Approval and Signatures

New Minor Form for the proposed addition of the Information Management minor
Course Form for INFM 330: Data Management
Course Form for INFM 350: Business Analytics
Course Form for INFM 360: Special Topics in Information Management
Course Form for INFM 390: Enterprise Resource Planning

1. Signature of Department Chair (s) or Program Director(s):
   
   [Signature]
   
   Date: 10/21/15

2. Signature of Academic Dean (s):

   [Signature]
   
   Date: 10/21/15

3. Signature of Provost:

   [Signature]
   
   Date: 11/20/15

4. Signature of Curriculum Committee Chair:

   [Signature]
   
   Date: 11-20-15

5. Signature of Budget Committee Chair:

   [Signature]
   
   Date: ______________________

6. Signature of Academic Planning Committee Chair:

   [Signature]
   
   Date: ______________________

7. Signature of Faculty Senate Secretary:

   [Signature]
   
   Date: ______________________

Date Approved by Faculty Senate: ______________________

This form was last updated on 06/03/13 and replaces all others.
To Whom This Concerns:

We in the Department of Supply Chain and Information Management are requesting your consideration of the addition of a minor in the field of Information Management. We believe the addition of this minor will offer several benefits to our students at the College of Charleston and to the community at large.

In the attached package, you will find several specific requested additions and/or changes related to this proposed program. Specifically, we are requesting the approval of the following changes and additions:

- Addition of a new minor in the field of Information Management which will require completion of 12 hours of core information management curriculum and 6 hours of approved information management electives. The complete curriculum is provided along with a suggested course sequence.

- Addition of the following new courses:
  - INFM 330 Enterprise Data Management (3)
  - INFM 350 Business Analytics (3)
  - INFM 360 Special Topics in Information Management (3)
  - INFM 390 Enterprise Resource Planning (3)

Attached you can find:

1. New Minor Form for the proposed addition of the Information Management minor
2. Course Form for INFM 330 Enterprise Data Management with sample syllabus
3. Course Form for INFM 350 Business Analytics with sample syllabus
4. Course Form for INFM 360 Special Topics in Information Management with sample syllabus
5. Course Form for INFM 390 Enterprise Resource Planning with sample syllabus
6. Notes of support from the Department of Computer Science (Drs. George Pothering and Sebastian van Delden)

If you have any questions or need any additional information, please feel free to contact me directly. Thank you in advance for the time and effort you dedicate to these requests.

Sincerely,

Joshua M. Davis
Associate Dean
Chair, Department of Supply Chain and Information Management
School of Business
College of Charleston
davisjm@cofc.edu
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Joshua M. Davis      Phone: 951-6653      Email: davisjm@cofc.edu

School: School of Business      Department or Program: Supply Chain & Information Management

Name and Acronym of Minor: Information Management (INFM)

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Minor (complete all portions)

☐ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☐ Add existing course or courses to requirements or electives
  ☐ Add new course(s) to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): ________
Number of Proposed Credit Hours (for new or changing minors): 18

Catalog year in which changes will take effect: FALL 2016

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

☐ X ☐ Yes—Which major(s) or concentration(s)? ______BADM________

☐ ☐ No

D. CURRICULUM. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

This form was last updated on 06/03/13 and replaces all others.
The proposed Minor in Information Management will require completion of 18 hours of approved coursework. Specifically, students will be required to complete 12 hours of core information management coursework and 6 hours of elective coursework from an approved list. The complete curriculum is listed below.

**Information Management Courses Required for the Minor in Information Management**

**DSCI 320 Management Information Systems (3)** Survey of transaction processing systems, management information systems, and decision support systems. Introduction of systems analysis concepts and methodologies for information system design and development. System development projects will be required. *(Prerequisites: Junior standing; ACCT 203, 204, DSCI 232, MATH 104 or 250)*

**DSCI 323 Computer-Based Decision Modeling (3)** This course provides students with advanced knowledge and skills in the application of spreadsheet software to support information management, decision making, and problem-solving in business. Emphasis is placed on understanding various decision models and applying spreadsheet software to model building, data analysis, decision support, and custom application development.

*INFM 330 Enterprise Data Management (3)* This course provides an introduction to the planning, design, and implementation data management systems across the enterprise. Topics include data management strategy, data modeling, infrastructure design, query design, reporting, and visualization. Special emphasis will be placed on in-memory database systems, such as SAP HANA *(Prerequisites: DSCI 320)*.

*INFM 390 Enterprise Resource Planning (3)* This course analyzes the conceptual and technological dimensions of Enterprise Resource Planning, emphasizing the integration between enterprise systems, data, and business processes within and across enterprises. *(Prerequisites: DSCI 320)*.

**Elective Courses for the minor in Information Management**

*(Notes: Students must complete 6 hours of coursework from this list)*

**DSCI 306 Introduction to Electronic Commerce (3)** An introduction to the theory and practice of doing business over the Internet and World Wide Web. Topical coverage will include an overview of the economic foundations, infrastructure, technologies, and business strategies of E-Commerce. *(Prerequisites: Junior standing, MATH 104; ACCT 203, 204; DSCI 232; DSCI 320)*

**DSCI 406 Quantitative Methods and Decision Making (3)** Students are introduced to quantitative modelling techniques and to the role quantitative models play in the decision-making process. Emphasis will be placed on the understanding of tools necessary to qualify decision making, with extensive use of computer-assisted solution methods. *(Prerequisites: Junior standing; DSCI 232; MATH 104, 105)*

*INFM 350 Business Analytics (3)* This course will examine methods that have emerged from the field of business analytics and are proven to have value in the areas of forecasting, classification, and association. This class provides the opportunity to gain knowledge and hands-on experience with algorithms and technology tools for business analytics *(Prerequisites: DSCI 232)*.

*INFM 360 Special Topics in Information Management (3)* This course presents a range of advanced topics in information management providing a solid foundation of the theory and application of information management techniques and practices for which no regular course is offered. A maximum of 6 hours of special topics courses may be applied toward the business major elective requirement. *(Prerequisites: Junior standing or permission from instructor)*.

*Indicates a newly proposed course.*

This form was last updated on 06/03/13 and replaces all others.
E. RATIONALE AND EXPLANATION.

Please provide a narrative addressing the request you are making and why you are making it.

Information management is defined as the ability to capture, manage, preserve, store and deliver the right information to the right people at the right time\(^1\). In line with this definition, information management is considered a body of knowledge and skills that enable business professionals to sense, collect, organize, process and maintain information for business decision making\(^2\). These foundational capabilities enable business professionals—regardless of their functional area roles—to innovate, problem solve, plan, and manage in the 21st century. As the technological landscape has changed the way many of us work in the public and private sectors, the competencies that underpin successful information management have evolved to include skills in decision modeling, data management, and technology tools.

According to the 2014 Edition of the Annual U.S. Talent Shortage Survey by Manpower Group—considered by many to be a key measure of labor market need—the number one reason employers have difficulty filling open positions is lack of technical competencies, which are directly tied to a reduced ability to serve clients\(^3\). As the business landscape changes and continues to leverage technology and information for business decision making, this gap is likely to widen and become a more pronounced barrier to business students seeking to acquire the best jobs in industry.

In response to these industry needs, the School of Business’s emphasis on building ready-to-work graduates, and feedback from students desiring more opportunities to develop complementary technical knowledge as part of their business education; the proposed minor in information management delivers the knowledge and skills required to successfully sense, collect, organize, process and maintain information for decision making in the wired world. The proposed minor is intended to plug-in to other information-intense majors, where technology use and leveraging of complex information flows are central to decision making. As such, this minor is intended to enhance the choices of our students. As the empirical evidence suggest, the need for business professionals with strong information management and problem solving capabilities spans functional areas, organizations, and industry sectors.

Please address its objectives.

The overarching purpose of this proposed minor is to provide College of Charleston students with the opportunity to acquire the foundational knowledge and the skills in the use of technology and quantitative modeling to leverage complex information flows for business decision making and coordination of workflow activities.

In addition to the purposes described above, the objectives for this degree program include:

- Provide students with a program that supports full employment directly after graduation

As indicated above, technical knowledge and skills that underpin information management mark the single-most important skills gap in U.S. business. As organizations become more technology and information centric, these capabilities will continue to move to the forefront as competitive necessities for our students seeking the best jobs. The proposed minor will directly equip our students with the required knowledge and skills that prospective employers are looking for in the labor market.

---

\(^1\) [http://www.aiim.org/what-is-information-management](http://www.aiim.org/what-is-information-management)


Grow the educational and career opportunities for students attending the College of Charleston
Currently, the College of Charleston does not offer a major or minor focused on business information systems or information management. While the Department of Computer Science does offer a major in Data Science, this program differs from the proposed minor in two very important ways:

1. The Data Science program is a major program of study that intends to lead directly to jobs centered on big data, as described on the program’s website. The proposed minor in information management is intended to equip students seeking employment in traditional functional-area roles with the complementary knowledge and skills in technology and information use for business decision making. As such, this minor is intended to enhance the choices of our students. A survey of business students across multiple sections of DSCI 320 (Management Information Systems)—a required course for many of our majors in the School of Business—indicated they would be interested in pursuing such a program.

2. The Data Science program strongly emphasizes the areas of mathematics and computer programming. As such, the Data Science major does an excellent job of preparing students for innovation and tool-development careers in the Big Data sphere. These emphases are different than the emphases of the proposed minor. Specifically, the proposed minor is intended to focus on modeling business decisions, informing those models with the right information, and using contemporary information management tools (e.g., spreadsheets, database management systems (DBMS), enterprise resource planning (ERP) systems, etc.) to make better decisions in the business, regardless of functional area.

Provided these differences, the offering of this proposed minor will fill a current void in the educational opportunities for our students; one that is highly valued by our industry partners and prospective employers.

Provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area).

Evidence of student interest is both quantitative and qualitative. Several of the courses offered as part of this proposed minor (Management Information Systems, Computer-Based Decision Modeling, Quantitative Methods in Decision Making, Business Analytics), have been individually offered in the School of Business as general business electives. In all of these cases, demand was healthy and the feedback was especially positive. As we have continued to offer these courses, the momentum of enrollments has increased substantially. As an example, Computer-Based Decision Modeling was initially offered (as a special topics course) with a capacity of 25 students and was enrolled to capacity. The following semester, Computer-Based Decision Modeling was the first course to fill to capacity among all of the courses offered by the Department of Supply Chain and Information Management, and many of those courses are required courses for a degree in the School of Business. In addition to enrollment and evaluation data, a recent survey of business students across multiple sections of DSCI 320 (Management Information Systems) indicated they would be interested in pursuing such a program. Specifically, the general feedback from open-ended discussion on the topic suggested that a substantial number of our students see this area as an absolute necessity for career preparedness.
Explain how the minor supports the liberal arts tradition.

Information Management fits very well within the liberal arts tradition. Information management emphasizes cross-functional linkages, inter-connected systems, and information flows that enable organizations (for-profit or not-for-profit) to deliver value to society. The liberal arts education provided by the College prepares students to deal with complexity, diversity, and dynamism; topics that are at the heart of the current state of the information management field. The proposed information management minor would leverage the liberal arts foundation to deliver field-specific knowledge of the theories, tools, and techniques that make up the field of information management. Together, the liberal arts tradition of the College of Charleston and the proposed information management minor complement one another and deliver competent, skilled, systemic thinkers that are work-ready and will continue to be in high demand.

