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**WASHTENAW COMMUNITY COLLEGE
DISTANCE LEARNING PRELIMINARY APPROVAL FORM**

Course Discipline Code/Number CIS 110 Title Introduction to Computer Information Systems

1. a. Describe your proposal for a distance learning offering:
(box will open as you type)

CIS 110. Introduction to Computer Information Systems is a course designed to bring essential information systems skills to a wide population of students. The course appeals to young full time students, older part time students, office professionals, high school students, older individuals needing to learn about computer information systems for the first time, and students wishing to progress to increasingly challenging computer/programming courses. Due to the spread in demographics for the students taking this course, the course is offered in a wide variety of time/semester formats during normal semesters. Half semester sessions, ten week semester sessions, day, evening, and weekend sessions have all been successful. In adding a distance learning option for this course, it is believed that we will make this vital course accessible to students with career and family options that interfere with on-campus course taking. The DL course will take advantage of existing technology infrastructure without additional capital outlays.

b. I am considering the following: (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> New Course | <input checked="" type="checkbox"/> Credit (for existing credit course, attach course syllabus) |
| <input checked="" type="checkbox"/> Conversion of Existing Course | <input type="checkbox"/> Noncredit |
| <input type="checkbox"/> New Program | <input type="checkbox"/> Learning Support Service (e.g. tutoring, advising) |
| <input type="checkbox"/> Conversion of Existing Program | <input type="checkbox"/> Other, specify _____ |

c. I am considering the following modalities: (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Interactive TV | <input type="checkbox"/> Video Seminar Course |
| <input type="checkbox"/> Telecourse | <input type="checkbox"/> Multiple Technologies (list) _____ |
| <input checked="" type="checkbox"/> Internet | <input type="checkbox"/> Other _____ |

2. Department/Division Support: I have spoken with my department chair and dean about this proposal and they have signed below to indicate their support.

Preparer [Signature] Date [Signature]
 Department Chair [Signature] Date [Signature]
 Dean [Signature] Date 4/15/02
 (Forward to the Office of Extension Services/Distance Learning and call to set up a team meeting.)

3. Recommendation of the project team: (Attach Project Team's Report)

The project team recommends that the following resources be made available to implement this proposal:

The resources that the course will require are full time student L&L staff.

Signature [Signature] Date April 10, 2002
 Dean, Alternative Education

4. Preliminary approval to move ahead with project team: yes no

Next Steps:

Signature [Signature] Date 4/24

WASHTEENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

For help screens, select a field and press F1

SECTION I. COURSE SUBMISSION INFORMATION

CPC 13416

1. Course: (Enter proposed discipline number & title here. If changing the number or title of an existing course, give old number or title in box 4 below.)
Discipline/No: CIS110 **Title:** ~~Business Computer Systems~~ Intro. to Computer Information Systems

Division Code: BUS Department Code: CIS Requested Start Term: Fall 2000

2. Type of Approval: (applies to both new courses and changes)
 Full Approval
 Conditional Approval
 This proposal has received conditional approval previously.
 Term Offered: _____

3. Reason for Submission: This Course is being submitted for: (check all that apply)
 New Course Approval (Skip the rest of Section I and go directly to Section II.)
 Five year Syllabus Review No changes to course
 Major Change(s)
 Minor Change(s) (If not due for review, submit sections I, II, and revised parts of Section III.)
 Reactivation of Inactive Course
 Termination (Submit Sections I and II only.)

