I. Call to order at 10:00 A.M.
II. Adoption/Modification of agenda
III. Consideration of the minutes of the April 14, 2017 meeting, attached.
IV. Dean’s Remarks
   a. Photo Shoot: We will be taking a SOIS Group picture with all SOIS Faculty & Staff
V. Associate Dean’s Remarks
VI. Assistant Dean’s Remarks
VII. UBR Remarks
VIII. Informational: SOIS Standing Committee Reports
IX. Standing Committee Action Items (chairs)
   a. Graduate Program Curriculum Committee (Mu)
      i. **Action item**: To create a SOIS policy about transfer and double-counting credits into the CAS. It will also address transferring and double-counting credits from the MLIS/MSIST into the CAS. **Rationale**: The Grad School’s policy allows 100% of CAS courses to be applied to the MLIS and MSIST programs. Since we are without a specific transfer policy for the CAS, we default to the Graduate School’s policy (see attached revised language on page 22). We would like to make the requirements between the certificates consistent.
      ii. **Action item**: Faculty approval of update of prerequisites and course description for course INFOST 774 (Online Information Retrieval). See attached syllabus on pages 23-30.
      iii. **Action item**: Faculty approval of assigning course number INFOST 781 (Applied Information and Internet Technologies) to replace INFOST 632 (Microcomputers for information resources management). See attached syllabus on pages 31-41.
   b. Undergraduate Program Committee (T. Haigh)
      i. **Action Item**: Proposed changes to enhance the BSIST core curriculum:
         1. Remove 210: Information Resources for Research from the core for the BS IST Major
         2. Add 350: Introduction to Application Development to the core for the BS IST Major
         3. Adopt Python as the standard programming language for the IST degree, including its use in 350.
         4. Invite Richard Smiraglia to work with the Knowledge Organization group to develop a new course, Organization of Knowledge for Information Science and Technology, provisionally numbered 315.
         5. Remove 230: Organization of Knowledge from the core for the BS IST Major and from the “Information Science Emphasis” courses for
the IST Minor. Replace with the new “Organization of Knowledge for Information Science and Technology,” provisionally numbered 315.

6. Add coverage of content management systems to 240: Web Design I

7. Add coverage of interface design to 310: Human Factors in Information Seeking and Use.

8. Change prerequisites and corequisites as follows:
   a. Make 410 (databases) and 310 (human factors) corequisites for 340 (systems analysis) and enforce this in PAWS. Advisors should recommend that students take them prior to 340 if possible.
   b. Make 350 a prerequisite for 440: Web Application Development. 350 does not require any specific prerequisites but advisors should recommend that SOIS majors take 110 and 240 first, where practical.
   c. 110 should be enforced in PAWS as a corequisite for 310. This is on the books, but not currently enforced.
   d. 110 should be removed as a corequisite for 230. This is not currently being enforced. (230 will eventually be eliminated, but we may need to offer it for existing students so the change is still worth making).
   e. 230 should be removed as a prerequisite for 240. This is not currently enforced.

   (See set of changes and rationale on pages 42-46.)

X. Informational: Ad hoc Committee Reports
XI. Ad hoc Committee Action Items
XII. Old Business
XIII. New Business
   a. Election of the Executive Committee Chair
XIV. Campus Level Committee Reports (committee members)
XV. Student Organizations Update
XVI. Announcements and Reminders
XVII. Adjournment by 12:00 P.M.
School of Information Studies  
Faculty Council DRAFT Meeting Minutes  
04/14/2017  
NWQ 1990

Present: Rakesh Babu, Jacques du Plessis, Donald Force, Maria Haigh, Laretta Henderson, Margaret Kipp, Nadine Kozak, Joyce Latham, Xiangming (Simon) Mu, Wilhelm Peekhaus, Richard Smiraglia, Dietmar Wolfram, Iris Xie, Jin Zhang, Michael Zimmer, Sukwon Lee (Doctoral Student Organization Representative)

Staff: Karen Massetti-Moran, Jarad Parker, Claire Schultz

Excused: Mohammed Aman, Hur-li Lee, Tomas A. Lipinski, Shana Ponelis

Unexcused: Thomas Haigh

I. There being quorum present, Associate Dean Henderson called the meeting to order at 10:05 A.M.

II. There were no additions or modifications to the draft agenda; the agenda was adopted for the meeting.

III. There were no additions or modifications to the draft minutes for the March 10, 2017 meeting.

IV. There were no updates or questions for the Dean’s Remarks.

V. Associate Dean’s Remarks
   a. Committee Chair year end reports are due in May. Please make sure to submit your agendas and minutes to the SOIS Standing Committee’s website.
   b. COA report has been submitted to the outside reviewer. The outside reviewer will look at it for content and edits and send it back to us on May 1st. The draft, which will be our final copy, is due to the outside reviewers May 15th. It will be posted online soon for faculty to look at.
   c. Calendar invites have been sent out to reserve your calendars for the COA site visit on October 2nd and 3rd.
   d. Points of Pride: Michael and Nadine received a grant from RGI, Richard received a grant from Digging Into Data: The Transatlantic Platform, Tom Haigh received two awards from the business history, Angie received the Academic Advisor of the Year Award and Jacques du Plessis received a grant from NSF mini grant.

VI. There were no additions or questions for the Assistant Dean’s Remarks.

VII. HR Remarks (Karen)
   a. Title IX Training: This training module needs to be completed by June 30th, 2017. You will receive an email with credentials from LawRoom to be able to login and take the training. Next week Friday, April 21, 2017 in NWQ 1990 there will be an option for people to bring headphones and complete the training at SOIS. Food will be provided after the training. If you have completed the training, you do not have to attend.
b. OAR (Outside Activity Report): Everyone should have received a notice around April 1st to go in and submit any outside activities. Next month the reviewers will be going in to review all of the submissions.

c. Anyone who has an academic year appointment should have noticed that in your earning statements that you are getting your multiple deductions if you signed up for our benefits programs. If you are not seeing this, please contact Karen as soon as possible.

VIII. UBR Remarks (Jarad)

a. Effort certification notices have went out. If you have not certified your effort you should have received an email around within the last few days. If you have not already, please certify your efforts.

b. The budgets for the year have been submitted.

c. The marginal tuition March estimates have come out, SOIS’s estimate is a deduction of 200K which will be coming out of the SOIS S&E fund for this fiscal year. There will be no real drop in revenues since things were balanced between the S&E and Distance Learning funds. However, this means our budget for next year will be reduced by about 200K.

IX. There were no updates or questions for the Informational: SOIS Standing Committee Reports.

X. Standing Committee Action Items (chairs)

a. Doctoral Program Committee (Wolfram)

i. **Action item:** The Doctoral Program Committee moves to change the application deadline for the distance doctoral program from June 30th to January 15th of each year to be in line with the onsite program application deadline. **Rationale:** The initial deadline was established to allow more time for the first group of applicants to apply. Having the deadline correspond to the onsite program deadline will allow all applicants to be reviewed at the same time. The current deadline falls outside the contractual period for faculty members, who may not be available in late June to review the applications. The earlier deadline also allows applicants more time to apply for financial aid, if needed. After some discussion, a vote was taken to approve the motion. Motion passed (14/0/0).

b. MSIST Curriculum Committee (Kipp)

i. **Action item:** Faculty approval of the addition of INFOST 774: Online Information Retrieval to the Data Science track. After some discussion, a vote was taken to approve the motion. Motion passed (14/0/0).