A strong liberal arts education provides the ideal foundation for understanding system-based problems and reinforcing systemic thinking. Systemic thinking underpins computational thinking; and computational thinking underpins information management. As organizations become more technology and information centric, computational thinking and information management skills continue to move to the forefront as competitive necessities for our students seeking the best jobs. The proposed minor will directly equip our students with the required knowledge and skills that prospective employers are looking for in the labor market.

Explain how the minor supports the mission of the institution.

The CHE approved Mission Statement for the College of Charleston is as follows:

*The College of Charleston is a state supported comprehensive institution providing a high quality education in the arts and sciences, education and business. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum. Located in the heart of historic Charleston, it strives to meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast. A superior quality undergraduate program is central to the mission of the College.*

Embedded in this mission is a focus on providing degree programs which lead to employment, continued education, or both. This proposed program directly supports the College of Charleston’s mission by offering a professional degree program which leverages the knowledge and skills developed through the liberal arts curriculum. The proposed Information Management minor reinforces the College of Charleston’s mission by building a curricular bridge between the liberal arts foundation, and a currently under-addressed knowledge base that directly affects the value of our students in the labor market.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>Who will be assessed, when, and how often?</td>
</tr>
<tr>
<td>1. (Decision Support) Demonstrate the ability to leverage current technology-based tools, quantitative models, and complex information to solve business-related problems.</td>
<td>How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>These abilities be demonstrated through quizzes, exams, homework assignments and/or projects in all of the core courses that make up the information management minor (DSCI 306, DSCI 320, DSCI 323, DSCI 406; INFM 330, INFM 350, INFM 370, and INFM 390). Students should be able to identify the appropriate tools and quantitative models to apply based on problem-related information. Of equal importance, students should be able to distinguish good information from bad information in complex information sets, based on the problem context. Students should be able to both correctly identify the appropriate models for solving business problems, and provide exact, correct answers based on provided data.</td>
<td>100% of students minoring in information management will be assessed at multiple points throughout the curricular path.</td>
</tr>
<tr>
<td>2. (Data Management) Demonstrate the ability to leverage current technology-based tools to acquire, store, retrieve, and analyze organizational information.</td>
<td>It is expected that on average, students will make a 75% or higher across these assignments, across the courses.</td>
</tr>
<tr>
<td>Measured via comprehensive technology-use exam in DSCI 320. Students should be able to modify basic elements of existing technology tools; be able to create, read, update, and delete business information; analyze provided datasets through technology-based tools; and prepare presentations based on provided data. Later measured via projects required in computer-based decision modeling course (DSCI 323) and the enterprise data management course (INFM 330). Measured by examinations and/or simulation projects in enterprise resource planning (INFM 390). Students</td>
<td>100% of students minoring in information management will be assessed at three points in the curricular path (DSCI 320, DSCI 323, INFM 330, and INFM 390).</td>
</tr>
<tr>
<td>It is expected that at least 80% of students will get Acceptable in all levels of the associated rubric(s). These rubrics will be applied to the technology-use exam and subsequently in the capstone course.</td>
<td></td>
</tr>
</tbody>
</table>
cannot receive a minor in Information Management without successful completion of DSCI 320, DSCI 323 and INFM 330.

3. (Communication) Demonstrate proficiency in both oral and written communication through the preparation and presentation of technology-driven information management projects.

Measured via instructor and peer evaluation of student-prepared documents and student-delivered presentations at multiple points in the curricular path (DSCI 323, INFM 330, INFM 390).

Students cannot receive a minor in Information Management without successful completion of DSCI 323, INFM 330 and INFM 390.

100% of students minoring in information management will be assessed in DSCI 323, INFM 330, and INFM 390.

It is expected that at least 80% of students will get Acceptable in all levels of the associated written/oral communication rubrics (see sample rubrics below).

How does this minor align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this minor?

This minor aligns closely with the student learning outcomes articulated for all programs in the School of Business. Below is a mapping of each course in the program to the learning outcomes of the School of Business

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Information Management Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DSCI 306  DSCI 320  DSCI 323  DSCI 406  INFM 330  INFM 350  INFM 370  INFM 390</td>
</tr>
<tr>
<td>COMMUNICATION SKILLS: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.</td>
<td>I D ~ R ~ ~ D</td>
</tr>
<tr>
<td>QUANTITATIVE FLUENCY: Students demonstrate competency in logical reasoning and data analysis skills.</td>
<td>I D D R ~ D D</td>
</tr>
<tr>
<td>GLOBAL AND CIVIC RESPONSIBILITY: Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues.</td>
<td>R I R ~ R R R R</td>
</tr>
<tr>
<td>INTELLECTUAL INNOVATION AND CREATIVITY: Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.</td>
<td>R I R R ~ R D D R</td>
</tr>
<tr>
<td>SYNTHESIS: Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.</td>
<td>R I D R D D D D</td>
</tr>
</tbody>
</table>

This form was last updated on 06/03/13 and replaces all others.
### Sample Rubrics

#### Written Communication

<table>
<thead>
<tr>
<th>Base</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>All sections are thoroughly and insightfully completed. All narratives, profiles, and relevant sections are factually accurate and documented. Lots of facts and data to support the claims. The student clearly demonstrates a superior level of analytical reasoning and critical thinking based on the student’s analysis. The paper is well-written and put together with care (page breaks, layout, etc. are appropriately placed). The paper is grammatically correct and the level of writing is appropriate to an undergraduate in the Information Management minor.</td>
</tr>
<tr>
<td>89-80</td>
<td>All or most sections are adequately and factually accurate. All sections are included and reasonably prepared. Most sections include data or references to support assertions and are appropriately documented. A large amount of analytical reasoning and critical thinking is evident. Writing and layout may contain a few errors, but most of the document is relatively clean.</td>
</tr>
<tr>
<td>79-70</td>
<td>Some (few) sections are rather shallow and superficial, lacking any significant insight and/or a few are missing in the document. Too little data provided to support claims, and documentation is either incorrect or missing. Some of the sections may contain factually inaccurate data and the layout may be sloppy and/or done without care. Writing may be fair to poor containing several errors and style is poor or inappropriate for a formal document.</td>
</tr>
<tr>
<td>69 or less</td>
<td>The paper is extremely poor and/or some sections are missing. The sections are very superficial and little documentation is provided, and/or the sections deviate from the required format. Errors/inconsistencies are evident. Writing contains several to many errors and grammar is poor. In short, it appears that the paper was written “at the last minute” and didn’t reflect much thought.</td>
</tr>
</tbody>
</table>

#### Oral Communication/Presentation

<table>
<thead>
<tr>
<th>Presentation Traits</th>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>SUPERIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELIVERY:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Language</td>
<td>Appears nervous or distracted. Paces, fidgets, or sways. Poor use of hands (e.g., jiggles, taps or plays with something). Body language distracts from presentation.</td>
<td>Appears slightly nervous, but it doesn’t interfere with the presentation. Occasional use of meaningful hand gestures. Body language needs some improvement but it doesn’t significantly distract from the presentation.</td>
<td>Appears extremely poised and comfortable. Doesn’t appear nervous. Appears relaxed, in control, and confident. Body language (e.g., posture, facial expressions, eye contact, gestures) enhance the presentation. Good use of appropriate gestures to emphasize points.</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Reads speech directly from notes or visual aids (e.g., PowerPoint). Little to no eye contact with the audience.</td>
<td>Occasionally refers to notes or visual aids. Sometimes fails to make eye contact with audience.</td>
<td>Never or rarely glances at notes or visual aids. Consistently looks at audience.</td>
</tr>
<tr>
<td>Word Choice and Tone</td>
<td>Uses clichés, slang, jargon, or offensive language. Word choice is inappropriate and exhibits bias. Tone is unprofessional and disrespectful of the audience.</td>
<td>No inappropriate language. No apparent bias. Tone is acceptable, but somewhat casual for a professional business presentation.</td>
<td>Word choice illustrates grasp of content and enhances presentation. Tone is extremely professional.</td>
</tr>
<tr>
<td>Use of Visual Aids</td>
<td>Visual aids missing, inappropriate, or poorly designed and executed. Visual aids have errors, are difficult to read, and don’t enhance the presentation.</td>
<td>Visual aids are adequate but could be improved. Easy to read and informative, but not outstanding. No significant errors. Adequate integration of visual aids.</td>
<td>Visual aids are easy to read, attractive, informative and error free. Visual aids greatly enhance the presentation. Excellent integration of visual aids.</td>
</tr>
<tr>
<td></td>
<td>Visual aids not properly integrated into presentation.</td>
<td>Information organized and presented adequately. Minor problems with topic transitions or logical flow. If appropriate: Introduction and conclusion are clear, but not used effectively.</td>
<td>Information presented in an organized, logical fashion. Obviously prepared and practiced. If appropriate: Has an effective introduction and conclusion.</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>Information presented in a disorganized manner. Abrupt transitions from one topic to another with no clear transition or logic. Does not appear prepared or practiced. If appropriate: Lacks a clear introduction and conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td>Much too general or anecdotal. Insufficient use of evidence to support key points. Lacks appropriate source citations.</td>
<td>Adequate use of specifics and evidence. Sources cited appropriately.</td>
<td>Excellent details. Uses multiple forms of evidence to support key points. Sources cited appropriately.</td>
</tr>
<tr>
<td><strong>ATTIRE</strong></td>
<td>Attire is inappropriate for type of presentation. Attire distracts from the quality of the presentation.</td>
<td>Attire is appropriate for type of presentation. Attire neither distracts nor enhances presentation.</td>
<td>Attire is appropriate for type of presentation. Creative attire significantly enhances presentation.</td>
</tr>
<tr>
<td>Numeric Formulas</td>
<td>Excellent-6</td>
<td>Good-4</td>
<td>Fair-2</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Cell formulas are used everywhere appropriate. There are no static values as part of any calculations.</td>
<td>Most of the numbers that needed to be calculated were done by formulas.</td>
<td>Some of the numbers that needed to be calculated were done by formulas.</td>
<td>None of the numbers that needed to be calculated were done by formulas.</td>
</tr>
<tr>
<td>Basic Logic Equations</td>
<td>Excellent-6</td>
<td>Good-4</td>
<td>Fair-2</td>
</tr>
<tr>
<td>More than one basic logic equation present in the project &amp; all are accurately constructed. A logic equation is considered basic if it contains no nesting.</td>
<td>One basic logic equation present in the project &amp; accurately constructed. (If multiple attempted, at least one must be accurate.) A logic equation is considered basic if it contains no nesting.</td>
<td>Basic logic equation present in the project but none are accurately constructed. A logic equation is considered basic if it contains no nesting.</td>
<td>No basic logic equation present in the project. A logic equation is considered basic if it contains no nesting.</td>
</tr>
<tr>
<td>Complex Logic Equations</td>
<td>Excellent-6</td>
<td>Good-4</td>
<td>Fair-2</td>
</tr>
<tr>
<td>More than one complex logic equation present in the project &amp; all are accurately constructed. A logic equation is considered complex if it contains at least two levels of nesting and at least one AND/OR.</td>
<td>One complex logic equation present in the project &amp; accurately constructed. (If multiple attempted, at least one must be accurate.) A logic equation is considered complex if it contains at least two levels of nesting and at least one AND/OR.</td>
<td>Complex logic equation present in the project but inaccurately constructed. A logic equation is considered complex if it contains at least two levels of nesting and at least one AND/OR.</td>
<td>No attempt at a complex logic equation in the project. A logic equation is considered complex if it contains at least two levels of nesting and at least one AND/OR.</td>
</tr>
<tr>
<td>Location-Based Referencing</td>
<td>Excellent-6</td>
<td>Good-4</td>
<td>Fair-2</td>
</tr>
<tr>
<td>Location-based referencing used everywhere appropriate. There are no static values as part of any calculations. Also, proper absolute and relative referencing practices used throughout.</td>
<td>Location-based referencing used in most places where appropriate. Also, proper absolute and relative referencing practices used throughout.</td>
<td>Location-based referencing used in most places where appropriate. Misuse of absolute and relative referencing practices in 1 or 2 cells.</td>
<td>Location-based referencing used in most places where appropriate. Misuse of absolute and relative referencing in more than 2 cells.</td>
</tr>
</tbody>
</table>

