Personal Introduction
My name is Maureen McQuestion. I have been working in Information Technology since 1978. During my tenure, the field has evolved from mainframes to PCs to Cloud Computing. When I was an undergraduate, I had to submit my computer programs to process at night because the cost of computer memory was astronomical. Today, I can buy Gigabytes of computer memory (RAM) for next to nothing. It has been a privilege to have a long standing IT career that has been brimming with innovation, ongoing change, and intellectual engagement. I have held many positions in Information Technology from writing software program code to PC desktop support to network engineer to Chief Information Officer. Currently, I am building a new department - a customer service center - at California State University, Sacramento. I am also a Ph.D. candidate at the Levin College of Urban Affairs. My expertise is the effects of Enterprise Resource Planning software on public organizations and on administrative discretion. I hope that you will find this course exciting, engaging, and inviting. Whether you are new to the study of Information Technology or have been working in the field, I am confident you will find this course to be worthwhile.

Course Objectives
This course focuses on the role of Information Technology and Management in the public sector. It addresses the role of Information Systems in the collection, dissemination, and analysis of data; explores the internal and external challenges of technology implementation and the multi-dimensional milieu in which IT decisions are made; and examines current IT issues and trends. At the end of this course, students will:

- Understand the depth and breadth of IT services and responsibilities
- Understand the role of IT/IM in the collection, dissemination, and analysis of data
- Understand the internal and external challenges faced by administrators who choose, implement and use technology and information systems
- Understand the multi-dimensional milieu in which IT/IM decisions are made
- Understand current IT issues and trends in the public sector.
Textbooks
Two books are used in this course. The main book, Public Management Information Systems, will be used most weeks. The main source for case studies is Case Studies on Digital Government. There is an optional book from which assigned readings will be drawn and it may used by students to further explore ideas or obtain a different point of view on concepts. All books are online via SkillPort and are accessible using a web browser. Instructions on locating the online book are in the Blackboard course as both a document and a narrated PowerPoint. I recommend you access the books using a high-speed network connection, not a dial up connection.

Main Course Textbook
Public Management Information Systems
by Bruce Rocheleau
IGI Global © 2006 (412 pages)
ISBN:9781591408079

Main Case Study Textbook
Case Studies on Digital Government
by Bruce Rocheleau
IGI Publishing © 2007 (384 pages) Citation
ISBN:9781599041773

Supplemental Textbook
by John Baschab and Jon Piot
John Wiley & Sons © 2007 (671 pages)
ISBN:9780470095218

How to Get Your Textbook Online
1. Go to http://www.csuohio.edu/offices/ist/services/training/index.html
2. Scroll down the page until you come to the Online Training entry.
3. Click on https://wapps.csuohio.edu:10002/SkillSoft/index.jsp and use your CSU ID and CampusNet password to enter.
4. Click on Books 24x7 in the center, near the top of the page.
5. Click on Access Books 24x7.
6. Type Public Management Information Systems in the search box.
7. Click on the book written by Bruce Rocheleau entitled Public Management Information Systems. This is the book for the course.

Repeat these instructions for the supplemental textbook with these changes:
Type the Executive's Guide to Information Technology in the search box. Click on the book written by John Baschab and Jon Piot entitled The Executive's guide to Information Technology, Second Edition. This is the supplemental book for the course.

If you are having trouble with these instructions, please view the “how to access the textbook” video available in the “start here” section of the course. The video will show you through the process.

NOTE: You must use your CSUID and password to access the book. If you do not know your password, call 687.5050 to have it reset.

Course Structure and Assignments

NOTE: The instructor reserves the right to change the assignments based on class need. For example, a brief assignment might be added to help facilitate an understanding of the readings. It is the responsibility of the student to regularly view the course email, announcements, and calendar to monitor changes in the course calendar.

Learning Modules

There are five learning modules and each learning module covers three weeks. Each week there is a reading assignment. Some weeks, a narrated PowerPoint will be included. At the end of each module, there is a quiz, a case study, a brief paper, or an internet-based exercise. There may or may not be an assignment at the end of a week. There is no class the week of Spring Break.

PowerPoint presentations will be provided as both narrated and non-narrated. The embedded links in the non-narrated PowerPoint are “clickable.” It is important to open the non-narrated PowerPoint presentation and view the links. You might want to open both the narrated PowerPoint and the non-narrated PowerPoint at the same time. Simply pause the narrated PowerPoint, switch to the non-narrated PowerPoint, advance to the correct slide, click the embedded link, view the video or website, and then return to the narrated PowerPoint and press the play button to resume.