4. Change Information: (Check all that apply. Make proposed changes in Section III, Course Syllabus.)

<p>Minor Changes</p> <input type="checkbox"/> Course Discipline Number (was _____) <input type="checkbox"/> Course Title (was _____) <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Capacity (capacity was: _____) <input checked="" type="checkbox"/> Pre or Corequisites within Department <input type="checkbox"/> Course Objectives (minor changes) Distribution of Contact Hours (contact hours were: lect: <u>4</u> lab _____ clin _____ exp _____) <input type="checkbox"/> Distance Learning - minor (Attach Preliminary Approval Form for Distance Learning to the Section Handout.) <input type="checkbox"/> Other _____	<p>Major Changes (Major changes will be reviewed by Curriculum Committee.)</p> <input checked="" type="checkbox"/> Credit hours (credits were: 4) <input type="checkbox"/> Core Element Approval <input type="checkbox"/> first time <input type="checkbox"/> add additional elements <input type="checkbox"/> Core Element Removal (Elements to be removed _____) <input type="checkbox"/> Grading <input type="checkbox"/> Pre or Corequisites outside Department <input checked="" type="checkbox"/> Course Objectives (major changes) <input checked="" type="checkbox"/> Total Contact Hours (total contact hours were: 60) <input type="checkbox"/> Honors (Complete Part G of Section III, Honors Addendum.) <input type="checkbox"/> Distance Learning - major (Attach Preliminary Approval Form for Distance Learning & the Student Handout for the Distance Section.) <input type="checkbox"/> Other _____
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5. Rationale for changes:
 Changes are to incorporate information literacy topics and to provide an applied approach to use of software for business.

SECTION II. COURSE REVIEW INFORMATION AND SIGNATURES

1. Department Review (To be completed by department chair; if recommendation is no, initial and return to preparer with rationale attached.)

Will additional resources be required? yes no (If yes, explain _____)
 Have departments that may be affected by this course been consulted? yes no (Explain At March Business Division meeting _____)
 Does the department support approval of this course? yes no

Print: Dana C. Newton, CCP Signature: Dana Newton, CCP Date: 3-20-00
 Faculty Preparer

Print: Roland Meade Signature: Roland S. Meade Date: 3/20/2000
 Department Chair

2. Division Review (To be completed by division dean; if recommendation is no, initial and return with rationale attached.)

If additional resources are needed, have they been secured? yes no No new resources are needed.
 Is this a curricular priority for your division? yes no (Change _____)
 What is your estimate of projected enrollment? _____

Recommendation Yes No
 Division Dean's Signature: Bella H. Guller Date: 3/23/2000

3. Curriculum Committee Review (Attach additional comment, if necessary.)

Recommendation Yes No
 Curriculum Committee Chair's Signature: Melissa S. Swartz Date: 4/3/2000

4. Vice President for Instruction and Student Services Approval (Attach additional comments if necessary.)

Recommendation Yes No
 Vice President's Signature: [Signature] Date: 4/12

Data File 4/20/00 ACS Code 122 Change File Date 4/20/00 CIF File Date 4/20/00
 Core Elements Approved 11, 12, 13, 19, and 20 New Syllabus Date 3/20/00

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SECTION III. COURSE SYLLABUS

For help screens, select a field and press F1.

A. COURSE DETAILS (discipline # and title will automatically be entered in 1 and 2 below upon saving or previewing)

1. Course Discipline & No.: <u>CIS110</u>		2. Course Title: <u>Business Computer Systems Intro. to Computer Information Systems</u>	
3. Course Description: This class ^{course} offers an overview of Information Systems including a review of computer concepts, how technology is used in business, overview of the information systems discipline, and the systems development life cycle. This class would provide the principles of information systems for all business majors. A working knowledge of applications software and keyboarding is required. Software experience can be acquired through self-paced or directed courses which could be taken concurrently to CIS100. ^{Software experience can be acquired through self-paced or directed courses which could be taken concurrently to CIS100.}			
4. Credit Hours: <u>3</u> If Variable credit. Give Range: _____ to _____ If repeatable for credit, how many times? _____		5. Class Capacity: <u>24</u> (If nonstandard, attach Class Capacity Exception form.)	
6. Course Options: <input type="checkbox"/> Distance learning (Attach preliminary distance approval form and Section Handout.) <input type="checkbox"/> Honors (Complete Part G.) <input type="checkbox"/> P/NP Grading (Attach rationale.)			
7. Contact Hours per Semester in: Lecture: <u>45</u> Lab: _____ Clinical: _____ Experiential: _____ Total Contact Hrs: <u>45</u>		8. Prerequisite(s): <u>CIS100 or equivalent knowledge</u>	
9. Corequisite(s): (limit to 2) _____			
10. a. Course Purpose: <input type="checkbox"/> Program Specialty <input checked="" type="checkbox"/> Program Support <input type="checkbox"/> Nonprogram Specialty <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Enrichment <input type="checkbox"/> Basic Skills		b. Is this course a requirement for a program? <input checked="" type="checkbox"/> Yes (specify the program(s) below) <u>Many certificates and degrees</u> <input type="checkbox"/> No	
		c. Indicate schools to which you want Curriculum Services to send syllabus: (If transfer is approved, attach documentation.) <input checked="" type="checkbox"/> EMU <input checked="" type="checkbox"/> UM <input type="checkbox"/> Other _____	