### FORMATTING

<table>
<thead>
<tr>
<th>Formatting Requirements</th>
<th>Excellent-6</th>
<th>Good-4</th>
<th>Fair-2</th>
<th>Poor-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The worksheet has all of the appropriate headings, column labels, number labels, and is formatted correctly.</td>
<td>The worksheet is missing one or two headings, column labels, number labels, or contains formatting issues.</td>
<td>The worksheet is missing three or four headings, column labels, number labels or contains formatting issues.</td>
<td>The worksheet is missing all headings, column labels, number labels or contains formatting issues.</td>
<td></td>
</tr>
</tbody>
</table>

### TABLES AND PIVOT TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Excellent-6</th>
<th>Good-4</th>
<th>Fair-2</th>
<th>Poor-0</th>
</tr>
</thead>
</table>

This form was last updated on 06/03/13 and replaces all others.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pivot Table</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least one table present</td>
<td>Excellent-6</td>
<td>Good-4</td>
<td>Fair-2</td>
<td>Poor-0</td>
</tr>
<tr>
<td>and structurally correct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that meaningfully represents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a business object.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table present and structurally correct but it does not meaningfully represent a business object.</td>
<td>Table present but is not structurally correct.</td>
<td>No table present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pivot Table</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least one pivot table</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>present that meaningfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stratifies data using at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>least two pivots (column and row).</td>
<td>Pivot table present but not properly leveraged.</td>
<td>No pivot table present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LINKING AND/OR IMPORTING DATA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linked Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamic importing/linking to 3 or more datasets outside the workbook using different approaches (e.g., Web, Access, Text, etc.).</td>
<td>Dynamic importing/linking to 2 datasets outside the workbook using different approaches (e.g., Web, Access, Text, etc.).</td>
<td>Dynamic importing/linking to a dataset outside the workbook.</td>
<td>No dynamic importing/linking to any datasets outside the workbook.</td>
<td></td>
</tr>
<tr>
<td><strong>CHARTS AND/OR PIVOT CHARTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 3 different charts/pivot charts provided and each chart properly matches the data and intended use. All labels on axes and the key for the graph is labeled appropriately and in the correct location.</td>
<td>At least 3 different charts/pivot charts provided but one chart suffers from any of the following: *chart does not match the data and/or intended use of the chart OR *chart's labels for the axes are incorrect OR chart's key is absent or incorrect.</td>
<td>At least 3 different charts/pivot charts provided but more than one chart suffers from any of the following: *chart does not match the data and/or intended use of the chart OR *chart's labels for the axes are incorrect OR chart's key is absent or incorrect.</td>
<td>Less than 3 different charts/pivot charts provided.</td>
<td></td>
</tr>
<tr>
<td><strong>LOOKUPS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOOKUPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 2 instances of VLOOKUP; HLOOKUP; or (INDEX/MATCH) in the project and all instances are correctly executed.</td>
<td>One instance of VLOOKUP; HLOOKUP; or (INDEX/MATCH) in the project and correctly executed. (If multiple attempted, at least one must be accurate.)</td>
<td>VLOOKUP; HLOOKUP; or (INDEX/MATCH) attempted but incorrectly executed.</td>
<td>No attempt at VLOOKUP; HLOOKUP; or (INDEX/MATCH).</td>
<td></td>
</tr>
</tbody>
</table>
## Model Leveraging/Decision Support

<table>
<thead>
<tr>
<th>Solver</th>
<th>Excellent-6</th>
<th>Good-4</th>
<th>Fair-2</th>
<th>Poor-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solver equation correctly created, answer report created, and appropriate (written) conclusion provided somewhere in the workbook.</td>
<td>Solver equation correctly created but missing answer report created OR appropriate (written) conclusion somewhere in the workbook.</td>
<td>Solver equation incorrectly created.</td>
<td>No attempt at Solver.</td>
<td></td>
</tr>
</tbody>
</table>

## VBA

<table>
<thead>
<tr>
<th>Functions &amp; Subroutines</th>
<th>Excellent-9</th>
<th>Good-6</th>
<th>Fair-3</th>
<th>Poor-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least three original functions/subroutines created using VBA with thorough documentation throughout (comments) that explains the functionality. At least one of the three original functions/subroutines accepts mandatory input.</td>
<td>Three original functions/subroutines created using VBA but one of them suffers from inadequate documentation throughout (comments) that explains the functionality OR none of them accept mandatory input.</td>
<td>Two original functions/subroutines created using VBA with thorough documentation throughout and at least one accepting mandatory input.</td>
<td>Less than two original functions/subroutines created using VBA with thorough documentation throughout and at least one accepting mandatory input.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures</th>
<th>Excellent-9</th>
<th>Good-6</th>
<th>Fair-3</th>
<th>Poor-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least three of the following structures properly created and thoroughly documented (comments) explaining the functionality: If-Then; For-Each; Select Case; For-Next; Do-Until.</td>
<td>Two of the following structures properly created and thoroughly documented (comments) explaining the functionality: If-Then; For-Each; Select Case; For-Next; Do-Until.</td>
<td>One of the following structures properly created and thoroughly documented (comments) explaining the functionality: If-Then; For-Each; Select Case; For-Next; Do-Until.</td>
<td>None of the following structures properly created and/or thoroughly documented (comments) explaining the functionality: If-Then; For-Each; Select Case; For-Next; Do-Until.</td>
<td></td>
</tr>
</tbody>
</table>

## Other Features (Not Specified Above)

<table>
<thead>
<tr>
<th>Other Features</th>
<th>Excellent-6</th>
<th>Good-4</th>
<th>Fair-2</th>
<th>Poor-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 additional functionalities incorporated beyond those specified above.</td>
<td>2 additional functionalities incorporated beyond those specified above.</td>
<td>1 additional functionalities incorporated beyond those specified above.</td>
<td>0 additional functionalities incorporated beyond those specified above.</td>
<td></td>
</tr>
</tbody>
</table>

## Overall

<table>
<thead>
<tr>
<th>Project Cohesion</th>
<th>Excellent-6</th>
<th>Good-4</th>
<th>Fair-2</th>
<th>Poor-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a whole, project is cohesive and cleanly integrates all of the components into a single solution.</td>
<td>Most of the project is cohesive, with some features disjointed from the rest.</td>
<td>Some of the project is cohesive but there is an overall lack of integration of the different functional components of the project.</td>
<td>Project is overall disjointed and lacks any cohesion.</td>
<td></td>
</tr>
</tbody>
</table>
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

The proposed Information Management minor will complement many of the other disciplines in the School of Business, without creating unnecessary duplication across disciplines. The proposed minor is intended to focus on modeling business decisions, informing those models with the right information, and using contemporary information management tools to make better decisions in the business. As such, the minor is not specific to any functional context and therefore does not overlap any existing programs in the School of Business. College-wide, the closest program to this proposed minor is the major in Data Science offered by the Department of Computer Science. However, this program differs substantially from the proposed minor.

The Data Science program is a major program of study that intends to lead directly to jobs centered on big data, as described on the program’s website. Moreover, the Data Science program strongly emphasizes the areas of mathematics and computer programming. These emphases are different than the emphases of the proposed minor. The proposed minor in information management is intended to plug-in to other information-intense majors, where technology use and leveraging of complex information flows are central to decision making. As such, this minor is intended to enhance the choices of our students.

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

Over the past two years, one additional faculty line was allocated and filled with information management faculty, in order to develop and teach new coursework in the area of information management. Moreover, existing faculty in the Department of Supply Chain and Information Management offer expertise in the different areas that make up the information management field, including: Business Analytics, Quantitative Methods, Database, and Decision Science. With the inclusion of this new faculty member, the School of Business possesses the capacity and expertise necessary to deliver a successful minor in information management. We are positioned such that existing faculty will be able to cover all of the coursework involved in this proposed minor.

When existing faculty are required to take on new teaching duties to support this program, it is not expected that new hires will be needed to take over their former assignments. Currently, there are enough roster and adjunct faculty in place to make the necessary adjustments to teaching duties in support of this program, while maintaining adequate availability of courses in other areas.

In addition, we do not anticipate any new space requirements as a result of the new program. Existing facilities can be used to accommodate teaching and research requirements for the new program for the foreseeable future.

Finally, there is no additional equipment needed that is unique to the proposed program.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Joshua M. Davis    Phone: 843-953-6653    Email: davisjm@cofc.edu

Department or Program: Department of Supply Chain & Information Management

Subject Acronym and Course Number: INFM 330 (Enterprise Data Management)

Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
   ☐ Course Name
   ☐ Course Description
   ☐ Credit/Contact Hours
   ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Data management is at the heart of modern organizational business processes and information management practices. It facilitate the sharing of data across the organization and support the notion that data is a corporate resource. Corporate data, like any other resource, must be effectively managed in order to ensure the ongoing success of the organization. Data management focuses on data collection, storage, manipulation, and retrieval; thus, it constitutes a core activity for any organization.

*Communication Skills*
Students will be challenged to define and explain important database terms, concepts, methods, models, etc. and how they are related to business decision making. In addition, students will be challenged to interpret database and query results in business terms.

*Quantitative Fluency*
Students will gain experience and training in data management tools to support analysis and decision making.

*Global and Civic Responsibility*
Students will gain an understanding of ethical guidelines for securing data and presenting/interpreting results. Emphasis will be placed on ensuring privacy and confidentiality as part of data management.

*Intellectual Innovation and Creativity*
Students will demonstrate critical thinking skills in translating business process information requirements into sound data models. In addition, students will demonstrate the ability to effectively inform complex business questions using query language.

**Synthesis**

By combining database and business principles, students will gain experience integrating knowledge from complementary disciplines and applying this knowledge to the intersection of technology, information, and business processes.

