

Proposed Undergraduate Curriculum Overview

Lehigh University has been long known for its educational focus on analytical and technical skills (School of Engineering; IBE program; CSB program). The committee believes that keeping the focus on Lehigh's core competency in these areas and further enhancing it is essential for developing the leaders of the future. We maintain that individuals must possess a strong analytical and technical background to innovate and lead in the modern world. At the same time, leaders that can develop and manage cutting-edge information technology while also identifying, inspiring, and retaining superior talent are critical to acquiring and sustaining a competitive advantage in business. It is our mission at the CBE at Lehigh to produce technically competent individuals who can inspire, mentor, and challenge an increasingly diverse work force. We also believe that students should bring an entrepreneurial and innovative mindset to the workplace, regardless of the type of industry or company.

After an extensive review of comparable business schools and surveys from students and employers, the committee proposes that CBE's Core Curriculum should focus on advancing students' analytical and people skills irrespective of their intended major. To that end, we first recommend that the core include a stronger focus on **business analytics**. Rather than simply taking a course and leaving the material behind, we recommend that downstream classes use the tools learned in these courses in the delivery of their content to reinforce and build strong analytical skills throughout the student's time at Lehigh. The content of these courses will be determined in consultation with the college faculty in order to offer classes that can be integrated into the entire CBE curriculum.

Second, we propose to enhance students' written and presentation skills through **business communication** courses in freshman and junior years. These classes are designed to offer a template for business communication mechanisms, such as memos, that can be used in other classes as well as during the student's career.

Third, the curriculum redesign increases emphasis on students acquiring and cultivating strong "**people**" skills. The curriculum change we propose is intended to provide management tools that can be applied to all aspects of an individual's career: from solving complex business problems to team building to managing a complex and diverse workforce that incorporates a strong ethical foundation. We recommend splitting MGT143 into two courses. The first, MGT 043, will be offered during the freshman year at CBE and will focus on understanding organizational dynamics and team-building skills. The second, MGT 243, will add a required leadership and decision making class in the junior year.

Fourth, we are revising our initial recommendation that **experiential projects** be required throughout the core (freshman, sophomore, and senior year) to integrate the knowledge and skills learned each year. Instead, we are recommending that in the freshman year, BUS 1, Business Analytics, and Business Communications have an integrated project. We also encourage the CBE to have a case competition for students in the junior year.

Fifth, we recommend a revamp of **BUS 001** to provide incoming freshmen with an overview of the functions and objectives of business.

Sixth, we propose that either students have the option to take **ECO 146 Applied Microeconomic Analysis** or **ECO 119 Intermediate Macroeconomic Analysis** depending on the prerequisites or requirements for their major.

Finally, we encourage **Career Services** to provide additional curricular/co-curricular seminars to prepare students for the job market. Career Services has developed a plan and potential topics that can be found [here](#).

An overview of the program changes can be found [here](#). Note that columns J-M are a slightly modified version of the proposed curriculum that allows for an acceleration of ACCT 151 to the freshman year. By doing so, accounting and finance majors may have the opportunity to begin their major sooner.

Program Overview

We are proposing two potential sequencing of the core curriculum. The first is a traditional sequence of introductory courses in the freshman year and the core foundational courses in the sophomore year. The second is targeted to accounting and finance majors who wish to accelerate their major studies. In this sequence, ACCT 151 may be taken in the spring of freshman year and FIN 125 in the fall of sophomore year.

The following is the key for the spreadsheet:

- Courses in **red** are to be removed from the core
- Courses in **green** are to be added to the core
- Courses in **blue** are to be moved in sequence
- **Highlighted** courses are to be revamped