B. MAJOR INSTRUCTIONAL UNITS A major instructional unit is a grouping of topics that naturally relate to one another. List in order the major instructional units. Add additional numbers as needed.

1. Introduction to Information Systems,
2. Information Technology Concepts – Hardware, Software, Organizing Data, Telecommunications, Internet, Intranets and Extranets.
3. Business Information Systems, Transaction Processing Systems, Electronic Data Interchange, Enterprise Resource Planning Systems, Management Information Systems, Decision Support Support Systems , Artificial Intelligence and Expert Systems
4. Systems Development, understanding the Systems Development Life Cycle
5. Information Systems in Business and Society, Security, Privacy, Ethical Issues

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C. CORE ELEMENT INFORMATION

1. Core Element Submission Information: (Please check all that apply)

- This course has been previously approved for core elements. List approved core elements: 11, 12, 18, 19, 20
- Please review this course for core elements marked in part 2 below.
- This course does not meet any core elements. Explain:

2. Proposed Core Element(s): Mark the boxes of only the elements to be reviewed at this time. For detailed information on the criteria for determining whether a course meets a core element, refer to the Core Element Annotations in the Curriculum Manual.)

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> 1. To read and listen in a critical and perceptive way; to speak in an organized, clear, and effective manner. <input type="checkbox"/> 2. To use information sources and information gathering techniques; to cite sources when producing written communications. <input type="checkbox"/> 3. To develop, organize, and express thoughts in writing using Standard English. <input type="checkbox"/> 4. To apply basic mathematics through the level of elementary algebra. <input type="checkbox"/> 5. To represent and solve problems using mathematical techniques. <input type="checkbox"/> 6. To interpret elementary descriptive statistics. <input type="checkbox"/> 7. To comprehend and use concepts and ideas. <input type="checkbox"/> 8. To develop, express, test, and evaluate ideas. <input type="checkbox"/> 9. To analyze problems, develop solutions, and evaluate results in a clear, logical, and consistent manner. <input type="checkbox"/> 10. To distinguish between fact and opinion; to recognize biases and fallacies in reasoning. <input type="checkbox"/> 11. To use computer systems to achieve professional, educational, and personal objectives. <input type="checkbox"/> 12. To apply the protocols of computer use and respect the legal and other rights of individuals or organizations. <input type="checkbox"/> 13. To be aware of the artistic experience in personal and cultural enrichment, growth, and development. | <ul style="list-style-type: none"> <input type="checkbox"/> 14. To be aware of the nature and variety of the human experience through the methods and applications of the humanities. <input type="checkbox"/> 15. To understand the basic principles of scientific inquiry. <input type="checkbox"/> 16. To have a knowledge of basic human biological principles, including those related to wellness. <input type="checkbox"/> 17. To understand the basic principles of the natural sciences, and their relationship to the environment. <input type="checkbox"/> 18. To understand the basic principles and applications of technology. <input type="checkbox"/> 19. To understand the principle of integrating technological elements into systems. <input type="checkbox"/> 20. To understand the relationship of technology to individuals, society, and the environment. <input type="checkbox"/> 21. To understand the methods and applications of the social sciences in exploring the dynamics of human behavior. <input type="checkbox"/> 22. To understand those principles and values, including individual rights and civic responsibilities, which maintain and enhance democracy and freedom in a pluralistic society. <input type="checkbox"/> 23. To have a working knowledge of the history, structure, and function of American social, political, and economic institutions. <input type="checkbox"/> 24. To be aware of the contemporary global community, especially its geographical, cultural, economic, and historical dimensions. |
|--|---|