XI. There were no updates or questions for the Informational: Ad hoc Committee Reports

XII. There was no Old Business to discuss.

XIII. There was no New Business to discuss.

XIV. Campus Level Committee Reports (committee members)

a. Dr. Kozak, a member of the Faculty Senate, reported that now things have calmed down a bit and they will be meeting next week Thursday.

XV. Student Organization Updates

a. New DSO representatives have been selected.

XVI. Announcements and Reminders
a. Election of the Executive Committee Chair will be postponed until the May 2017 meeting. The deadline for nominations has been extended. At this point we do not have any confirmed nominations for the Executive Committee Chair. Please come forward and send nominations to Maria Haigh before the next meeting in May.

XVII. Adjournment by 10:20 A.M.
University of Wisconsin-Milwaukee
School of Information Studies
Diversity & Equity Committee

Monday, May 1, 2017, 9:00am
NWQ-B, Room 2450

Draft Agenda

Roster: M. Zimmer, R. Babu, N. Kozak, T. McGhee
M. D. Hassan (PhD rep), S. M. Vue (MLIS rep)
L. Henderson (ex-officio), M. Haigh (ombudsperson)

1. Call to order
2. Approval of agenda
3. Approval of minutes from April 3, 2017 meeting
4. Update on School-wide discussions on diversity & equity
5. Update on status of diversity-related scholarships
6. Other business
Draft Minutes

Present: M. Zimmer, N. Kozak, T. McGhee, M. D. Hassan (PhD rep), S. M. Vue (MLIS rep), M. Haigh (ombudsperson), L. Henderson (ex-officio),

Absent: R. Babu

1. Meeting was called to order at 9:02am

2. Agenda was approved (NK; MZ; 4-0)

3. Minutes from April 3, 2017 meeting were approved (NK; MZ; 4-0)

4. L. Henderson provided update on School-wide discussions on diversity & equity planned for Fall 2017 retreat: Human Resources has identified an informative video developed for such training, and attendees will be broken into smaller groups to engage with discussion questions

5. L. Henderson updated committee that she requested SOISTech reserve at least two positions for female applicants. Faculty are urged to encourage all students – especially those from underrepresented – to apply.

6. Committee discussed status of various SOIS diversity-related scholarships, noting that some of the language and links on the website are outdated. L. Henderson will request a graduate-level “Dean’s Diversity” scholarship be re-established. Committee also discussed adding diversity scholarships for the MSIST program, specifically.

7. Meeting adjourned at 10:05am.
Minutes

Present: M. Castillo, L. Henderson, T. McGhee, W. Peekhaus, R. Smiraglia, D. Wolfram
Excused: L. Barajas

1. The meeting was called to order at 1:04pm.

2. The agenda was approved with the addition of one item (WP, RS 4-0-0).

3. Minutes
   The minutes for the meeting of February 14, 2017 were approved as circulated (RS, WP 3-0-0).

4. Report by PhD program director
   R. Smiraglia reported on the next newsletter and current acceptances for the fall by onsite students.

5. Discussion of post-fourth year doctoral student support
   The committee reviewed the status of post-fourth year funding.

6. Change in the distance program application deadline.
   The committee approved (4-0-0) to change the distance program application deadline to match the onsite program deadline.

   The committee moved into closed session (RS, WP, 3-0-0) according to Wis. Stat. sec. 19.85(1)(c).

7. The committee reviewed requests by doctoral students for teaching approval.

8. The committee reviewed recent SOIS doctoral graduate eligibility for the Council of Graduate Schools/ProQuest Distinguished Dissertation Awards

   The committee rose from closed session (WP, RS, 3-0-0)

7. The meeting adjourned at 2:09 pm.

Respectfully submitted,
Dietmar Wolfram, Chair
University of Wisconsin-Milwaukee  
School of Information Studies  
Doctoral Program Committee  

May 2, 2017 1:00pm  
NWQ-B, Room 2450  

Agenda

1. Call to order
2. Approval of the agenda
3. Approval of minutes from April 11, 2017 meeting.
4. Report from the director
Move to closed session
5. New business
   a. Review of Chancellor’s Fellowship Award allocations
Rise from closed session
6. Any other business
7. Adjournment

Note:

In the event the committee must enter closed session, the following Wisconsin Statute may be applicable:

- Wis. Stat. sec. 19.85(1)(c)
Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
Minutes (draft)

SOIS Graduate Program Curriculum Committee (GPCC)
April 28, 2017
11:30am-12:30pm
Northwest Quadrant, Building B 3511

Members: Jin Zhang (JZ), Iris Xie (IX), Xiangming Mu (XM), and Laretta Henderson (ex-officio) (LH)

Guest: Linda Barajas (LB)

Excused: Katie Loucks (KL)

1. Meeting called to order at 11:35am
2. Approved the agenda
3. Approved the minutes of last meeting
4. Discussed and approved course number L&I Sci 781 to replace L&I Sci 632.
5. Discussed and approved the update of prerequisites for course L&I Sci 774
6. Discussed and approved the update of the CAS credit transfer policy
7. Discussed and decided the winners of four SOIS MILS scholarships
8. Old businesses
   a. N/A
9. Other business
   a. N/A
10. Adjourn at 12:45pm

Draft by GPCC Chair: Xiangming Mu
SOIS Undergraduate Program Committee

Minutes for April 21, 2017 Meeting, 10:00-12:30 in NWQB 2450

Approved May 5, 2017

Members: Rakesh Babu (RB), Shana Ponelis (SP) – via Go To Meeting, Thomas Haigh (TH), Casey Harjes (CH),

Absent: Brian Williams (BW), Laretta Henderson (LH)

Guests: Lyndsay Smanz (LH), Maria Haigh (MH), Betsy Schoeller (BS)

Meeting called to order 9:59.

1. Approve Agenda (TH, RB: 4,0,0)

2. Approve Minutes of Previous Meeting (CH, RB: 4,0,0)

3. (Old Business)
   
   a. Having discussed 310 in depth with RB during our last meeting we will briefly solicit input and experiences from BS. Her version was circulated for the previous meeting, but for your convenience is again pasted below.

   (Began discussion 11:03 – BS not yet present).

   RB: Like his version of the course, the BS syllabus does not include a design exercise. So this would also have to be added to her sections. Two out of the three textbooks listed are the same.

   (BS arrived 10:09).

   BS: Also believes that her syllabus is largely consistent. The three part project runs through a usability study from beginning to end. Other than that no particular issues or challenges with the course.

   TH: Explained the committee’s feeling that design should be added to the course.

   BS: Thinks that would be difficult, as the course centers on usability.

   SP: Says that from capstone perspective, crucial for students to be exposed to design.

   BS: Thinks maybe to design a new course.

   (Some discussion of whether 340 should be where design is covered. TH and SP point out that only one week is available for design in their versions of 340).

   BS: No time for design in 310 either, because covering all facets of usability takes a lot of time.
Surely integrating design with evaluation would be valuable, as the point of evaluation is to inform design.

If only time to do one of design and evaluation, isn’t design more important and relevant to the degree as a whole?

Believes that design and evaluation can be integrated by adding extra stages within the general framework of the current course.

If evaluating a current website, the problem is that students don’t have access to its source code, etc.

