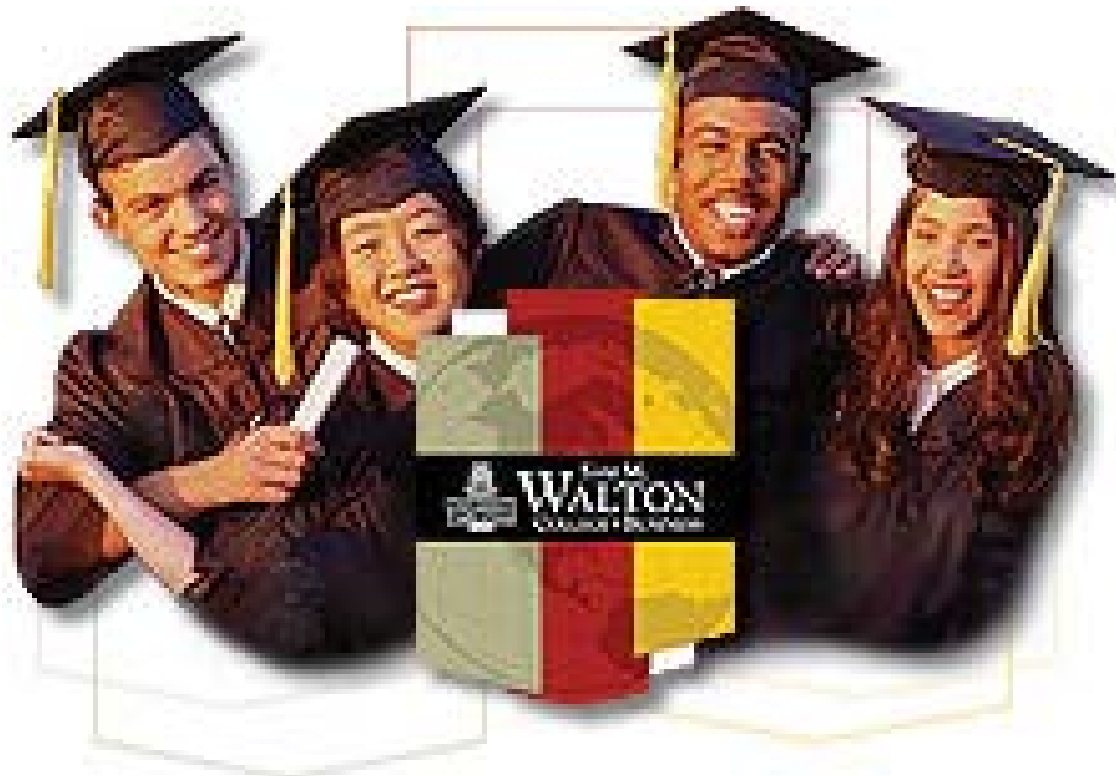


Reengineering the Undergraduate Business Core: A Business Process Approach AACSB Emerging Curricula Fall 2003

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Business Core Curriculum





University of Arkansas

- Flagship land grant university
- Enrollment 16,449



Sam M. Walton College of Business

- 3,319 students
- 3,046 undergraduate
- 273 graduate students



SAM M. WALTON COLLEGE of BUSINESS

- 2 bachelor degree programs (BSBA & BSIB)
- 5 master degree programs (MBA, MAcc, MIS, MAEcon, MTLM)
- 2 Ph.D. programs (Business & Economics)

- Undergraduate program ranked in top 50 in U.S. News&WR
 - 28th among public universities (up from 40th previous year)

- Six departments:

Accounting	Economics
Finance	Information Systems
Management	Marketing and Logistics

- Faculty: 67 tenure/tenure track and 22 non-tenure track

Today's Discussion

**THE
PAST**

**THE
PRESENT**

**THE
FUTURE**

the
curriculum
change
process

content
of the
integrated
core

implementation
of the
new core
curriculum

THE PAST:

THE CURRICULUM REVISION PROCESS

academic year

99-00

- benchmarking activities with other universities
- evaluative discussions & information gathering
- Undergraduate Program Committee formulated discussion proposal