DIRECTIONS: Each core element marked above must be included in the appropriate core element boxes next to the course objectives in SECTION D which directly support that core element.

3. Courses That Partially Satisfy A Core Element In Combination With Other Courses:

- If this course is part of a combination of courses that together meet a core element, mark this box. The courses must all be submitted and reviewed together for core element approval.

Other course(s) required _____

Dean's Comments:

Curriculum Committee's Comments:

Vice President's Comments:

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D. INSTRUCTIONAL OBJECTIVES AND CORE ELEMENTS SUPPORTED

DIRECTIONS: (These Units should match those listed in Section B.) Use student outcome based language. (Example: The student will develop and support a thesis in an essay.) If the objective is being used to directly support a core element, write the core element number in the box to the right. If needed, additional information on how the core element is to be met and/or assessed for accomplishment can be included under the objective. If desired you may add a section of "overall course objectives" which are not associated with a specific unit. This may be particularly helpful for addressing core elements.

Unit Objectives

Core Elements

Unit #1

1 Understand core concepts of Information Systems

2 Identify ways in which information systems are used in business

Unit #2

1 Describe hardware and software required to support information needs including telecommunications, internet, intranet and extranet concepts

2 Use the Internet to navigate, explore, and analyze findings from World WideWeb.

3 Recognize different types of application software required to support business functions

4 Define data Management concepts and highlight the advantages/disadvantages of the database approach

Unit #3

1 Describe the four levels of information systems including TPS, MIS, DSS and Expert Systems

Unit #4

1 Understand the Systems Development Life Cycle and its application in business

Unit #5

1 Understand issues of Security, Privacy, and ethics surrounding the Internet and information systems in business

2 Implement information systems through individual and team projects using applications software.

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CIS110

E. INSTRUCTIONAL METHODS AND EVALUATION

1. Instructional Methods: (Check the appropriate boxes and describe as needed.)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Lecture Discussion _____ | <input type="checkbox"/> Field Trips _____ |
| <input type="checkbox"/> Clinical Instruction _____ | <input checked="" type="checkbox"/> Team Assignments <u>Projects in computer lab</u> |
| <input type="checkbox"/> Self-Paced Learning _____ | <input type="checkbox"/> Telecourse _____ |
| <input type="checkbox"/> Internet Instruction _____ | <input type="checkbox"/> Video Seminar _____ |
| <input type="checkbox"/> Computer Simulations _____ | <input checked="" type="checkbox"/> Laboratory Assignments <u>lab projects</u> |
| <input type="checkbox"/> On-Site Work Experience _____ | <input type="checkbox"/> Interactive TV _____ |
| <input type="checkbox"/> Other _____ | |

2. Evaluation Criteria:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Attendance _____ | <input checked="" type="checkbox"/> Quizzes _____ |
| <input checked="" type="checkbox"/> Class Discussion _____ | <input type="checkbox"/> Tests _____ |
| <input checked="" type="checkbox"/> Papers _____ | <input type="checkbox"/> Midterm _____ |
| <input type="checkbox"/> Portfolio _____ | <input type="checkbox"/> Final Exam _____ |
| <input checked="" type="checkbox"/> Projects _____ | <input checked="" type="checkbox"/> Home Work _____ |
| <input checked="" type="checkbox"/> Reports _____ | <input checked="" type="checkbox"/> Presentations _____ |
| <input type="checkbox"/> Clinical/Work _____ | <input type="checkbox"/> Performances _____ |
| <input type="checkbox"/> Other _____ | |