So perhaps the students could design websites, then critique and improve each other’s designs.

Could just mock up the structure of an improved version of the website, not produce a fully functional one.

Doubts the ability of 310 students to do this. Hard for them to ramp up to this at that stage in the program.

But even harder for them to try to ramp up to do it later in the program. Wants guidance on what would need to be covered for 340 and later courses.

4. (New Business)

a. We will continue our review of the core IST courses with 230: Knowledge Organization. BS is the most frequent instructor for this course. She has provided me with the syllabus below. Richard Smiraglia, the faculty coordinator for this class, is unable to join us but has provided TH verbally with ideas and perspectives to share with the committee.

Primarily theoretical. Incorporates KO concepts, makes concrete by focusing on experiential learning in the projects. Similar concepts to MLIS.

Any specific aspects that are built on later in the program? The question of relevance of this material for IT focused students comes up sometimes.

Organization of knowledge is important. Specifically, have to understand how information is organized to use/design databases, websites, etc. more effectively. Perhaps 230 should incorporate more design principles – organization and design of information.

Catalog description says the course is about information retrieval. Accurate?

BS: No. The course is about information organization, not retrieval.
TH: Objectives (3+4 of 5) focus on “documents.”

BS: “Documents” is used loosely, includes websites and database.

TH: So maybe “documents” isn’t the right term to speak to IST students?

BS: True. Also the objectives need to be updated to better reflect content.

RB: Organization is important for IS systems both in front end and back end.

TH: Maybe examples in syllabus could be more IST related. For example, syllabus uses LOC vs Dewey Decimal as examples.

BS: While this is retained on syllabus, isn’t actually done in course. But yes, could focus more on examples in the mainstream of IST interest. Learning outcomes are outdated.

TH: Good to update them, as we will need over coming years to define for the degree as a whole.

TH: Some other things on the syllabus seem in need of updating, like coverage of CD-ROMS.

BS: Actual course content has evolved more than syllabus. Coverage of CD-ROMs is very brief in practice.

TH: Would be good to cover XML. Also, maybe the assignments in the earlier half of the syllabus could be introduced in the context of web or database examples.

BS: Good idea.

SP: In general, a stronger connection between design elements of knowledge organization in 230 and UI/human factors in 310 could lay a strong foundation for the upper level courses.

CH: From a student perspective, students take courses over multiple years and tend to forget most material. So if something is needed for the capstone, better to cover immediately before it.

SP: The degree is cumulative.

CH: Students don’t remember material from earlier courses.

TH: Prereqs for 230?

BS: None, and shouldn’t have. But, 230 SHOULD be a pre-req or co-req for 310 so that 310 can build on the organization of information to inform the design components.

RB: Agrees, thinks co-req is sufficient. Also continues to favor 110 as a pre req for 310.

CH: Wants to keep flexibility, would like to avoid pre-reqs.
TH: Also a benefit for the course as a whole: if instructors can be confident that specific material has been covered in lower level courses and that students have taken those courses they can avoid duplicating material.

b. Next, we will discuss 210: Information Resources for Research. The most frequent instructor for this course is Lyndsay Smanz (LS). She will be joining us around 11:10 and provided the attached syllabus. Maria Haigh (MH) is the faculty coordinator for this course and will be joining us for this part of the meeting. That will complete our review of the core courses.

TH: How does 210 fit in the IST degree program as a whole.

LS: The course is focused on information literacy: finding information and evaluating information. Fitting the general problem of making sure that students make good choices when researching, whether for school or work.

Mix of students – some just arrived, others about to graduate. So finding assignments that fit both is challenging, likes to make connection to work clear.

TH: So some students take at the end?

LS: Only 330.

TH: That is no longer a core course, so if 210 is in core it should be a pereq for something else to make students get these skills early on.

CH: This is the only course where get writing experience, so should take early. Does the course satisfy the OWC part b requirement?

LS: It is listed as satisfying this, but actually doesn’t yet.

MH: But it does satisfy the humanities requirement. There was a plan to have it satisfy the OWC, but it turned out that a course can’t satisfy both and that the humanities requirement was more useful to satisfy. Also there was a question about whether it included enough in depth writing assignments.

CH: Many students take the business writing course to satisfy the OWC. Would be nice to satisfy this in SOIS. Could

TH: We probably should stop saying that it satisfies OWC b then.

MH: Even to satisfy the humanities requirement we may need to change some language and toughen up the assignments. So may need some redesign.

CH: As the ethics course satisfied the humanities requirement, maybe it would be more useful to satisfy OWC b.
LS: Need a lot of pages of writing to satisfy OWC b. Also has to be a low enrollment course of 25 students or less. She has 24 or 36 currently – depending on the classroom.

TH: We lose money on those 1XX and 2XX onsite sections unless they are a lot bigger than 25, if paying faculty or TAS to teach.

TH: Who made the call that humanities requirement was more important to satisfy than OWC b?

MH: The previous interim administration – specifically Alex D.

MH: The version of the course she developed for OWC b has more technical writing assignments. Also, she would like the course to focus more on tools for information validation. Currently only one week.

LS: The validation and evaluation of sources, real vs. fake is a theme that runs through much of the course.

CH: Students currently take 210 and an English or Business writing course for OWC b which tend to duplicate.

TH: Maybe the other way of dealing with this is to accept that the OWC b general writing material is covered elsewhere and have our course be more about information literacy than writing.

LS: Does not see herself as teaching writing.

CH: Students want to take fewer credits. So do want this to be a writing class, as it’s required anyway and avoid duplicating credits on writing. Then could take a different elective, which might generate money from profitable 3XX or 4XX courses.

TH: But just because the course has writing in, doesn’t mean it’s a writing course. Maybe we can just tell students at the beginning that it is not “THE” writing course and they should take a writing course first. Stress what is different.

LS: Agrees that it is not primarily a writing course, even though it does have a significant amount of writing. There did used to be an infographic assignment, but that was dropped for the OWC as it doesn’t count as writing.

TH: Does this course need to be in the core? If the problem is that students who don’t care about information literacy have to take it, then complain that they need a writing course as well.

CH: Yes, because it has useful things in, like searching and Boolean operators. But should be early in the program. Also it has research methods, which is useful to have,

TH: So current three elements: research methods, information literacy, and writing.
LS: Those things all fit together – sees them as part of information literacy.

TH: Are those things that all college students need to know, rather than things that specifically target the needs of IST students? Does anything in the course specifically target IST needs?

LS: Agrees. These are important skills that IST students need, but they aren’t specific in any way.

TH: Would most people take it anyway, if it was an elective? As it satisfies the humanities requirement and we don’t have many electives.

CH: Thinks a lot of people are taking 120 ethics, which also satisfies the humanities requirement.

TH: But people take 120 even though 210 will satisfy the requirement anyway. So many are already taking an elective despite having the humanities requirement covered by 210.

CH: If it satisfied OWC B then more would take it. Students wouldn’t take a course with writing in voluntarily.

TH: Agrees. Would also have to change the SOIS electives requirement (current 5 upper division electives) to remove the “upper division” so that 210 (and 120) could count to satisfy those.

[Some informal discussion of putting 350 into the core, which we will return to in the next meeting].

MH: Has just left the room to consult with Chad Z. He will investigate the question of OWC B versus humanities for 210 prior to the next meeting.

