

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET  
See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW 0 MSB <input checked="" type="checkbox"/> YGCLA 0	Contact Name: Danielle Fowler	Phone: 6625
DEPARTMENT / DIVISION: Accounting and MIS		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
#20- add Information literacy Graduation Requirement- B.S.in Business Administration, B.S.in Management Information Systems, B.S.in Real Estate and Economic Development		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring 0	Year: 2008	

Box1: TYPE OF ACTION	ADD(NEW) 0	DEACTIVATE 0	MODIFY <input checked="" type="checkbox"/>	OTHER 0
Box2: LEVEL OF ACTION	Non-Credit 0	Undergraduate <input checked="" type="checkbox"/>	Graduate 0	OTHER 0

Box3: ACTION ITEM (check appropriate boxes)	DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
<input type="checkbox"/> 1. Experimental Course 1	Nap	a,c,e	AC
<input type="checkbox"/> 2. Course Title	NO		ABCD
<input type="checkbox"/> 3. Course Credits	NO		ABCD
<input type="checkbox"/> 4. Course Number	NO		ABCD
<input type="checkbox"/> 5. Course Level	NO		ABCD
<input type="checkbox"/> 6. Pre & Co-Requisite	NO		ABCD
<input type="checkbox"/> 7. Course Description	Nap		ABCDEF
<input type="checkbox"/> 8. New Course	Nap		ABCDEF
<input type="checkbox"/> 9. Deactivate a Course	NO		ABCDEF
<input type="checkbox"/> 10. Program Requirements	NO	b,c,d,e	ABCDEF
<input type="checkbox"/> 11 a. UG Specialization (24 credits or less)	NO	a,b,c,d,e	ABCDEF -- --
<input type="checkbox"/> 11b. Masters Specialization (12 credits or less)	NO	a,b,c,d,e	ABCDEF
<input type="checkbox"/> 11 c. Doctoral Specialization (18 credits or less)	NO	a,b,e	ABCDEF
<input type="checkbox"/> 12. Closed Site Program	NOT	e	ABCDHIK
<input type="checkbox"/> 13. Program Suspension 9	NO,5	a,e	ABCDEGIK
<input type="checkbox"/> 14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a,c,e	ABCDEFHIK
<input type="checkbox"/> 14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a,c,e	ABCDEFHJL
<input type="checkbox"/> 15. Off-Campus Delivery of Existing Program	NO,4	a,b,c,e	ABCDHIL
<input type="checkbox"/> 16a. UG Concentration (exceeds 24 credit hours)	NO,5	a,c,d,e	ABCDEFHJL
<input type="checkbox"/> 16b. Masters Concentration (exceeds 12 credit hours)	NO,5	a,c,d,e	ABCDEFHJL
<input type="checkbox"/> 16c. Doctoral Concentration (exceeds 18 credit hours)	NO,5	a,c,d,e	ABCDEFH,IL
<input type="checkbox"/> 17. Program Title Change	NO,5	a,c,d,e	ABCDEFHJL
<input type="checkbox"/> 18. Program Termination	NO,10	d,e	ABCDEFHIK
<input type="checkbox"/> 19. New Degree Program	NOQR,3,8	a,c,d,e	ABCDEFHJL
<input checked="" type="checkbox"/> 20. Other	Varies	Varies	Varies

Box4: DOCUMENTATION (check boxes of documents included)			
<input checked="" type="checkbox"/> N. This Cover Sheet		<input type="checkbox"/> Q. Full 5-page MHEC Proposal	<input type="checkbox"/> T. Other
<input checked="" type="checkbox"/> O. Summary Proposal		<input type="checkbox"/> R. Financial Tables (MHEC)	
<input checked="" type="checkbox"/> P. Course Definition Document		<input type="checkbox"/> S. Contract	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> D MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/> D
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
#20- add Information literacy Graduation Requirement- B.S. in Business Administration, B.S. in Management Information Systems, B.S. in Real Estate and Economic Development