3. Attendance Requirements: (For Certification or nonevaluative purposes.)

F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES

1. Special Equipment/Facilities : (Check the appropriate boxes and describe as needed.)

- | | |
|--|--|
| <input type="checkbox"/> Lab equipment _____ | <input type="checkbox"/> Testing Center _____ |
| <input type="checkbox"/> LRC Reserves _____ | <input type="checkbox"/> Student Competitions _____ |
| <input checked="" type="checkbox"/> Computers <u>In computer lab</u> | <input type="checkbox"/> Off-Campus Sites _____ |
| <input checked="" type="checkbox"/> CD ROM <u>In computer lab</u> | <input type="checkbox"/> Student Tutors _____ |
| <input type="checkbox"/> Field Trips _____ | <input type="checkbox"/> Distance Learning Classroom _____ |
| <input type="checkbox"/> Other _____ | |

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2. Texts: (Please indicate if no text is required.)

Title: Identification of an appropriate text is in process

Author: _____

Publisher: _____ Copyright Yr: _____

Est. Cost: _____

Title: _____

Author: _____

Publisher: _____ Copyright Yr: _____

Est. Cost: _____

Title: _____

Author: _____

Publisher: _____ Copyright Yr: _____

Est. Cost: _____

Title: _____

Author: _____

Publisher: _____ Copyright Yr: _____

Est. Cost: _____

Title: _____

Author: _____

Publisher: _____ Copyright Yr: _____

Est. Cost: _____

Other Texts: _____

3. Supplies and/or Uniforms Student will have to Own or Acquire for Course:

(e.g. calculators, uniforms, tools, and software, etc., excluding pen, pencil, paper, or textbooks.)

Descriptions	Cost Estimates
3 1/2 inch diskettes	

4. Reference Materials Students Will Use:

(e.g. journals, books, manuals, maps, I.R.C reserves, etc.)

5. Audio/Visual and Computer Materials Students Will Use:

(e.g. films, video tapes, slides, audio tapes, software, CDs, etc.)

Title	Source
Office 2000	

The purpose of this document is to present the intentions and plans of the CIS/CPS Department for changes to CIS 100 and CIS 110. Originally it was to be the responsibility of Charles Finkbeiner to supervise the implementation of these changes. Unfortunately he experienced a medical emergency that precluded him from participating in this work until his recovery. His expertise and experience is sorely missed. In the meantime members of the department are working to make the changes necessary for implementation for Fall 2000.

The intent of the department in revising the two courses was multi-faceted. One goal was to give students more skills in their use of the computer. Among these skills were the ability to use more features of the sophisticated software available today, and the ability to use computer networks as they worked with others in the networked environment found in today's business world. At the same time, it is important to realize that students come to us with a wide range of computer skills. Some have very little experience while others are very skilled. We hope to address the needs of the beginner and provide "added value" for those who come with more knowledge of the technology. Another goal was to remove the overlap of the experiences provided by the two courses. One result of this is the reduction of CIS 110 from four credit hours to three.

In making these revisions we are operating under certain constraints. These courses have been required by various programs both in our Department and the Business Division, as well as throughout the College. It is our responsibility to provide the computer and technology skills and knowledge that students need in their chosen careers. The courses also must meet the requirements that allow transfer to other colleges and universities. Schools accepting these courses for transfer must approve any changes made.

The department feels strongly that there should be a computer literacy requirement for students graduating or completing certificates. All schools currently have such a requirement. Students transferring to other schools would be required to meet this requirement through course work if we do not provide it at WCC. This is not the same as the proposed Internet Research requirement of the General Education Model. The Department does not object to the Internet Research requirement. While we feel that the Internet is a topic we must cover in many of our courses, we do not feel that we should provide instruction in Internet Research as described in the objectives for INP 111. The INP Department has the expertise to deliver this instruction. We do not see a need to duplicate this in the CIS/CPS department.