CH: On university site, 210 shows currently as satisfying OWC B.

LS: It currently doesn’t actually do that. Chad told her that was an error. She discussed this with Chad, regarding the cap on section size it would imply.

TH: So if this was an elective that satisfied OWC B then it would still get very strong enrollment, and we could open space in the core.

MH: But the course went to the university APCC as was approved. It’s just that SOIS admin decided afterwards that it would rather list it for humanities.

TH: So it is NOT an error. If the APCC approved it and the UWM catalog lists it then it’s satisfying the requirement – regardless of whether the SOIS admin realizes that or not.

LS: Looking at the university list there are courses that satisfy OWC B and humanities. Many in the English department.
TH: So if 210 really satisfies OWC B, can we change it to an elective to make room for 350 or another programming course in the core?

LS: Yes. Students would still take it as an elective.

CH: Many students take 120 and as 210 satisfies the humanities requirement anyway, perhaps 120 could satisfy the social science or cultural diversity requirement to avoid duplication.

Meeting adjourned, 10:26.
Members: Rakesh Babu (RB), Shana Ponelis (SP), Thomas Haigh (TH), Casey Harjes (CH), Brian Williams (BW), Laretta Henderson (LH)

Called to order 10:04. SP not present.

1. Approve Agenda (TH, RB: 3-0-0)

2. Approve Minutes of Previous Meeting (RB, CH: 3,0,0)

3. (Old Business)

4. (New Business)
   a. Review the following additions to outcomes for 310 suggested by SP: “(1) Design user interfaces and interaction sequences for websites and mobile devices taking into account usability principles. (2) Refine user interface designs based on results of usability evaluation and feedback from users.”

TH: These seem reasonable, and address call from BS for specific guidance on outcomes.

RB: Thinks that design can be incorporated by adding elements to the final project. This could satisfy the second requirement. Should we explore the suggestion by BS to cover interface design in 230?

TH: Topics in 230, or a replacement, such as tagging and ontologies could inform website structure through solid information architecture, but should not be expected to provide the major coverage of human factors user interface design.

RB: Has concern over whether adding a design component to the final project could satisfy the first objective.

TH: As long as the material is demonstrated somewhere in the semester the outcome is satisfied.

RB: Then adding to two suggested outcomes would be fine.

CH: The objectives mandate websites and mobile devices. Should we be less specific?

BW: Not mentioning websites or mobile devices would allow for future changes in technology.

TH & RB: “(1) Design user interfaces and interaction sequences for computer systems, including websites and mobile applications, taking into account usability principles. (2) Refine user interface designs based on results of usability evaluation and feedback from users.”
Motion: Approve the addition of the two outcomes for 310, as edited. Will be added to our recommendations to FC (TH, RB: 3,0,0)

b. Discuss and finalize recommendations for 230 and 210 following our examination of the courses in the previous meeting. This will involve editing language for the recommendations in item c below.

TH: Recaps argument for the proposed swap of 350 into core, 210 out.

LH: Would also like to encourage students to take English 205 or 206.

BW: We are already pushing those courses. English 310 could be used since it is required of Computer Science and Engineering students.

LH: 210 was taken off the list of OWC-B at the last APCC meeting. So as of next semester will not show as satisfying.

TH: Maria Haigh got it approved.

BW: SOIS was told that as taught the course was not covering the necessary requirements.

TH: The decision cannot be made “administratively” without the involvement of UPC or FC, under the SOIS P&P. The designated faculty coordinator for the course should also have been consulted. This kind of action makes a mockery of shared governance.

CH: Has concerns over whether 210 will be popular outside the core if stripped of OWC-B.

TH: If we change the requirements for the 5 electives to allow 1XX or 2XX courses to count (i.e. 210 and 120) would that ensure that they still take it?

BW: If we allow 210 and 110 to satisfy the SOIS elective requirements they’ll take fewer SOIS courses. If we leave as is, they’ll take as part of their general electives.

LH: Do we as a school even want to continue to teach 210 to most students?

TH: Are there other things for LS to teach?

LH: Yes. Various MLIS courses.

TH: Moving 210 out of the core would give flexibility to push it or deemphasize it based on demand and instructor availability.

BW: There are online courses elsewhere in UWM that would cover those skills and requirements if we did shift instructor resources elsewhere.

Motion: Endorse the draft recommendation to shift 210 out of the core and replace with 350. (TH, RB: 3,0,0)
TH: Recaps situation with 230, and the offer made by Richard Smiraglia on behalf of the KO group.

LH: Strongly supports the proposal.

BW: 230 connects more with LIS people, less so with information systems people.

TH: The proposed new course would satisfy the LIS oriented students more, but also be more relevant and useful for IT.

CH: Agrees with everything said.

Motion: To approve the recommendation that Richard Smiraglia and the Knowledge Organization group develop a new 300 level course “Knowledge Organization for Information Science & Technology,” to replace 230 in the core. (RB, TH: 3,0,0)

c. Having now explored all the core courses in the IST program, we will pull together our discussions over the past two years to finalize a set of recommendations for changes to the program to send to SOIS Faculty Council. A draft has been circulated to committee members. As well as recommendations for changes to specific courses, we may also recommend changes to the sequence of core courses, the development of electives in particular areas, changes to prerequisites, and changes to overall degree requirements. Some of these changes would require action by university bodies to implement.

Some points during edits and discussion:

CH: If 210 can’t satisfy OWC-B, we should develop a new course or have an existing course certified to satisfy the cultural diversity requirement.

TH: Our SSI instructors have expertise in topics related to the cultural and social aspects of technology.

LH: This could address a lack of diversity coverage in the program.

LH: BSIST students should receive training somewhere in the program on how to deliver workshops, teach, etc.

[Edits and discussion of draft document]

Motion: Approve recommendations document for transmission to FC, including action items for adoption by FC. (RB, CH, 3-0-0).

d. (New business) With the departure of TH we need replacement faculty coordinators for 440 and 490. No faculty regularly teach those courses.
No immediate volunteers.

BW: This will be something that the next chair of the UPC should address.

LH: We could ask MK. SP sometimes teaches 490 online.

RB: Willing to be considered for 440.

Meeting concluded, 12:00.
Motion: To create a SOIS policy about transfer and double-counting credits into the CAS. It will also address transferring and double-counting credits from the MLIS/MSIST into the CAS.

Rationale: The Grad School's policy allows 100% of CAS courses to be applied to the MLIS and MSIST programs. Since we are without a specific transfer policy for the CAS, we default to the Graduate School’s policy (see below). We would also like to make the requirements between the certificates consistent.

The policies would be revised as such:

**DL Course Requirements**

The CAS candidate will complete 15 credits of course work, planned in conjunction with as an individually designed program suited for the needs and professional objectives of the student.

- A minimum of credits must be taken in the School of Information Studies.
- Up to 3 credits may be taken in another school or department of the University of Wisconsin-Milwaukee or at another institution.
- No thesis is required, but students may obtain up to 3 credits in independent study which is included as a part of the total approved program.
- A grade point average of 3.0 (on a 4.0 scale) must be maintained.
- The program must be completed within 3 years from the date of admission.

**Archives Requirements**

The CAS candidate will complete 15 credits of course work, planned in conjunction with the Archival Studies Program as an individually designed program suited for the needs and professional objectives of the student.