D. **IMPACT ON EXISTING PROGRAMS AND COURSES.** Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The addition of this course is not expected to impact other courses.

E. **EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 
Credit hours: ___ lecture ___ lab ___ seminar ___ independent study 
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study 
Course title: 
Course description (maximum 50 words, exactly as it appears in the catalog): 
Restrictions (pre-requisites, co-requisites, majors only, etc.): 
Cross-listing, if any: 
Is this course repeatable? ☐ yes ☐ no 
If yes, how many total credit hours may the student earn? ____

F. **NEW COURSE INFORMATION.** If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: 
Subject Acronym: 
School: 
School of Business 
Course Number: 330 

Credit hours: 3 lecture ___ lab ___ seminar ___ independent study 
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study 

Course title: Enterprise Data Management 
Course description (maximum 50 words, exactly as it appears in the catalog):

This course provides an introduction to the planning, design, and implementation data management systems across the enterprise. Topics include data management strategy, data modeling, infrastructure design, query design, reporting, and visualization. Special emphasis will be placed on in-memory database systems, such as SAP HANA.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Prerequisite: DSCI 320 (Management Information Systems)

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? ☐ yes ☒ no 
If so, which course? ________________________

Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):

Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no 
If yes, how many total credit hours may the student earn?

This form was last updated on 06/03/13 and replaces all others.
Is there an activity, lab, or other fee associated with this course? □ yes □ no  What is the fee? $____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Understand basic concepts and principles of relational database systems.</td>
<td>This outcome will be measured through the use of Midterm and Final exams and/or quizzes throughout the semester. Midterm and Final exams will cover multiple database topics, while quizzes will focus on individual topics. Students should be able to demonstrate comprehensive understanding of these knowledge areas.</td>
</tr>
<tr>
<td>2. Demonstrate competency in the analytical methods used in database design including semantic data modeling and database design.</td>
<td>This outcome will be measured through the use of Midterm and Final exams and/or quizzes throughout the semester. Midterm and Final exams will cover multiple knowledge areas, while quizzes will focus on individual knowledge areas. Students should be able to provide solutions to problems, based on quantitative information provided. In addition, this outcome will be measured through multiple assignments. Students should be able to use semantic data modeling techniques and relational database management systems convert information requirements into functioning databases.</td>
</tr>
<tr>
<td>3. Apply database design principles and techniques to the creation, extraction, updating and/or removal of data from a relational database architecture.</td>
<td>This outcome will be measured through multiple assignments. In addition, this outcome will be measured through a semester-long project. For the project, students should be able to apply the methods covered in the class to create and leverage an appropriate relational database, based on specific business requirements and constraints. Students should also be able to use structured query language (SQL) to create queries to manage data within the database architecture.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. (Decision Support) Demonstrate the ability to leverage current technology-based tools, quantitative models, and complex information to solve business-related problems. Students will demonstrate their understanding of complex information and business processes/decisions as part of developing new database systems. Semantic data modeling will be used to translate business processes requirement into functioning database systems.

2. (Data Management) Demonstrate the ability to leverage current technology-based tools to acquire, store, retrieve, and analyze organizational information. This is the central goal in this course. Virtually all materials, cases, exercises and exams will focus on using database technology to acquire, store, manipulate, and retrieve organizational information. Students will be required to model organizational data, translate those models into functioning database systems, and use created database systems to manage (real and/or hypothetical) organizational data.

3. (Communication) Demonstrate proficiency in both oral and written communication through the preparation and presentation of technology-driven information management projects. This course includes written documentation of database systems, where the students will describe the designed solution.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes □ no

This form was last updated on 06/03/13 and replaces all others.
INFM 330. Data Management

Course Description:
Data management is at the heart of modern business process execution and organization information management practices. It facilitates the sharing of data across the organization and support the notion that data is a corporate resource. Corporate data, like any other resource, must be effectively managed in order to ensure the ongoing success of the organization. Data management, which focuses on data collection, storage, and retrieval, thus constitutes a core activity for any organization.

This course provides an introduction to the planning, design, and implementation data management systems across the enterprise. Topics include data management strategy, data modeling, infrastructure design, query design, reporting, and visualization. Special emphasis will be placed on in-memory database systems, such as SAP HANA.

Learning Objectives:

Communication Skills
Students will be challenged to define and explain important database terms, concepts, methods, models, etc. and how they are related to business decision making. In addition, students will be challenged to interpret database and query results in business terms.

Quantitative Fluency
Students will gain experience and training in in-memory data management tools to support analysis and decision making.

Global and Civic Responsibility
Students will gain an understanding of ethical guidelines for securing data and presenting/interpreting results. Emphasis will be placed on ensuring privacy and confidentiality as part of data management.

Intellectual Innovation and Creativity
Students will demonstrate critical thinking skills in translating business process information requirements into sound data models and in-memory database architectures. In addition, students will demonstrate the ability to effectively inform complex business questions using query language.

Synthesis
By combining database and business principles, students will gain experience integrating knowledge from complementary disciplines and applying this knowledge to the intersection of technology, information, and business processes.

Text and Course Materials:
✓ SAP Hana Essentials, by Jeffrey Word, , ebook version: http://www.saphanabook.com/
Grading and Evaluation:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Projects</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25%</td>
</tr>
<tr>
<td>Participation &amp; In-class conduct</td>
<td>15%</td>
</tr>
</tbody>
</table>

LETTER GRADE

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 90</td>
<td>A</td>
<td>&lt; 70</td>
</tr>
<tr>
<td>86-89.99</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>80-85.99</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>76-79.99</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>70-75.99</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

No makeup exams will be given.

Homework and Project Submission Policies

Mini project and exam submissions are to be turned in by 8:30 am on the scheduled due date.

Late submissions will be immediately penalized 30%, and will incur an additional 10% penalty for each calendar day the submission is late.

Please be advised that technology is not perfect. System downtime, computer crashes, slow networks, computer viruses, etc. are facts of life; it is each student’s responsibility to take the necessary precautions and safeguards so as not to fall victim to these potential problems. Technology-related issues and problems will not be accepted as reasonable causes for late assignments. Therefore, you are advised to protect your work and computers. Save your files often, make backups, and check your computer frequently for viruses. Get in the habit of practicing “safe computing” and following good computing practices.

College of Charleston Honor Code

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

Coverage

<table>
<thead>
<tr>
<th>Session</th>
<th>Day</th>
<th>Date</th>
<th>Material</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Systems View; Business Processes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Overview of In-Memory Data Management</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Data Management Strategy</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Architecture of In-Memory Database Management Systems</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Business Cases</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>Design Thinking – Principles of UX</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Data Modeling with SAP HANA</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>Data Modeling with SAP HANA</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Data Management</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Reporting and Visualization</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>Data Maintenance</td>
<td></td>
</tr>
</tbody>
</table>

This form was last updated on 06/03/13 and replaces all others.
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

I. CONTACT/COURSE INFORMATION.

Name: Dr. Joshua M. Davis                      Phone: 843-953-6653                      Email: davisjm@cofc.edu

Department or Program: Supply Chain & Information Management School: School of Business

Subject Acronym and Course Number: INFM 350 (Business Analytics)

Catalog Year in which changes will take effect: FALL 2016

J. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [ ] Add a New Course (complete parts C, D, F, G, H, I, J, K)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - [ ] Course Number
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

K. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Data that has relevance for managerial decision making is accumulating at an unprecedented rate due to a host of technological advances. Electronic data capture has become cheap and ubiquitous as the Internet, mobile devices, point-of-sale technology and database has evolved. Business analytics is a rapidly growing field that has evolved from the disciplines of statistics and artificial intelligence, which focuses on the techniques and skill-sets required to make intelligent use of this accumulating data.

This course will examine methods that have emerged from the field of business analytics and are proven to have value in the areas of forecasting, classification, and association. This class provides the opportunity to gain hands-on experience and skill-building with algorithms and technology tools for data mining.

The overarching goal of this course is to provide a foundational understanding of the processes involved in business analytics, as well as the strengths and limitations of several popular techniques that are commonly used. In addition, this course seeks to provide skills in advanced data analysis using modern analytics tools.

This course addresses the following School of Business learning goals:
- [ ] Goal 1: Communication Skills—Students will be challenged to define and explain important analytics terms, concepts, methods, models, etc. and how they are related to business decision making. In addition, students will be challenged to interpret results in business terms.
• Goal 2: Quantitative Fluency—Students will gain experience and training on advanced functionality in data analytics tools to support data analysis and decision making. Students will also demonstrate skills in creating and evaluating complex quantitative models that apply foundational data mining principles to formulate answers to complex business problems.

• Goal 3: Synthesis—By combining data analytics and business principles, students will gain experience integrating knowledge from complementary disciplines and applying this knowledge to the development, evaluation, and improvement of business decisions.

L. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The addition of this course is not expected to impact other courses.

M. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study
Course title: 
Course description (maximum 50 words, exactly as it appears in the catalog):
Restrictions (pre-requisites, co-requisites, majors only, etc.):
Cross-listing, if any:
Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? _____

N. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: 
School: 
Supply Chain & Information Management 
School of Business
Subject Acronym: INFM 
Course Number: 350

Credit hours: 3 lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study
Course title: Business Analytics
Course description (maximum 50 words, exactly as it appears in the catalog):

This course will examine methods that have emerged from the field of business analytics and are proven to have value in the areas of forecasting, classification, and association. This class provides the opportunity to gain knowledge and hands-on experience with algorithms and technology tools for business analytics.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Prerequisite: DSCI 232 (Business Statistics)

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? ☐ yes ☒ no
If so, which course? ______________
Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.
Is this course repeatable? □ yes ☒ no If yes, how many total credit hours may the student earn?

Is there an activity, lab, or other fee associated with this course? □ yes ☒ no What is the fee? $_______

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

O. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course. Moreover, the library resources provided by the College are sufficient for addressing the needs of students and faculty engaged in this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Understand the process of data analytics.</td>
<td>This outcome will be measured through the use of Midterm and Final exams and/or quizzes throughout the semester. Midterm and Final exams will cover multiple knowledge areas, while quizzes will focus on individual knowledge areas. Students should be able to demonstrate comprehensive understanding of the knowledge areas, to the level of detail covered in the course.</td>
</tr>
<tr>
<td>2. Demonstrate competency in the analytical methods used in data mining including data exploration, dimensionality reduction, classification, clustering, association, and forecasting.</td>
<td>This outcome will be measured through the use of Midterm and Final exams and/or quizzes throughout the semester. Midterm and Final exams will cover multiple knowledge areas, while quizzes will focus on individual knowledge areas. Students should be able to provide solutions to problems, based on quantitative information provided. In addition, this outcome will be measured through multiple assignments. Students should be able to use data mining tools to explore and analyze datasets offered, and provide analytical findings to the problems. Moreover, this outcome will be measured through a semester-long project. For the project, students should be able to apply the analytical methods covered in the class to provide detailed analysis using appropriate data mining techniques.</td>
</tr>
<tr>
<td>3. Apply data mining knowledge and skills to solve analytical problems.</td>
<td>This outcome will be measured through multiple assignments. Students should be able to use data mining tools to explore and analyze datasets offered, and provide analytical findings to the problems. In addition, this outcome will be measured through a semester-long project. For the project, students should be able to apply the analytical methods covered in the class to provide detailed analysis using appropriate data mining techniques.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. (Decision Support) Demonstrate the ability to leverage current technology-based tools, quantitative models, and complex information to solve business-related problems. (Reinforced) Quantitative competence will be demonstrated through exams, homework assignments, and the semester project. Students will be exposed to, and should be able to identify, foundational quantitative models that apply to data mining. Students will be expected to both correctly identify the appropriate models for solving specific data mining problems, and provide exact, correct answers based on provided data. Quantitative models will be focused on several areas of data mining.

