

# Course Revitalization As A Change Driver Throughout Undergraduate Business Curriculum

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## Abstract

*This paper describes the revitalization of Business Information Systems and Communication, a high enrollment, prerequisite course for all undergraduate business students in the Coles College of Business. An overview of the course components is presented and original structure described. The rationale for change, technologies leveraged and measures of success are presented. The change drivers are identified and their impact on undergraduate curriculum delineated. Lessons learned and future implications are discussed.*

## Introduction

Kennesaw State University (KSU), the Coles College of Business and the Business Information Systems Management concentration have faced some unique challenges while addressing course design, constrained resources and learning goals. Two primary undergraduate skill development core offerings, Business Communications and Introductory Information Systems, were previously collapsed into a single course with the accompanied name change of E-Business (EBIZ). With an average enrollment of over 100 students per section, limited computer lab resources and increased expectations of downstream faculty and accreditation reviewers, course revitalization was imperative.

A semi-annual course review began the revitalization initiative with an examination of each learning objective and course component. A revised, web-based offering was created to introduce web-based technologies and exploit the interrelatedness of communication skills and the electronic environment. Initial design focused on the challenge of converting large lecture audiences to interactive classroom participants. Successes were realized and contributing factors were isolated through course reviews and solicited feedback. The first iteration focused on the use of technology, expansion of electronic classroom facilities and an integrated undergraduate curriculum. The change drivers in the course structure were delineated, revised and improved to align themselves with accreditation warranted assurance of learning goals. The course continues to be improved and modified on a continuous improvement philosophy. Details of the course review, redesign, launch, measurements, isolated change drivers, review cycles and future directions are provided.

## Course Review As Change Driver

EBIZ 2100, Business Information Systems and Communications was a course beleaguered by overwhelming learning objectives (Appendix A), a wide variety of non-related components and several different text resources. Course prefix was questioned as EBIZ insinuates a primary focus on Web design and e-commerce. While this is a component, BISM, business information systems management incorporates the Web and e-commerce components within the management context. The revitalization initiative aimed to coordinate learning goals into a building block semester long project, integrating all required components and leveraging Internet technologies to foster exposure to online learning environments and technology skills. Each objective was reviewed, tested for learning requirement and melded together to reflect a project experience with increased rigors.

### **Course Objectives As Change Drivers**

The original course objectives were presented as three separate mini courses with minimal connectivity among components. They were overly specific, disallowed for variation in application of skills, and did not leverage available technology. The objectives listed did not accommodate the reality of a large enrollment class that includes significant variations of skills among the students. A new approach was needed, so the original objectives were redesigned to meet the emerging needs. A justification for the revitalization was delineated as part of the annual course review and proposal for course change. Course prefix was changed from EBIZ 2100 to BISM 2100, Business Information Systems Management. Highlights are shown in Appendix B.

The revised course objectives include: (1) improvement of business communication skills through business letter, memos, reports, and presentations, (2) increase proficiency in students use of business applications software, and (3) introduction of information technology concepts and skills essential to conducting business in electronic environments. These objectives were designed to create a solid connection between the core undergraduate business curriculum and information technology. The rationale shown in Appendix B is based on established Cole College of Business Undergraduate Learning Goals. An exercise as a precursor to accreditation review was conducted to evaluate the effectiveness of the rationale and the correlation to published goals. It is shown in Appendix C.

To achieve the course's learning goals and accelerated learning demands, various student assignments were adopted. For example, an Excel individual project was introduced to ensure that students become efficient at using a spreadsheet application to solve business problems. The Excel project required the students to provide a business plan for a small business. The business plan required a creation of Cash Pro-Forma budget that included calculation of costs, revenues, loan payment, taxes, monthly, and annual totals. The individual project also required the students to create charts and provide recommendations for the business. Another example is a semester long group project. The project was created to combine the three broad course objectives into an interrelated project and presentation that built on individual course components and highlighted the interrelatedness of the topics. Students are asked to investigate a particular software or application and perform an in-depth analysis on its use, functionality, benefits, cost and impact on the relevant business function. The project topic is individualized and challenges a group of students to investigate software in their intended field of study and to integrate their writing, organizational, presentation, research, and information technology skills. In their respective sections of the course, faculty deliver component modules according to individual preference, however the end result is a common course deliverable.

