Section #1:

MS/IM Degree: Description and Content
This **Handbook** is intended to help you select courses and plan your graduate program of study for the Master of Science in Information Management (MS/IM) degree. In it you will find a description of the requirements, choices or restrictions on your program of study, i.e. required courses, limit on length of program, options, etc. You will also find recommendations and suggestions which will help you plan the sequence of your courses.

The MS/IM degree is designed to prepare students to respond to four basic challenges confronting organizations today:

- increasing the productivity and creativity of knowledge workers in management, professional, and staff positions who work with information resources;

- planning, implementing, and evaluating the effective use of information resources within organizations;

- developing organizational policies to maximize the benefits resulting from the use of information resources; and

- improving the strategic management of information resources in the organization and with its extended environment, whether that be suppliers, customers or clients, or those that look to the organization for information sources.

The degree program prepares information management professionals who can analyze information needs and design organizational structures, information technology approaches, human resource support, and other management strategies to meet those needs as they evolve over time. Graduates of the program can work in business, government, and not-for-profit organizations in a multitude of capacities. The 42 credit curriculum provides students with a broad range of IM perspectives, skills, and knowledge. In addition, program courses encourage and develop group work and presentation skills, competencies very important for those pursuing IM careers.
Section #2:

MS/IM Program Requirements
A. IM PROGRAM REQUIREMENTS

The MS/IM is a 42 credit hour program.

All students are required to take four Primary Core courses (10 credits) that cover management concepts, general IM concepts and career options, research techniques, and the strategic management of information resources and five required courses from the Secondary Core. Students may then choose 8-14 additional credits from any track to complete the requirement for the secondary core.

IST 601 and IST 621 must be taken in the first semester of a student’s program. IST614 and IST618 are taken as early as possible in the student’s program. These courses provide basic skills and knowledge used in other courses.

1. Primary Core (10 Credits)

Students take four Primary Core courses. They consist of the following:

IST 601: Information and Information Environments (1 credit)

A broad overview of the field and an orientation to the School of Information Studies. Describes the past, present, and future of information studies.

IST 614: Management Principles for Information Professionals

Basic ideas, concepts and perspectives of management as they apply to the information professions. Students learn to understand and apply basic principles of organization theory and behavior and managerial techniques needed to improve organizational effectiveness. (Taken within the first 18 credit hours in the IM program)

IST 618: Survey of Telecommunications and Information Policy

Familiarizes students with the seven basic public policy problems of the digital economy. How to understand and apply key concepts from economic and political science to the analysis of telecommunications and information policy issues. How policy processes affect outcomes in telecommunications and information policy issues. Sources of data about telecommunications and information policy issues.

IST 621: Introduction to Information Resources Management: Concepts, Contexts, and Career Options (Gateway Course)

Overview of general management concepts, IM implementation concerns and strategies, information life cycle management, and preparation for an IM career.

2. Secondary Core Tracks (15 credits)

The MS/IM degree offers three tracks to both prepare students with basic competencies and to serve as a specialization focus. Each student works with his or her faculty advisor to point coursework toward a professional target.

Students are required to take two courses from the Management Approaches and Strategies track (6 credits); two courses from the Technological Infrastructure track (6 credits) and one course from the User Information Needs track (3 credits). Students may then choose 8-14 credits from any track to complete the requirement for the Secondary Core.

Management Approaches and Strategies Track (6 credits) The courses in this track examine the information industry, strategic planning, organizational design, records management, and project management. Students are exposed to organizational structure, planning, staffing, directing, coordinating, budgeting, and controlling information resources.

Technological Infrastructures Track (6 credits) The courses in this track develop a comprehensive understanding of the application and use of computers and communication technologies. Students can learn about office systems, data administration and management, information system analysis and design, and programming.

User Information Needs Track (3 credits) The courses in this track investigate managers as information users, business information and strategic intelligence, online searching, classification, and information policies.

500-level courses can be taken by both graduate and advanced undergraduates. At least 50 percent of the credit hours earned towards the MS/IM degree must be at the 600 level or above.

Management Approaches and Strategies Track (Choose Two) 6 credits

IST 552: Information Systems Analysis: Concepts and Practice

Concepts and methods of systems analysis through decomposition and modeling. Extensive practice with structured methodologies. Systems analysis project management techniques. Introduction to automated tools and technology. Group project to apply skills. Prereq: Graduate standing or IST 352.
IST 575: Managing Information Systems Projects
Emphasis on the concepts and techniques, focusing on the role of managers who work in the information systems function of the organization.

IST 619: Applied Economics for Information Managers
Economic principles relevant to management of information functions in organizational contexts. Core micro-economic concepts applied to the marketplace for information products and services. Financial tools used for managing information systems and networks. Prereq: IST 614

**Technological Infrastructures Track (Choose Two)**
6 credits

IST 555: Distributed Computing for Information Professionals
Coverage of technical and organizational issues related to distributed computing. In-depth consideration of microcomputer hardware and operating system concepts at the local and network levels. Hands-on applications development in a microcomputer-based client/server environment.

IST 653: Introduction to Telecommunications and Network Management
Telecommunications management and applications. Planning, design, implementation, and evaluation of voice and data networks, local and wide-area networks, and overall network management. Industry trends and career planning.

IST 659: Data Administration Concepts and Database Management
Definition, development, and management of databases for information systems. Data analysis techniques, data modeling, and schema design. Query languages and search specifications. Overview of file organization for databases. Data administration concepts and skills.

**User Information Needs Track (Choose One)**
3 credits

IST 501: Research Methods for Information Management
Introduction from the perspective of an information professional in an organizational context. Pre-req: IST 215 or graduate standing.

IST 553: Information Architecture for Internet Services
Building and management of Internet information services, including information organization, information management, and information dissemination. Understanding of the use of Internet technologies within an organizational context. Practice with current technologies.

IST 617: Motivational Aspects of Information Use
Theories of motivation and behavior affecting information use in learning, workplace, and virtual environments. Emphasis on applying motivational theories and models to management practices in information organizations and to the design of information resources and presentations.

IST 626: Business Information Resources & Strategic Intelligence.
Content and structure of bibliographic and other information resources pertaining to business and strategic intelligence activities. Developing search strategies; understanding the information needs and uses of executives and managers working in business and policy.

IST 631: Theory of Classification and Subject Representation
Classification is a fundamental human activity as is forming an abstract representation of verbal information. The theoretical basis of classification and subject representation attempts to automate these activities.

IST 641: Behavior of Information Users
Factors affecting people's information handling behavior. How attitude formation, perception, introduction or innovations, and other social influences modify an individual's communication patterns. Critical examination of studies in the social sciences.

IST 649: Human Interaction with Computers
Human performance characteristics, user/system communication design alternatives, user behavior research methods, information system organizational impact.

IST 652: Managers as Information Processors
Management as an information-intense activity. Human information processing with particular attention to decision making. Defining and designing of formal and informal management systems.