This form was last updated on 06/03/13 and replaces all others.
including: data mining processes, dimensionality reduction, classification, clustering, association rules, and forecasting.

<table>
<thead>
<tr>
<th>2. (Data Management) Demonstrate the ability to leverage current technology-based tools to acquire, store, retrieve, and analyze organizational information.</th>
<th>(Introduced) Technical competence in data management will be demonstrated through homework assignments and the class project, which will involve data mining software tools. Students will be required to insert, manipulate, retrieve, and analyze business data through this/these software tools to complete assignments and the project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. (Communication) Demonstrate proficiency in both oral and written communication through the preparation and presentation of technology-driven information management projects.</td>
<td>(Reinforced) Oral and written communication proficiency will be assessed through a class project. This assignment will involve a complete data mining process for analyzing a chosen data set in solving a particular business problem. Students will be required to submit written project materials as well as present their completed projects to the rest of the class.</td>
</tr>
</tbody>
</table>

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  ☒ yes  ☐ no
INFM 350. Business Analytics

Professor: Dr. Joshua M Davis
Office Hours: M, T, W, Th 1:00 pm – 2:30 pm
E-mail: DavisJM@CofC.edu

Office: BCTR 304 (Beatty Center)
Office Phone: (843) 953-6653
Oaks: link at www.cofc.edu

Course Description:

Data that has relevance for managerial decision making is accumulating at an unprecedented rate due to a host of technological advances. Electronic data capture has become cheap and ubiquitous as the Internet, mobile devices, point-of-sale technology and database has evolved. Business analytics is a rapidly growing field that has evolved from the disciplines of statistics and artificial intelligence, which focuses on the techniques and skill-sets required to make intelligent use of this accumulating data.

This course will examine methods that have emerged from the field of business analytics and are proven to have value in the areas of forecasting, classification, and association. This class provides the opportunity to gain knowledge and hands-on experience with algorithms and technology tools for business analytics.

The overarching goal of this course is to provide a foundational understanding of the processes involved in business analytics, as well as the strengths and limitations of several popular techniques that are commonly used. In addition, this course seeks to provide skills in advanced data analysis using modern analytics tools.

Learning Objectives:

Communication Skills
Students will be challenged to define and explain important business analytics terms, concepts, methods, models, etc. and how they are related to business decision making. In addition, students will be challenged to interpret results in business terms.

Quantitative Fluency
Students will gain experience and training in data analytics tools to support data analysis and decision making. Students will also demonstrate skills in creating and evaluating complex quantitative models that apply foundational data mining principles to formulate answers to complex business problems.

Global and Civic Responsibility
Students will become aware of the current ethical issues associated with corporate (mis)use of information and technology. Students will gain an understanding of ethical guidelines for mining data and presenting/interpreting results.

Intellectual Innovation and Creativity
Students will demonstrate critical thinking skills in identifying and evaluating problems and opportunities in the business environment and apply analytical techniques to formulate creative solutions utilizing relevant discipline specific knowledge.

Synthesis
By combining data mining and business principles, students will gain experience integrating knowledge from complementary disciplines and applying this knowledge to the development, evaluation, and improvement of business decisions.

Text and Course Materials:

✓ Practical Analytics, Kale, Jones, Episterny Press, 2015

This form was last updated on 06/03/13 and replaces all others.
Grading and Evaluation:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Projects</td>
<td>40%</td>
</tr>
<tr>
<td>Exams</td>
<td>45%</td>
</tr>
<tr>
<td>Participation &amp; In-class conduct</td>
<td>15%</td>
</tr>
</tbody>
</table>

LETTER GRADE

<table>
<thead>
<tr>
<th>&gt; 90</th>
<th>A</th>
<th>&lt; 70</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-89.99</td>
<td>B+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-85.99</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>76-79.99</td>
<td>C+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-75.99</td>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Missing Exams

No makeup exams will be given.

Case Work and Project Submission Policies

Mini project and exam submissions are to be turned in by 8:30 am on the scheduled due date.

Late submissions will be immediately penalized 30%, and will incur an additional 10% penalty for each calendar day the submission is late.

Please be advised that technology is not perfect. System downtime, computer crashes, slow networks, computer viruses, etc. are facts of life; it is each student’s responsibility to take the necessary precautions and safeguards so as not to fall victim to these potential problems. Technology-related issues and problems will not be accepted as reasonable causes for late assignments. Therefore, you are advised to protect your work and computers. Save your files often, make backups, and check your computer frequently for viruses. Get in the habit of practicing “safe computing” and following good computing practices.

College of Charleston Honor Code

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.
# Tentative Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Day</th>
<th>Date</th>
<th>Material</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Syllabus; Foundation Topics; Overview of the Data Mining Process;</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Data Acquisition; Structured versus Unstructured Data</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Data Staging; Cleansing; Single- versus Multi-dimensional Modeling</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Knowledge discovery, prediction, and decision making; Descriptive Models – Supervised versus Unsupervised</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Evaluating Classification and Predictive Performance</td>
<td>Mini Project 1 Assigned</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>Multiple Regression; Logistic Regression</td>
<td>Mini Project 1 Due</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Cluster Analysis; k-Nearest Neighbors</td>
<td>Mini Project 2 Assigned</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>Classification and Regression Trees</td>
<td>Mini Project 2 Due Mini Project 3 Assigned</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Association Rules</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Discriminant Analysis</td>
<td>Mini Project 3 Due Mini Project 4 Assigned</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>Decision Making</td>
<td>Mini Project 4 Due</td>
</tr>
</tbody>
</table>

This form was last updated on 06/03/13 and replaces all others.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

H. CONTACT/COURSE INFORMATION.

Name: Joshua M. Davis    Phone: 843-953-6653    Email: davisjm@cofc.edu

Department or Program: Department of Supply Chain & Information Management

Subject Acronym and Course Number: INFM 360 (Special Topics in Information Management)

Catalog Year in which changes will take effect: FALL 2016

I. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

J. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Information management is a vast, multi-faceted discipline. This course will provide opportunities to student interested in directing their studies in specific topics. Students will have the opportunity to register special topics and expand their curriculum in areas such as system analysis and design, supplier relationship management, and enterprise architecture.

K. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will add a relevant course of study for students interested in the information management discipline. Specifically, this course will contribute to our students’ knowledge base in different specialized areas of information management. The addition of this course is not expected to impact enrollment in other courses.

This form was last updated on 06/03/13 and replaces all others.
L. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 
Credit hours: _ lecture _ lab _ seminar _ independent study
Contact hours: _ lecture _ lab _ seminar _ independent study
Course title:
Course description (maximum 50 words, exactly as it appears in the catalog):
Restrictions (pre-requisites, co-requisites, majors only, etc.):
Cross-listing, if any:
Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? ____

M. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For charged courses, use boldface for the information that is changing.

Department: Supply Chain & Information Management  
School: School of Business  
Subject Acronym: INFM  
Course Number: 360

Credit hours: 3 lecture _ lab _ seminar _ independent study
Contact hours: _ lecture _ lab _ seminar _ independent study

Course title: Special Topics in Information Management
Course description (maximum 50 words, exactly as it appears in the catalog):
This course presents a range of advanced topics in information management providing a solid foundation of the theory and application of information management techniques and practices for which no regular course is offered. A maximum of 6 hours of special topics courses may be applied toward the business major elective requirement.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Junior standing or permission of the instructor.
If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it?  □ yes  □ no  
If so, which course? ________________
Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? _____
Note: This course may be repeated for credit if the content is different.

Is there an activity, lab, or other fee associated with this course?  □ yes  □ no  What is the fee? $_____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

N. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course.
### H. STUDENT LEARNING OUTCOMES AND ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Explore the topic of choice and acting theory employed (e.g., system analysis and design, enterprise architecture, supplier relationship management, etc.)</td>
<td>Students will follow a research process and conduct all the analysis required for a final project report.</td>
</tr>
<tr>
<td>2. Interpret and analyze the impact that legal, global, industry and customer environments have on the information management topic.</td>
<td>Lectures, case studies and papers analysis will evaluate this point.</td>
</tr>
<tr>
<td>3. Describe the external forces (e.g. legal/regulatory, economic, global, industry, and customer) applicable to the information management topic.</td>
<td>Through study cases and lectures.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. **(Decision Support)** Demonstrate the ability to leverage current technology-based tools, quantitative models, and complex information to solve business-related problems. Students will demonstrate their understanding of relevant tools, techniques, and models related to the special topic.

2. **(Data Management)** Demonstrate the ability to leverage current technology-based tools to acquire, store, retrieve, and analyze organizational information. Students will be required to conduct independent data gathering and management as part of the assignments and/or projects involved in the special topic course.

3. **(Communication)** Demonstrate proficiency in both oral and written communication through the preparation and presentation of technology-driven information management projects. Instructor and/or peer evaluation of student-prepared manuscripts and presentations.

**I. PROGRAM CHANGES.** Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no
SCIM-360. Special Topics in Information Management

Professor: TBA
Meeting Times: XX
Office Hours: XXX

Office: BCTR XXX
E-mail: XXX@CofC.edu
Office Phone: (843) 953-XXXX

Course Description:
This course presents a range of advanced topics in information management providing a solid foundation of the theory and application of information management techniques and practices for which no regular course is offered. A maximum of 6 hours of special topics courses may be applied toward the business major elective requirement. (Prerequisites: Junior standing or permission from instructor).

Prerequisites
Course prerequisites may vary depending on the nature of the placement. The student must have at least junior standing and be in good academic standing.

Learning Goals

1. Obtain a deep knowledge in the area selected.
2. To work in a professional environment with your instructor.
3. Do research in the topic selected
4 Objectives varies depending the area selected

School of Business Learning Goals Addressed by this course

At the completion of this course, the student should understand the following:

Communication Skills
Students demonstrate the ability, via both written and spoken word, to effectively present critique and defend ideas in a cogent, persuasive manner.

Global and Civic Responsibility
Students identify and define social, ethical, environmental and economic challenges at local, national and/or international levels. Students are able to integrate knowledge and skills in addressing these issues.