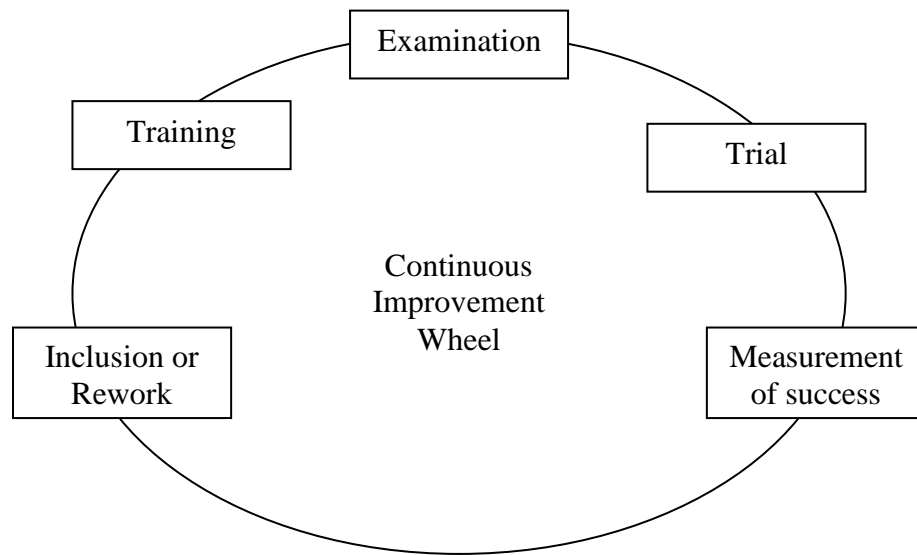
The information technology aspect of the redesigned course intended to address and satisfy the new demand for technology skills among business school undergraduate students. That aspect includes two components: business office and application skills and Internet technology skills. Business office skills included oral, written communication, and presentation skills in addition to using various software applications to enhance the communication and presentation skills. The Internet technology skills cover World Wide Web (WWW) navigation and publishing skills, electronic mail, evaluating the validity of Web resources, and the use of a course management system (CMS). The CMS used in this course is WebCT.

WebCT is a Web-based CMS used as an electronic medium and supplement for the face-to-face class meeting. Learning material including lecture notes, presentations, course assignments, student gradebook, and other relevant course material are uploaded to the WebCT supplement for better student access.

### **The Rationale And Model Behind The Revitalization Process**

To prepare for the revitalization process, the authors thought it would be appropriate to adopt an implementation model, based on the Deming Wheel from *Out of the Crisis*, and the Plan-Do-Check-Act cycle. The model, referred to as the Continuous Improvement Wheel (CIW) (Figure 1) depicts the phases of examination, trial, measurement of success, inclusion or rework/improvement, and training.

**Figure 1 – Continuous Improvement Wheel (CIW) Model**



The first step in the BISM 2100 course revitalization process was the examination of the very first learning goals. These goals were adopted based on a decision science course approach. They were outdated because information technology had made huge jumps to modernity. New learning objectives were created, and needed to be tried.

The trial phase of the CIW model covered implementing and testing the new learning objectives. For example, one of the objectives was training the learners on business presentation skills and software application. A business communications textbook that includes lectures about business presentations was assessed and selected for the course. In addition, Microsoft PowerPoint was introduced as a standard business presentation tool to help students create a business presentation as one of the course’s individual assignments. The trial phase needed benchmarks and measurement of success.

The measurement of success phase included implementing an assessment approach to measure students’ performance and to solicit developmental feedback. For example, as an assessment for the presentation assignment described in the previous paragraph, a group project with a presentation component was used in the BISM 2100 course. In their respective groups, the students were required to deliver a PowerPoint presentation before the rest of their classmates. The presentation component was used as a further assessment of what every student had previously submitted on his/her own and as a pre and post test measure. Another way to measure was using feedback from faculty who require some of the skills taught in BISM 2100 in their respective courses. An informal colloquium has been established to review skill proficiency by downstream faculty. For example, many of the students who take the BISM 2100 course are accounting majors who will need spreadsheet skills to work there accounting homework. Methods are being instituted to measure the declining need to re-teach pre-requisite skills.

Upon the students’ performance with their groups and faculty feedback, the BISM 2100 course’s objectives might need to be reworked or improved. The CIW model accommodates the rework/improvement phase. The goal of this phase is to improve all components to serve the learning objectives of the course more effectively. The ultimate goal is the inclusion-- of what we believed were -- vital components.

The inclusion phase of the CIW model deals with deciding whether an adopted BISM 2100’s component (learning goals, assignments, tools, etc.) was providing an effective learning experience for the students. A training

component has been added to bring adjunct faculty up to date on course improvements to ensure a common post completion skill set. In some cases, this happens between semesters. The authors felt that the CIW model was needed as a guideline in the revitalization process of BISM 2100. The model is new and will be improved to a more stable framework for future development.

### **Results Of The Revitalization Process**

The revitalization process produced many positive results that demonstrated the importance of the BISM 2100 course. These results include changes in the business undergraduate curriculum, additional electronic classroom, and increased offerings in technology training workshops.

### **Ms Excel In The Curriculum**

The original three mini-courses were assessed and redesigned upon feedback from various sources. BISM 2100's faculty driven increase in application rigor prompted departmental response. An Ad Hoc Excel in the Curriculum committee was formed to investigate the current use of Excel by faculty. The committee established a minimum specification for capabilities and mapped the skills to the appropriate course offering (Appendix D). Validation of skill balance was received when undergraduate BBA accounting faculty met with representatives from the Atlanta firm of William, Benator and Libby in September 2002. Representatives indicated that MS Excel proficiency was strongly desired yet often missing in the new hire skill set. Skills were cross-referenced and adopted as departmental course requirements. Workplace requirement was reinforced through the inclusion of MS Excel skill testing for new hires. An example of a recruiter's skill test is shown in Appendix E. Results from the BBA Accounting Excel in the curriculum committee are currently filtering through the Coles College BBA common core course degree requirements to examine fit and appropriateness for a lock stepped curriculum and technology skill implementation.