I would suggest that very few "computer skills" are required to do research on the Internet. While the computer does provide unprecedented capabilities to search for information worldwide, the proposed curriculum is what I learned in high school and college as "library skills", learning to use the library for research. One can use Web-TV and even the telephone to access the Internet.

We intend CIS 100 to be a basic introduction to computer literacy for those students with little or no experience or knowledge of computer science. The objectives will remain unchanged for the time being. The software skills will still be covered. We do plan on

using Microsoft Office instead of Works. Although the course carries college credit, it would be of the same level as, for example, second year high school algebra, or fourth year high school English. Many students will have taken the equivalent of CIS 100 in secondary school. It should be recognized that there is still a large population of students who have either not taken a computer literacy course in high school, or did not have the opportunity to do so. These would include older students, foreign students, and those coming from schools without a computer literacy requirement.

CIS 110 will continue where CIS 100 ended. It will cover concepts in computer science needed by those continuing in advanced courses in the computer and business fields. One important area would be the development and implementation of information systems. As mentioned above, software instruction would go beyond the basics and focus on topics involving group projects using networks, software integration, and the Internet. These changes are incorporated in the syllabus, which has been submitted to the Curriculum Committee. If approved, we plan to incorporate the changes for Fall 2000.

We expect that students enrolling in CIS 110 will have skills equivalent to those taught in CIS 100. We do not want to have a prerequisite for CIS 110 in a formal sense. But students who have not had a computer literacy course should take CIS 100 first. This would be similar to the requirement that a student take second year high school algebra before taking college algebra. Students could acquire the necessary skills and knowledge in other ways. Some examples would be work experience and self-study. In some cases students could acquire necessary software skills by taking BOS courses. We suggest that the college implement assessment of computer literacy skills for incoming students with necessary remedial work to address deficiencies. CIS 100 could meet that need.

We expect that changes will continue to be made in these courses as the technology continues to evolve. Much work must be done to implement the changes for Fall, as well as future changes to keep the content current. We pray for Charles' swift recovery and anticipate his leadership in implementing these changes.

Disclaimer: The views expressed in this document and the vision of CIS 100 and CIS 110, and the changes described herein are those of the author. The department has not reviewed this document. It is based on the objectives developed by Charles prior to his leave, and on discussions in department meetings. I have attempted to express the views of department members and believe I have done so. The Curriculum Committee is scheduled to review the revised syllabus next week. This document will be presented to Department Members at the earliest opportunity and will be revised as necessary. The actual development and implementation of the changes to both CIS 100 and CIS 110 will continue, hopefully under the guidance of Charles Finkbeiner, upon his return. CIS 110 has been a major responsibility for Charles for many years and will remain so when he recovers.

CIS 110 Information Systems Principles Changed to three credits (Revised for Fall 2000)

Course Description

This class offers an overview of Information Systems including a review of computer concepts, how technology is used in business, overview of the information systems discipline, and the systems development life cycle. This class would provide the principles of information systems for all business majors. A working knowledge of applications software and keyboarding is required. Software experience can be acquired through self-paced or directed courses which could be taken concurrently.

Course Objectives

1. Introduce the core concepts of information systems.
2. Identify how information systems are used in business.
3. Describe hardware and software that supports information systems.
4. Define data management concepts and highlight the advantages and disadvantages of the database approach.
5. Describe the components of a telecommunications system networks including the internet, intranets and extranets
6. Use the Internet to navigate, explore, evaluate and analyze findings from the World Wide Web.
7. Describe the four levels of information systems including TPS, MIS, DSS, and Expert systems.
8. Provide an overview of the systems analysis and design life cycle.
9. Discuss security, privacy, and ethical issues in information systems and the Internet.
10. Implement information systems through individual and team projects using applications software