10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
  - b. proposed date after which no new students will be admitted into the program;
  - c. accommodation of currently enrolled students in the realization of their degree objectives;
  - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - e. reallocation of funds from the budget of the affected program; and
  - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council review (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library D No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS D No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations D No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions D No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records D No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Marilyn Blair, Chair VPC</i>	4/11/08
B. Final faculty review body within each School	Chair: <i>Walter D. MSBFS</i>	4/11/08
C. College Dean	Dean: <i>Leanne Z...</i>	4/11/08
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Judith M. Hall</i>	4/28/08
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>HB: H. Ma...</i>	5/26/08
F. University Faculty Senate (UFS option)	Chair: <i>O</i>	
G. University Council (see #11 above)	Chair:	
H. President	President:	
I. Board of Regents - notification only		
J. Board of Regents - approval		
K. MHEC - notification only		
L. MHEC - approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

UNIVERSITY OF BALTIMORE

DOCUMENT 0: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW 0 MSB <input checked="" type="checkbox"/> YGCLA 0	Contact Name: Danielle Fowler	Phone: 6625
DEPARTMENT / DIVISION: Accounting & MIS		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
#20 - add Information literacy Graduation Requirement - B.S. in Business Administration, B.S. in Management Information Systems, B.S. in Real Estate and Economic Development		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall 0 Spring 0 Year:		

0-1: Briefly describe what is being requested:

Add information literacy graduation requirement to the following programs:

1. Bachelor of science in business administration (BSBA)
2. Bachelor of science in management information systems (BSMIS)
3. Bachelor of science in real estate and economic development (BSREEO)

Statement for catalog

Students in the <program name> program will meet the University of Baltimore Information Literacy requirement in one of the following ways:

Successful completion (a grade of C- or better) of 1015110 Introduction to Information Literacy

Or

Successful completion (a grade of C- or better) of INSS 300 Management Information Systems

For new courses or changes in existing courses (needed by Registrar)		
OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title:	Course # / HEGIS Code:	Credits:

0-2: Set forth the rationale for the proposal:

This proposal is to have INSS300 officially approved as meeting UB's information literacy graduation requirement. The course has been used to satisfy this requirement for both the BSBA and BSMIS historically, but that predates the development of the UB information literacy guidelines document.

The requirements to be met are as follows.

1. The guidelines document lists 2 identified DB undergraduate learning goals (from the LDEC report):
  - a. to make efficient use of information resources and technology

for personal and professional needs.

Understanding the types of information needs that can be satisfied with different technologies (e.g. spreadsheets or search engines) is an issue embedded throughout the course, which focuses on the use of information technologies and systems to support business needs. The course also covers how to make specific use of some technologies (such as efficient and effective search engine searching, and USM library catalog searching). These skills will be of both professional and personal relevance.

- b. to analyze complex issues and make informed decisions; to synthesize information in order to arrive at reasoned conclusions; to evaluate the logic, validity and relevance of data

INSS300 requires students to obtain and analyze information contained in common business technologies such as spreadsheets and databases. The focus is on a managerial understanding of information systems for the purpose of decision making. Students learn how to identify the data they need to make a decision, and how to retrieve it from technologies such as databases and spreadsheets, and via search engines and other online resources.

2. The guidelines document also references the ACRL (Association of College and Research Libraries) guidelines in the area:

- a. articulate the need for information, evaluate the extent of that need, and identify possible sources to meet that need
- b. select the best method and/or tools to obtain necessary information
- c. develop effective search strategies and revise the search strategies as needed
- d. Access sources of information and manage the collection of information
- e. Develop and apply criteria in order to evaluate information collected
- f. Integrate key concepts from information collected into existing body of knowledge and compare newly attained knowledge to previous knowledge.
- g. Apply new knowledge for academic or personal development
- h. understand ethical, economic and legal implications concerning the use of information and information technology.

The attached document P shows where these requirements (a - h) are satisfied within INSS300.

**MERRICK SCHOOL OF BUSINESS**

**UNIVERSITY OF BALTIMORE**

**INSS 300.001: MANAGEMENT INFORMATION SYSTEMS**

Course definition document (Document *III*) for INSS300 showing compliance with the UB information literacy graduation requirement.