### **Required Course For All BBA Programs**

The business undergraduate curriculum was modified to reflect the importance of the BISM 2100 course as a basis for later courses, and consequently, future employment. The BISM 2100 course is required for all business majors to move to higher level (3000 or 4000) courses. The course became a requirement to meet the demands of the upper level courses. Some of these courses, for example accounting, require students to have spreadsheet skills. There were no courses that provided these skills, so the accounting faculty would take class time from accounting lectures to teach spreadsheet application such as Lotus or Excel. The requirement showed the administration's commitment to technology, along with an approval for an electronic classroom large enough to accommodate the large enrollment of BISM 2100.

### **Commitment Of Resources**

Currently, KSU does not have an electronic classroom that will accommodate 100+ students in one setting. Any time an electronic classroom was needed, the students of one section of the course, would be divided into three different rooms of 40 personal computers each. The instructor had to move from one room to another to introduce a new skill or answer questions. Considering the tight budgets and resource limitations, the administration implemented a BISM student fee to create a revenue stream to support the technology initiative. In this instance, resource limitations acted as creativity boosters and change drivers. The technology initiative was not limited to the electronic classroom. The administration commitment also showed in support to increase in technology training for faculty.

Three different departments at KSU provide technology workshops for faculty, staff, and students. These departments are Instructional Technology (IT), Presentation Technology Department (PTD), and Information Technology Services (ITS). IT is specialized in WebCT offerings, PTD in graphics applications, and ITS in Microsoft products such as Windows and Office. Each of the three departments noted an increase in the number of new course offerings as students and faculty are becoming more aware of training availability through course

exposure. The significance in the rigors of these offerings is shown by the increase of the number of specialized workshops. The presentation technology department increased the number of specialized courses by 20% over 2002-2003 offerings focusing more on advanced, higher-level skill sets. Additionally, the number of faculty requesting WebCT training is increasing continuously as student exposure and skills increase and cause pressure for on-line course technology.

### **Impact On Other Courses**

A higher-level technology course, similar in content to BISM 2100 is taught at the Computer Science-Information Systems (CSIS) department at KSU. The course is Information Technology (IT) 3700, a junior level course that acted as a support course for the college of business before the BISM concentration manifested. IT 3700, in its current form, has similar student assignments such as Access, Excel, PowerPoint, and Word and covers similar topical areas such as Internet technology and security. The component that differs is the business communication aspect; BISM 2100 has it, but IT 3700 does not. Currently, the BISM faculty is meeting with the CSIS faculty who teach IT 3700 to modify the course to avoid repetition of material and increase course rigors as skill levels increase. The revitalization of BISM 2100 creates an opportunity for the modification of this course and the positive impact of natural creative tensions that exists in dual departmental processes. The inclusion of new management information system modules and project management theories are layered in positive cross-departmental collaboration and increased educational opportunities.

### **Impact On Program Requirements**

Another change whose origin can be traced in part to course revitalization efforts was a grade point average (GPA) sophomore requirement. Before a business major can enroll in any upper-division business courses (3000-4000), she or he must earn an adjusted GPA of 2.70 or greater in a set of seven courses that include mathematics, accounting, and BISM 2100, in addition to other subjects such as economics and business law. The sophomore GPA requirement increased from 3.70 to 3.875 and established a technology and communications gate. No grade lower than a "C" can be received in any one of the courses. The GPA increase goes into effect August 1, 2004. If the student had taken the courses at KSU or at another accredited institution, the grades earned will be used to check this GPA requirement. A course may be repeated if necessary. The purpose of the requirement is to raise the level of student performance and to ensure technological and communications competence before progressing into the junior and senior years.

### **Ongoing Changes And Improvements**

Course revitalization is not static. The process of revitalizing BISM 2100 and measuring its impact on downstream courses, student learning and program development is on-going. Innovative student projects and capital resource allocations are currently being proposed, reviewed and tested for future inclusion. A description of current projects and their anticipated impact is presented below:

- Resource Allocation - The BISM faculty team has proposed a 120-seat electronic classroom and presentation lab to benefit BISM 2100 students. Details of the proposal and its anticipated returns are outlined in Appendix F. The faculty team received approval for the classroom conversion, is currently working with vendors and the University's Information Officer. Project completion is anticipated for Fall 2004.
- Presentations Outsourced To Digital Video - The semester long group project with in-class presentation has been converted to a video presentation project. Students are now exposed to presentation technology, digital media, film editing and video file manipulation. Three class periods of presentations have been replaced with one period of presentation technology training. This frees up two additional classes for higher-level content investigation and new course materials, consistent with the goal of increased course rigors. This also provides for pre and post-testing of business presentation and communication skills as students are submitting evidentiary skill proficiency in video files. The tie-in to assurance of learning will be explored as downstream courses are introduced to the video presentation model. This project is currently

being utilized in two 100-student sections and pending feedback and review, will be fully incorporated in Spring 2004.