**WCOB
business
alumni**

**15
benchmark
schools**

**CONTRIBUTING
TO THE
DIALOGUE ON
THE NEED
FOR CHANGE**

**AACSB
conference
participants**

**graduating
WCOB
students**

**Dean's Executive
Advisory
Council**

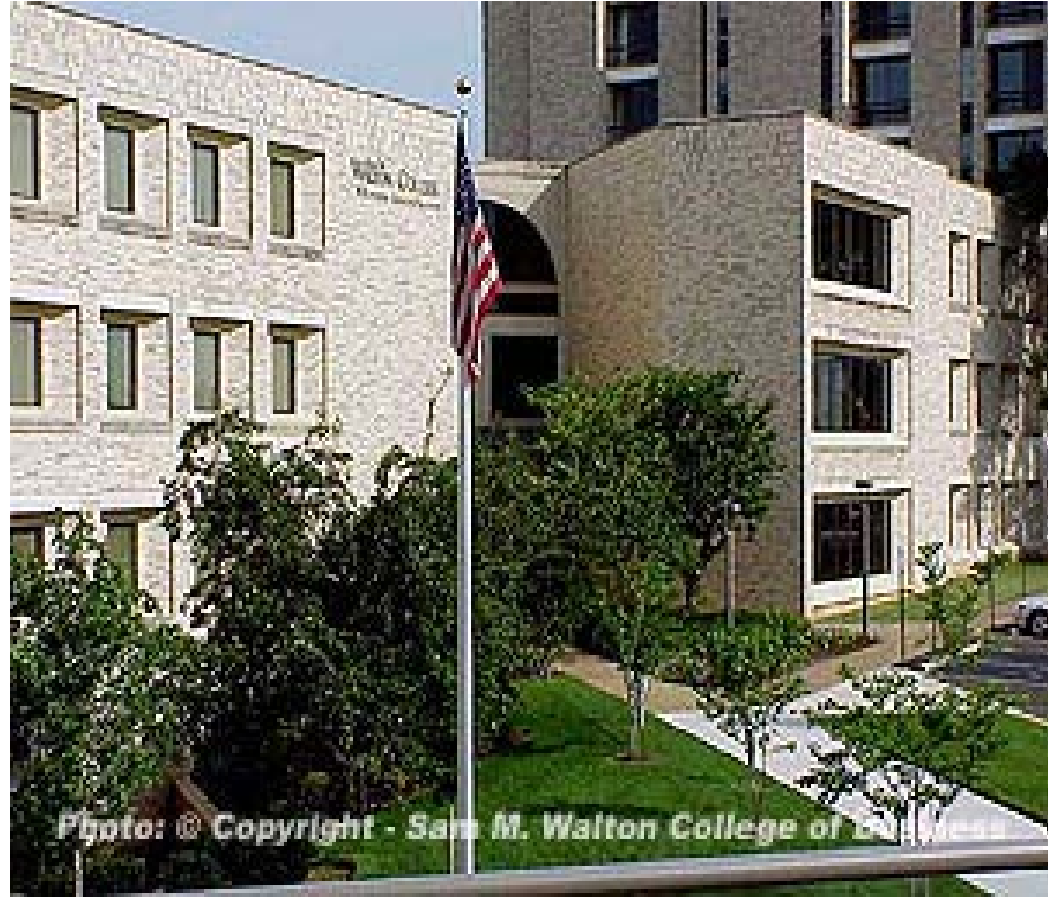
**companies
hiring our
grads**

**Business
Alumni
Advisory
Council**

There is still a need for employees with strong disciplinary training...but that training must be coupled with *a stronger understanding of the relationships among business functions*

A second issue that was raised...

under the old
program, the
majority of our
students were not
actively engaged
in our program until
*some point in their
sophomore year*



A third issue that was raised...



RETENTION!