IST 662: Instructional Strategies and Techniques for Information Professionals
Introduction to information literacy models for application to instruction in information organizations. Focus on strategies and techniques for designing, presenting, and evaluating
information technology training and training materials for real clients. Prereq: IST 605

Electives (8-14 credits)

All IST courses are acceptable electives. In addition, with the approval of their academic advisors, students are allowed to take certain courses from other schools at Syracuse University (such as the Whitman School of Management and the Department of Computer and Information Science) as electives toward their MS/IM program.

3. Exit Requirement (3-9 Credits)

A. IST 755 is the Capstone class. It is required and must be taken after the completion of IST 614 and at least 24 credits in the degree program. IST 755 integrates the skills and knowledge learned in the program.

IST 755: Strategic Management of Information Resources (3 credits)
Integration of previous learning on the various components of management, user needs, and technologies. In-depth review and use of case studies on a range of critical information resources management areas. Prereq: IST614 and at least 24 graduate level credits in IST

B. Internship (3-6 credits)
This requirement consists of internships (IST 971) for students with little or no appropriate professional experience as information professionals. Students must register for at least 3 credits and no more than 6 credits of internship.

Waiver Policy

Students with more than one-year full time professional work experience in the IM field may waive the internship requirement with no reduction in credits required for the IM degree.

The formula for reducing the number of credits for the IM degree program is as follows:

3-5 years full time professional work experience in IM: 3 credit reduction (from 42 to 39).
6+ years full time professional work experience in IM: 6 credit reduction (from 42 to 36).

Petitions for waived credit must be submitted for approval after the completion of nine credit hours and before the completion of 18 credit hours. Students who fail to petition for this waiver before completing 24 credits will be at risk for having the petition denied.

Students who completed the Bachelor of Science in Information Management and Technology in the School of Information Studies or students who have completed the IST minor may have six credits waived from the MS/IM degree. A Petition to the Faculty must be filed prior to graduation.

Table A highlights the MS/IM degree courses.
### TABLE A: COURSES FOR THE MS/IM DEGREE

#### Primary Core (10 Credits)

NOTE: IST 601 and IST 621 must be taken in the first semester of the student’s program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IST 601 Information and Information Environments</td>
<td>1</td>
</tr>
<tr>
<td>IST 614 Management Principles for Information Professionals</td>
<td></td>
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<tr>
<td>IST 618 Survey of Telecommunications and Information Policy</td>
<td></td>
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<tr>
<td>IST 621 Introduction to IM: Concepts, Contexts and Career Options</td>
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</tbody>
</table>

#### Secondary Core (15 Credits)

**Management Approaches and Strategies (Choose Two) 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IST 552 Information Systems Analysis: Concepts and Practice</td>
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</tr>
<tr>
<td>IST 619 Applied Economics for Information Managers</td>
<td></td>
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<tr>
<td>IST 575 Managing Information Systems Projects</td>
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</tbody>
</table>

**Technological Infrastructure (Choose Two) 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IST 555 Distributed Computing for Information Professionals</td>
<td></td>
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<tr>
<td>IST 659 Data Administration Concepts and Database Mgmt.</td>
<td></td>
</tr>
<tr>
<td>IST 653 Introduction to Telecommunications and Network Mgmt.</td>
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</tbody>
</table>

**User Information Needs (Choose One) 3 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IST 501 Research Techniques for Information Management</td>
<td></td>
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<tr>
<td>IST 553 Information Architecture for Internet Services</td>
<td></td>
</tr>
<tr>
<td>IST 617 Motivational Aspects of Information Use</td>
<td></td>
</tr>
<tr>
<td>IST 626 Business Information Resources &amp; Strategic Intelligence</td>
<td></td>
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<tr>
<td>IST 631 Theory of Classification and Subject Representation</td>
<td></td>
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<tr>
<td>IST 641 Behavior of Information Users</td>
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<tr>
<td>IST 649 Human Interaction with Computers</td>
<td></td>
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<tr>
<td>IST 652 Managers as Information Processors</td>
<td></td>
</tr>
<tr>
<td>IST 662 Instructional Strategies &amp; Techniques for Info. Prof.</td>
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</tr>
</tbody>
</table>

**Electives (8 – 14 credits)**

All IST courses are acceptable electives. In addition, with the approval of their academic advisors, students are allowed to take certain courses from other schools at Syracuse University (such as the Whitman School of Management and the Department of Computer and Information Science) as electives toward their MS/IM program.

**Exit Requirement (3-9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IST 755 Strategic Management of Information Resources (3 credits)</td>
<td></td>
</tr>
<tr>
<td>IST 971 Internship (3-6 credits)†</td>
<td></td>
</tr>
</tbody>
</table>

† Depends on professional experience, see Waiver Policy.
C. Overview of Specializations within MS Program in Information Management

To keep abreast of the ever-evolving information management field and better serve the graduate student body at the School of Information Studies for their future career, the MS program in Information Management decides to introduce and implement the concept of specialization within the program. While the master degree’s program in Information Management provides well-rounded advanced level preparation for information management professionals, specializations within the program, namely, Data Management, Electronic Business/Electronic Government, Information Security, Information & Telecommunication Policy, Project Management and Resource Planning, add value to students’ educational experience by allowing and encouraging them to establish an even more in-depth knowledge base and appreciation in areas that are of greater interest or benefit to their future career. Courses required by respective specializations are intended to supplement and strengthen students’ knowledge acquired through the existing primary and secondary core courses in the IM program instead of substituting for the latter.

To receive individual academic advisement regarding how pursuit of a specialization will affect their program of study, students are encouraged to talk to their respective academic advisor or to the Graduate Academic Counselor. Completion of this specialization will be documented in a letter to the student from the School of Information Studies at graduation. It is not reflected on the degree or student transcripts at present.

1. Specialization of Study in Data Management

The specialization in Data Management (DM) will provide students with a greater level of understanding and competence in public and private sector best practices of managing and presenting data to include relational and object-oriented approaches to archiving, retrieving, and protecting information, as well as web-based user interfaces and geospatial information systems.