Discussions

Students are required to participate in weekly course discussions. I will post discussion questions every Sunday evening. Students are required to answer one discussion question by 11:59 pm (ET) on Tuesday. In addition, students
are required to respond to two comments made by colleagues by 11:59 pm (ET) on Friday. Of course, a student may participate beyond these minimum requirements.

The instructor will read the discussions and, when appropriate, will enter a posting to keep the discussion moving along.

The grading rubric for discussion participation follows.

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
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<tbody>
<tr>
<td></td>
<td><strong>Unacceptable</strong></td>
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<tr>
<td></td>
<td><strong>Satisfactory</strong></td>
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<td></td>
<td><strong>Exemplary</strong></td>
</tr>
<tr>
<td>Relevance</td>
<td>(0 points) The posting does not directly address the question or problem posed by the discussion activity.</td>
</tr>
<tr>
<td>Insight</td>
<td>(0 points) The posting does not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic.</td>
</tr>
<tr>
<td>Support</td>
<td>(0 points) The posting does not support its claims with either evidence or argument. The posting contains largely unsupported opinion.</td>
</tr>
<tr>
<td>Number of responses</td>
<td>(0 points) No responses to other student posts were made.</td>
</tr>
<tr>
<td>Substance of Responses</td>
<td>(0 points) The responses do not offer any new insight either extending the position of the original post or providing an alternative point of view.</td>
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Examinations
The mid-term and final examinations in this course will utilize a case study.
Students may work alone, in a pair, or in a triad. At the start of Module Five, students will choose a case study and indicate the names of the students who will be working together, if applicable. More information on completing a case study will be provided as the course progresses.

**Grading Criteria**

- Discussions 25%
- Assignments 25%
- Case Study 1 25%
- Case Study 2 25%

**Calendar**

In general, the weeks will follow the book chapters. Every third week the class will work with a case study or similar integration assignment. As the course unfolds, there will be some rearranging when the instructor identifies a need to spend more time on a topic. Interleaved with the course chapters will be the introduction of case studies.

*There is NO CLASS the week of Spring Break. The instructor will be unavailable 12-21 March.*

**NOTE:** *The instructor reserves the right to change the assignments based on class need. For example, a brief assignment might be added to help facilitate an understanding of the readings. It is the responsibility of the student to regularly view the course email, announcements, and calendar to monitor changes in the course calendar.*

**Course Policies**

**Grading**

Because the online course relies on two-times-a-week discussion as a measure of a student’s integration of the course material, there is no way to make up missed discussion sessions.

Unless agreed by the instructor in advance, in email, late assignments (other than discussions, which cannot be made up) will lose one grade.

For example, if an assignment is due on Saturday, 9 pm, 1 March and it is turned in on Sunday, 6 am 2 March, it is late and an A will be a B, a B will be a C, etc. Assignments later than one week beyond the due date will not be accepted.

Study materials, quizzes and assignments will be visible in the Blackboard course on a weekly basis.

**Email**

*Students are required to communicate with the instructor using the course*
email. Do not send email to the instructor using any other address. Blackboard retains all email correspondence and will serve as the official record of communication between the student and the instructor.

All email will be responded to within 48 hours. *From March 12-21, email will not be answered and the instructor will be unavailable.* Please plan to have your outstanding questions asked before 12 March 2010.

**Office Hours**
My Office Hours are every Friday evening from 8:30-9:30pm (ET) and Saturday morning from 11:30 – 12:30 pm (ET) and. During that time, I will be “online” for a chat session or you may call me on my cell phone at 216.702.0698

**Guidelines for Written Materials**
All written assignments must double spaced using 12 point Times New Roman font. Margins must be 1” on top, bottom, and 1.25” on the sides. All material must be properly cited using the APA style. Assignments must not exceed the maximum number of pages. **The instructor will not read beyond the maximum number of pages indicated on the assignment. All pages beyond the maximum number will be discarded.**

**University Policy Statements**

Writing Center web page on plagiarism:
http://www.csuohio.edu/academic/writingcenter/WAC/Plagiarism.html

**Plagiarism Defined**
The CSU Student Handbook defines plagiarism as follows:

Plagiarism – Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. (Academic Regulations
http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf )

**Penalties for Plagiarism**
The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at the following link: Academic Regulations
http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf )

**Students with Special Needs**
“Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of
their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216/687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.” Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.