Fear that students retain little of what they have learned beyond the scope of the individual

class; under the new program, we are making a systematic attempt to revisit core concepts throughout the curriculum, applying the material in diverse contexts

THE PAST:

THE CURRICULUM REVISION PROCESS

academic year

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00-01

- faculty vote to endorse concept of “smaller integrated core”
- campus visits by five schools w/undergrad curriculum innovations
- weekly meetings held by UPC during summer

THE PAST: THE CURRICULUM REVISION PROCESS

academic year

99-00

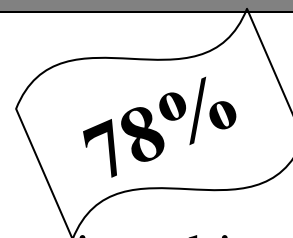
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01-02

- faculty vote on revised proposal
- initial drafts of course outlines
- FIPSE proposal
- UPC develops detailed course outlines/learning objectives



78%

THE PAST: THE CURRICULUM REVISION PROCESS

academic year

99-00

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01-02

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78%

02-03

- FIPSE grant awarded \$230,000
- faculty vote on new courses and policies
- course development teams
- instructional designers
- position developed for Business Core Curriculum Director

96%

The Present:

*A Business Process Approach to
Reengineering the Undergraduate Business Core*

The term “**business processes**” refers to the essential activities that every business must perform to succeed: acquiring resources, producing a good or service, and selling the good or service. These processes are **inherently interdisciplinary and provide an organizing background that places each functional area of business in perspective.**

~ Walker and Black 2000

Why Should We Have an Integrated Core?

- **Mirrors changes in the business community.**
- **Reflects desires of Advisory Boards, alumni, recruiters.**
- **Enables better retention as material is learned in context.**
- **Facilitates students seeing how things “fit together” – an emphasis in student focus groups.**
- **We should innovate when innovation is needed to support our goals.**



*Highlights of the Reengineered Core**

- Business core reduced from 42 hours to integrated core of 33 hours
- Courses taught by individual instructors rather than teams
- Courses will be developed/taught from an international perspective and will integrate information technology and communications
- Departments control 24 hours for their majors
- Departments may specify collateral courses in another discipline
- 15 hrs of business electives which allow for elective tracks

*see handout for comparison with old core

Suggested sequence...



Freshman Year

- Freshman Business Connections
- Computer Competency
- Legal Environment of Business

- Microeconomics
- Business Foundations
- Data Analysis & Interpretation

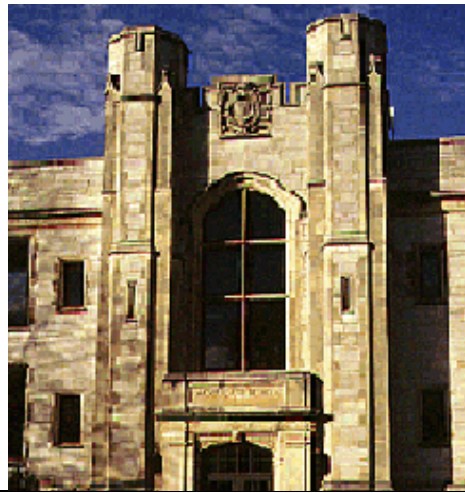
Sophomore Year

- Macroeconomics
- Markets and Consumers
- Production & Delivery of Goods/Services
- Acquiring/Managing Human Resources
- Acquiring/Managing Financial Resources

Junior Year

- Business Strategy & Planning (6 hrs)

Freshman Business Connections



enhancement of personal development skills,
including time management, stress
management and academic planning, necessary
for success; introduction to business career
options and opportunities

effective vehicle for disseminating
information to new students

Computer Competency Requirement



Includes on-line competency testing to assess students' skills and knowledge in Windows, Word, Excel, PowerPoint, Access, Blackboard, Internet, and Email. Also provides computer-based teaching modules in each area.

Business Foundations



Presents an integrated view of business organizations by studying the business processes that are common to most businesses, including the acquisition of capital & human resources, purchasing, production, and sales; develops the accounting model that captures information about processes and reports results through formal financial statements

faculty have made a commitment to develop their capability to teach outside their functional specialty...

