

| Course   | Common Text & Chapters?   | Common Final?               | BS-BSIS Goal 1: Communicate Effectively  | BS-BSIS Goal 1: Communicate Effectively  | BS-BSIS Goal 2: IT Proficiency   | BS-BSIS Goal 3: Problem Solving   | BS-BSIS Goal 4: Ethical Issues  | BS-BSIS Goal 5: Project Mgt. & Teamwork  | BS-BSIS Goal 5: Project Mgt. & Teamwork  | BS-BSIS Goal 6: Core Business Knowledge   |
|----------|---|-----------------------------|--|--|--|---|---|--|--|---|
|          |   |                             | BS-BSIS Objective 1.1: Oral Communication  | BS-BSIS Objective 1.2: Written Communication   | BS-BSIS Objective 2.1: Systems Implementation  | BS-BSIS Objective 3.1: Critical Analysis  | BS-BSIS Objective 4.1: Ethical Issues   | BS-BSIS Objective 5.1: Project Management  | BS-BSIS Objective 5.2: Working in Teams  | BS-BSIS Objective 6.1: Core Business Knowledge  |
|          |   |                             | Effectively present business information orally  | Effectively present business information in writing  | Demonstrate an operating knowledge of integrated business information systems implementation in a diverse, global business environment   | Critically evaluate, analyze and interpret information to identify and solve business problems related to business information systems  | Demonstrate the ability to identify an ethical dilemma and apply an ethical decision making framework to propose potential actions  | Demonstrate an operating knowledge of project management   | Demonstrate an understanding of issues involved in working effectively in teams  | Demonstrate knowledge of core business areas  |
| ACCT 201 | Yes (except one instructor); 100% chapter commonality                 | Yes                         |  |  | Some international reporting standards (IFRS) may be taught  | COB critical thinking rubric not currently used but Traits 1, 2, 3 and 5 are relevant to assignments; an example is ratio analysis component of the course - would you invest in the company; do not really teach a process as a significant piece of the course  |   |  |  | Yes   |
| ACCT 202 | Yes (except one instructor); 100% chapter commonality                 | Yes                         |  |  |  | Covered in two chapters: Long term versus short term decisions; homework problems (caselet - given facts, asked questions to guide through solution, some use CONNECT & others do not, go through homework problems in class); COB critical thinking rubric not currently used but Traits 1, 2, 3, 4 and 5 are relevant; have a handful of MC questions on each final |   |  |  | Yes   |
| BADM 300 |   |                             | Skills taught and presentations graded using COB oral communication rubric; individual and group presentations   | Skills taught and writing graded using COB writing rubric; individual and group writing assignments  |  |   |   |  |  |   |
| BLAW 302 | Yes; 80-90% chapter commonality                                       | No                          | Some sections may have team-based oral presentations   | Some sections may have team-based written reports  |  | The COB critical thinking rubric is not used but all sections cover concepts consistent with it; critical thinking is a learning objective in syllabus; there is a chapter in book where concepts are laid out; some MC questions on problem identification & applying the law  | Cover ethical dilemmas, reasoning; chapter on it; coverage similar to COB ethics rubric; MC questions on ethics (~10 questions from standardized test bank for some sections); other sections have essay response |  | One or more sections may have team presentations; do peer evaluations for each presentation (internal) - influences the grade, students get feedback | Discuss all functional areas; financial & accounting especially important                   |
| BSIS 105 | Yes, the same instructor has taught this course for the last 5 years. | No need - only one section. | There are a number of in-class group assignments where the students have to orally communicate to their teammates.   | There are both individual and team-based written assignments   | The students do two SAP assignments (sales and purchasing), multiple Excel assignments, a Web page assignment and an Access assignment.  | One of the Excel assignments deals with analysis of data using pivot tables. The students must interpret the data and make decisions based on the data analysis.  | One of the sections of a chapter deals with ethical issues.   |  | There are at least five in-class group assignments where the students submit written answers to the assignments.                                     | We cover in depth three business processes: sales to cash, purchase to pay, and production. |
| BSIS 301 | N/A   | N/A                         | Students make formal presentation on their team strategy, key performance indicators, and strategy for the ERPsim. They also make informal presentations of in-class projects. | Students write in-class reflections on learning activities. Students create executive planning reports.                                      | Students apply and execute all of the integrated business process. They work through each individual process and then use the ERPsim and SAP system to execute the integrated processes. | Critical thinking and problem solving skills are required for in-class activities and ERP sim.  |   | In-class activities are team-based. Students run ERPsim in teams and make team reports and presentations.        | Students execute core business operations in cross-functional areas of business.   |   |
| BSIS 444 | No  | No                          | Students practice various oral communication skills needed as a tech liaison. Students make multiple oral presentations including their final project.                         | Multiple written assignments are given throughout the course.  | Students learn to plan, manage, and evaluate IT projects.  | Students are guided to critically think and solve problems with the planning and execution of their project.  |   | The focus of the whole course is on project management. Students learn to design, develop, and plan IT projects. | The course is designed around project teams with different team roles.   |   |
| BSIS 496 | Assigned readings (often common)                                      | No - often only one section | Team and individual presentations with COB oral communication rubric used in grading   | Writing proficiency course - extensive writing with feedback and resubmission after corrections; grading incorporates the COB writing rubric | Typically covers issues related to systems implementation; case assignment graded with BS-BSIS rubric  | One or more writing assignments that require critical analysis; COB critical thinking rubric used in grading  | One or more writing assignments that involve ethical decision making; COB ethical decision making rubric used in grading  |  |  |   |
| FINA 307 | Yes; common minimal set of chapters & sections                        | No                          |  |  |  | One section (probably consistent across sections); Covers content similar to Traits 1, 2, 3, 5; teaches steps (across sections?); could add to all sections   |   |  | Yes  |   |
| MGMT 303 | Yes; 80% chapter commonality  | No                          |  |  | Covers globalization, has MC exam questions on globalization   |   | Teach ethical decision making; although the COB ethical decision making rubric is not used, the coverage is consistent with Traits 1, 2, 3 and 4  |  | Teach principles behind effective teamwork   | Yes   |
| MINS 235 | N/A   | N/A                         | Students are asked to come in front of class and explain the result of their queries or models.  | Students are asked to explain the result of their queries or models in writing.  | Students learn how to use SQL workbench. They run queries and make models.   | Students learn to explain the relationship between their entities and the logic of database models.   |   | Students work on small projects in teams.  | Students are given a rating sheet of their teammates.  | The queries and models are applied to various core business areas.                          |
| MKTG 305 | Yes; 100% chapter commonality   |                             | 50% of the syllabi show oral presentations as part of the course   | Most sections have team writing assignments  | Chapter on international marketing, letters of credit, etc.; several MC questions on common final  | Teaches a critical thinking process; apply principles in scenarios on MC test & market audit (not all sections)   | Chapters & MC questions   |  |  | Yes   |
| OSCM 306 | No  | No                          |  |  | Discuss globalization  | The problems are not common but all sections give problems that require critical thinking; could probably formalize a framework and steps that are consistent with the COB critical thinking rubric   |   |  |  | Yes   |