This document shows where the requirements listed in the associated summary proposal ("Document *O*") are met, please refer to that document for further details. The descriptions of the assessments given in this document are written to show how those information literacy requirements are met, not how the MIS learning objectives are met.

1. Prepared April 2008
2. Prepared by Danielle Fowler
3. Department: Accounting and MIS
4. Course Numbers: INSS 300
5. Course Title: Management Information Systems
6. Credit Hours: 3
7. Prerequisites: none

## **8. COURSE DESCRIPTION AND LEARNING OBJECTIVES**

This course provides students with a fundamental understanding of information technology issues, concepts and applications from the perspective of the general business manager. Students will examine the strategic, tactical and operational applications of current information technology and resulting products such as groupware and e-Commerce implementations. The emphasis is on business and to prepare students to use information sources and Information Systems to meet their information needs. Students will also achieve a basic level of information and computer literacy.

Upon completion of the course you will be able to:

- Understand the differences between data, information and knowledge, and the role of information in businesses.
- Define MIS and IT and describe their relationship, including the strategic and competitive nature of information in business

- Define an information problem and identify the type of information needed to solve it [ACRL: a]
- Locate, acquire and evaluate information from different sources [ACRL: a, d]
- Demonstrate proficiency with information search techniques using a variety of search tools (e.g. library catalogs and databases, search engines) [ACRL: c]
- Explain why people are the most important organizational resource, define their information and technology literacy challenges, and discuss their ethical responsibilities
- Define common information system types, such as supply chain management systems and business intelligence systems
- Be able to use key technological tools such as databases, spreadsheets, and search engines in order to acquire information or make effective business decisions
- Describe social and personal implications of technology, including privacy, security and ethical issues associated with information use [ACRL: h]

9. TEXT

Management Information Systems for the Information Age (6<sup>th</sup> edition). ISBN 0-07-305223-X  
 Authors: Haag, Cummings, and Phillips.

10. SAMPLE COURSE TOPIC OUTLINE

	Topics
1	The Information Age: Technology and Information in Business
2	Hardware technologies
3	Competitive Advantage Through Information Technology
4	The World Wide Web
5	Databases and Data Warehouses

6	Decision Support Systems
7	Electronic Commerce
8	Web Sites and their role in business
9	Information Systems Development
10	People and Information: Privacy and Ethics
11	Emerging Technologies
	Computer Security and Crime
813	Information sources and how to evaluate them
14	Web searching including search engines and catalogs

## 11. ASSIGNMENTS AND TESTS

### ASSIGNMENT ONE: DATABASES [ACRI: B, E)

Students are required to write several simple database queries, and create business reports, given an existing database. Students need to understand the structure of the information in order to determine which questions can be answered. Examples of queries: which products are within 10% of their re-order point?; what are the names of all the drivers who delivered orders on 9/9/2004? Example reports: a summary of sales figures by region; a report of pre-orders for upcoming product releases. The database topic presentation includes making the student aware of the varying integrity, accuracy, timeliness, cost and precision of database data, which depend on how and when they are collected.

### ASSIGNMENT TWO: SPREADSHEETS [ACRI: B)

Students are required to use data querying/formatting techniques inside a spreadsheet, such as auto-filters and pivot tables, to present the information needed to make a business decision effectively. For example, a pivot table might show, by car type serviced, the average of the net revenue per repair, for those repairs that took 2 hours or less to complete.

### ASSIGNMENT THREE: WEB PAGE DESIGN [ACRI: G)

Students are required to build a web page, and transfer it to their UB web server account.

**ASSIGNMENT FOUR: INFORMATION SEEKING [ACRI: A, B, C, O, E, F]**

After a review of the relative qualities of different information sources (peer reviewed journals vs Wikipedia, for instance) and the techniques involved in effective USM catalog searching and google search engine searches, students are asked to compile a reference list of materials on a particular topic from both library catalog and online search engine searching. They are asked to explain the process they went through to refine the quality of their results using each method, then to compare the results of the two techniques.