**SCHOOL:** LAW 0  **MSB**  **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  ☑  Spring 0  Year: 2008

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<table>
<thead>
<tr>
<th>Box1: TYPE OF ACTION</th>
<th>ADD(NEW)</th>
<th>DEACTIVATE</th>
<th>MODIFY ☑</th>
<th>OTHER 0</th>
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<tbody>
<tr>
<td>Box2: LEVEL OF ACTION</td>
<td>Non-Credit</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>OTHER 0</td>
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**Box3: ACTION ITEM**

(choose appropriate boxes)

1. Experimental Course
   - Nap
   - a, c, e  AC

2. Course Title
   - NO
   - a, b, c, d, e  ABCDEF

3. Course Credits
   - NO
   - a, b, c, d, e  ABCDEF

4. Course Number
   - NO
   - a, b, c, d, e  ABCDEF

5. Course Level
   - NO
   - a, b, c, d, e  ABCDEF

6. Pre- & Co-Requisite
   - NO
   - a, b, c, d, e  ABCDEF

7. Course Description
   - Nap
   - a, b, c, d, e  ABCDEF

8. New Course
   - Nap
   - a, b, c, d, e  ABCDEF

9. Deactivate a Course
   - NO
   - a, b, c, d, e  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, c, d, e  ABCDEF

12. Closed Site Program
    - NOT
    - e  ABCDFIK

13. Program Suspension
    - NO, 5
    - a, b, c, d, e  ABCDEFHIK

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)
    - NO, 6
    - a, c, e  ABCDEFGHJL

15. Off-Campus Delivery of Existing Program
    - NO, 4
    - a, b, c, e  ABCDHL

16a. UG Concentration (exceeds 24 credit hours)
    - NO, 5
    - a, c, d, e  ABCDEFGHJUL

16b. Masters Concentration (exceeds 12 credit hours)
    - NO, 5
    - a, c, d, e  ABCDEFGHJUL

16c. Doctoral Concentration (exceeds 18 credit hours)
    - NO, 5
    - a, c, d, e  ABCDEFGHJUL

17. Program Title Change
    - NO, 5
    - a, c, d, e  ABCDEFGHJUL

18. Program Termination
    - NO, 10
    - d, e  ABCDEFGHIK

19. New Degree Program
    - NO, 3, 8
    - a, c, d, e  ABCDEFGHJUL

☑  20. Other
    - Varies
    - Varies  Varies

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**Box4: DOCUMENTATION**

(choose boxes of documents included)

☑  1. This Cover Sheet
☑  2. Summary Proposal
☑  3. Course Definition Document
☑  4. Full 5-page MHEC Proposal
☑  5. Financial Tables (MHEC)

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1. Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
2. Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
3. 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.
4. 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)
5. One-page letter with description and rationale (MHEC requirement)
6. 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)
7. Learning objectives, assessment strategies; fit with UB strategic plan
8. Joint Degree Program or Primary Degree Programs require submission of MOU w/program proposal. (MHEC requirement)
9. 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.
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.

<table>
<thead>
<tr>
<th>Box 5: IMPACT REVIEW</th>
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<th>DATE</th>
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<tbody>
<tr>
<td>a. Library</td>
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<td>D Impact statement attached</td>
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<td>b. OTS</td>
<td>CIO or designee:</td>
<td></td>
</tr>
<tr>
<td>D No impact</td>
<td>O Impact statement attached</td>
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<td>c. University Relations</td>
<td>Director or designee:</td>
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<td>d. Admissions</td>
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<td>D No impact</td>
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<tr>
<td>e. Records</td>
<td>Registrar or designee:</td>
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<td>D No impact</td>
<td>D Impact statement attached</td>
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<th>APPROVAL SIGNATURES</th>
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<tr>
<td>A. Department / Division</td>
<td>Chair</td>
<td>4/11/08</td>
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<tr>
<td>B. Final faculty review body within each School</td>
<td>Chair: MBFS</td>
<td>4/11/08</td>
</tr>
<tr>
<td>C. College Dean</td>
<td>Dean</td>
<td>4/11/08</td>
</tr>
<tr>
<td>D. Provost and Senior Vice President for Academic Affairs</td>
<td>Provost</td>
<td>4/28/08</td>
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<tr>
<td>E. Curriculum Review Committee (UFS subcommittee)</td>
<td>Chair</td>
<td>5/26/08</td>
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<td>F. University Faculty Senate (UFS option)</td>
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<td>G. University Council (see #11 above)</td>
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<td>H. President</td>
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<td>I. Board of Regents - notification only</td>
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<td>J. Board of Regents - approval</td>
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<td>K. MHEC - notification only</td>
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<td>L. MHEC - approval</td>
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<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the mission of the University is changed by the action</td>
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</table>
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 (BSMIIS)
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

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
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 shows where these requirements (a - h) are satisfied within INSS300.
Course definition document (Document II) for INSS300 showing compliance with the UB information literacy graduation requirement.

This document shows where the requirements listed in the associated summary proposal ("Document 0") 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

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]

Authors: Haag, Cummings, and Phillips.

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
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-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 [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, 0, 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.