To complete the DM specialization, students in the MS in IM degree program must take the two required courses (*) from the list below. Students in the main campus IM program must then take two more courses from the list. Students in the mid-career IM program in Washington DC must take one more course from the list. Students in the Maxwell School MPA or MAPA graduate programs who want the DM specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required (*) courses, plus one more from the list.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IST 552*</td>
<td>Info. Systems Analysis: Concepts and Practice</td>
</tr>
<tr>
<td>IST 565</td>
<td>Data Mining</td>
</tr>
<tr>
<td>IST 631</td>
<td>Theory of Classification and Subject Representation</td>
</tr>
<tr>
<td>IST 659*</td>
<td>Data Administration Concepts and Database Management</td>
</tr>
<tr>
<td>IST 700</td>
<td>Advanced Database Management</td>
</tr>
<tr>
<td>IST 600</td>
<td>Data Warehousing</td>
</tr>
<tr>
<td>IST 758</td>
<td>Designing Web-based Management Systems</td>
</tr>
</tbody>
</table>

Directly-targeted positions:

- Database Administrator/Analyst/Developer/Consultant/Researcher
- Database Marketing/Data Mining/Business Intelligence Analyst

Core competencies required/desired for DM-related positions:

- Proficiency in SQL, ACCESS, MS SQL Server, Oracle (or similar) as well as general knowledge of relational and object-oriented database technology.
- Understanding of current approaches to data modeling (tools such as ER-Win and Rational Rose), data mining, knowledge warehousing, data mart.
- Ability to utilize enterprise architecture concepts to evaluate and develop data standards and related processes, especially expertise in XML.
- Strong competency in systems development lifecycle methods for various data management requirements (both relational and object-oriented approaches).
- Competency in web-based data structure, storage, retrieval, management and front-end integration.
- Strong analytical skills and hands-on experience in utilizing analytical tools supporting database marketing/market research (such as SPSS, SAS, Clementine) are highly desirable.

2. Specialization of Study in Electronic Business (at Main Campus)
Electronic Government (at Washington DC)

The specialization in Electronic Business/Electronic Government (EB/EG) will provide students with a greater level of understanding and competence in private sector strategies and approaches to conducting online commerce (EB, students at the main campus) or in public sector policy and approaches to providing services.
through on-line transactions with internal and external customers (EG, students in Washington DC) respectively.

To complete the EB or EG specialization, students in the MS in IM degree program must take the two required courses for the respective specialization from the list below. The two EB required courses are indicated by one asterisk (*), and the two EG required courses are indicated by two asterisks (**). Students in the main campus IM program must then take two more courses from the list. Students in the mid-career IM program in Washington DC must take one more course from the list. Students in the Maxwell School MPA or MAPA graduate programs who want the EB specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required courses, plus one more from the list.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>IST 642*</td>
<td>Electronic Commerce</td>
</tr>
<tr>
<td>IST 678</td>
<td>Electronic Markets</td>
</tr>
<tr>
<td>IST 679*</td>
<td>Electronic Commerce Technologies</td>
</tr>
<tr>
<td>IST 75</td>
<td>Information Industry Strategies</td>
</tr>
<tr>
<td>IST 619</td>
<td>Applied Economics for Information Managers</td>
</tr>
<tr>
<td>IST 643**</td>
<td>U.S. Federal Information Policies</td>
</tr>
<tr>
<td>IST 683</td>
<td>Managing Information Technology-enabled Change</td>
</tr>
<tr>
<td>IST 710**</td>
<td>E-Government</td>
</tr>
</tbody>
</table>

Directly-targeted positions:

- E-Business/E-Government Analyst/Consultant/Project Manager
- E-Business/E-Government Application Developer/Website Developer/Infrastructure Architect
- MIS Specialist/Manager/Director

Core competencies required/desired for EB/EG-related positions:

Business/Process:

- Experience in business case/ROI development and implementation.
- Expertise in project management.
- Understanding in Business Intelligence, ERP, CRM, EPM (Enterprise Performance Measurement) concepts.
- Familiarity with government agencies, government policies, government processes/practices in building business cases and in making technology investments, such as Exhibit 300.

Experience/knowledge in government consulting environment is highly desirable.

Technical:

- High level working knowledge of web-enabling technologies and best practices, including but not limited to Java, HTML, ASP, PHP, XML, SQL, Unix, SQL server, Oracle database structures, the concept of application server.

- Working knowledge of current leading e-Business applications such as IBM WebSphere, BEA WebLogic, Sun One, Oracle AS, Macromedia JRun, etc.


- Competency in utilizing website-editing software.

- Deep understanding in web-enabling back-end database technologies and front-end integration.

- Familiarity with J2EE and .NET platforms.

3. Specialization of Study in Information Security

The specialization in Information Security (InfoSec) will provide students with a greater level of understanding and competence in public and private sector best practices of providing information security in the following dimensions: physical, operational, data, and personnel.

To complete the InfoSec specialization, students in the MS in IM degree program must take the two required courses (*) from the list below. Students in the main campus IM program must then take two more courses from the list. Students in the mid-career IM program in Washington DC must take one more course from the list. Students who are graduates of the NDU/IRMC IA Certificate Program will take IST 634 instead of IST 522. Students in the Maxwell School MPA or MAPA graduate programs who want the InfoSec specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required (*) courses, plus one more from the list.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IST 522*</td>
<td>Applied Information Security</td>
</tr>
<tr>
<td>IST 625</td>
<td>Risk Management</td>
</tr>
<tr>
<td>IST 623*</td>
<td>Introduction to Information Security</td>
</tr>
<tr>
<td>IST 629</td>
<td>Organizational Information Security</td>
</tr>
<tr>
<td>IST 634</td>
<td>Security in Networked Environments</td>
</tr>
<tr>
<td>IST 728</td>
<td>Information Security Policy</td>
</tr>
</tbody>
</table>
Directly-targeted positions:
Information Security Administrator/Analyst/Consultant
Information Security Engineer/Scientist
Network Security Administrator/Engineer/Analyst/Consultant
Information Security Architect

Core competencies required/desired for InfoSec-related positions:
Familiarity with multiple OS environments, i.e. Windows, UNIX, Linux, AS/400, Mainframe, etc.
Ability to architect, design and implement organization-wide security, disaster recovery and resumption policies and procedures.
Knowledge in built-in application security function/services in Oracle, DB/2, MS Active Directory, Lotus Notes, MS Exchange, SAP R/3 and others is highly desirable.
Strong competency in networking technologies such as routering, switching, etc.
Competencies in intrusion detection, vulnerability scanning, monitoring networks, authentication & access controls, encryption, etc.
Highly valued and desirable certification: CISSP. Other helpful certifications: SANS, CISA, CCNA.

4. Specialization of Study in Information & Telecommunications Policy

The specialization in Information & Telecommunication Policy (ITP) will provide students with a greater level of understanding and competence in public and private sector best practices of managing telecommunications systems and information network infrastructures as well as corresponding policy issues.

To complete the ITP specialization, students in the MS in IM degree program must take the two required courses (*) from the list below. Students in the main campus IM program must then take two more courses from the list. Students in the mid-career IM program in Washington DC must take one more course from the list. Students in the Maxwell School MPA or MAPA graduate programs who want the ITP specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required (*) courses, plus one more from the list.

Directly-targeted positions:
Information Policy Consultant
Communications Services Analyst/Consultant
Telephony Project Analyst/Manager
Information & Telecommunications Officer/Government Official

Core competencies required/desired for ITP-related positions:
Strong knowledge in regional, national and international policies, regulations and standards for information & telecommunication.
Competency in relating telecommunications requirements to strategic goals and formulate information & telecommunication strategies and policies accordingly.
Ability to review, write and edit reports such as policies, evaluation plans, test results, technical manuals on subjects related to telecommunication and information issues.
Deep understanding in government agencies/functions and experience/knowledge in government consulting environment are highly desirable.
Ability to understand, plan, investigate telecommunication/voice communications networks.
Strong writing skills in policy, procedure and standards development.
5. Specialization of Study in Project Management and Resource Planning

The specialization in Project Management and Resource Planning (PM/RP) will provide students with a greater level of understanding and competence in public and private sector best practices of IT project management, as well as high-level resource planning practices such as capital investment planning, systems development, and enterprise architecture.

