

## Business/Accounting Department Meeting Minutes

**ATTENDANCE:** Alisa Callahan, Dolores Batiato, Alicia Law, Tim Lucas, Peter Ocsody, Adam Davis, Miguel Rivera  
Absent: Keith Quackenbush, Andrew Locantora, Dorothy Thompson

**MEETING MINUTES:** Friday, April 10, 2026

### 1. Action Items

- Miguel: Follow up with Judy on new ISBN for ACG 3024 when available.
- Alicia: Check with Ali Nichols about any new updates or ISBNs for MAN2021 and GEB1011 and update the spreadsheet ASAP and let Alisa know when completed (by Monday if possible).
- Peter: Meet with team first week of May to determine textbook/OER for Small Business Management course.
- Adam: Offered support/workshop to faculty over the summer on using AI to build Canvas assignments.
- All faculty: Review and update their course shells over the summer as needed, aiming to have shells ready for adjuncts ASAP but no later than 1 week before the start of the term.

### 2. Syllabus Compliance Updates

The syllabus compliance project will resume in the fall for spring courses that weren't covered in the fall updates, to ensure compliance with new state laws. The team noted that while master shells have been updated, some modifications may still be needed as assignments/courses change and as a reminder, master syllabi are only accessible for limited periods each semester.

### 3. Faculty Staffing Changes

Daniel did not accept their job offer, leading Alisa to suggest extending the offer to the second place candidate.

### 4. Summer Course Updates

Multiple faculty members reported on their summer course updates, including Dee working on the 2 SLS classes and updating MAN 3303 to the 8th edition, Miguel previewing ACG 2500 and potentially reviewing managerial assignments, Adam revising MAN 4570, and Alisa to update FIN 3400. The team agreed to notify Judy Dantes and Kim about any course updates to ensure proper course shells are loaded for Fall 2026.

### 5. Course Textbook Updates and ISBNs

The team reviewed the textbook spreadsheet for updates to various course textbooks and ISBN numbers.  
<https://docs.google.com/spreadsheets/d/1Am0Sp-3M7uS3PPr9mT5sMwqauv6wFZz6xlp7HmS86Og/edit?usp=sharing>

### 6. AI Bot Development Updates

Adam shared updates on his work building AI bots and simulations, including a website builder bot and a classroom bot using Claude, which helped students access textbook content and receive feedback. Peter announced an upcoming student pitch competition where judges will use an AI-powered scoring system and mentioned an upcoming AI automation event for small businesses on May 11th and 13th at FSW

campuses. The team also discussed requesting Notebook LM Pro versions for Adam, Andrew, and Peter to enhance their course creation and content development processes.

**7. Course Material Creation Tools Demo**

Peter demonstrated how he uses the pro version of a tool (likely Claude) to create course materials, including infographics and presentations, for his 3,000-student venture laboratory course. He explained the tool's flexibility in sourcing and summarizing content, as well as its integration with Google Docs and Canvas. Adam shared his process of using Notebook LM presentations with Canva to create accessible documents by adding alternative text and deconstructing image layers. The group discussed the tool's pricing, with Adam estimating it at around \$29.99 per month, and noted its widespread use among college students.

**8. AI Tools in Education Strategy**

The group discussed the limitations of free AI tools like BudoBox compared to paid versions like Claude Pro, with Peter suggesting the college should develop a strategy to provide access to paid AI tools for educational purposes. Keith asked about the timeline for students having AI agents as part of their education, to which Peter responded that general AI is predicted to emerge within 3-5 years. Adam shared feedback from students who participated in an AI-enhanced learning experience, noting they found it challenging but valuable, and emphasized the importance of experiential learning in preparing students for the future.

**9. AI Integration in Education Discussion**

The group discussed incorporating AI into educational experiences, focusing on balancing online and in-person learning while preparing students for real-world applications. Adam emphasized the importance of authentic learning experiences that mirror professional life, while Peter described a new Liflex program requiring students to collect primary data and work in actual businesses. Timothy shared insights from his course on visualizing and presenting data, noting that students need basic understanding of generative AI and its interpretation rather than just usage. The discussion concluded with practical tips for creating AI-enhanced assignments, including Adam's offer to help colleagues build assignments in Canvas using AI tools.