Intellectual Innovation and Creativity
Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis
Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Course Materials:
The professor will assign reading materials that are related to the specific learning objectives identified by the student and the firm supervisor.
Grading and Evaluation:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1</td>
<td>25%</td>
</tr>
<tr>
<td>Project 2</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;= 93</td>
<td>A</td>
</tr>
<tr>
<td>73-75.99</td>
<td>C</td>
</tr>
<tr>
<td>90-92.99</td>
<td>A-</td>
</tr>
<tr>
<td>70-72.99</td>
<td>C-</td>
</tr>
<tr>
<td>86-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>66-69.99</td>
<td>D+</td>
</tr>
<tr>
<td>83-85.99</td>
<td>B</td>
</tr>
<tr>
<td>63-65.99</td>
<td>D</td>
</tr>
<tr>
<td>80-82.99</td>
<td>B-</td>
</tr>
<tr>
<td>60-62.99</td>
<td>D-</td>
</tr>
<tr>
<td>76-79.99</td>
<td>C+</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**FINAL PROJECT**

General Comments and Guidelines

Final Projects: Final projects will entail original investigation into any area of the special topic selected.

Scope: As a broad target, final projects should involve approximately 30-40 pages. For groups of more than one person, the total work should scale roughly linearly with the group size, and be distributed roughly equally. An ambitious, well-done project from a group of two or more (or shared between two or more classes) should be on the order of a conference paper in depth of experimentation.

Grading and Milestones: The milestones will be...

The abstract is just a short paragraph telling who’s in your group, describing the problem you’ve chosen, sketching the general approach you intend to take and the kinds of data you’re going to need. If you haven’t already spoken to me about project ideas, you should make an appointment and do so before this point (also, please feel free to use the newsgroup to form groups and bounce around ideas). The abstract mainly serves to give me a chance to help you get resources you may need, and to make sure you’ve got a plausible direction in mind.

The proposal is a one page description of what exactly you plan to do, design to convince me that you’ve got a research plan and that you’ve started on the project (or at least starting thinking seriously about it). When you submit your proposals, you should have your groups and topics completely firmed up.

The progress report is a statement of what you’ve accomplished, early numbers, problems, and so on. It can be as short or long as necessary, under a page is fine if all’s going well. At this stage, your project should no longer be vaporware.

The preliminary reports should be 1-2 pages convincing the instructor that your basic implementation is complete, you’ve got some solid results and baselines, and all that you’ve got left is extensions, comparisons, data analysis, and so on.

**College of Charleston Honor Code**

- Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

O. CONTACT/COURSE INFORMATION.

Name: Joshua M. Davis       Phone: 843-953-6653       Email: davisjm@cofc.edu

Department or Program: Supply Chain & Information Management

Subject Acronym and Course Number: INFM 390

Catalog Year in which changes will take effect: FALL 2016

P. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

Q. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The goal of this course is to introduce students to the data integration and information management necessary to optimize business processes within the enterprise and across the supply chain.

This course addresses the following School of Business learning goals:

Communication Skills
Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. The writing intensive course project is designed to enhance written and verbal communication skills. For that reason, a high level of quality is expected in the written report, and professional competence is expected in classroom presentations.

Quantitative Fluency
Students will demonstrate competency in logical reasoning and data analysis skills. Improving quantitative and qualitative problem solving ability is a major goal of this course. Students will learn to solve practical, quantitative problems. In addition students will engage extensive data analysis using real ERP software.

Global and Civic Responsibility
Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels in a realistic multinational case study using ERP software. Students will also be able to integrate knowledge and skills in addressing these issues.

Intellectual Innovation and Creativity

This form was last updated on 06/03/13 and replaces all others.
Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems. Applying theoretical concepts to a real, complex, global organization requires a high level of creativity and imagination. This project requires constructing a scenario and proposing solutions to a complex, cross-functional situation.

**Synthesis**
Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive business processes using ERP software.

R. **IMPACT ON EXISTING PROGRAMS AND COURSES.** Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgment with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The addition of this course is not expected to impact other courses.

S. **EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

<table>
<thead>
<tr>
<th>Department:</th>
<th>School:</th>
<th>Subject Acronym:</th>
<th>Course Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours:</td>
<td>__ lecture</td>
<td>__ lab</td>
<td>__ seminar</td>
</tr>
<tr>
<td>Contact hours:</td>
<td>__ lecture</td>
<td>__ lab</td>
<td>__ seminar</td>
</tr>
<tr>
<td>Course title:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course description (maximum 50 words, exactly as it appears in the catalog):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restrictions (pre-requisites, co-requisites, majors only, etc.):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-listing, if any:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this course repeatable?</td>
<td>☐ yes</td>
<td>☐ no</td>
<td></td>
</tr>
</tbody>
</table>

If yes, how many total credit hours may the student earn? ____

T. **NEW COURSE INFORMATION.** If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

<table>
<thead>
<tr>
<th>Department:</th>
<th>Supply Chain &amp; Information Management</th>
<th>School:</th>
<th>School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Acronym:</td>
<td>INFM</td>
<td>Course Number:</td>
<td>390</td>
</tr>
<tr>
<td>Credit hours:</td>
<td>3 lecture __ lab __ seminar __ independent study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact hours:</td>
<td>__ lecture __ lab __ seminar __ independent study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course title:</td>
<td>Enterprise Resource Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course description (maximum 50 words, exactly as it appears in the catalog):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course analyzes the conceptual and technological dimensions of Enterprise Resource Planning, emphasizing the integration between enterprise systems, data, and business processes within and across enterprises.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restrictions (pre-requisites, co-requisites, majors only, etc.):</td>
<td>DSCI 320 (Management Information Systems)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it?</td>
<td>☐ yes</td>
<td>☒ no</td>
<td></td>
</tr>
<tr>
<td>If so, which course?</td>
<td>__________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):

Note: Cross-listed courses are equivalent.
Is this course repeatable? □ yes ☒ no  If yes, how many total credit hours may the student earn?

Is there an activity, lab, or other fee associated with this course? □ yes ☒ no  What is the fee? $____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

U. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Understand the structure, purpose, and implications of ERP systems.

2. Demonstrate competency in the use of ERP systems to execute cross-functional and/or inter-organizational business process activities.

Program-Level Student Learning Outcomes

<table>
<thead>
<tr>
<th>What will students know and be able to do when they complete the major? Attach Curriculum Map.</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
<td></td>
</tr>
</tbody>
</table>

1. (Decision Support) Demonstrate the ability to leverage current technology-based tools, quantitative models, and complex information to solve business-related problems.

2. (Data Management) Demonstrate the ability to leverage current technology-based tools to acquire, store, retrieve, and analyze organizational information.

3. (Communication) Demonstrate proficiency in both oral and written communication through the preparation and presentation of technology-driven information management projects.

Additional Outcomes or Comments:

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes □ no
INFM 390. Enterprise Resource Planning

Professor: Dr. Joshua M. Davis
Office Hours: M, T, W, Th 1:00 pm – 2:30 pm
E-mail: DavisJM@CofC.edu
Office: BCTR 304 (Beatty Center)
Office Phone: (843) 953-6653
Oaks: link at www.cofc.edu

Course Description:

This course analyzes the conceptual and technological dimensions of Enterprise Resource Planning, emphasizing the integration between enterprise systems, data, and business processes within and across enterprises.

Learning Objectives:
This unique course integrates global strategy, operations, and information technology to provide the student with an understanding of the increasing importance of the management of processes, information and knowledge. The course emphasizes concepts that managers can apply to take full advantage of current technology.

Communication Skills
Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. The writing intensive course project is designed to enhance written and verbal communication skills. For that reason, a high level of quality is expected in the written report, and professional competence is expected in classroom presentations.

Quantitative Fluency
Students will demonstrate competency in logical reasoning and data analysis skills. Improving quantitative and qualitative problem solving ability is a major goal of this course. Students will learn to solve practical, quantitative problems. In addition, students will engage extensive data analysis using real ERP software.

Global and Civic Responsibility
Students will be able to identify and define social, ethical, environmental, and economic challenges at local, national and international levels in a realistic multinational case study using ERP software. Students will also be able to integrate knowledge and skills in addressing these issues.

Intellectual Innovation and Creativity
Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems. Applying theoretical concepts to a real, complex, global organization requires a high level of creativity and imagination. This project requires constructing a scenario and proposing solutions to a complex, cross-functional situation.

Synthesis
Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive business processes using ERP software.

Text and Course Materials:

✓ Business Process Configuration with SAP ERP, Magal, Boykin, Prabhakar, Goodrich, Epistemy, 2015
✓ SAP-ERP (Provided)

Missing Exams

No makeup exams will be given.
Case Work and Project Submission Policies

Mini project and exam submissions are to be turned in before class on the scheduled due date.

Late submissions will be immediately penalized 30%, and will incur an additional 10% penalty for each calendar day the submission is late.

Please be advised that technology is not perfect. System downtime, computer crashes, slow networks, computer viruses, etc., are facts of life; it is each student’s responsibility to take the necessary precautions and safeguards so as not to fall victim to these potential problems. Technology-related issues and problems will not be accepted as reasonable causes for late assignments. Therefore, you are advised to protect your work and computers. Save your files often, make backups, and check your computer frequently for viruses. Get in the habit of practicing “safe computing” and following good computing practices.

College of Charleston Honor Code

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.
Josh,

This note is just to confirm that based on our conversation, the Information Management courses we discussed should not pose any conflicts or significant overlap issues with the courses we offer for our computer science, computer information systems, or data science programs.

George
Dear Josh,

It was so nice to meet with you earlier today! Thank you so much for sharing the Minor in IM proposal. I don't see it as having a significant overlap with any of our Minors, and I think it is great program for you to move forward with.

Thanks again, and I might be coming to talk to you soon again about future collaborations.

With kind regards,

Sebastian

Sent from my Verizon Wireless 4G LTE smartphone

-------- Original message --------
From: "van Delden, Sebastian A" <vandeldensa@cofc.edu>
Date: 08/26/2015 8:18 AM (GMT-05:00)
To: "Davis, Joshua M" <DavisJM@cofc.edu>
Subject: RE: Introduction and brief meeting request

1115am on 8/31 in Beatty sounds great! See you then.

Thanks!

Sent from my Verizon Wireless 4G LTE smartphone

-------- Original message --------
From: "Davis, Joshua M" <DavisJM@cofc.edu>
Date: 08/26/2015 8:15 AM (GMT-05:00)
To: "van Delden, Sebastian A" <vandeldensa@cofc.edu>
Subject: RE: Introduction and brief meeting request

Sebastian,

Great! I will take your 8/31 availability. Is 11:15 too soon after your engagement ending at 11:00?

You're certainly welcome to come over here and explore. I am currently in the Beatty Center, suite 304.

Looking forward to it.
Consuela,

Thanks for the information. I've attached a “version B” of the program proposal that directly incorporates the feedback provided.

This proposal is in a tabled state at the FCC because, in the original meeting, I erred on the side of transparency and disclosed that we missed a prerequisite for the INFM 350 course and that we would like to slightly tweak the course description.

The FCC explicitly stated that the most transparent and process-oriented route to adding this in would be to initiate a course change proposal and a slightly edited program proposal (based on minor edits requested by the FCC). Bonnie Springer was the acting chair at that time and might be able to provide clarity on the rationale. I followed the instructions exactly how they provided to me and the first suggestion from the registrar is in a bit of conflict with those initial instructions.

On the second point provided in your email, that was an oversight on my part. I recall that edit being provided in the initial meeting and missed it...my apology there.