To complete the PM&RP specialization, students in the MS in IM degree program must take the two required courses (*) from the list below. Students in the main campus IM program must then take two more courses from the list. Students in the mid-career IM program in Washington DC must take one more course from the list. Students in the Maxwell School MPA or MAPA graduate programs who want the ITP specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required (*) courses, plus one more from the list.

IST 552*  Information Systems Analysis
IST 575*  Managing Information Systems Projects
IST 600  Information Management Consultation
IST 619  Applied Economics for Information Managers
IST 673  Strategic Planning in an Information-Based Orgs
IST 710  Advanced Project Management
IST 710  Capital Planning and Enterprise Architecture

Directly-targeted positions:

Project Consultant/Manager/Director
Resource Planning Consultant/Manager/Director
Management Analyst/Consultant
MIS Manager/Director

Core competencies required/desired for PM/RP-related positions:

Strong competency in aligning IT solutions with business/management/organization requirements.
Ability in implementing and managing effective capital planning and investment control process.
Competency in project management practices of controlling cost, schedule, performance and risk.
Deep understanding of information as a strategic resource for organizations.
Strong presentation, organizational, communication and leadership skills.
Competency in systems development lifecycle methods and management for various IT projects.
Understanding in capitalizing on enterprise architecture concepts to organize business and IT information as well as best practices in resources planning.
High proficiency in using MS Project or similar project management tools.
Project Management Institute (PMI) Certification is desirable.
Section #3:

Rules and Regulations
The Syracuse University Compact

The Syracuse University Compact is designed to prioritize the aspirations of the institution in accordance with its central mission and identify those conditions essential for reaching these goals.

We the students, faculty, staff, and administrators of Syracuse University will

* support scholarly learning as the central mission of the University,

* promote a culturally and socially diverse climate that supports the development of each member of our community,

* uphold the highest ideals of personal and academic honesty, and

* maintain a safe and healthy environment for each member of our community.

In all aspects of University life, we will work together to reach these goals.
A. IMPORTANT FORMS FOR GRADUATION

1. PROGRAM OF STUDY FORM

Students are required to file the Program of Study form with the School of Information Studies Student Services office before the last semester of registration. These dates are announced on the program listserves and on IST’s website. This form must be approved and signed by the Graduate Academic Counselor and the Associate Dean. Please include any copies of petitions for waiver or for transfer credit with the Final Program of Study form. These forms are available in the Student Services office and on IST’s website at istweb.syr.edu. The Final Program of Study form is required for certification of the graduate degree. A copy of this form is provided at the end of this book.

2. ONLINE DIPLOMA REQUEST

All students completing degree requirements in May/June/August and the previous December are invited to attend the Commencement activities in May. It is important that you file the Online Diploma Request through your MySlice account by the published deadline dates to be included in the Commencement mailings.

B. TRANSFERRING CREDITS

Students may transfer in six credits toward the MS/IM degree. Transfer courses are of two types. One type are courses taken prior to matriculation to IST at another unit of Syracuse University or at another institution. Petition for such a transfer must be made at the time of matriculation. Another type are courses taken at an institution other than Syracuse University after matriculation into the School. Please file two copies of the Petition to Transfer Credit form (available from the Student Services Office and on IST’s website). If the course has already been completed, please include an official transcript with the petition forms. Obtain the signature of the Associate Dean. The Graduate Academic Counselor will process the transfer credit and send the proper documentation to the Graduate School at graduation time. The student will receive an approved copy of the Petition to Transfer Credit form by mail.

All transfer courses must be at the graduate level and must show a grade of B or higher, or a “pass” in the case of a pass/fail system. Transfer credits may have been used towards another graduate degree, but must be directly relevant to the MS/IM program. The primary core courses may not be replaced by transfer credit. In addition, the transfer credit must directly match to secondary track offerings.

Proposed transfer credit must have been earned within five years prior to admission to the MS/IM program and any transfer credit applied to the degree must be earned within the seven year limit. Students planning to transfer in credit in place of a secondary track offering must fill out a form to petition the transfer and provide the transfer course description and transcript of grades. The petition must be submitted for approval by the Student Services Director before the student has taken 18 credits. If you are transferring in credits at the same time you are trying to waive credits, please submit these petitions simultaneously.

C. WAIVING CREDITS

Students with more than one-year full time professional work experience in the IM field may waive the internship requirement with no reduction in credits required for the IM degree.

The formula for reducing the number of credits for the IM degree program is as follows:

3-5 years full time professional work experience in IM: 3 credit reduction (from 42 to 39).

6+ years full time professional work experience in IM: 6 credit reduction (from 42 to 36).

Petitions for waived credit must be submitted for approval after the completion of nine credit hours and before the completion of 18 credit hours. Students who fail to petition for this waiver before completing 24 credits will be at risk for having the petition denied.

Students who completed the Bachelor of Science in Information Management and Technology in the School of Information Studies or students who have completed the IST minor may have six credits waived from the
MS/IM degree. A Petition to the Faculty must be filed prior to graduation.

D. ACADEMIC HONESTY

School of Information Studies
Statement on Academic Integrity

1. Academic Integrity

The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations.

2. Definition of Academic Dishonesty

Academic dishonesty includes but is not limited to plagiarism, cheating on examinations, unauthorized collaboration, multiple submission of work, misuse of resources for teaching and learning, falsifying information, forgery, bribery, and any other acts that deceive others about one’s academic work or record. Students who are new to the University must learn our standards of academic practice. Students who have questions about what constitutes academic integrity should consult this document, their faculty advisors, and instructors. Students should also be aware that standards for documentation and intellectual contribution may depend on the course content and method of teaching, and should consult instructors for guidance.

Below are some examples of academic dishonesty and general guidelines on how to avoid dishonesty.

Plagiarism. Plagiarism consists of presenting the intellectual or creative work of other people (words, ideas, opinions, data, images, flowcharts, computer programs, etc.) as one's own work. To avoid plagiarism, students must be careful to identify the source of all information used in producing academic work, including electronic resources such as documents found on the World Wide Web. All sources of information must be properly acknowledged in one's work.

Students may use other people's intellectual or creative work to help develop their own ideas, images, and opinions. However, students' work should not simply repeat the ideas, images or opinions of other people. This process of developing one's own intellectual work, building on but going beyond the work of others, is an integral part of a University education.

