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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Technology Support and Training	Phone 724.357.3003

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

_____New Course _____Course Prefix Change _____Course Deletion

__X__Course Revision __X__Course Number and/or Title Change __X__Catalog Description Change

BTST 411 Microcomputer Support	**BTST 411 Technology Support Development**
***Current* Course prefix, number and full title**	***Proposed* course prefix, number and full title, if changing**

2. Additional Course Designations: check if appropriate

_____ This course is also proposed as a Liberal Studies Course.

_____ This course is also proposed as an Honors College Course.

_____ Other: (e.g., Women's Studies, Pan-African)

3. Program Proposals

_____Catalog Description Change _____Program Revision

_____New Degree Program _____Program Title Change _____Other

_____New Minor Program _____New Track

***Current* program name**	***Proposed* program name, if changing**

4. Approvals		**Date**
Department Curriculum Committee Chair(s)	LeAnn Wilkie	2-14-03
Department Chair(s)	Linda Lyle	2-19-03
College Curriculum Committee Chair	Peter Spampinato	2-20-03
College Dean	R Cong	2/20/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail S Sechrist	4/15/03

* where applicable

Course Revision: BTST 411 Technology Support Development

Part II. Description of Curriculum Change

1. Syllabus of Record.

   The new syllabus of record for this revised course is attached in Appendix A.

2. Summary of proposed revisions:

   a. Change in course title

      (old) BTST 411 – Microcomputer Support

      (new)BTST 411 – Technology Support Development

   b. Add corequisite of BTST 413

   c. Change in course description and objectives to match the upgrades in the course content.

      Old Course Description:

      Includes three dimensions of study relative to office systems--helpdesk management, training and development, and ergonomics. Incorporates practical applications for delivering technical support through the operation of a helpdesk. Requires development and delivery of technological applications and a field study of ergonomic office designs.

      New Course Description:

      Includes dimensions of study relative to a technical support center—facilities management, workplace ergonomics, end-user needs assessment, and end-user support. Incorporates practical applications for building customer care and technical and reporting skills through the development of various projects, including needs analysis, computer documentation, ergonomic facility design, and project management.

   d. Revision of course content and updated bibliography

3. Justification/rationale for the changes.

   Course title was changed to indicate changes in field that are more broad based in end-user support. That is to say that in the workplace end-user support is less specialized as the word "microcomputer" would indicate and more generalized as the word "technology" would signify.

   The corequisite of BTST 413 was added so that the two classes could be taken simultaneously, be taught from the same textbook, and work on some of the same projects in such a way as to make both of the classes more meaningful to the students. Additionally, students will become more aware of the connections to be made between hardware/software installation, security, and troubleshooting, and end-user support.

4. Old Syllabus of Record

   The old syllabus of record is attached in Appendix B.

5. Liberal Studies course approval.

   These changes do not affect the Liberal Studies requirements.

Part III. Letters of Support or Acknowledgment

See letter from MIS (p.11).

Appendix A: New Syllabus of Record

BTST 411 Technology Support Development — **3 class hours, 0 lab hours, 3 credits (3c-0l-3cr)**

I. Course Description

Includes dimensions of study relative to a technical support center—facilities management, workplace ergonomics, end-user needs assessment, and end-user support. Incorporates practical applications for building customer care, technical, and reporting skills through the development of various projects, including needs analysis, computer documentation, ergonomic facility design, and project management.

Prerequisites: BTST 273, COSC/IFMG 352, BTST 383
Corequisite: BTST 413

II. Course Objectives

Students learn the requirements and skills of setting up and efficiently operating a technical support center. Principles of customer and problem handling, procedure writing, ergonomics, and facilities and project management will be applied to create and maintain efficient and effective technical support centers. Specifically, students will be able to:

1. gain knowledge of the technical support/help desk purposes, functions, service activities, and management requirements.
2. learn and apply principles applicable to technical support center development, including assessment of needs and customer support skills.
3. learn and apply ergonomic principles relevant to the working environment of the technical support center, including room design, equipment and software selection, wiring, lighting, acoustics, and air quality.
4. synthesize technical support center and project management principles in a variety of projects both as individuals and as members of a team, including, but not limited to, computer documentation, room layout design, and needs analysis.

