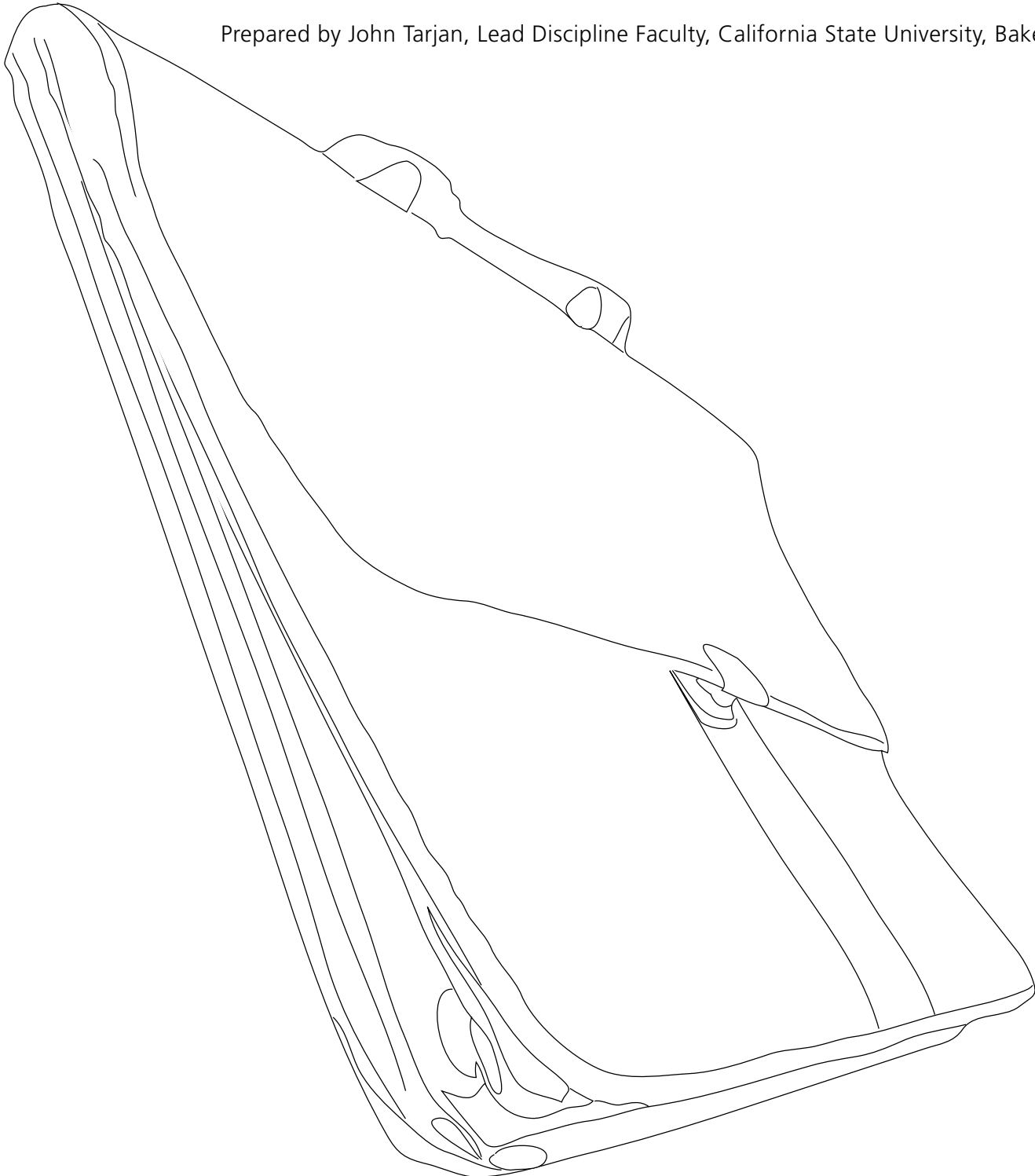


CLUSTER III

Government Business Business Administration

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Summary of Identified Issues

1. CC catalog designations of “UC, CSU Transferable” courses are sometimes misleading and can cause problems for students.
2. Differences in major preparation requirements across CSUs pose problems for CCs, especially for campuses sending many students to more than one CSU.
3. It is unclear that the lower-division coursework is fully integrated into the curriculum, forming a foundation for the courses to follow.
4. Insufficient attention has been given to the content of lower-division coursework by most universities.
5. Statewide articulation for business curriculum makes much more sense than regional articulation for business curriculum.
6. The labeling of math courses poses problems. Business faculty feel mathematical preparation is essential but their needs are not always met by existing courses.
7. The Intersegmental Business Articulation Council (IBAC) group is a new vehicle for ongoing articulation and revision of lower-division coursework. See Appendix 1 for a description of IBAC.

Identified Trends/Future Directions

There was broad buy-in to the work of the IBAC group. Having the imprimatur of the academic senates from each system will give more credibility to this group. The CAN course descriptions that faculty are developing will need to be distributed widely for comment to the campuses prior to submission to CAN in the fall.

Comments from Statewide Meetings and the General Field

- ▶ Students do not always know the campus to which they will transfer until soon before transfer.
- ▶ Articulation efforts may help CC faculty maintain standards in foundation courses if expectations (learning outcomes, core competencies, or common experiences,) are clearly delineated.
- ▶ CC and service course departments are willing to develop courses that meet needs—they just need guidance.
- ▶ Finite mathematics and calculus are very different branches of mathematics—but possibly could be combined into courses that would fulfill the needs of business majors.
- ▶ Most business faculty are ignorant of the content/coverage of required mathematics courses.
- ▶ Some CCs have two accounting curricula—one for transfers and one for non-transfers.
- ▶ Campus/regional uniqueness can occur at the upper-division level as well.
- ▶ Course development:
 - breadth vs. depth is an ongoing issue
 - useful student learning outcomes are difficult to assess
 - a target of 70-80% common coverage is probably the most we can hope for.