- Service-Learning Initiative - Learn and Serve is an experiential instructional methodology that reinforces the academic objectives of a course through meaningful and thoughtfully organized community service. It builds and reinforces curriculum-based academic knowledge while meeting community needs and/or promoting public good. It provides an excellent academic process to motivate and measure a student's involvement and mastery of technological and communication tools. Additionally it provides an ideal opportunity for formal and informal measurement of a student's ability to apply complex subject matter. Students are introduced to Cobb Micro Enterprise Clients and act as Pro Forma Cash Budget consultants. Student training occurs through the completion of the Pro-Forma MS Excel business case. The initiative is currently being tested in two 100-student sections and exposes students to a professional business environment, fosters a sense of community responsibility and ties in to the Coles College assurance of learning goals. A learn and serve survey has been added to the WebCT course platform and will assess the student experience in terms of assurance of learning goals depicted in Appendix C.
- On-Line Offering - One of the main proposed future changes to BISM will be a fully online offering. The plan for online class will include posting lecture notes, presentation, audio and video recordings. In addition the course will use a student discussion forum, and Web logs (blogs) or journal postings. The assignments and grades will be exchanged electronically through WebCT links. For the final group project -- that currently requires an in-class presentation and a written report-- a digital video presentation will be submitted. Only three face-to-face meetings will take place: The first day of class to introduce the course, and two other meetings for the midterm and final exams. A few careful steps will take place in Spring and Summer 2004 semesters, but the full plan is set for the Fall 2004 semester.
- Course Learning Architecture – To capture the proposed benefits of fully on-line courses, the faculty team will be researching the application of a learning architecture to one 600+ enrollment student section of BISM 2100. Faculty roles will be established according to knowledge management principles. Keepers of knowledge resources, students and technology will be identified to investigate the creation of a one section, team-taught course.
- BBA in BISM – As the BISM course continues to be revitalized and impacts undergraduate business curriculum, new courses are being offered as “special topics” to test the receptivity of an undergraduate degree in Business Information Systems Management. A concentration is currently in place and benefiting from new course development. More study is needed to determine the appropriateness of a separate degree program and the learning goals associated with this area of study.

## **Conclusion**

The revitalization of BISM 2100 in the Coles College of Business set in motion a series of changes and improvements that ultimately impacted undergraduate business curriculum, undergraduate GPA requirements and technological resource allocation. The rationale for change was based on an annual review process, coupled with faculty identification of outdated objectives, as related to student, recruiter and user experience. A series of improvements were identified, tested and reviewed for inclusion based on a continuous improvement cycle. Successes were realized and future improvements are continually being tested and instituted. Long terms course development plans have been established and will be investigated while simultaneously pursuing an undergraduate degree program in Business Information Systems Management.

## **References**

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## Appendix A Course Objectives From EBIZ 2100 Prior to Revitalization – Fall 2002

<b>EBIZ 2100 Course Objectives</b>
<b>General Objectives - By the end of this course, the student will be able to discuss and give examples of the following:</b>
How businesses and not-for-profit organizations help create our standard of living.
Social, demographic, and global trends that affect businesses today.
How technology is changing business today.
Types of economic systems that exist in the world today.
How small businesses contribute to the US economy.
Why people start their own businesses.
What characterizes a successful entrepreneur?
What are the risks and rewards of owning one's own business?
Steps to take in starting a small business.
Where to get help in starting a small business.
<b>Communication Skill Objectives - By the end of this course, the student will be able to discuss and give examples of the following:</b>
Explain the importance to a written communication or oral presentation of 1) defining your purpose, 2) analyzing your audience, and 3) establishing a logical ordering of the content.
Identify examples of and use appropriately, the following seven logical orderings of the content in a written work or oral presentation: priority; reverse priority; chronological; reverse chronological; comparison; contrast; and spatial.
Apply, and identify deviations from, the standard formats for a memo and a letter.
List, describe, and apply the "seven C's" of effective business writing: completeness, clearness; concreteness; correctness; conciseness; courtesy; and character.
Employ active writing, and change passive writing to active writing.
Incorporate, within a formal report: three levels of headings; paragraphs each having a topic sentence and all remaining sentences related to that topic sentence; transitions between major divisions; proper attribution for the words and ideas of others; proper placement, labeling, and referencing of figures and tables; and an acceptable (e.g., APA, MLA) system of referencing.
Identify deficiencies related to the items addressed in the objective above
Describe a plan for a collaborative writing project.
List and describe the "three P's" of oral presentations: preparation; practice; and presentation.
Prepare an outline for an oral presentation: the introduction (with an attention getter, statement of purpose, and preview of main points); the body (with a minimum of three sections, each containing a main point and a minimum of two supporting details); and the conclusion (with a review of the purpose, a review of the main points, and a closer).
Create presentation software slides exhibiting the following characteristics: at most several lines of text and at most several words per line for each slide; consistent appearance (e.g., background, margins); no clutter; simple typeface; and judicious (e.g., limited, not distracting) use of color.
Recognize in an oral presentation the absence of any of the following eight behaviors associated with a professional delivery style: clear and confident voice; conversational tone; no reading; eye contact; upright posture; no nervous mannerisms; loud enough for all to hear; and within time limit.
<b>IT Skill Objectives - By the end of this course, the student will be able to:</b>
<b>Using Word 2000:</b>
1. Create, modify, and delete footnotes and endnotes.
2. Create form letters and mailing labels.
3. After running the Spell and Grammar Checker, request and review readability statistics.
<b>Using Excel 2000:</b>
4. Create customized charts using such advanced formatting features as inserting comments and highlighting chart features.
5. Apply advanced Excel functions (e.g., IF, COUNTIF, HLOOKUP).
6. Create a text box and drop-down list box.
7. Insert Comments.
8. Create a simple macro.
9. Copy, move and reference data between and across worksheets in a workbook.
10. Work with lists using filters to extract subsets and using pivot tables to summarize and reorganize data.
<b>Using PowerPoint 2000:</b>
11. Apply special effects (e.g., sound, animation) to slides.
12. Create an organizational chart reflecting given reporting relationships.
<b>For Word 2000, Excel 2000, and PowerPoint 2000:</b>