III. Course Outline

A. Technology Support Development — 16 hours
Purpose and objectives of the corporate technical support center
Planning and organizing the technical support center
Project management
Needs analysis
Staffing and team building

Operating the technical support center
- Call handling
- Communication techniques and tools
- Problem management

Productivity
- Tracking, measuring, and reporting
- Disaster recovery
- Enterprise resource planning

Exam 1		1 hour
B.	Ergonomic Facilities Design and Maintenance	12 hours
	Work environment: lighting, air, thermal, acoustics	
	Equipment selection and health/safety issues	
	Physical arrangements	
	Software and hardware design	
C.	Computer Documentation	12 hours
	Hard-copy	
	On-line	
Exam 2		1 hour
Final Activity		2 hours
Total hours:		44 hours

IV. Course Requirements

Attendance: Your attendance and professional attitude are critical for achieving course goals. You are responsible for knowing all information presented in class and for turning in assignments as due. Advance notice of absences is required. Points missed for in-class activities cannot be made up unless notice and reason for the absence are provided. Missing a test without prior arrangements results in a zero (0) for that test. No makeup work is available.
Student participation: Students will be required to participate in cross-class team projects. Additionally, participation in class discussions and completion of other homework are necessary.
Assignments: Assignments will include textbook readings, help desk planning and activities, procedure writing, and other activities. Cross-class assignments will also be required. Late assignments will **not** be accepted.

V. Evaluation Methods

The final grade for this course will be based on:
35% - two multiple choice and short answer exams (10% each) and a final activity (10%) involving a short report and presentation.
15% - one technical writing exercise involving documentation performed as a group activity.

45% - two written projects on needs assessment (10%) and computer facility design (20%). One oral presentation (15%) on a chapter from the text or a topic assigned by the instructor.
5% - class participation.

Tests	
Exam 1	10%
Exam 2	10%
Final Report	15%

Technical writing	
Documentation	15%

Projects	
Chapter presentation	15%
Computer facility design	15%
Needs assessment	15%

Class participation	5%

Grading scale: A=90-100 B=80-89 C=70-79 D=60-69 F=59 or below

VI. Required Text

Regan, E.A., & O'Connor, B.N. (2002). *End-User information systems: Implementing individual and work group technologies* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

V. Bibliography

Beisse, F. (2001). *A guide to computer user support for help desk & support specialists* (2nd ed.). Cambridge, MA: Course Technology.

Czegel, B. (1998). *Help desk practitioner's handbook.* NY: John Wiley & Sons.

Czegel, B. (1998). *Running an effective help desk: Planning, implementing, marketing, automating, improving, outsourcing* (2nd ed). NY: John Wiley & Sons.

Knapp, D. (2001). *A guide to customer service skills for the help desk professional.* Cambridge, MA: Course Technology.

McBride, D. (2000). *A guide to help desk technology, tools & techniques*. Cambridge, MA: Course Technology.

Miller, M. (1994). *Oops! What to do when things go wrong with your pc* (3rd ed.). Indianapolis, IN: Que Corporation.

Muns, R. (1993). *Help desk handbook.* Colorado Springs, CO: Help Desk Institute.

Sellers, D. (1994). *Zap!* Berkeley, CA: Peachpit Press.

Sourcebook for the help desk (2nd ed.). (1996). Redmond, WA: Microsoft Press.

Wooten, B. (2001). *Building & managing a world class IT help desk.* Boston, MA: McGraw-Hill Osborne Media.

Appendix B: Old Syllabus of Record

Indiana University of Pennsylvania
Office Systems and Business Education Department

Microcomputer Support for Office Systems
BTST411 3sh
Prerequisites: BTST 283, BTST 313, BTST 400

I. Catalog description: Includes three dimensions of study relative to office systems--helpdesk management, training and development, and ergonomics. Incorporates practical applications for delivering technical support through the operation of a helpdesk. Requires development and delivery of technological applications and a field study of ergonomic office designs.