Bibliographic citation (e.g. footnoting) is the standard method of providing proper acknowledgement. Both paraphrases and direct quotations from other person's texts must be acknowledged. Any standard reference manual, such as the Chicago Manual of Style, may be followed for formatting these citations. Regardless of the reference manual used, all documentation must follow these rules:

- All citations must be complete, unambiguous, and consistently formatted.
- Citations to printed materials must include the page number(s) on which the quotation or paraphrase appeared.
- Citations to a World Wide Web document must include both the uniform resource locator and the date on which the document was accessed.
- When the students incorporate the exact words of a source into their papers, they must place quotation marks around the text to indicate that the text was taken directly from another source.
- A citation must be given each time another source is used in a paper; it is not acceptable to cite a source once in a paper and assume that it covers all instances of using the ideas or words from that source.

Students who have questions about which reference manuals to use or how to cite sources should consult their instructors.

Cheating on examinations. Students must not use notes, books, or other materials during examinations, unless permitted by the instructor. Students must not give or receive aid from other students during exams. Students who have taken a particular exam must not give information about that exam to other students who have not yet taken the exam.

Unauthorized collaboration. When the instructor does not specifically authorize collaboration, students must not collaborate on projects, computer programs, papers, or other assignments. If students wish to work together on a class assignment when collaboration has not been authorized as part of the course process, they must obtain the written authorization of their instructor to do so.

Submitting the same work for different courses. Any work submitted for a course must have been solely for that course, unless both instructors give written authorization for the multiple submission.
Bribery. Bribery consists of offering goods or services to instructors in an attempt to receive an unearned grade.

Damaging, stealing, or misusing resources for teaching and learning. This form of academic dishonesty includes misuse of computer resources, such as copyright violations or gaining access to other students’ computer accounts. For a full description of misuse of computer resources, please see the Syracuse University Computing & Media Services Computing Use Policies, available in 116 Hinds Hall. This form of academic dishonesty also includes stealing or mutilating any Syracuse University library materials.

Falsifying information. This form of dishonesty includes falsifying student records, such as forging signatures or other data on petitions, registration forms, and other documents used as part of a student’s academic record, or falsifying the computer-generated version of such documents. Falsifying information also includes fabricating data used in research reports, false citation of sources, and other misrepresentation of information.

The School of Information Studies may impose sanctions for any act of academic dishonesty by any student who is enrolled in IST courses, as outlined in Appendix B: Policies and Procedures for Cases of Academic Dishonesty.

3. Policies and Procedures for Cases of Academic Dishonesty

In accordance with the Syracuse University Rules and Regulations, the School of Information Studies defines policies and procedures for dealing with academic dishonesty by all students, regardless of home college, who are enrolled in IST courses:

Syracuse University students shall exhibit honesty in all academic endeavors. Cheating in any form is not tolerated, nor is assisting another person to cheat. The submission of any work by a student is taken as a guarantee that the thoughts and expressions in it are the student’s own except when properly credited to another. Violations of this principle include giving or receiving aid in an exam or where otherwise prohibited, fraud, plagiarism, the falsification or forgery of any record, or any other deceptive act in connection with academic work. Plagiarism is the representation of another’s words, ideas, programs, formulae, opinions, or other products of work as one’s own, either overtly or by failing to attribute them to their true source. Sanctions for violations will be imposed by the dean, faculty, or Student Standards Committee of the appropriate school or college. Documentation of such academic dishonesty may be included in an appropriate student file at the recommendation of the academic dean. (Syracuse University Rules and Regulations 1997-98, section 1.1).

All students, faculty, and staff who become aware of a violation of academic dishonesty in an undergraduate or graduate course should report the violation to the course instructor. The School of Information Studies may impose sanctions for any act of academic dishonesty by any student who is enrolled in IST courses.

School of Information Studies instructors have the right to respond to evidence of academic dishonesty by all students in the manner they deem appropriate, from discussing the violation with the student to imposing sanctions. Evidence of an act of academic dishonesty may include direct observation of dishonesty, such as seeing a student looking at another student’s exam paper during an exam, or indirect evidence, such as an abrupt and unexplained change in the quality of a student’s writing or writing style. Sanctions imposed by instructors include but are not limited to the following:

- requiring students to re-produce work under the supervision of a proctor;
- rejecting the student work that was dishonestly created, and giving the student a zero or failing grade for the work;
- lowering the course grade;
- giving a failing grade in the course.

In addition to sanctions imposed directly by the instructor, the School’s Judicial Board may impose sanctions on students matriculated in the School of Information Studies. If the student involved is not matriculated in the School of Information Studies, documentation of the instance of academic dishonesty will be forwarded to the Dean’s Office of the student’s home college, with a request for resolution by the home college Judicial Board.

School sanctions include the following:

- formal reprimand and warning;
- disciplinary probation;
- administrative withdrawal from the course;
- suspension from the University;
- expulsion from the University;

Instructors who take any of the above actions must notify the student promptly and indicate any formal or informal hearing procedures available. If School sanctions are to be considered, instructors must report the event and its circumstance, in writing, to the Associate Dean. A copy of the report must be sent to the student.
Some forms of academic dishonesty occur outside the context of coursework submitted to instructors. Such academic dishonesty might include, for instance, misuse of resources for teaching and learning or falsification of student records. Faculty, staff and students who become aware of such instance of academic dishonesty should report the instance, in writing, to the Associate Dean. School sanctions for these instances including formal reprimand and warning; disciplinary probation; administrative withdrawal from the course; suspension from the University; and expulsion from the University. If the student involved is not matriculated in the School of Information Studies, documentation of the instance of academic dishonesty will be forwarded to the Dean's Office of the student's home college, with a request for resolution.

Students accused of academic dishonesty have the right to challenge accusations. For more information, students should consult the School of Information Studies Student Academic Dishonesty Policy and Procedures, available in the IST Student Services Office.

E. ADDING AND/OR DROPPING COURSES

After registration, students may adjust their schedules by adding or dropping courses upon receiving the necessary approvals. Schedule adjustment may be conducted by telephone or through the web. Please consult the Time Schedule of Classes for deadline dates for schedule adjustment. If you have missed the deadline for schedule adjustment, you must complete an Add/Drop form available from the Student Services Office. The signature of the Instructor or the Associate Dean as well as a school approval stamp are required.

F. AUDITING COURSES

Students auditing courses are not responsible for fulfilling the academic requirements of the course, and, therefore, do not receive academic credit for audited courses. Students may audit courses with the approval of the appropriate department and subject to the restrictions made by the instructor. See the Graduate Catalog for transcript and tuition information on audited courses.

G. GRADING AND STUDENT STANDING

Students receive grades for work completed each semester according to the following policy:

"A grade of B will be given for student performance that meets all course requirements and that is judged to be satisfactory and at the graduate level. Each course instructor will decide upon the meaning of 'satisfactory' and 'graduate level' which is most appropriate for the course. Other grades will be determined in relation to the standards of the B grade. This standard will apply to all graduate students.