<p>13. Import, export, and link objects (e.g., a slide, a graphics file) across the three applications.</p> <p>14. Insert Web links</p> <p>15. Use drawing capabilities to create visual organizers and flowcharts.</p> <p>16. Use advanced formatting features (e.g., styles).</p>
<p><b>On the Internet:</b></p> <p>17. Locate on the Web:</p> <p>(a) demographic data for specified target markets;</p> <p>(b) annual reports and financial statements for specified companies;</p> <p>(c) summary measures on financial ratios for companies in a specified industry;</p> <p>(d) product or service offerings, and terms and conditions, of suppliers of a specified product or service;</p> <p>(e) product or service offerings, and terms and conditions, of distributors of a specified class; and</p> <p>(f) balance of trade data and currency exchange ratios between specified countries.</p>
<p><b>IT Concept Objectives - By the end of this course, the student will be able to do the following:</b></p>
<p>1. Provide and recognize definitions of the following information technologies:</p> <p>(a) TCP/IP (f) intranet</p> <p>(b) HTML (g) extranet</p> <p>(c) HTTP (h) DSL</p> <p>(d) Internet telephony (i) ISDN</p> <p>(e) applet (j) .gif, .jpg, and .pdf files</p>
<p>2. Identify and describe the role of each of the following in electronic security:</p> <p>(a) firewalls (d) virus protection</p> <p>(b) SSL (e) user ID and password</p> <p>(c) encryption</p>
<p>3. Identify and describe the following areas of vulnerability within electronic environments:</p> <p>(a) viruses (c) data integrity</p> <p>(b) hackers (d) privacy</p>
<p>4. Recognize and provide examples of how information technology is used to:</p> <p>(a) automate (perform structured tasks that would otherwise be performed by people) ;</p> <p>(b) informate (provide information to people);</p> <p>(c) embed (control or monitor processes by being embedded in systems or organizations); and</p> <p>(d) transform (greatly change the structural relationships within an organization, industry, or economy).</p>
<p>5. Differentiate between the following generic varieties of information systems, and both recognize and provide examples of each:</p> <p>(a) Transaction Processing Systems (c) Decision Support Systems (DSS)</p> <p>(b) Information reporting systems (EIS, MIS) (d) Expert systems</p> <p>(e) Office Automation systems</p>
<p>6. Describe the Internet business models articulated by Michael Rappa of North Carolina State University, and for each model both recognize and provide examples of companies that have adopted that model (either singly, or in concert with one or more other models).</p>
<p>7. List and describe the eight critical success factors, as articulated by Geoffrey E. Bock and David S. Marshak in “A Guide to Succeeding in the Net Economy,” for successful strategic e-commerce initiatives.</p>
<p>8. List, describe, and recognize the major marketing/sales, content, and technology roles in e-commerce as articulated by Geoffrey E. Bock and David S. Marshak in “A Guide to Succeeding in the Net Economy.”</p>
<p>9. Describe an instance (with respect to a specific company) in which information technology played a major role in:</p>
<p>10. Describe ethical issues related to privacy, accuracy, property rights, and access.</p>

**Appendix B Justification and Process of Revitalization of Course Objectives**

**BISM 2100 Course Review**

**Briefly describe any weakness of existing course goals/objectives.**

- Objectives overly specific and disallow variations in application of skills
- Objectives not geared to reality of class environment and large class sizes
- Objectives do not address variance of incoming student skill
- Objectives limiting flexibility of environmental changes and updates
- Objectives do not integrate to provide a systems overview
- Do not address systems use across functional areas of business
- Objectives listed did not address application and purpose for skills acquired



A review of the goals and objectives, consequent evaluation of weaknesses, supports strategic change to goals/objectives as part of course revitalization:

**Strategic changes to goals/objectives:**

- Significantly adjust the number of stated objectives
- Broaden the stated objectives to encompass a wider variety of interrelated business skills – emphasizing the functional areas of business

**Published changes to goals/objectives:**

- To provide business undergraduate students with foundational systems knowledge, in an integrated manner, which will enhance successful completion of Upper Division Business Core Classes.
- To provide students who are new to, or have been out of the technological arena for a significant time with a refresher in basic MS Office skills and knowledge.
- To establish a new rigor in systems use by intensive training in system skills focusing on the integration and compatibility of the most commonly used systems
- To prepare students to maximize their probability of effective learning as they enter core classes and learning experiences in their declared major or chosen area of specialization.
- To provide students with a common foundation in the "language of business" and the tools to communicate effectively in the language and appropriate mode of delivery.
- To help students interpret the systems used in the various business disciplines and to demonstrate comprehension and effective use of these functional systems in problem solving, decision making, and business research.
- To develop team skills for sharing information and experiences, problem solving, and project work in face-to-face and virtual team settings.
- Objectives for each learning module are presented in the weekly syllabus

The revision of stated goals and objectives prompted a subsequent review of course materials, relevance of topics covered, the interrelatedness of topics covered, and their applicability to today's business environment.

It was concluded that while the change to specific objectives better-delineated Coles College of Business course objectives, changes needed to be made to update the course content and delivery. The following table provides the changes made and the accompanying rationale.