Ultimately, I am perfectly fine with moving this proposal however it is best packaged. I just want to make sure this is all above board and compliant with FCC and our processes.

With “version A” already in your possession, this “version B” reflects the alternative approach of directly embedding the prereq and description change into the INFM 350 proposal.

I will let you, the Registrar, and the FCC determine which of these proposals is the most appropriate package to vote on and (if approved) forwarded to the Faculty Senate. All I ask is that the notes of support from Computer Science (George Pothering as well as Sebastian van Delden) and Data Science (Paul Anderson) are appended to whichever version FCC would like to move on. They share our enthusiasm about the program and I think it’s important to convey that to the decision making bodies.

Thank you for your help with this!!

Sincerely,

Joshua M. Davis, Ph.D.
Associate Dean
Chair, Department of Supply Chain and Information Management
School of Business
College of Charleston
Hi Josh--

After a review of the INFM proposals, the registrar's office has a couple of comments/questions:

re proposals for INFM 350: Since this is a new course being proposed, you should include the DATA 101 pre-req in the new course proposal form. You do not have to submit a course change form.

re new course proposal for INFM 360: "This is a proposal for a special topics course, and is indicated to be repeatable, but only up to 6 credit hours. Is this intended, or is it their intent that no more than 6 hours may be applied to the BADM major? As with almost all other 360 courses within the School of Business, they are repeatable for credit for an unlimited number of hours, but only 6 hours may be applied toward the BADM major. If it is their intent that the number of hours is unlimited and only 6 hours may be applied toward the BADM major, then the number of hours in the “Is this course repeatable” question/section should not include a limit of 6 hours. Let the final sentence in the course’s description speak to this if desired, but it is not needed. The BADM major already states that no more than 6 hours from “independent study, special topics, tutorials,” etc., may be applied toward the 12 hour BADM major electives."

We want to submit completed proposals to the FCC by Thursday. Can you address the comments/questions by then?

Conseula Francis, PhD
Professor, English and African American Studies
Associate Provost for Curriculum and Institutional Resources
College of Charleston
To Whom This Concerns:

We in the Department of Supply Chain and Information Management are requesting a change to the prerequisites for INFM 350 - Business Analytics. Specifically, we intend to add DATA 101 as a prerequisite to this course. This change does not create a time cost for completing the minor, as INFM 350 is not part of the required critical path for the minor. In addition, we are requesting the description be changed to a slightly more general description. This description better aligns with the goals of the current course and is accommodative of the proposed prerequisite change. No other changes to this course are being proposed.

In the attached package, you will find the change of course form and the associated signature page.

If you have any questions or need any additional information, please feel free to contact me directly. Thank you in advance for the time and effort you dedicate to this request.

Sincerely,

Joshua M. Davis
Associate Dean
Chair, Department of Supply Chain and Information Management
School of Business
College of Charleston
davisjm@cofc.edu
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Joshua M. Davis          Phone: 36653          Email: davisjm@cofc.edu

Department or Program: Supply Chain and Information Management       School: Business

Subject Acronym and Course Number: INFM 350

Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☒ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☒ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This proposal seeks to add DATA 101 - Introduction to Data Science as a pre-requisite to INFM 350. DATA 101 is meant to introduce data science concepts, methods and best practices that underpin the Business Analytics discipline. As such, to avoid duplication of foundational materials, the Department of Supply Chain and Information Management and the Department of Computer Science agree that positioning DATA 101 as a prerequisite for INFM 350 is appropriate and beneficial for INFM 350 and students interested in business analytics.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

As the program stands, this course will not add any additional time cost requirements to our students, as INFM 350 does not currently exist on the longest time-path in the minor and is just one of a basket of elective courses that may be taken as part of the Information Management minor.

This form was last updated on 12/13/13 and replaces all others.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields

Department: Supply Chain and Information Management School: Business
Subject Acronym: INFM Course Number: 350

Credit hours: __3_ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Business Analytics

Course description (maximum 50 words, exactly as it appears in the catalog):
This course will examine methods that have emerged from the field of business analytics and are proven to have value in the areas of forecasting, classification, and association. This class provides the opportunity to gain knowledge and hands-on experience with algorithms and technology tools for business analytics.

Restrictions (pre-requisites, co-requisites, majors only, etc.): DSCI 232

Cross-listing, if any:

Is this course repeatable? □ yes ☒ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Supply Chain and Information Management School: Business
Subject Acronym: INFM Course Number: 350

Credit hours: ___3_ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Lean and Six Sigma

Course description (maximum 50 words, exactly as it appears in the catalog):
This course will examine methods that have emerged from the field of business analytics for informing business solutions. This class provides the opportunity to gain knowledge and hands-on experience with models and technology tools for business analytics. Emphasis is placed on interpretation of results and translation to the business context.

Restrictions (pre-requisites, co-requisites, majors only, etc.): DSCI 232, DATA 101

If this is a newly created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? ____________

If equivalent, will the newly-created course replace the existing course? □ yes □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ____________
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes ☒ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes ☒ no What is the fee? $_____

This form was last updated on 12/13/13 and replaces all others.
G. Costs. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the prerequisite change to this course.

H. Student Learning Outcomes and Assessment.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

4. 

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. Program Changes. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☐ yes ☒ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
It's been a pleasure working on this Josh and the attachments/etc all look/sound great!

Thank you so much!

Sebastian

Sebastian van Delden, Ph.D.
Department Chair and Professor

The College of Charleston
Computer Science Department
Harbor Walk East, Room 321
Charleston, SC 29424
Office: (843) 953-9615
vandeldensa@cofc.edu

From: pauleanderson@gmail.com [pauleanderson@gmail.com] on behalf of Paul Anderson [andersonpe2@cofc.edu]
Sent: Friday, September 18, 2015 11:28 AM
To: Davis, Joshua M
Cc: van Delden, Sebastian A
Subject: Re: Can we meet?

I support adding DATA 101 as the prereq for INFM 350 and the related change in description.

Paul Anderson
Director, Data Science Program
Department of Computer Science

--
Paul E. Anderson, Ph.D.
Assistant Professor, Department of Computer Science
Director, Data Science Program
C. Richard Crosby Distinguished Teaching Co-Chair

Principal Investigator, NSF REU
Next-Generation Bioinformatics for Genomics-enabled Research in the Life Sciences
http://omics.cofc.edu

Director, Data Science Research Group
http://bигr.cs.cofc.edu

College of Charleston
Approval and Signatures

Course Form for INFM 350: Business Analytics

1. Signature of Department Chair(s) or Program Director(s):
   
   __________________________________________________________________________
   
   Date: 10/21/15

2. Signature of Academic Dean(s):
   
   __________________________________________________________________________
   
   Date: 10/21/15

3. Signature of Provost:
   
   __________________________________________________________________________
   
   Date: 11/20/15

4. Signature of Curriculum Committee Chair:
   
   __________________________________________________________________________
   
   Date: 

5. Signature of Budget Committee Chair:
   
   __________________________________________________________________________
   
   Date: 

6. Signature of Academic Planning Committee Chair:
   
   __________________________________________________________________________
   
   Date: 

7. Signature of Faculty Senate Secretary:
   
   __________________________________________________________________________
   
   Date: 

Date Approved by Faculty Senate: 

This form was last updated on 12/13/13 and replaces all others.
To Whom This Concerns:

We in the Department of Supply Chain and Information Management are requesting your consideration of the addition of an elective course (DSCI 323 - Computer Based Decision Modeling) to the Supply Chain Management major. We believe the addition of this course reinforces the program's learning goals and will substantially benefit our Supply Chain Management majors at the College of Charleston.

In the attached package, you will find the program change form requesting the addition of DSCI 323 to the basket of electives for the major in Supply Chain Management.

If you have any questions or need any additional information, please feel free to contact me directly. Thank you in advance for the time and effort you dedicate to this request.

Sincerely,

Joshua M. Davis
Associate Dean
Chair, Department of Supply Chain and Information Management
School of Business
College of Charleston
davisjm@cofc.edu
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
• Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the detailed instructions on the website.
• Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Contact Name: Dr. Joshua M. Davis        Email: davisjm@cofc.edu   Phone: 843-953-6653
School: Business                      Department or Program: Supply Chain and Information Management

Name and Acronym of Major: Supply Chain Management (SCIM)

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
☐ Add an existing course to requirements or electives
☐ Add a new course to requirements or electives (attach completed course form for each)
☐ Delete courses from requirements or electives
☐ Add or modify concentration*
☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
☐ Terminate degree
☐ Terminate major
☐ Terminate concentration
☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): ___60_____  
Number of Proposed Credit Hours (for changed program): ___60_____  
Catalog Year in which changes will take effect: FALL 2016

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-resources/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog.

There is only one change requested: the addition of DSCI 323 to the basket of elective courses in the major. This requested change is reflected in the program worksheet that follows (highlighted in red).
Supply Chain Management Major Requirements

Catalog Year: 2015-16
Degree: Bachelor of Science
Credit Hours: 60+

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.coes.edu/general-edu for more information.

Required Courses

☐ ACCT 203  Financial Accounting (3) PR: Sophomore standing
☐ ACCT 204  Managerial Accounting (3) PR: Sophomore standing, ACCT 203
☐ BLAW 205  Legal Environment of Business (3) PR: Sophomore standing
☐ DSCI 232  Business Statistics (3) PR: MATH 104 or 250
☐ DSCI 304  Production and Operations Management (3) PR: Junior standing, DSCI 232, MGMT 301, MATH 104 or 250, MATH 105 or 120
☐ DSCI 320  Management Information Systems (3) PR: Junior standing, ACCT 203, 204, DSCI 232, MATH 104 or 250
☐ ECON 200  Principles of Microeconomics (3) PR: None
☐ ECON 201  Principles of Macroeconomics (3) PR: ECON 200
☐ FINC 303  Business Finance (3) PR: Junior standing, major declaration, ACCT 203, 204, ECON 200, 201, MATH 104 or 250, (DSCI 232 suggested)
☐ MATH 104  Elementary Statistics (3) PR: MATH 101 or placement
☐ MATH 250  Statistical Methods I (3) PR: MATH 105 with a C-grade or better or MATH 111 or MATH 120 or permission of instructor
☐ MATH 105  Calculus for Business and the Social Sciences (3) PR: MATH 101 or placement
☐ MATH 120  Introductory Calculus (4) PR: Placement or C or better in MATH 111
☐ MGMT 301  Management and Organizational Behavior (3) PR: Junior Standing, major declaration
☐ MKTG 302  Marketing Concepts (3) PR: Junior standing, major declaration, ECON 200, 201
☐ MKTG 333  Purchasing and Supply Chain Management (3) PR: Junior standing
☐ SCIM 366  Lean and Six Sigma (3) PR: Junior standing or permission of the instructor
☐ SCIM 313  Supply Chain Planning and Analysis (3) PR: DSCI 304
☐ SCIM 424  Supply Chain and Operations Strategy (3) PR: Senior standing; declared Supply Chain Management major; DSCI 304, DSCI 320, MKTG 333, TRAN 312 and instructor permission
☐ TRAN 312  Global Logistics (3) PR: Junior standing, ECON 200, 201

Complete 6 credit hours from the following:

☐ DSCI 406  Quantitative Methods and Decision Making (3) PR: Junior standing, DSCI 232, MATH 104 or 250, MATH 105 or 120
☐ FINC 382  International Financial Markets (3) PR: Junior or senior standing, ECON 200, 201, FINC 303
MKTG 326 International Marketing (3) PR: Junior standing, MKTG 302, ECON 200, 201
SCIM 360 Special Topics in Supply Chain Management (3) PR: Junior standing or permission of instructor
SCIM 371 Green Supply Chain Management (3) PR: Junior standing or permission of instructor
SCIM 420 Independent Study in Supply Chain Management (1-3) PR: Junior standing, written agreement with instructor and department chair
SCIM 444 Internship in Supply Chain Management (1-3) PR: Sophomore standing; MKTG 333; at least nine additional credit hours of SCIM program courses at the 200+ level; and permission of the SCIM director
SCIM 499 Bachelor's Essay (6) PR: Senior standing
TRAN 360 Special Topics in Intermodal Transportation (1-3) PR: Junior standing, other pre-requisites depending on topic
TRAN 431 Issues in Global Logistics (3) PR: Senior standing, TRAN 311, 312; limited to Global Logistics and Transportation Minors/Concentrations
TRAN 432 Global Logistics Systems Management (3) PR: Senior standing, TRAN 311, 312; limited to Global Logistics and Transportation Minors/Concentrations
DSCI 323 Computer-Based Decision Modeling (3) PR: None This course provides students with advanced knowledge and skills in the application of spreadsheet software to support information management, decision making, and problem-solving in business. Emphasis is placed on understanding various decision models and applying spreadsheet software to model building, data analysis, decision support, and custom application development.