A grade of incomplete(I) is considered a failing grade unless it is replaced with a passing grade." At the time of graduation, the minimum grade point average for graduate level courses taken at Syracuse University in a student’s degree program is 3.0. In addition, a student must have a minimum 2.8 overall average for all graduate level coursework taken at the University to earn a degree. After completing four courses at the University toward the MS/IM degree, a student must maintain a 2.5 average on the 4.0 scale to remain matriculated in the program.

H. INCOMPLETE GRADES

An incomplete (I) may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. Illness or other exceptional circumstances are the usual basis for consideration.

To receive an incomplete, a student must complete the Request for Incomplete form before the instructor turns in grades for the semester. This form is a contract between the student and the faculty member, specifying the reasons for granting an incomplete and the conditions and time limit for removing it. An incomplete is calculated immediately as an F in the grade point average. When the specified coursework has been completed or the time limit has expired, the incomplete grade is replaced with a final grade awarded by the faculty member.

An MS/IM student may have no more than two incomplete grades on his or her record at the time of registration unless a petition to allow registration has been approved by the student’s advisor and the Dean. Incomplete grades, as mentioned in this Handbook, are granted only when extenuating circumstances prevent the completion of a course. A student may graduate with incomplete grades on his or her transcript if those courses are not part of the MS/IM program. However, incomplete grades are calculated as 0 points, equivalent to an F, which affects the overall grade point.

I. STUDY LIMIT

Students must complete their degree requirements for the MS/IM within seven years of the first registration in the program. Transfer credits must also be taken within seven years.
J. NON-MATRICULATED STUDENTS

Students may register for no more than six credit hours of coursework before matriculation to the School. Students who have completed six hours of coursework and have not been formally admitted to the School of Information Studies will not be allowed to register for IST courses without special permission, by petition, from the Associate Dean’s office. Graduates of master’s degree programs from IST or similar to IST’s programs may take courses for continuing education purposes beyond the six credit limit.

K. PETITIONS

A student may request exceptions to the standard rules and procedures if there are legitimate extenuating circumstances. To request special consideration, a student must complete a petition, using forms that are available in IST’s Student Services office. The completed form is then submitted to the appropriate faculty and administrators for their approval. Petitions for course substitution and exceptions to the primary and secondary core must be submitted prior to the semester in which the course substitution will be taken. All petitions must be accompanied by a copy of the student’s completed and current Program of Study form. A copy of this form is appended to this section.

L. INTERNSHIPS/CO-OPS

An internship or co-operative experience provides students with the opportunity to meet exit requirements and to explore areas of interest through practical experience in actual work situations. The work must be on the professional level and supervised and evaluated by an IST faculty member (designated each semester) and an agency supervisor. Students should note that the School of Information Studies cannot guarantee a paid internship/co-op arrangement. Internships and co-ops are competitive and are available nationally and sometimes internationally, implying the student must be willing to relocate. Students are encouraged to do their part and explore together with the Director of Career Services and Experiential Learning for potential co-op and internship opportunities.

M. INDEPENDENT STUDY

The MS/IM program allows students to engage in independent study beyond the scope of regularly scheduled courses on the limited elective basis. However, independent study should not substitute for primary and secondary courses unless under extenuating circumstances. Students proposing to substitute for any regular MS/IM course requirement must do this through the petition process. It is the student’s responsibility to secure a faculty sponsor for the independent study.

N. INTERNATIONAL STUDENTS

A TOEFL score of at least 580 or higher is required for admission to the MLS for all students whose first language is not English. All international students are required to take the Michigan Test of English upon arrival to Syracuse University. International students are also required to take any English courses recommended by the English Language department.

International students with a TOEFL result between 550 and 580 are required to attend the English Language Institute’s (ELI) four week summer program. ELI is recommended for international students with a TOEFL result between 580 and 600. Student’s that do not attend this program will be tested upon arrival to Syracuse University and may be required to take English Language courses. These courses are taken in addition to IST courses and will not count toward the MLS degree.

O. DOUBLE MAJOR/DUAL DEGREES

The School of Information Studies supports the Graduate Schools 80% rule. That is, in order to receive two master’s degrees, the student must complete at least 80% of the total number of credits for each degree. However, no less than 33 credits of IST courses are required for the MS/IM degree.

A student with more than six years of relevant work experience can waive six credits of each program, so the total number of credits for the MS/IM degree program would be 36 x .8 or 30 credits.

P. UPDATING YOUR RECORDS

It is important to notify the Registrar’s office of any change to your records.

Address and phone number changes may be made through the web at http://sumweb.syr.edu/registrar. Click on Registration Policies/Procedures box; Updating your records. Select Address and Phone Number Changes. Information can also be provided to the Registrar’s office, 106 Steele Hall, 442-2422.
Name changes may be made by presenting one of the following proofs of name change to the Registrar’s office: Certificate of Marriage; Court Order; new Social Security card (showing the new name); or Driver’s License (showing Social Security number and the new name).

Social Security Number changes may be made by presenting the Social Security card and SUID to the Registrar’s Office.
SECTION #4

Strategies for Success
SECTION IV: STRATEGIES FOR SUCCESS

A University is more than an academic institution; it is also a social system. As such, there is a variety of norms, expectations, and unofficial resources which are not part of the official rules, but are likely to improve one’s chance for success.

A. PRACTICAL ADVICE

We advise that all students should:

1. Select a well-rounded program. Make yourself marketable for a variety of positions.
2. Take faculty as well as courses. Expose yourself to different teaching styles and different points of view.
3. Do well. Be an active participant in class and choose projects or assignments which you can show to potential employers. Get to know your professors so they can write useful letters of recommendation.
4. Don’t overload yourself with too many courses or too many hard courses. Try to balance theory courses with skill courses, computer courses with reading courses.
5. Get involved in the School. Attend guest lectures, join professional associations, attend conferences. Volunteer to work in the lab or with a research project.
6. Develop your communication skills. Take courses which help you improve written and oral communication abilities.
7. Get involved in research projects. A number of faculty are always involved in a spectrum of research activities. Work with them directly on research projects.
8. Subscribe yourself to the IM Program Listserv and check your electronic mail regularly — it is an important means of communication in IST and one you can use to enhance your contact with the academic counselor, your faculty advisor and instructors and to be aware of important deadlines.

B. SOURCES FOR ADDITIONAL INFORMATION

In addition to the information in this packet, there are University-wide and School policies and procedures which should be taken into account. Refer to the following printed material for supplemental information.

All students at Syracuse University have the responsibility for knowing the procedures and rules that apply to their situations. Students in IST have the additional responsibility of knowing about information sources: what they are, where they are, and how to access them.

1. Published Materials

   Academic Rules and Regulations - Provides in detail the general academic rules and regulations of the University. This publication is available from the Office of Student Services, 306 Steele Hall.

   Graduate Catalog - Includes descriptions of all courses and rules and regulations; requirements of different schools within the University. The catalog is the official source for a school’s requirements; however, it is revised periodically and may not reflect the most current version of a program. It is the student’s responsibility to be informed of his or her program requirements. Copies of the catalog may be obtained from the Office of Admissions, Tolley Administration Building or The Graduate School.