- A minimum of credits must be taken in the School of Information Studies.
- Archives Up to 3 credits may be taken in another school or department of the University of Wisconsin-Milwaukee or at another institution with the prior approval of the Archives Program Coordinator, in an approved area (Ex: Administrative Leadership, Anthropology, Business Administration, Computer Science, etc).
- No thesis is required, but students may obtain up to credits in independent study which is included as a part of the total approved program.
- A grade point average of 3.0 (on a 4.0 scale) must be maintained.
- The program must be completed within 3 years from the date of admission.
INFOST 774: Online Information Retrieval
Summer, 2017

Office hours: By Appointments
Instructor: Dr. Xiangming Mu
Location: 2565 Northwest Quad Building B
Email: mux@uwm.edu

Course Description

Study of the information structure, user information needs, user search behaviors, and retrieval mechanisms for an array of bibliographic, non-bibliographic, and full-text databases

General Description

This course examines three major categories of issues related to online database information access and retrieval. First, the course is concerned with the range of current online database information retrieval systems and techniques or processes involved in their construction and application, including information storage structures, indexing principles, and user interfaces. Secondly, students are exposed to an array of current commercial online database systems and review their strengths and weaknesses. Finally, students are equipped with critical skills related to evaluate the effectiveness of online database systems from both content and system perspectives.

Prerequisite

Graduate Student; INFOST 501; INFOST 571; or instructor consent

Learning Objectives and Learning Outcomes

1. Explore trends and major issues in online databases information retrieval (research proposal and research paper assignments).

2. Analyze basic information organizational mechanisms for online database retrieval systems (research proposal and research paper assignments).

3. Evaluate the effectiveness of online databases and retrieval systems (research proposal and research paper assignments).

4. Investigate query languages of several commercially available online systems (online database exercise assignments).

5. Develop advanced skills for effective online database information retrieval (online database exercise assignments).

ALA Competencies

This course addresses the following MLIS competencies:
3A. The principals involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

Methodology

This course is a combination of lecture, class discussion, readings and assignments. **Students with special needs should contact the instructor as early as possible for accommodations.**

Workload

A minimum of 144 hours of work is expected for the course. This time will be met by doing the course reading, research, assignments, and participating in the class discussion. This workload is an estimate; students are assessed on their performance, not on the time put into the course.

Textbooks and readings

No required textbook. Weekly readings are available through D2L

Recommended Textbooks:


Assignments and Grading

1. **Research Proposal** (15%)

   The proposal must include: 1) an introduction (why this topic is important and contextual background); 2) a literature review that relates relevant literature to the topic and to the methodology; 3) a detailed description of the proposed methodology; and 4) a bibliography of items cited in parts 1-3. Proposal lengths will vary, but should be approximately 5-7 pages in total (double-spaced).

   In the proposal, plan to compare two databases using the appropriate methods learned from the class or from the class readings. The two databases can be accessed via the same system (in other words, the two databases shall share the same user interface.), or the different system (in other words, the two databases shall have different search interface).

2. **Research Paper** 25%

   Using your described methodology in your proposal, complete the research evaluation and turn in a formal written research report. Your final research paper shall include updated sections from your proposal: 1) Introduction; 2) Literature review; 3) Methodology, and reference. The research paper shall further include 4) Results and findings; 5) Analysis; 6) Conclusions and
suggestions for future research; and 7) A complete list of references cited in all parts. Appropriate tables, charts, and graphs can be included in your analysis. Length will vary, but should be approximately 15-20 pages in total (double-spaced).

3 **Online Database Exercises (40%)**

Online search exercises will be given each week except the last one. The purpose of the exercise is to encourage you to explore and study some examples of popular online database systems. Exercises may not cover every feature related to an online database system, but it will help to reinforce your practical skills in utilizing that system. Another goal of these exercises is to help you better understand the theoretical contents discussed in each section. Usually the exercises will require students to search on online database systems.

These exercises shall not substitute for class reading and other materials supplied by the database vendor on their web sites. Studying online database system documentation and exploring the web sites, plus practicing on your own, is assumed.

4. **Class Participation (20%)**

Participating in class discussion is expected for all students. Participation is critically important in your effective learning. You are required to answer questions, poster comments, or address related issues in the discussion area in a prompt and consistent manner. Posting in the last minutes of the week in order to earn credits is NOT encouraged.

In each week, I will post two discussion questions. You can answer one or both of them. Usually you are expected to have two to three postings in total (including comments to other posts). Your maximum number of posts in a week is four. Please keep your post informative and concise (usually shall not be more than one double-space page).

**Assignment Due Date and submissions**

1. **Due date**

The assignments are usually due on Sunday evening. That means you need to put your submissions into the D2L drop box no later than 11:59pm your local time on that day.

2. **Submission**

Assignments are due on the specified date. Grades will be reduced for late papers (one full grade for each week or part thereof). Written assignments are to be typed, preferably word-processed. Papers are to be double-spaced using a 12-point font with one-inch margins. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course.
It is expected students will consult and appropriately cite the research and professional literature where merited. Grades will also be reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper. For this class you are required to use APA citation format.

Course Calendar (May 26 – July 4)

Session 1 (May 26 – 31) Introduction

Class introduction: Related concepts (Database; Database products, producers, and publishers; Online database and information retrieval; Online database versus Web search; Database evaluation; Database system evaluation; and User-centered online database evaluation)

Database of the week: EBSCOhost

Exercise One Due on May 31

Session 2 (June 1 – 7) Database Content Evaluation: Criteria and Methods

Introduction to LexisNexis Academic

Exercise Two Due on June 7

Session 3 (June 8 - 14) Database Dimensions and Coverage

Database of the week: ProQuest

Proposal Due on June 14

Exercise Three Due on June 14

Session 4 (June 15 - 21) Record Content, Accuracy, and Quality

Database of the week: WestLaw

Exercise Four Due on June 21

Session 5 (June 22 - 28) Format, Content Consistency, and Completeness
Databases of the week: Multimedia database (Classical Music Library, Digital Theatre Plus and JSTOR)

Exercise Five Due on June 28

Session 6 (June 29 – July 4) Database system evaluation

Database of the week: Scientific databases (Web of Science, IEEE Xplore digital library, Knovel Search, and American FactFinder )

Final Research Paper Due on July 4

Class Readings:


Jacso, P. (2005). As we may search-Comparison of major features of the Web of Science, Scopus, and Google Scholar citation-based and citation-enhanced databases. CURRENT SCIENCE-BANGALORE-, 89(9), 1537.


**Grade and Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Online Exercises</td>
<td>40% (5 * 8%)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-95</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>Below 60</td>
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</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

GRADE REQUIREMENT FOR MLIS STUDENTS: If you are pursuing an MLIS degree, you need to earn at least a B to pass the course. See the policy at:  
http://uwm.edu/informationstudies/academics/graduate/mlis/

**Academic Integrity:**
Academic honesty requires that all work presented be your own unless it has been clearly specified that work is to be a team effort.

UWM AND SOIS ACADEMIC POLICIES

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf. Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful (http://www4.uwm.edu/osl/students/).

Students With Disabilities
If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center (http://www4.uwm.edu/sac/), important components of which are expressed here: http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf.

Religious Observances
Students’ sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: http://www4.uwm.edu/secu/docs/other/S1.5.htm. Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

Students Called to Active Military Duty
UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see http://www4.uwm.edu/academics/military.cfm), including provisions for refunds, readmission, grading, and other situations.