- ▶ There is a widespread perception at CSUs that business programs may not exceed 120 (180) units.
- ▶ The lower-division foundation courses are often not reinforced in subsequent courses.
- ▶ A transfer AA degree in business would be a great help.
- ▶ We should focus more on student learning outcomes, rather than topics.

Recommendations for the Discipline

- ▶ Need to keep chairs and other faculty involved in the curriculum process.
- ▶ The accounting courses are probably finished but will need to be updated in the future.
- ▶ The same is true with Computer Literacy/the Introduction to Information Systems course that received endorsement from the group.
- ▶ Periodic meetings by chairs/faculty are probably key to maintaining articulation.
- ▶ The controversy over primary emphasis on legal environment or business law lingers.

Recommendations for Support Courses

- ▶ Probability and Statistics will need to include the use of computer printouts and should focus more on analysis and decision-making.
- ▶ The Economics courses tend to be fairly standard across campuses.
- ▶ Finite math poses the most problems of support courses. The contents of desired finite math and business calculus courses overlap to a very large extent. Should we consider a “math for managers” course? Most faculty feel students would benefit from an exposure to calculus topics in a finite math course.

Topics for Further Discussion

The content of the core courses needs to be finalized through broad review and comment.

Recommendations Forwarded/to be forwarded to:

CAN: The group fully supports the new CAN process. CAN should work to provide the structure/resources to facilitate periodic review.

Outreach presentations made by members of this group

Organization	Date/Place	Presenter's Name	Number Present
CSU Business Deans	Santa Rosa 2/8	John Tarjan	30
CSU Stanislaus Bus. Faculty	Turlock 3/28	John Tarjan	20

CCC · CSU · UC

IBAC INTERSEGMENTAL BUSINESS ARTICULATION COUNCIL

Zwi Resnik, Fresno City College · Fola Odebunmi, Cypress College
 Anthony Zambelli, Cuyamaca College · Louis Hahne, LA Trade Tech
 Jeanie Nishime (Secretary), Pasadena College · Linda Whitten (Co-Chair), Skyline College Barry
 Pasternack, CSU, Fullerton · Gary Grudnitski, SDSU · Sunil Sapra, CSU, Los Angeles
 Jeff Trailer, CSU, Chico · John Tarjan, CSU, Bakersfield (Chair) · Lynn Forsythe, CSU, Fresno
 Pat Dintrone, SDSU · CSU Articulation Officer (vacant) · UC Faculty Representative (vacant)

The Intersegmental Business Articulation Council (IBAC) is a faculty group established by the Intersegmental Council of Academic Senates (ICAS). Members were selected from faculty leaders across business disciplines from the three segments from throughout the state with the express charge of developing a target transfer curriculum for consideration by individual university campus faculty. There are at least three reasons why this initiative is important.

1. First, and foremost, is service to our students. Inconsistent and unclear major preparation requirements mean increased expense in terms of time and money as well as frustration and limiting of options.
2. Secondly, conflicting and/or confusing requirements delay transfer and graduation, wasting precious faculty and state resources.
3. Thirdly, and potentially the most alarming, is the threat of legislation mandating transfer curricula if faculty fail to act. Unfortunately, we have already seen proposed and/or signed legislation in the areas of nursing, gerontology and education. SB 550 was recently introduced and proposes mandatory alignment for all coursework.

While lower-division business major foundation requirements are fairly standard across the state, some important differences exist, causing problems for both students and community colleges offering lower-division foundation courses. Of course, requirements for university degrees are the prerogative of individual campus faculty. To address faculty concerns about curricular alignment expressed through both the CSU Core Alignment and IMPAC projects in business, the following approach has been adopted by IBAC.

1. **Broad faculty consultation.** In addition to using input from the Core Alignment and IMPAC projects, IBAC faculty are charged with maintaining ongoing discussions with discipline faculty across the state and in professional organizations. Draft course descriptions will be distributed to campus departments and curriculum committees for review and revision before they are finalized.
2. **Interdisciplinary focus.** While IBAC membership includes faculty teaching the courses in the target core, faculty teaching upper-division courses in other disciplines have been included to reinforce the emphasis on student preparation.
3. **Flexibility.** IBAC has adopted an approach of developing course descriptions which contain fewer requirements than can be comfortably covered in a semester or quarter course. This is in recognition that individual campuses may justifiably have different emphases in approach to various topics and may wish to supplement required course coverage in different ways.

4. **Emphasis on learning outcomes.** Course descriptions will include measurable student learning outcomes.
5. **Careful review of courses.** Before courses from community colleges are certified for inclusion in the transfer core, they will undergo careful review by IBAC members for both coverage and measurable outcomes. This process is similar to the one used for general education (IGETC, Area Breadth) review. It is also similar to the new process proposed by the CAN (California Articulated Numbering) board.
6. **Ongoing updates and revision.** IBAC establishes a mechanism for ongoing review and modification of courses and course patterns. Since business is a dynamic discipline, this feature was viewed as particularly important

Target Core Curriculum Identified at IMPAC Meetings

Financial Accounting
 Managerial Accounting
 Probability and Statistics
 Business Law/Legal Environment of Business
 Microeconomics
 Macroeconomics
 Mathematics (finite math, calculus for business or mathematics for managers)
 Computer Productivity Tools Proficiency (by course or exam)

Other Courses

Three other courses that were discussed but about which no consensus was reached. We may wish to develop descriptions for these courses also.

Introduction to Business
 Business Communications
 Introduction to Psychology