

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>	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 – approve INSS 300 as meeting Computer Literacy general education requirement		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

Box 1: TYPE OF ACTION	ADD(NEW) <input type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: 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)
1. Experimental Course ¹	NOP	a, c, e	AC
2. Course Title	NO		ABCD
3. Course Credits	NO		ABCD
4. Course Number	NO		ABCD
5. Course Level	NO		ABCD
6. Pre & Co-Requisite	NO		ABCD
7. Course Description	NOP		ABCDEF
8. New Course	NOP		ABCDEF
9. Deactivate a Course	NO		ABCDEF
10. Program Requirements	NO	b, c, d, e	ABCDEF
11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
12. Closed Site Program	NOT	e	ABCDHIK
13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
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
15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
17. Program Title Change	NO, 5	a, c, d, e	ABCDEFGHJL
18. Program Termination	NO, 10	d, e	ABCDEFGHIK
19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFGHJL
<input checked="" type="checkbox"/> 20. Other	Varies	Varies	Varies

Box 4: 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"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
#20 – approve INSS 300 as meeting Computer Literacy general education requirement

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - 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 <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Marilyn Oslak, Chair UPC</i>	4/11/08
B. Final faculty review body within each School	Chair: <i>Rajesh Kumar, MSBFS</i>	4/11/08
C. College Dean	Dean: <i>Susan Zacc</i>	4/11/08
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Jwda M. Ferrell</i>	4/28/08
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Ditya J. Jau</i>	9/17/08
F. University Faculty Senate (UFS option)	Chair:	
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	

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>	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 – approve INSS 300 as meeting Computer Literacy general education requirement		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

O-1: Briefly describe what is being requested:

Approve INSS 300 as satisfying the general education requirements for computer literacy.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title:	Course # / HEGIS Code:	Credits:

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

This proposal is to have INSS300 approved as satisfying the general education requirements for computer literacy.

Students in INSS 300 gain both an applied managerial understanding of the use of information technology in business (for example, the use of information systems and technology for competitive advantage), and practical experience in the use of a variety of software tools to help make business decisions. These include spreadsheets, databases, and search tools.

The general education requirements for computer literacy are presently defined loosely by MHEC. Computer literacy guidelines for UB were developed by an LDEIC subcommittee, and the requirements listed are taken from that document.

The specific requirements to be met are as follows.

Board of Regent Technology fluency guidelines.

The BOR guidelines lists specific competencies (which are noted to be outdated as they are application specific):

1. Skills competencies:

- a. Using a word-processor to create a text document
- b. Using a graphics and/or artwork package to create illustrations, slides, or other image-based expressions of ideas.
- c. Using the Internet effectively to find information and resources.
- d. Using a computer to communicate with others (electronic mail, asynchronous conferencing).
- e. Using a spreadsheet to model simple processes or financial tables.
- f. Using a database system to set up and access useful information.
- g. Using instructional materials to learn how to use new applications or features (using online help files and reading and understanding printed manuals).

Students complete a number of applied (software based) assignments in INSS300 which cover most of these competencies: a web page creation assignment (b), a web and library searching assignment (c), a spreadsheet modeling assignment (e), and a database assignment (f).

The other skills listed (using software to communicate with others, understanding how to use help or other tutorials) are inherent in completing each of the assignments, or in using the webtycho course management system to submit assignments and communicate with other students or the professor. Students are assumed to have basic word processing skills (a) at this level. Students without these skills are referred to the academic resource center.

2. Concepts Competencies:

- a. what a computer is, and how it works
- b. information systems
- c. networks
- d. digital representation of information
- e. limitations of information technology
- f. the societal impact of information and information technology

Each of these competencies is addressed within a specific topic in INSS300, and some of them are ongoing themes that are addressed throughout the semester (e.g. the societal impact of information technology).

3. Intellectual Capabilities Competencies

- a. managing complex technology needs
- b. organize and navigate information structures and evaluate information
- c. collaboration with others

Students in INSS300 gain an understanding of how to use information systems and technology to meet their own information needs and those of an organization or business. These competencies are each addressed within lecture topics inside the course, and b is also addressed via assignment.

The attached document P shows where these requirements are satisfied within INSS300 in more detail.

Course definition document (Document "P") for INSS300 showing compliance with the general education computer literacy 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. Note the descriptions of the assessments given in this document are written to show how those computer 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

- Locate, acquire and evaluate information from different sources
- Demonstrate proficiency with information search techniques using a variety of search tools (e.g. library catalogs and databases, search engines)
- 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

9. TEXT

Management Information Systems for the Information Age (6th 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 [BOR 2B]
2	Hardware technologies [BOR 2A]
3	Competitive Advantage Through Information Technology [BOR 2B, 2E, 2F, 3A]
4	The World Wide Web [BOR 2C, 2D]
5	Databases and Data Warehouses [BOR 2B, 2D, 3A]
6	Decision Support Systems [2B, 2D, 3C]

7 Electronic Commerce [BOR 2B, 2C, 3A, 3C]

8 Web Sites and their role in business [BOR 2C, 2D]

9 Information Systems Development [BOR 2B]

10 People and Information: Privacy and Ethics [BOR 2E, 2F]

11 Emerging Technologies

12 Computer Security and Crime [BOR 2E, 2F]

813 Information sources and how to evaluate them [BOR 3B]

14 Web searching including search engines and catalogs [BOR 3B]

11. ASSIGNMENTS AND TESTS

ASSIGNMENT ONE: DATABASES [BOR 1f, 1g]

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 [BOR 1e, 1g]

Students are required to use data querying/formatting techniques inside a spreadsheet, such as auto-filers 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 [BOR 1b, 1g]

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

ASSIGNMENT FOUR: INFORMATION SEEKING [BOR 1c, 1g]

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.


General Education Approval

Computer Literacy

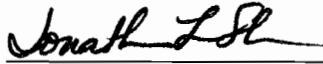
Students completing a course that satisfies the computer literacy guidelines requirement should be able to:

- Use a word processor to create a text document
- Use a graphics and/or artwork package to create illustrations, slides, or other image-based expressions of ideas
- Use the Internet effectively to find information and resources
- Use a computer to communicate with others
- Use a spreadsheet to model simple processes or financial tables
- Use a database system to set up and access useful information
- Use instructional materials to learn how to use new applications or features

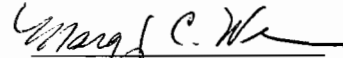
INSS 300: Management Information Systems has been reviewed by the general education approval committee and accepted as satisfying the Computer Literacy requirements on September 3, 2008.



Marilyn Oblak
Chair, MSB Undergraduate
Curriculum Committee



Jonathan Shorr
Chair, CLA Undergraduate
Curriculum Committee



Marguerite Weber
Director
FSP and Academic Initiatives