Business Foundations

Development Team:

- Accounting
- Economics
- Info Systems

Staffing Spring '04:

- Accounting (5)
- Info Systems (3)
- Finance (4)
- Marketing (4)

Data Analysis and Interpretation



Enable students to develop an understanding regarding the application/interpretation of basic data analysis techniques with an emphasis on statistical applications; designed to address the data issues that students will encounter in the remainder of the business core

Data Analysis & Interpretation

Development Team:

- Info Systems
- Info Systems
- Management

Staffing Spring '04:

- Accounting (2)
- Info Systems (2)
- Finance (2)
- Management (1)
- Marketing (3)

Markets and Consumers



Build a fundamental understanding of consumers and markets and the business processes related to attracting customers; explore key decisions required to understand the existence of markets and how buyers within those markets may be accessed profitably.

Production and Delivery of Goods and Services



The study of the acquisition and movement of materials both within/across firms needed to produce the end-product/service. Focus on concepts and methodologies for managing the flow of material & information, including knowledge of information systems and ERP systems.

Acquiring and Managing Human Resources



Study the process of acquiring, motivating, and retaining employees; emphasis given to the development, implementation, and assessment of policies and practices consistent with legal, social, human, and environmental dynamics.

Acquiring and Managing Financial Resources



Key decisions related to the acquisition and management of capital resources, including decisions regarding what to acquire, how to finance the acquisition, and issues related to the accounting of those capital resources; focus on decision models and the identification of information needs.

Business Strategy and Planning: Theory and Practice



Integrative study of the managerial decisions that ensure the long-term effectiveness of the organization; introduces students to an understanding of strategic competitiveness and the way in which business strategy in large and small decisions is formulated and implemented; includes theoretical & experiential components

THE FUTURE: WHERE DO WE GO FROM HERE?

academic year	FRESHMAN COURSES	SOPHOMORE COURSES	JUNIOR COURSE	
02-03	Spring: design Summer: develop			
03-04	Fall: train Spring: teach Summer: evaluate	Fall: design Spring: develop Summer: train		PHASE-OUT OLD CORE
04-05		Fall: teach Spring: evaluate	Fall: design Spring: develop Summer: train	
05-06			Fall: teach Spring: evaluate	

**Dean &
Assoc. Dean**

**Business Core
Curriculum
Director**

**IMPLEMENTING
THE NEW
CORE**

**course
development
teams/leaders**

**course
coordinators**

**instructional
design team &
media support**

FIPSE

**Undergraduate
Program
Committee**



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Course Development Teams

Responsible for:

- Detailed course development
- Teaching material development
- Faculty training workshops



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Course Coordinator

Serves as the lead faculty member among those teaching each course

Becomes the key personnel in the implementation and oversight of the course



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Undergraduate Program Committee

An instrumental entity in the identification of strengths/weaknesses of the previous curriculum as well as general design of the reengineered program.

Serves in an oversight capacity, ensuring that all courses continue to operate in a coordinated, integrated fashion.



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FIPSE

The Fund for the Improvement of Postsecondary Education (FIPSE) is providing \$230,000 to support the development and implementation of the integrated curriculum.



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Business Core Curriculum Director

Responsible for:

- Oversight of course development
- Management of implementation
- Scheduling/staffing of core
- Evaluation of effectiveness
- Dissemination of core-related info



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Instructional Designers/Media Support

Responsible for:

- Arranging content to best serve the learning process and the learner
- Developing a coordinated, seamless presentation
- Providing alternative ways to evaluate whether learning objectives are met
- Serving as an additional mechanism for transferring information between teams, ensuring that we are all keeping on task

NECESSITATES DIVERSE ASSESSMENT STRATEGIES

Dean &
Assoc. Dean

Business Core
Curriculum
Director

course development
teams/leaders

IMPLEMENTING
THE NEW
CORE

course
coordinators

instructional
design team
media support

FIPSE

Undergraduate
Program
Committee

Plans To Share Our Efforts With Others

- Continued discussions with other schools
- Systematic documentation at all stages
- Develop brochures containing overviews
- Publication and presentation at conferences
- Invitations to visit campus/observe program
- Integrated curriculum website



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CLICK ON NEW CORE CURRICULUM