   Time Schedule of Classes - Contains information about what courses are offered, including the time, for the following semester. They are freely available (from 106 Steele Hall or in the IST offices) starting several weeks before registration for a given semester. Students should be aware that there are frequently changes and the most up to date information about course offerings can be found on the SCORE system using the Browse function.

2. Personal Advice and Assistance

   Advising is a multifaceted process and all IST students are encouraged to seek input from a variety of sources. Many people in the School contribute to advising. Their roles are described briefly below.

   Graduate Academic Counselor – The Graduate Academic Counselor assists students with questions regarding degree requirements, course selection, registration, graduation paperwork or just to touch base with to make sure you are on track. This person is involved in the preliminary assessment of transfer credits, waiving credits, and for checking each student’s Final Program of Study form to insure all requirements have been met for graduation and is responsible for certification of the graduate degree.
Faculty Advisor - Before the start of the semester, each student is assigned a faculty advisor in IST. The faculty advisor serves as a mentor for academic and professional development. Students may see their faculty advisor for questions about specific course content, questions regarding which secondary core courses to take to fulfill a specific career goal, etc. Students may change advisors; it is easy to do so. A Change of Advisor form is available from the Student Services Office.

MS/IM Program Director - The Director is a faculty member who oversees the overall planning and operation of the MS/IM program. Complaints or concerns which cannot be resolved through the faculty member involved or the student’s advisor should be brought to the attention of the Program Director.

Faculty – All of the IST faculty can provide advice for any student. If there are questions about a course, students should feel free to speak with the instructor about the emphasis of the course, the type of assignments required, and how the course might fit into the student’s program objectives.

Director of Career Services and Experiential Learning - The Director of Career Services and Experiential Learning has daily contact with employers and IST graduates who are out in the workforce. The Director can tell you the kinds of skills and knowledge employers seek for specific positions. Job descriptions are available too with this kind of information. Along these same lines, you should try to make contact with professionals in the kinds of organizations you hope to work in. They will tell you what kind of experience they are looking for, and may suggest projects you can pursue in courses or fieldwork. Internships, position announcements and cooperative program information is available via electronic mail.

Office Staff - In addition to the above individuals, there are important (and helpful!) people in the IST Student Services Office who can often solve a problem or give useful advice. The Student Services is located on the fourth floor of the Science and Technology Building, Room 4-206. Please refer to our webpage for Who’s Who in Student Services:
http://istweb.syr.edu/current/services/whos_who_grad.shtml

Group Advising - Early in each semester there will be a group advising session. This session is especially important for new students. It will also cover the requirements and recommendations included in this Handbook. Students can acquire a lot of useful information at this session, which will allow them to be more effective in their subsequent meetings with their advisors.

C. PROBLEMS AND CONCERNS

If a student has any problems involving any part of his or her program at Syracuse University (whether in IST or other colleges) that student should contact:

The Graduate Academic Counselor or his or her faculty advisor or the MS/IM Director or the Associate Dean or the Dean.

All of these people will work with the student to resolve the problem or direct him or her to the right person who can help.
Section #5: Professional Values, Competencies and Skill Expectations for MS/IM Students
A. PROFESSIONAL VALUES, COMPETENCIES AND SKILL EXPECTATIONS, AS WELL AS RESOURCES, FOR MS/IM STUDENTS

IM graduates possess the following values, competencies and skills. They acquired managerial and organizational skills, interpersonal and communication skills, broad business knowledge, end-user computer skills, and the strategic vision to integrate business and information technology planning.

PROFESSIONAL VALUES:

Professional values or points-of-view are "working" premises that IM graduates must possess, explicitly communicate, and use on the job:

**Information User Orientation.** Information resources have to be used and used wisely by the right people in the right circumstances. Ultimately, what matters is how well the people in the organization use information resources. IM students must take with them a strong user-perspective in terms of the design, delivery and evaluation of systems and services.

**Adding Value through Processes.** Organizations do not have an intrinsic interest in information resources per se. Information resources must in some way, at least minimally, "add value". IM students must understand the "value-added-process" and be able to analyze information, systems and services in terms of how, where, and when they add value. IM students are expected to develop a strong customer/user and market orientation. Customers/users and markets are, essentially, the drivers of the organization and, ultimately, the raison d'etre of the organization's existence in the first place.

**Integration, Organizational Alignment and Affecting Change.** The need for speed, coordination, integration, alignment and change is driven by globalization, competition and emerging technologies. IM students are prepared to provide an integrated view of the organizations and its relation with customers and suppliers. The long-term success of information systems often depends on aligning the organizational infrastructure and the IS/IT plan. Information resources are prime drivers of organization change. IM students must know about change processes, sources of resistance, and methods of affecting change. IM students must be able to identify what parts of the infrastructure (e.g., reward structures, organization design, management techniques, culture) will matter the most.

**Professional Responsibility.** This includes the appreciation of and involvement in research as appropriate, continuous learning, cooperative work in teams, professional and scholarly communication, ethical behavior, developing a work ethic, contributing and returning to community, as well as exhibiting social responsibility.

B. COMPETENCIES:

IM students are expected to acquire competencies in:

- Information aspects (life cycles, data models, trade-offs, information resources)
- Information technology (hardware, software, system development and design)
- People aspects (needs analysis, usability analysis, motivation, training, managing)
- Processes (systems analysis, process analysis, project management, change management, implementation)
- Contexts (industry, competition, acquisition, planning, strategy, legal and regulatory environment)

C. GENERAL VALUES, KNOWLEDGE AND SKILLS:

Values:

As individuals training to be effective leaders and managers of information and technology, IM students need to be firmly grounded in their commitment to ethical behavior in a professional context and have an appreciation for the values of volunteerism and community-mindedness.

As individuals training to be informed decision-makers and change agents, IM students need to have knowledge of techniques on initiating and leading change in organizations, and skills in effective interpersonal communication, written communication, public speaking, information presentation, persuasion, negotiation and conflict resolution.

As individuals training to be informed decision-makers and critical consumers of knowledge, IM students need to have knowledge of structured techniques, models and tools for problem-solving skills in the following areas: critical thinking, self-directed learning, problem
identification and problem solving, and evaluating research findings.

An emphasis on teams and teamwork is increasingly evident in the progressive organization. IM students need to have knowledge of how the proper conditions may be created to promote effective teamwork in organizations and skills in effective teamwork (interpersonal and task-performance) and leadership

Specific Knowledge Areas:

- Professional ethics
- Change-agency and management
- Structured problem-identification and problem solving techniques/models and tools
- Creating the right conditions for effective teamwork

Specific Skills Areas:

- Interpersonal communication, written communication, public speaking, information presentation, persuasion, negotiation and conflict resolution
- Critical thinking, self-directed learning, problem identification and problem solving, and evaluating research findings
- Team leadership and teamwork skills (interpersonal and task-performance)

D. Computers and Computer Literacy Requirements (updated May 2003)

I. Information Technology Literacy Requirements

The following are the minimum information technology literacy skills for students in all IST master’s programs. These requirements are subject to change and will be reviewed and revised at least once annually.