<b>Course Change</b>	<b>Rationale</b>
Converted to a Web based delivery platform	A Systems course needs to adopt the latest and most productive delivery methods and exploited the course delivery platform as an instructional tool for file management, internet searches and on-line functionality
Established course minimum technology requirement	A technology based course needs to rely on congruent and compatible versions for consistency in delivery and deliverables. (On-campus standards set specification)
Established minimum skills definition and provided access to resources to meet expected minimum	Leverage free ITS training available in Coles College for registered students and incorporated offering into course goals and graded materials. Also exposed students to availability of resources for free certificate based training
Converted skill demonstrations into interactive skill workshops	Program skills require hands-on practice and in class repetition. Wireless laptops were incorporated into the classroom environment
Leverage real time data for case examination and introduction to data mining	Focus to include more business environment applicability
Team building, operating agreements, peer review and incorporated feedback added	Most sophomore level students have not received instruction on effective team management, time management and meeting management. This addition sets the standard for subsequent class group work and culminates in a substantial team project.
Integrated Assignments	Blending of varied course objectives into a unified projects focus on the importance of integration and unification of topics
Capstone Project	Introduced the rigors of research and the flexibility of topics to align with the students intended area of study
Capstone Presentation	The presentation module of the course mandates an actual graded presentation. Teams are used and practice times schedule to accommodate class sizes of 100+ students
Proof and Practice Requirement – Peer review of papers and presentations	Identified the need to establish preparatory habits and high quality contents through proof and practice exercises
Introduction of Systems used across functional areas for business	Wanted to establish BISM 2100 as a touchstone course introducing systems used in Marketing, Accounting, Operations and Logistics, Finance and Small Business Management. Done as an introduction to fields of study, ability to adapt a specialize capstone project to program interests and to establish a foundation for a more integrated curriculum through the levels of study.
Established standard course delivery and content across all sections offered	For downstream faculty to rely on skills acquired and concepts covered, and to be able to build upon the defined skills, section need to be uniform in content and deliverables

**Course title per the current catalog:**

Business Information Systems and Communications  
 Does the title suit the course? **Yes**

**Course description per the current catalog:**

Business information course to (1) improve communication skills appropriate to the business setting; (2) expand proficiency in the use of business application software; and (3) introduce information technology concepts relevant to doing business in an electronic environment.  
 Does this description adequately describe the course? **Yes**

**Prerequisites per catalog:**

All developmental studies courses  
 Do these prerequisites suit the course? **Yes**

Recommendation for changes to the title, description, or prerequisites:

Course prefix change requested by proposal to KSU undergraduate curriculum committee  
EBIZ 2100 change to BISM 2100

**Rationale** – EBIZ insinuates Web design and e-commerce. While this is a component, BISM, business information systems management incorporates the Web and e-commerce components within the management context. The prefix change also provides consistency with incoming transfer students and aligns with other BISM course offerings

**Appendix C: General Learning Objectives and Specific Learning Objectives – Mapped to BISM 2100 - BBA – Coles College**

**1.0 Critical Thinking**

**Each student can think critically, identify problems, research and analyze problems and make decisions**

1.1. Identify problems and opportunities. (knowledge)

**BISM 2100** – students complete an investigative report identifying problems and opportunities for businesses identifying software solutions

1.2 Recognize and apply appropriate research tools and databases to generate alternative solutions.(knowledge & skill)

**BISM 2100** – students conduct building block search on academic database and evaluate validity of Web resources

1.3 Evaluate data in order to compare and contrast alternatives to reach a defensible solution. (skill)

**BISM 2100** – students tested on in-class Web resource credibility evaluation exercise

**2.0 Ethics**

***Each student can recognize, analyze and choose resolutions to ethical problems explicit or implicit in decision-making.***

2.1 Recognize the appropriate code of ethics that applies to a discipline in a business situation. (knowledge)

2.2 Analyze and compare resolutions to ethical issues encountered in a business environment. (attitude & skill)

**BISM 2100** – Cyber Ethics debate – in class exercise

**3.0 Interaction**

***Each student can demonstrate effective collaboration, leadership and communication skills and exhibit professional behavior.***

3.1 Recognize the value of working cooperatively with others. (attitud

**BISM 2100** - students tested on team effectiveness and synergy

3.2 Demonstrates the ability to work with others in a professional manner. (skill)

**BISM 2100** – students complete and Web publish a team operating agreement with delineated roles and perform a team effectiveness assessment

3.3 Comprehends the skills necessary to influence, inspire and motivate individuals and groups to achieve results. (knowledge)

3.4 Demonstrates the ability to effectively communicate information to individuals with diverse backgrounds.(attitude & skill)

**BISM 2100** – students are tested on effective communication skills through a comprehensive exam on the communication process and written and oral communication

3.5 Provides examples of professional organizations, certifications, and other opportunities for professional development. (knowledge)

**4.0 Technology**

*Each student can identify opportunities to leverage technology in decision-making and can use technology for personal productivity*

6.1 Identify and operate appropriate computer software for analysis and data presentation. (Knowledge & skill)

**BISM 2100** - MS Word, Excel and Power Point demonstration and practicum are completed in-class.

Comprehensive demonstration of skills assessed through ProForma Business Case Application