Incompletes
A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above (http://www4.uwm.edu/secu/docs/other/S31.pdf).

Discriminatory Conduct (such as sexual harassment)
UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement (http://www4.uwm.edu/secu/docs/other/S47.pdf) summarizes and defines situations that
constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

Academic Misconduct
Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following document (http://www4.uwm.edu/osl/dean/conduct.cfm) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.

Complaints
Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy (http://www4.uwm.edu/secu/docs/other/S49.7.htm).

Grade Appeal Procedures
A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeal procedures for undergraduates as seen here: (http://www4.uwm.edu/sois/programs/graduate/mlis/policies/appeals.cfm) In the case of a graduate student, the Graduate School, (http://www4.uwm.edu/sois/programs/undergraduate/ug_appeals.cfm).
UNIVERSITY OF WISCONSIN-MILWAUKEE
SCHOOL OF INFORMATION STUDIES

INFOST 781
Applied Information and Internet Technologies

SYLLABUS (draft)

Instructor: Xiangming Mu/Jacques du Plessis   Location: TBA
E-mail: mux@uwm.edu / jacques@uwm.edu   Phone: 414-229-XXXX
Office hours: TBA

CATALOG DESCRIPTION:
Introduces information and network concepts and technologies in information science professions, such as libraries and provides opportunities to apply information theories in problem solving processes. 3 credits.

PREREQUISITES:
Graduate student; Basic computer literacy as outlined in the SOIS policy

GENERAL DESCRIPTION:
This course examines three major categories of issues related to information access and retrieval. First, the course is concerned with the range of current information and network techniques involved in their concepts and applications, including basic information and data technologies, Internet technologies, and information processing and retrieval technologies. Secondly, the course establishes the connection between information and information technologies. Lastly, students are equipped with critical skills related to apply information and network technologies into problem solving processes.

COURSE OBJECTIVES AND LEARNING OUTCOMES:
Assignments used as evidence for assessment. After successful completion of this course students will be able to:

- Recognize and identify the key issues and challenges in applying information and network technologies in information professions (TSP)
- Recognize and identify the key concepts and principles of information and network technologies in information professions (TSP)
- Demonstrate the ability to effectively analyze the issues of applying information
and network technologies in information professions (Midterm and final project)

- Design and construct a plan and solution for an identified information problem (Final project)
- Apply the learned theories and methods to solve application information problems based on the plan developed (Final project)
- Evaluate the effectiveness of the solution towards an identified information problem (TSP, Final project)

ALA COMPETENCIES:

This course covers the following core competencies identified by the American Library Association (ALA):

- 1I. The techniques used to analyze complex problems and create appropriate solutions.
- 1J. Effective communication techniques (verbal and written).
- 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
- 8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

TEACHING METHOD:

The course will be delivered online or onsite, including access to most class materials, submission of assignments and participation in class discussions. Students with special needs should contact the instructor as early as possible for accommodations.

WORK LOAD:

You will be assessed on your assignments and participation. For this three credit hour course, you are expected to do all course readings, assignments, and participate in the class discussions. Although you will be assessed on your performance, a minimum of 144 hours of work is expected for the course. This time will be met by doing the course reading, assignments, and participating in the class discussion. This workload is an estimate; students are assessed on their performance, not on the time put into the course.

TEXTBOOKS:


**SCHEDULE and READINGS**

Additional required readings are also assigned from a variety of sources for topics (listed below) that will be made available on D2L. URLs for web-based articles are accurate at the starting date of the course; if the link doesn’t work please do a search on the website using the article title.

<table>
<thead>
<tr>
<th>Section</th>
<th>Week</th>
<th>Topic</th>
<th>Textbook Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Introduction</td>
<td></td>
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<tr>
<td></td>
<td>Week</td>
<td>Class Introduction</td>
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</tr>
<tr>
<td>1</td>
<td>Week 1</td>
<td>Class Introduction</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Basic concepts</td>
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</tr>
<tr>
<td>2</td>
<td>Week 2</td>
<td>World Wide Web</td>
<td>MJB Ch.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TSP1 is due on last day of week 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Week 3</td>
<td>Network technologies</td>
<td>MJB Ch.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TSP2 is due on last day of week 3</td>
<td></td>
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<tr>
<td>4</td>
<td>Week 4</td>
<td>Network device and security</td>
<td>MJB Ch.6</td>
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<tr>
<td></td>
<td></td>
<td>TSP3 is due on last day of week 4</td>
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<tr>
<td>5</td>
<td>Week 5</td>
<td>Web publishing</td>
<td>MJB Ch. 8, 9, 12</td>
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<tr>
<td></td>
<td></td>
<td>TSP4 is due on last day of week 5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Week 6</td>
<td>Web programming</td>
<td>MJB Ch. 10, 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TSP5 is due on last day of week 6</td>
<td></td>
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<tr>
<td>7</td>
<td>Week 7</td>
<td>Web content</td>
<td>MJB Ch.13</td>
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<td></td>
<td></td>
<td>TSP6 is due on last day of week 7</td>
<td></td>
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</tbody>
</table>

**World Wide Web and the Internet**

**Data Technologies**

|   | Week 8 | Introduction to data mining                                                      | HKP Ch.1 |
|   |        | Middle term exam is due on the last day of week 8                               |   |
| 9 | Week 9 | Data description and visualization                                              | HKJ Ch.2 |
|   |        | TSP7 is due on last day of week 9                                               |   |
| 10| Week 10| Data processing and cleaning                                                      | HKJ Ch.3 |
|   |        | TSP8 is due on last day of week 10                                               |   |
| 11| Week 11| Text classification and Naïve Bayes                                              | MRS Ch. 13 |
|   |        | TSP9 is due on last day of week 11                                               |   |
| 12| Week 12| Data mining trends and current technologies                                      | HKJ Ch. 13 |
|   |        | TSP10 is due on last day of week 12                                              |   |

**Information Technologies**
ASSIGNMENT INSTRUCTIONS AND DESCRIPTIONS

1. Test and Small Project (TSP)

In each week, you are usually required to finish an open-book test and small project (TSP) assignment. There are total 12 TSPs for the class. The 10 TSPs (5 for undergraduate students) with the highest grade will be counted for your final grade.

In each TSP, you may need to complete a test of several questions regarding the class reading materials for next week, and (or) to do a small project to practice skills and knowledge you have learned in the class.

Details about each TSP will be given in D2L in the quiz section.

2. Middle term paper

As a graduate student, you need to finish a research paper about the impact of information and network technology on the library and information science. In the paper you will do a literature review and analyze/discuss the related issues presented in the literatures. You shall focus a specific information and network technology to select your review literatures. The middle term and final paper contain the same subsections, with different requirements. The paper shall follow the structure and page requirements as follows:

<table>
<thead>
<tr>
<th>Subsections</th>
<th>Middle term paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title and Abstract</td>
<td>1 page</td>
</tr>
<tr>
<td>Introduction</td>
<td>1 page</td>
</tr>
<tr>
<td>Literature review</td>
<td>Two research papers</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>1-2 pages</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>1-2 pages</td>
</tr>
<tr>
<td>Summary and Conclusions</td>
<td>1 page</td>
</tr>
<tr>
<td>Reference list</td>
<td>1 page</td>
</tr>
</tbody>
</table>

The number of page for each subsection is only for your reference.