Required Skills

Basic Knowledge of Computers and Standard Productivity Software:

- Understand the concept and basic functions of a Windows 95/98 operating system*
- Save to disks, find files, create directories, run/execute programs on a Windows 95/98 computer
- Copy and paste text, images, etc. from one software package to another
- Create, edit and save (in various formats) a document using word processing software
- Install and uninstall application programs.
- Upload and download software and files in both binary and ascii modes
- Extract zipped files

* Other graphically-oriented operating systems like MacOS and Linux share many common characteristics with Windows 95/98 and will generally provide students with the background they need to succeed. However, students may be required to use some Windows-specific OS capabilities in their coursework and they must assume responsibility for learning these skills.

Information Retrieval Skills:

- Students must understand and have a working knowledge of the World Wide Web and its functions including basic site navigation, searching, and installing and upgrading a web browser.

Electronic Communication Skills:

- Use of electronic mail, including the ability to send and receive file attachments and the use of e-mail lists
- Familiarity with UseNet News
- Familiarity with interactive electronic discussion systems*
- Experience using streaming media players like RealAudio/RealVideo
- Proper "netiquette"

* Examples include Yahoo Chat and AOL Instant Messenger. Similar, though not identical, systems are used in some IST classes.

Recommended Skills

Basic competencies in the use of personal productivity software, information retrieval, and electronic communication, as described in the previous section, are assumed on the first day of class. The School also recommends that you have the following additional competencies:

- Basic HTML coding: Knowledge of how to code a document in HTML for posting assignments and other documents to the Web. The School will provide workshops in HTML
tagging during the summer for distance learning students and at the beginning of each semester for on-campus students.

- **Use of spreadsheet software.** Knowledge of how to design and implement a simple spreadsheet for the manipulation and analysis of data using software such as Microsoft Excel.

- **Use of presentation software.** Knowledge of how to design and implement a simple computer-generated presentation of information using software such as Microsoft PowerPoint.

- **Use of desktop publishing software.** Knowledge of how to design and implement a simple publication including formatted text and graphics using a desktop publishing program or the custom layout features of a high-end word processing application such as Word.

Special Opportunities to Learn Minimal and Recommended Skills

**IST Tutorials**

Tutorial sessions will be offered on-campus at the beginning of the Fall and Spring semesters and to introductory courses for the distance learning programs on:

- Basic HTML coding
- Use of the WebCT course management software used by the School for all courses. The training on WebCT builds on the student’s assumed knowledge of how to use the World Wide Web.

Students, particularly those physically distant from Syracuse, should seek local opportunities to gain required and recommended skills.

**Student Workshops at Syracuse University**

Syracuse University's Computing and Media Services offers student training each semester. Short, non-credit, workshops are offered during daytime and evening hours, several days a week, to accommodate students' schedules at no cost. To review a current schedule, visit their homepage at [http://cms.syr.edu/training/](http://cms.syr.edu/training/)

**Past Workshops Include:**

- Getting On and Getting Started
- Navigating the Internet Series: World Wide Web Basics
- Introduction to the Unix Operating System
- Building Your Own SUnix Homepage
- Introduction to MS Word 7.0
- Introduction to MS Excel 7.0
- SU Library Training

**2. Computer Hardware, Software & Internet Access Requirements**

The following hardware configuration will meet minimal requirements through June 2004.

Typically available for under $1,000.

- Pentium (or equivalent) 400 MHz processor capable of running Windows 98//NT/2000/XP
- 256MB RAM
- 20GB hard drive
- 16x DVD-ROM drive
- Sound card with speakers and microphone
- Color monitor with 800x600, 16 bit resolution
- A 10/100 Mbps Ethernet Network Interface Card (NIC) 802.3 with RJ-45 connector for a broadband connection is recommended, if available. i.e. cable modem, DSL, or campus Ethernet access (or a v.90 Modem for 56K dial-up access.)
- Inkjet printer

**Recommended Hardware (for new purchases)**

The following configuration is available for $1,500 or less:

- 2.0 GHz Pentium (or equivalent) processor
- 256MB RAM
- 40GB hard drive
- 32x DVD-CDRW Combo drive
- Sound card with speakers and microphone
- 17-inch color monitor with 1024x768 resolution
• Microsoft® Windows® XP Pro or 2000

• A 10/100 Mbps Ethernet Network Interface Card (NIC) 802.3 with RJ-45 connector for a broadband connection

• V.92, 56kbps Data/Fax modem for dial-up Internet access

• Quality inkjet printer

Or a laptop configuration for under $1,800

• Pentium® M Processor 1.30 GHz with 14.1 in XGA Display

• 256MB RAM

• 30GB hard drive

• 8x DVD-ROM drive

• Microsoft® Windows® XP Pro

• A 10/100 Mbps Ethernet Network Interface Card (NIC) 802.3 with RJ-45 connector for a broadband connection

• Wireless Option 1400 WLAN (802.11a/b/g, 54Mbps) miniPCI card

• Internal 56kbps modem for dial-up Internet access

• Quality inkjet printer

Required Software

• E-mail application with the capability to send and receive attachments.
  Note: All SU students are provided with an e-mail account “username@syr.edu” This is your official academic account and the only one faculty may choose to use. You are responsible for monitoring mail sent to this account. This account may be accessed with the web interface “OrangeMail” provided by the university or most popular e-mail applications or may be redirected to an account of your choice. For information on OrangeMail and aliasing please refer to: http://cms.syr.edu/email/
  Note: You are also responsible for subscribing to the appropriate listservs. Listserv information may be referenced here: http://istweb.syr.edu/courses/advising/listserv.asp

• Word processing software capable of saving documents in Microsoft Word format. We recommend Microsoft® Office 2000/XP Professional Suite (or a later version). Spreadsheet software such as Microsoft® Excel (included in Office 2000/XP).

• Presentation software such as Microsoft PowerPoint (included in Office 2000/XP) or HyperStudio.

• Internet access software (see Network Connectivity above)

• Anti-virus software

• Adobe Acrobat Reader (free)

• Media Player (free) (IST produces multi media material optimized for use with Windows® Media Player

Reminder: “Data protection is your responsibility, it is highly advisable to regularly back up your data and to own and use virus protection software.”

Network Connectivity

School of Information Studies students should expect to make extensive use of Internet resources during their program of study. High-speed Internet access is available at no charge from campus computer labs and, at a fee, from most campus residence facilities. Students who own their own computer are strongly encouraged to contract for their own Internet access. SU's Computing and Media Services maintains a list of popular ISP's in the central New York area (see http://cms.syr.edu/connecting/), including details related to discounted access to Time Warner's Road Runner cable-modem service. Students will need access to a modern web browser (such as Microsoft Internet Explorer version 5.5 or newer) as well as Telnet and FTP applications.