6.2 Effectively use technology to improve personal productivity. (skill)

**BISM 2100** – Students create and publish a webpage for assignment submission and potential employer review

Appendix D: Excel in the Curriculum Ad Hoc Committee – Skill Implementation By Course

To: Dr. John McAllister - Chair  
Accounting Department

From: Excel in the Curriculum – Skill Implementation By Course

Date: December 15th, 2003

Subject: Committee Results

Please find information detailing the implementation of the Excel in the Curriculum AdHoc Committee's recommendations:

The implementation is based on a review of Excel skills across the curriculum in the Accounting Department. Original committee members interviewed colleagues and sought out information pertaining to skills expected; skills demonstrated, skills taught, skills utilized in courses and skills graded in application deliverables. Results varied widely with some faculty making wide use of Excel based applications and some not currently employing the use of any Excel or spreadsheet related functions. The committee used information gathered and determined that a minimum specification of Excel skills across the curriculum was warranted. Information garnered from faculty members was used as the basis for establishing the minimum specification.

The department voted on and approved the minimum specifications list attached.  
Minimum Skills List for Implementation.xls

The subsequent table details the forward progression of the minimum skills implementation by faculty by course.  
Skills will be identified as:

- **(D)** – Demonstrated in class or through printed materials
- **(U)** – Utilized in class or independently
- **(G)** – Graded as a deliverable
- **(T)** – Tested in quiz or exam

Examples of skill demonstrated, utilized, grade and tested are included as hyperlinked documents if provided by faculty member.

If additional information is needed, it will be gladly provided

Sincerely,  
Elke

**BBA – Accounting - Implementation of Excel Skills – Fall 2003**

<b>Course</b>	<b>Approved Skills for Implementation</b>
BISM 2100 – Business Information Systems and Communication <u><b>Demonstrated Use by Faculty</b></u> BISM 2100 All Faculty: Skills 1-25 as shown in compilation are demonstrated through Excel Practicum and objectives measured through ProForma Case. <b>(D, U, G and T)</b>  Excel Assignment and Criteria Case Background Base Template	1. Entering Data
	2. Click and Drag Copy
	3. Dates and Time
	4. Workbook Management
	5. Format Rows and Columns
	6. Format Cells
	7. Hidden Rows and Columns
	8. Inserting Text Boxes and Hyperlinks
	9. Inserting Comment Boxes
	10. Creating Charts, Bar, Line and Pie
	11. Formatting Charts, Axis and Legends
	12. Importing and Exporting Charts, Word, PPT and Access
	13. Capturing Data Ranges
	14. Copying and Filling In Data Ranges
	15. Formula Basics Employing +, -, /, * and ^
	16. Advanced Formula Operators
	17. Cell Reference Formulas
	18. Moving and Copying a Formula
	19. Absolute Cell References
	20. PMT Function
	21. PV and FV Function
	22. Using Templates
	23. Creating Professional Multi Page, Multi Sheet Reports
	24. Add In Tool - Data Analysis
	25. Comparison Calculator Operator (IF)
ACCT 2100 – Introduction to Financial Accounting	26. Create amortization tables: bonds, long term debt
	27. Create depreciation schedules: straight line, double declining balance, units of production or use
ACCT 2200 – Introduction to Managerial Accounting	28. Create budget worksheets: cash, master, flexible
ACCT 3100 – Intermediate Financial Accounting and Auditing	29. Create working trial balances and link adjusting entries: unadjusted TB, adjustments, adjusted TB accrual TB, conversion adjustments and cash flows
	30. Create amortization tables: Bonds, long-term debt and leases
	31. Create depreciation schedules: straight line, Double declining balance and units of production or use
ACCT 4100 – Advanced Financial Accounting	32. Create complex amortization tables: bonds, long-term debt and leases
	33. Create complex analytical worksheets: horizontal and vertical analysis, ratio analysis
ACCT 4150 – Auditing and Assurance	34. Create complex analytical worksheets: horizontal and vertical analysis, ratio analysis
	35. Create working trial balances and link adjusting entries: unadjusted TB, adjustments, adjusted TB
ACCT 4200 – Advanced Managerial Accounting	36. Create complex budget worksheets: cash, master and flexible
	37. Variance analysis

ACCT 4600 – Governmental and Non-Profit Accounting	38. Create working trial balances and link adjusting entries: fund statements, conversion adjustments, entity-wide
ACCT 4700 - Business Valuation	39. Function Utilization: 40. All time-value-of-money and capital budgeting functionality, 41. Univariate and multivariate statistical functions as they apply to cost estimation - multiple regression 42. Logical functions and functions that manipulate multi-column/row data for improved customer visualization 43. Develop multiple-time period, multiple-sheet budgets and pro forma reports which contain interdependencies: 44. Key field identification 45. Yield executive level reports 46. Sensitivity analysis in scenario construction

**Appendix F:**

*Information and Presentation Technology Proposal For BISM 2100*

Course Structure:

- System and software skills comprise 35% of the BISM 2100 course content. With emphasis being placed in integrating technology in the curriculum, skills training and lab availability are becoming critical. If there is one continual complaint about BISM 2100 it is the inability to provide lab space for large classes. BISM 2100 sections, with average student average enrollment of over 100, are currently utilizing a wireless laptop cart for instruction. Laptops have been utilized as a viable solution, but the current number of registered students mandates a 3 student shared laptop environment and existing electronic classrooms seat only 40 students
- Business communication skills comprise 35% of the EBIZ 2100 course content. With assurance of learning goals in place, special emphasis is being placed on professional presentation and delivery skills. Students are currently required to present a formal report in a team environment. With an average class size of 100 students, in class presentations are burdensome, but necessary

Proposal:

- Convert classroom into a 120 seat electronic classroom with digital video recording equipment and projection control and editing room. Replace existing desktop to house flat screen monitor (hide-away) for full standard classroom utilization.