Notes:

- Students are not permitted to double major in Supply Chain Management and Business Administration.
- Students minoring in Global Logistics and Transportation may apply a maximum of six credit hours from the Global Logistics and Transportation program to the Supply Chain Management major.
- The business and accounting programs offered by the School of Business is accredited by The Association to Advance Collegiate Schools of Business (AACSB).

This form was last updated on 6/6/2013 and replaces all others.
RATIONAL AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

Computer-based decision modeling is a fundamental knowledge base and skill set for supply chain management. Given the program's student learning outcome of demonstrating the ability to use current technology-based tools to acquire, store, retrieve, and analyze supply chain related information; DSCI 323 aligns very well with the major as an elective course.

E. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
<th>How well should students be able to do on the assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major? Attach Curriculum Map.</td>
<td>How will each outcome be measured?</td>
<td>Who will be assessed, when, and how often?</td>
</tr>
<tr>
<td>1. Demonstrate the ability to use quantitative models in solving business-related problems in the field of supply chain management.</td>
<td>Quantitative competence will be demonstrated through quizzes, exams, case studies, and homework assignments in almost all of the courses that make up the supply chain management major (DSCI 232, DSCI 304, MKTG 333, SCIM 366, SCIM 373, and SCIM 424). Students should be able to identify the appropriate quantitative models to apply based on problem-related information and provide solutions using provided data. Students should be able to both correctly identify the appropriate models for solving business problems, and provide exact, correct answers based on provided data.</td>
<td>100% of students majoring in supply chain management will be assessed at multiple points throughout the curricular path (DSCI 232, DSCI 304, MKTG 333, SCIM 366, SCIM 373, and SCIM 424).</td>
</tr>
<tr>
<td>2. Demonstrate proficiency in the core areas of the supply chain management discipline (purchasing, logistics, planning, process control, supply chain integration) within a global context.</td>
<td>Measured through case analysis, comprehensive exam, and project required in the capstone course (SCIM 424). Students cannot receive a degree in Supply Chain Management without successful completion of SCIM 424. In SCIM 424, students will be required to produce case study reports and presentations, complete an exam, and produce a supply chain management project. Together, they account for 60% of the grade in this course.</td>
<td>100% of students majoring in supply chain management will be assessed in the capstone (SCIM 424).</td>
</tr>
<tr>
<td>3. Demonstrate the ability to use current technology-based tools to acquire, store, retrieve, and analyze supply chain related information.</td>
<td>Measured via comprehensive technology-use exam in DSCI 320. Students should be able to modify basic elements of existing technology tools; be able to create, read, update, and delete business information; analyze provided supply chain datasets through technology-based tools; and prepare presentations based on provided data. Later measured via project required in the capstone course (SCIM 424). Students cannot receive a degree in Supply Chain Management without successful completion of SCIM 424. In SCIM 424, students will be required to produce a supply chain management project, requiring the collection and analysis of supply chain related information via technology based tools.</td>
<td>100% of students majoring in supply chain management will be assessed at both points in the curricular path (DSCI 320 and SCIM 424).</td>
</tr>
</tbody>
</table>
4. To demonstrate proficiency in both oral and written communication, through the preparation and presentation of supply chain and related projects.

| Measured via instructor and peer evaluation of student-prepared documents and student-delivered presentations at multiple points in the curricular path (SCIM 366, SCIM 371, SCIM 373, SCIM 424). Final measurement will be accomplished through case analyses, comprehensive exam, and project required in the capstone course (SCIM 424). Students cannot receive a degree in Supply Chain Management without successful completion of SCIM 424. In SCIM 424, students will be required to produce a case studies report and presentation, complete an exam, and produce a supply chain management project. Together, they account for 60% of the grade in this course. | 100% of students majoring in supply chain management will be assessed in SCIM 366, SCIM 373, and in the capstone (SCIM 424). It is expected that at least 80% of students will get Acceptable in all levels of the associated written/oral communication rubrics (see sample rubrics below). |

5. To demonstrate proficiency in the core business disciplines of accounting, finance, marketing, management, economics, and quantitative methods.

| Measured via Major Field Test in Business administered through the Educational Testing Services. | 100% of students majoring in supply chain management graduating in the Spring semester, every 3rd year. The goal is for a program score in the 90th percentile nationally, and to achieve at least the 80th percentile for each sub-discipline. |

F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

This request will not impact any other programs or courses.

G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

This request will not add additional costs.

H. CHECKLIST

- [ ] I have completed all relevant parts of the form.
- [ ] I have attached a cover letter that describes my request and lists all the documents I am submitting.
- [ ] I have attached a Course Form for each newly-created or modified course.
- [ ] (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.
- [x] I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.
- [x] I have submitted one Signature Form that lists all of the different forms I am submitting.
Approval and Signatures

Course Form for INFM 350: Business Analytics

1. Signature of Department Chair (s) or Program Director(s):
   
   
   Joshua M. Davis
   Date: 10/21/15

2. Signature of Academic Dean(s):
   
   Date: 10/21/15

3. Signature of Provost:
   
   Date: 11/20/15

4. Signature of Curriculum Committee Chair:
   
   Date: 

5. Signature of Budget Committee Chair:
   
   Date: 

6. Signature of Academic Planning Committee Chair:
   
   Date: 

7. Signature of Faculty Senate Secretary:
   
   Date: 

Date Approved by Faculty Senate: 

This form was last updated on 6/6/2013 and replaces all others.
To Whom This Concerns:

We in the Department of Supply Chain and Information Management are requesting a change to the prerequisites for SCIM 366 – Lean and Six Sigma. Specifically, we intend to replace the “Junior standing and permission of instructor” prerequisite to just “DSCI 304,” which was the original intent of the course designers. This change does not create a course or time cost, as DSCI 304 is part of the major already and SCIM 366 is not on the longest time path in the program. No other changes to this course are being proposed.

In the attached package, you will find the change of course form and the associated signature page.

If you have any questions or need any additional information, please feel free to contact me directly. Thank you in advance for the time and effort you dedicate to this request.

Sincerely,

Joshua M. Davis
Associate Dean
Chair, Department of Supply Chain and Information Management
School of Business
College of Charleston
davisjm@cofc.edu
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Joshua M. Davis   Phone: 36653   Email: davisjm@cofc.edu

Department or Program: Supply Chain and Information Management   School: Business

Subject Acronym and Course Number: SCIM 366

Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☒ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☒ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This proposal seeks to add DSCI 304 - Production and Operations Management as a prerequisite to SCIM 366. While this prerequisite was implied throughout the program proposal for the Supply Chain Management major, it was erroneously left out of the new course proposal that accompanied the program proposal. DSCI 304 is meant to introduce important foundational topics for SCIM 366, including foundational concepts and important methods such as statistical process control (SPC). SCIM 366 is intended to build on those foundational topics, rather than duplicate them. As such, DSCI 304 should be a prerequisite for SCIM 366.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

As the program stands, this course will not add any additional time, course, or cost requirements to our students, as SCIM 366 does not currently exist on the longest time-path in the major.

This form was last updated on 12/13/13 and replaces all others.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: Supply Chain and Information Management  School: Business
Subject Acronym: SCIM  Course Number: 366

Credit hours:  ___ lecture  ___ lab  ___ seminar  ___ independent study
Contact hours:  ___ lecture  ___ lab  ___ seminar  ___ independent study

Course title: Lean and Six Sigma

Course description (maximum 50 words, exactly as it appears in the catalog):
This course will provide students with an introduction to Lean Six Sigma and the tool sets of team work and time
management, statistical analysis, elimination of waste, processing mapping, dashboards, and other business
improvement techniques. There is emphasis on voice of the customer and tools needed to measure those needs.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Junior standing or permission of the instructor

Cross-listing, if any:

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Supply Chain and Information Management  School: Business
Subject Acronym: SCIM  Course Number: 366

Credit hours:  ___ lecture  ___ lab  ___ seminar  ___ independent study
Contact hours:  ___ lecture  ___ lab  ___ seminar  ___ independent study

Course title: Lean and Six Sigma

Course description (maximum 50 words, exactly as it appears in the catalog):
This course will provide students with an introduction to Lean Six Sigma and the tool sets of team work and time
management, statistical analysis, elimination of waste, processing mapping, dashboards, and other business
improvement techniques. There is emphasis on voice of the customer and tools needed to measure those needs.

Restrictions (pre-requisites, co-requisites, majors only, etc.): DSCI 304

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  □ no
If so, which course? ________________

If equivalent, will the newly-created course replace the existing course?  □ yes  □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________
Note: Cross-listed courses are equivalent.

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course?  □ yes  □ no  What is the fee? $_____

This form was last updated on 12/13/13 and replaces all others.
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the prerequisite change to this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes ☒ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
J. CHECKLIST.

☑ I have completed all relevant parts of the form.

☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Course Form for SCIM 366: Lean and Six Sigma

1. Signature of Department Chair (s) or Program Director(s):
   
   [Signature] Date: 10/21/15

2. Signature of Academic Dean (s):
   
   [Signature] Date: 10/21/15

3. Signature of Provost:
   
   [Signature] Date: 11/20/15

4. Signature of Curriculum Committee Chair:
   
   [Signature] Date: 

5. Signature of Budget Committee Chair:
   
   [Signature] Date: 

6. Signature of Academic Planning Committee Chair:
   
   [Signature] Date: 

7. Signature of Faculty Senate Secretary:
   
   [Signature] Date: 

Date Approved by Faculty Senate: 

This form was last updated on 12/13/13 and replaces all others.