# Redesigning CS 100 in the Context of a Changing University Curriculum

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## Abstract

This paper reflects on the process of designing and implementing an update to the *Introduction to Information Technology* course at Bentley University, a business university in New England. Driven by a university-wide curriculum reform initiative and following best practices from digital literacy frameworks and IS model curricula, the new CS 100 course, entitled *Solving Business Problems with Information Technology*, shifted emphasis from a personal computing context to exploring small business applications of technology. Students networked with university alumni at "Topics in Tech" presentations, where they learned about career options as information technology professionals. The authors describe the pilot courses that led to proposing a new CS 100 course and reflect its challenges and successes. Challenges included meeting the university's goal of transfer friendliness, scaling from a few pilots to multiple sections, consistency of course delivery, and evaluating assessment. Successes include placing course topics in a business context, introducing current technologies, and providing opportunities for students to learn about career opportunities and experiences from university alumni. The paper also describes how CS 100 aligns with the university's student learning goals for the new curriculum. These include developing future-focused skills, encouraging curiosity and critical analysis, communicating and collaborating in different settings, and demonstrating understanding of issues related to ethical use of technology.

**Keywords:** business education, IS curriculum, introductory course, computing concepts, Excel.

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