Provides:

- One-to-One ratio student to desktop
- Ideal environment for systems and software learning
- Maintains efficacy for standard classroom environment
- Encourages non BISM faculty to increase use of technology in large enrollment classes
- Students are direct recipients of BISM 2100 student fee
- Coles College increases technology assets with state of the art classroom
- Classroom Presentation Stage – Simulated Presentation Environment
- Recording equipment provides uploadable video files for submission of deliverables onto WebCT server

- Students exposed to presentation technology
- Converts three days of in-class presentations to one day of developmental review
- Opportunity for students to practice, self evaluate and retain digital presentation file
- Strong tie-in to Assurance of Learning Goals and AACSB re-accreditation
- Leverages e-portfolio stratagem

## Appendix E - Recruiter Microsoft Excel Worksheet

ACCT No.	ACCOUNT TITLE	BUDGET	%	ACTUAL	%	DIFFERENCE
1011B	COMMISSION	10,500.00	0.27	24,537.35	0.22	14,037.35
1012B	SPECIAL	0.00	NO BUDGET	10,471.38	0.09	10,471.38
1013B	DELIVERY	0.00	NO BUDGET	1,829.75	0.02	1,829.75
1015B	POLICY	1,340.00	0.03	0.00	0.00	(1,340.00)
1021B	SAL SUPERV	2,000.00	0.05	0.00	0.00	(2,000.00)
1021I	SAL F&I MGR	2,500.00	0.06	499.18	0.00	(2,000.82)
1021J	F&I MGR COMM	6,100.00	0.16	0.00	0.00	(6,100.00)
1021U	COMM MGR	2,300.00	0.06	807.97	0.01	(1,492.03)
1022B	SAL CLERICAL	1,700.00	0.04	1,332.64	0.01	(367.36)
1023B	SAL OTHER	800.00	0.02	4,000.00	0.04	3,200.00
1025B	PAYROLL TAXES	2,500.00	0.06	2,000.00	0.02	(500.00)
1027B	BENEFITS	800.00	0.02	2,500.00	0.02	1,700.00
1029B	PROFIT SHARING	1,376.00	0.04	2,000.00	0.02	624.00
1051B	CO VEHICLE	300.00	0.01	1,000.00	0.01	700.00
1059B	50% DED T & E	100.00	0.00	3,709.03	0.03	3,609.03
1060B	OFFICE SUPP	100.00	0.00	2,500.00	0.02	2,400.00
1061B	BOTHER SUPPL	700.00	0.02	6,144.04	0.05	5,444.04
1065B	ADVERTISING	1,700.00	0.04	12,260.00	0.11	10,560.00
1068B	DATA PROCESS	350.00	0.01	978.00	0.01	628.00
1069B	OUTSIDE SERV	700.00	0.02	2,783.98	0.02	2,083.98
1070B	TRAVEL & ENT	250.00	0.01	2,283.18	0.02	2,033.18
1071B	DUES & PUBL	250.00	0.01	1,615.02	0.01	1,365.02
1074B	TELEPHONE	0.00	NO BUDGET	1,614.45	0.01	1,614.45
1075B	TRAINING	1,500.00	0.04	3,143.48	0.03	1,643.48
1077B	MISCELL	400.00	0.01	2,734.69	0.02	2,334.69
1082B	REPAIRS RE	100.00	0.00	2,328.80	0.02	2,228.80
1089B	TAXES OTHER	100.00	0.00	823.40	0.01	723.40
1090B	REPAIRS EQUIP	0.00	NO BUDGET	4,398.00	0.04	4,398.00
1092B	EQUIP RENTAL	600.00	0.02	4,519.42	0.04	3,919.42
1072B	LEGAL & AUDIT	100.00	0.00	3,208.34	0.03	3,108.34
1072B	LEGAL & AUDIT	101.00	0.00	7,704.17	0.07	7,603.17
<b>TOTAL EXPENSE</b>		<b>39,166.00</b>		<b>113726.27</b>		<b>74,459.27</b>

### INSTRUCTIONS

*Note: There should be no resulting error messages displayed inside the cells.*

*Note: Formulas should have the capability of being copied and pasted; if list should grow.*

Write a formula to combine the Acct Number and the Acct Title into one cell.

Format sheet so that only the combined cell for Acct and Account Title are showing but yet the formula still works.

Write a formula which gives the percentage of the budget to the total budget, but if there is no amount it give the message "NO BUDGET"

Write a formula to bring the amount for each account on the Report page from the Current column of the Input page in the Actual column

Write a formula which gives the percentage of the actual amount to the total actual amount

Write a formula which shows the difference between the actual amount and the budgeted amount.

Format the sheet so that all amounts appear with comma, two decimal places, and

negative amounts are in parenthesis's in red.



*College Teaching & Learning Conference*  
*Walt Disney World, Florida, 2004*