3. Final project

In the final project, you need to apply the knowledge learned from the class to help solve a problem in the information and library science domain. It can be one of the follow formats:

- In-depth literature review (at least three papers) and critical analysis about a specific topic in information and library science (similar to the middle term paper). The final submission shall be a paper around 12-20 pages in length.
- Design and develop a solution to a problem using the knowledge and skills learned from the class (e.g., Internet technology, web technology, data technology, information retrieval technology). The final submission shall be a 5-10 pages document that describes the project (problems, design, solutions, results, etc.) and any products developed (programs, software, website, database, prototype, or data being processed/mined).

4. Class Participation

Participating in class discussion is expected for all students. Participation is critically important in your effective learning. You are required to answer questions, poster comments, or address related issues in the discussion area in a prompt and consistent manner. Posting in the last minutes of the week in order to earn credits is NOT encouraged.

ASSIGNMENT DUE DATA AND COURSE POLICIES

Due dates
The assignments are usually due on Sunday evening. That means you need to put your submissions into the D2L dropbox no later than 11:59pm your local time on that day.

**Submissions**

Assignments are due on the specified date. Grades will be reduced for late papers (one full grade for each week or part thereof). Written assignments are to be typed, preferably word-processed. Papers are to be **double-spaced** using a 12-point font with one-inch margins. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course.

It is expected students will consult and appropriately cite the research and professional literature where merited. Grades will also be reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper. For this class you are required to use APA citation format.

**Late Submissions**

Late assignments will get significant penalties on grade, unless you have the permission from the instructor ahead of the deadline. Below is UWM’s policy on “special consideration,” which I will consider:

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**Special Consideration:** The principle of equal treatment of all students shall be a fundamental guide in responding to requests for special consideration. **No student should be given an opportunity to improve a grade that is not made available to all members of the class.** This policy is not intended to exclude reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student's control.

**Comments:** This policy applies to requests for special consideration both before and after a course is completed (See also Grade or Record Changes). It is usually impossible to make opportunities for grade improvement available to all students in a course after the course has ended. **Examples of unacceptable opportunities for an individual student include extra work, retaking an examination, taking an extra examination, or an extension of time on an assignment or examination.** The policy on incompletes (UWM Select Policies and Procedures, S-31) explains the circumstances in which a student may be given extra time for the completion of a course. This policy should reassure students who are not seeking special consideration and it should also protect instructors from student pressure for special consideration.

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INFOST 632 Applied Information and Internet Technologies

(https://www4.uwm.edu/secu/policies/saap/upload/S29.htm)

ASSIGNMENT EVALUATION AND GRADING

Evaluation components

<table>
<thead>
<tr>
<th>Test and Small Projects (TSPs)</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10*2%)</td>
<td></td>
</tr>
<tr>
<td>Middle Term paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>40%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>96-100</th>
<th>A</th>
<th>74-76</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-95</td>
<td>A-</td>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>87-90</td>
<td>B+</td>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>84-86</td>
<td>B</td>
<td>64-66</td>
<td>D</td>
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<tr>
<td>80-83</td>
<td>B-</td>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Class Readings:


Kopp, J. J. (1998). Library consortia and information technology: the past, the present, the promise. *Information technology and libraries, 17*(1), 7.


**UWM AND SOIS ACADEMIC POLICIES**

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University: [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf). Undergraduates may also find the *Panther Planner and Undergraduate Student Handbook* useful ([http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf](http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf)). For graduate students, there are additional guidelines from the Graduate School ([http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/](http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/)), including those found in the
**Graduate Student and Faculty Handbook:**

**Students with disabilities.** If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center ([http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html](http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html)), important components of which are expressed here: [http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf](http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf).

**Religious observances.** Students’ sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: [http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm). Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

**Students called to active military duty.** UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military ([http://www3.uwm.edu/des/web/registration/militarycallup.cfm](http://www3.uwm.edu/des/web/registration/militarycallup.cfm)), including provisions for refunds, readmission, grading, and other situations.

**Incompletes.** A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above ([http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf)).

**Discriminatory conduct** *(such as sexual harassment).* UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement ([http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf)) summarizes...
and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

**Academic misconduct.** Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following document ([http://www.uwm.edu/Dept/OSL/DOS/conduct.html](http://www.uwm.edu/Dept/OSL/DOS/conduct.html)) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.

**Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures or, in the case of a graduate student, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School ([http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm)).

**Examinations and Finals.** The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams ([http://www.uwm.edu/Dept/SecU/acad%2Ba](http://www.uwm.edu/Dept/SecU/acad%2Ba)).
Action Items for FC Approval

a. Remove 210: Information Resources for Research from the core for the BS IST Major
b. Add 350: Introduction to Application Development to the core for the BS IST Major
c. Adopt Python as the standard programming language for the IST degree, including its use in 350.
d. Invite Richard Smiraglia to work with the Knowledge Organization group to develop a new course, Organization of Knowledge for Information Science and Technology, provisionally numbered 315.
e. Remove 230: Organization of Knowledge from the core for the BS IST Major and from the “Information Science Emphasis” courses for the IST Minor. Replace with the new “Organization of Knowledge for Information Science and Technology,” provisionally numbered 315.
f. Add coverage of content management systems to 240: Web Design I
g. Add coverage of interface design to 310: Human Factors in Information Seeking and Use.
h. Change prerequisites and corequisites as follows:
   i. Make 410 (databases) and 310 (human factors) corequisites for 340 (systems analysis) and enforce this in PAWS. Advisors should recommend that students take them prior to 340 if possible.
   ii. Make 350 a prerequisite for 440: Web Application Development. 350 does not require any specific prerequisites but advisors should recommend that SOIS majors take 110 and 240 first, where practical.
   iii. 110 should be enforced in PAWS as a corequisite for 310. This is on the books, but not currently enforced.
   iv. 110 should be removed as a corequisite for 230. This is not currently being enforced. (230 will eventually be eliminated, but we may need to offer it for existing students so the change is still worth making).
   v. 230 should be removed as a prerequisite for 240. This is not currently enforced.

Timing: Actions f and g should be taken immediately. Administratively it will be easier if the changes to core requirements and prerequisites occur together. SOIS FC should approve them now. However we cannot take the changes to university level governance before the 315 syllabus is approved by SOIS and university governance. If the syllabus is ready for approval early in Fall 2017 then it should be approved in time to send the changes to the core to UWM governance in late Fall 2018 or early Spring 2018. The new requirements can then be introduced for students admitted in Fall 2018 or later.
Action Items and Recommendations from Review of BS IST Core Curriculum

Submitted by T. Haigh, UPC Chair, May 09 2017

**Background:** In Fall 2015 the UPC was charged by the school’s administration with making a thorough review of the program’s curriculum and recommendation changes to core courses, electives, prerequisites, and courses content. The committee has examined syllabi for all core courses and met with the most frequent instructors for each course.

This work also lays the groundwork for standardization of course outcomes between sections of core courses, and hence for setting outcomes for the degree program as a whole.

According to the SOIS P&P the duties of the UPC include the following:

- Reviews and processes all Course Action Requests concerning courses offered to undergraduates.
- Reviews and recommends to faculty approval of all new courses offered to undergraduates.
- Reviews and recommends to faculty changes to existing courses.
- Reviews and recommends programmatic changes in undergraduate graduation requirements.