II. Course objectives: Students will learn the requirements and skills of setting up and efficiently operating a microcomputer support center for office systems. Principles of problem solving and problem handling, procedure writing, training and development and ergonomics will be applied to create and maintain efficient office systems. Specifically, students will:

* learn and apply training principles including: assessment of needs, writing proposals, designing training programs, conducting training sessions, evaluating training results, and maintaining training ethics.

* learn and apply ergonomic principles relevant to the office environment including: job design, equipment and software selection, lighting, acoustics, and air quality.

* gain knowledge of the technical support/helpdesk purposes, functions, service activities, and management requirements.

* synthesize technical support center principles, training principles, and ergonomic principles by assisting in the operation and management of a technical support service within a lab environment.

III. Detailed course outline:

Topics		Lecture Hours on Topic
A.	Overview of training and development, technical support centers, and ergonomics in business	1 hr.
B.	Training and Development	
	Assessing organizational and individual needs	2 hrs.
	Developing and presenting proposals for technological training	4 hrs.
	Designing training modules	4 hrs.
	Conducting training sessions	3 hrs.
	Following up on training results	2 hrs.
	Writing user documentation	4 hrs.
C.	Ergonomic Office Design and Maintenance	
	Office Environment (Lighting, air, thermal, acoustics)	1 hr.
	Health/safety issues relating to equipment selection	2 hrs.
	Physical arrangement	1 hr.
	Software	1 hr.
D.	Microcomputer Support for Office Systems	
	Planning and organizing the technical support center	5 hrs.
	Service agreements Job design Staffing and team building	
	Operating the technical support center Call handling Communication techniques and tools Problem management	6 hrs.

	Productivity Tracking, measuring, and reporting	3 hrs.
	Disaster recovery	1 hr.
E.	Exams	2 hrs.
	Total Hours	42

IV. Evaluation methods

Students will be evaluated on the following:

Textbook based quizzes and tests	25%
Technical writing assignments	15%
Class participation and homework	10%
Technical problem solving and user interaction skills in lab environment (students will be required to log hours working in a lab outside of class)	20%
Ergonomic field research	10%
User documentation projects, which include field testing and revising	20%

Grades will be determined by the percentage of points earned to total points possible:

90%+	=	A
80%-89%	=	B
70%-79%	=	C
60%-69%	=	D
less than 60%	=	F

V. Required textbooks:

Arnold, W. E., & McClure, L. (1993). Communication Training and Development. Prospect Heights, IL: Waveland Press.

Joyce, M., & Wallersteiner, U. (1989). Ergonomics: Humanizing the Automated Office.
Cincinnati: South-Western Publishing.

Muns, R. (1993). The Helpdesk Handbook. Colorado Springs, CO: Helpdesk Institute.

VI. Special resource requirements:

A. Class should be taught in a lab environment

B. Helpdesk software

IV. Bibliography of books, articles, software, and electronic resources

Armstrong, C. J. (1991). New approaches in the training and education of online users. Online review, 15(3-4), pp. 147-1 71.

Arnold, W. E., & McClure, L. (1993). Communication training and development. Prospect Heights, IL: Waveland Press.

Craig, J. S. (1993). A systematic approach to improving in-house computer literacy. Journal of educational technology systems, 21 (1), pp. 51-70.

Czegel. B. (1994). Running an effective help desk: Planning, implementing, marketing, automating, improving, outsourcing. NY: John Wiley & Sons.

Eberhardt, K. (1992)~. Colorado Springs, CO: Help Desk Institute.

Joyce, M., & Wallersteiner, U. (1989). Cincinnati, OH: South-Western Publishing.

Lombardi, D. (1991). PCs and personal health. School-Business-Affairs, 57(5). pp. 16-19.

Miller, M. (1994). Opps! What to do when things go wrong with your PC (3rd ed.). Indianapolis, IN: Cue Corporation.

Muns, R. (1993). Helpdesk handbook. Colorado Springs, GO: Help Desk Institute.

Sellers, D. (1994). Zap! Berkeley, CA: Peachpit Press

Updegrove, D. A., & Updegrove, K. H. (1991). Computers and health--individual and institutional protective measures. Cause-Effect 14(3). pp. 40-45.

Zawacki, R. A., & Zawacki, J. L. (1992). Motivating and managing help desk people. Colorado Springs, GO: Help Desk Institute.