The current core course sequence for the major is

- INFOST 110 – Introduction to Information Science
- INFOST 210 – Information Resources for Research
- INFOST 230 – Organization of Knowledge
- INFOST 240 – Web Design I
- INFOST 310 – Human Factors in Information Seeking and Use
- INFOST 340 – Introduction to Systems Analysis
- INFOST 410 – Database Information Retrieval Systems
- INFOST 440 – Web Application Development
- INFOST 490 – Senior Capstone

**Recommendations:**

1. **Shift 350: Introduction to Application Development into the IST Core, swapping it for 210. Use Python for 350 and for development-oriented elective courses.**

   **Rationale:**
   
   a. Currently students do not have a course focused on basic programming skills and concepts. The only core course involving programming is 440, which focuses on the server-side web scripting technology PHP as tool for the creation of database driven websites. Its two main instructors differ in how far they require students to apply programming techniques in the course, but both agree that it would be advantageous if students had already been exposed to programming concepts and techniques before taking it.

   b. Use Python for the core programming course, and for other programming electives. Python is an easy to learn, versatile, and widely used language. It is now the most frequently taught introductory programming language, particularly to non-computer science majors. Teaching Python will pay further dividends if programming-oriented
electives, such as 383: Native Mobile Applications, are also taught in Python so we recommend its use in electives as well as the core course. This will provide particular benefits for BSIST students who go on to the MSIST. Our MSIST has standardized on Python, but the programming courses in that degree are taught by computer science and our students have been struggling. Preparing students for it in the BSIST will improve their success. Finally, as a 3XX course, under the current business model 350 will yield SOIS approximately twice the per-student revenue as a 1XX or 2XX course.

c. To create room for 350 in the core, convert 210 from a core course. 210 teaches useful skills, but is not specifically aligned with the needs of IST students. Many feel that it duplicates material covered in courses they take outside SOIS to satisfy general degree requirements, particularly English 102. We believe that many SOIS students would still take 210 as an elective, particularly if guided to do so by advisors as a way of fulfilling their humanities requirement.

d. The administration would welcome the flexibility of being able to choose whether or not to offer a large number of 210 sections based on availability of instructors and demand for other courses. Moving 210 from the core accomplishes this. Students can satisfy requirements and obtain skills from other courses if needed.

e. Michael Zimmer, faculty coordinator for 110, offered to incorporate any essential material from 210 into 110 if this is necessary to make space in the core for 350.

2. **Replace 230: Organization of Knowledge with a new 3XX course, Knowledge Organization for Information Science and Technology.**

   **Rationale:**
   
   a. The current 230 is a weak point in the IST program. The syllabus is badly outdated and a poor fit with the technology and information systems focus of the degree. For example, two out of five objectives are about “documents.” The syllabus includes discussion of CD-ROMS, OPACs, etc. Its most frequent instructor reports that the class is currently intended to focus on “theory” rather than applications, and so does not specifically address the needs of website producers, database designers, etc.
   
   b. On behalf of the Knowledge Organization group within SOIS, Richard Smiraglia has volunteered to lead the design of a new course provisionally entitled Knowledge Organization for Information Science and Technology. This will deepen the courses’ connection to expert knowledge organization concepts, while at the same time improving its relevance to the priorities of IST students. The course will cover three main areas: XML, tagging, and taxonomies & ontologies. This will be coordinated with the content of 410, the database management class, to ensure effective and non-duplicative coverage of data modelling techniques such as entity relationship diagramming.

   c. Numbering the new course as 315 will reflect its more technical content and comply with the standard course numbering scheme. It will also, at least under the current budget model, boost SOIS revenues.

   d. Until 230 can be replaced, its instructors should work to update its content and improve its relevance to the IST program.

3. **Add a user interface design component to 310: Human Factors in Information Seeking and Use**

   **Rationale:**
a. Currently the course focuses purely on evaluating the usability of existing information systems. Students do not attempt to produce their own information system designs – either individual screens/reports or overall website/application structures.

b. Committee members and current 310 instructors agreed that user interface design should be taught somewhere in the core sequence, setting students up to tackle this element of the projects they produce in 340 (systems analysis) and 490 (capstone).

c. As the only course focused on human factors and user interfaces, 310 is the natural place in the course for this to be covered. Adding coverage of design issues and a design component to the assignments is a natural extension of the material already covered. If necessary the assignments on evaluation could be pared back to make room. One possibility to integrate design and evaluation is to have students evaluate each others’ designs.

d. The UPC approved the following areas of coverage for course objectives: “(1) Design user interfaces and interaction sequences for computer systems, including websites and mobile applications, taking into account usability principles. (2) Refine user interface designs based on results of usability evaluation and feedback from users.”

4. **Add coverage of content management systems such as WordPress and Drupal to 240: Web Design.** (NB: The committee believes this has already implemented).

Rationale:

a. Today the vast majority of websites, large and small, are based around content management systems rather than static HTML. Most capstone projects in 490 use Word Press or a comparable content management system. However 240 focused entirely on production of websites by hand.

b. Students do need to know how to read and write HTML, but also need expose to content management systems somewhere in the core sequence. 240 is the obvious place to cover this. We recommended that some coverage of CMS techniques be added to 240, in place of discussion of JavaScript (which could be swapped into the popular elective 320: Web Design II).

5. **Tweak the pre-requisites and co-requisites to improve student experiences and success.** We recommend the following changes:

a. Make 410 (databases) and 310 (human factors) prerequisites for 340 (systems analysis). 340 covers the whole analysis process, and requires students to produce screen and database designs. Having students take 410 and 310 prior to 340 would improve their experience in 340. For timing reasons that would not always possible for students earning a second degree. So 410 and 310 should be enforced as corequisites for 340, with the recommendation that students take them prior to 340 if possible.

b. Make 350 (in its new role as a core Python course) a prerequisite for 440 as that 440 students would already know the basics of programming. 350 does not require any specific prerequisites, to allow students who are not majors (for example MSIST students looking for skills, DAC students, etc. to take it). Advisors should recommend that students take 110 and 240 first, where practical.

c. 110 should be enforced as a corequisite for 310. This is on the books, but not currently enforced by the administration in PAWS. Instructors for 110 and 310 both favor enforcing it.

d. 110 is on the books as a corequistive for 230. This is not currently being enforced. It should be officially dropped.
e. The prerequisite of 230 for 240 should be dropped. This is not currently enforced, and the instructor of 240 does not feel that it is necessary.

6. **Standardize objectives and make student experiences more consistent across sections in other core courses, including 340, 440, and 490.** The assignment of faculty coordinators to all core courses is intended as a first step in that direction but more work is needed. Currently there is too much variability between sections, not just in teaching methods but also in course content and objectives. Instructors, faculty coordinators, and future UPCs should work to bring more coherence. Specific issues include:
   
a. In 340 some sections take a classic systems analysis approach, while others focus on modern methods. Sections also differ in whether students carry out a major project on a case study of their own devising.
   
b. In 440, sections differ significantly in the extent to which instructors require students to develop and demonstrate the ability to create their own program code.
   
c. In 490, most instructors use traditional project management (aligned with the Project Management Body of Knowledge) and teach the use of Microsoft Project software. Some sections have different objectives, relying on agile project management techniques and other software.