

Academic Senate
Agenda for the Meeting of
February 1, 2011
West Campus Community Center
10:00 – 11:45 a.m.

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. January 11, 2010
3. Open Forum
4. Reports
 - A. Senate President – Douglas Haneline
 - B. Senate Vice President – Michael Berghoef
 - C. Senate Secretary – Sandy Alspach
5. Committee Reports
 - A. HLC Update – Sandy Balkema or Robbie Teahen
 - C. University Curriculum Committee – Leonard Johnson
 - D. Update from Task Force Reviewing Academic Senate Committees – Senators Heaphy/Skrocki
 - E. General Education Task Force – Don Flickinger
 - F. Student Government – Morgan Toms
 - G. Academic Senate Elections – Kent Sun
 - H. APR Response 2009-2010 – Don Flickinger
 - I. ISPC Committee Report – Helen Woodman
6. Old Business
 - A. Academic Policy and Standards Committee Recommendations for Academic Affairs Policy Letters
 1. Internet Course Listings
 2. Authentication of Student Identity
 3. Student Complaint Policy
7. New Business
 - A. Undergraduate Project Management Certificate - L. Johnson
 - B. Closure of AAS in Nursing Program – L. Johnson
 - C. Library/Historical/Archival Committee Mission Statement Revision – Dr. Christopher Richmond

Roll Call
8. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Fritz Erickson
 - C. Senate President – Douglas Haneline
9. Open Forum
10. Adjournment

Next Regular Senate Meeting: Tuesday, March 1, 2011, at 10 am in the WCCC

To: Academic Affairs Deans
From: Don Flickinger
Date: 12/1/10
Subject: Written Dean Responses to Academic Program Review Recommendations with Provost Response

APR RECOMMENDATIONS 2009-2010

Program Specific Recommendations:

Academic Affairs

GENERAL RECOMMENDATIONS

APR General Recommendation	VPAA Response (Don Flickinger)	VPAA's Follow-up Response November 2010	Provost Response
<p>The University needs to develop comprehensive and ongoing equipment replacement and maintenance schedules on behalf of the many academic programs that rely on equipment for instructional purposes. It is true that many programs are successful at securing equipment donations, but these donations do not always occur when they are needed. And a program that relies on equipment for instruction should not be penalized because donations are not available. Any approach should be pro-active and take into account the</p>	<p>The office of the Provost continues to distribute division base dollars to the colleges in the amount of \$215,000 annually. One-time dollars are also distributed yearly based on a formula including the number of lecture and lab credit hours produced by the individual college courses. This office distributed one-time equipment dollars for FY08 of \$575,135; FY09 - \$408,678 and hopefully \$800,000 for FY10.</p> <p>This office would suggest that program cost might possibly be considered as a part of APR. There may very well be programs that are not viable in today's economy.</p>	<p>Academic Affairs did not distribute the \$800,000 for FY10 due to Phase 4 budget reduction concerns. However Academic Affairs has distributed \$1,002,222 for FY11. This distribution was transferred to the colleges in early November.</p>	<p>As of December 1, Academic Affairs Office received approval to push-out one-time dollars from the budget reduction phases. The Deans Council will discuss distribution and fund transfers will be completed by early January.</p> <p>The Provost supports budget transparency and budget decisions being made at the college level.</p> <p>It is important to consider the cost of equipment, equipment maintenance, and equipment replacement. These costs will continue to be an important part of program review. Program equipment costs in today's world of budget reductions must be considered when program viability is being reviewed.</p>

<p>multiple sources of equipment, including Perkins funds and industry-institution partnerships.</p> <p>An effort needs to be made to assure that institutional data is of a more uniform quality. In a number of instances in this review cycle, disparities existed between the data provided by the program and the data provided by Institutional Research and Testing. Wherever the same data is accessed from, the data received should be the same.</p>	<p>The implication from this statement is that the IR data is the incorrect data. More information and specific examples will need to be provided to the VPAA's office before the VPAA's office can help improve access to consistent data.</p>	<p>A meeting will be scheduled for the APR chair, Dr. Burcham, Dr. Salomonson, Don Flickinger, and Institutional Research staff. The purpose to discuss the data sets that APR would like prepared for each APR report</p>	<p>The APR committee needs to indicated to IR the common ground data they wish to see for all reports.</p> <p>The Provost's office will make every effort to assist IR in the presentation of APR's consistent data choice.</p>
<p>The College of Allied Health Sciences, the College of Arts and Sciences, and other colleges that may be involved, need to work together so that students needing lab science courses can get them at Ferris in a timely fashion.</p>	<p>I have talked with both Dean's and they assure me that communication is timely and every effort is being made to provide appropriate courses scheduled at times that do not conflict. Adding and staffing additional sections at appropriate times provides the Deans with an ongoing challenge.</p>	<p>I believe there is and continues to be excellent communication between all Deans</p>	<p>I support the comments presented.</p>
<p>The College of Allied Health Sciences, the College of Arts and Sciences, and other colleges that may be involved, need to work together so that students needing on-line Cultural Enrichment courses can get them at Ferris in a</p>	<p>I have talked with both Dean's and they assure me that communication is timely and every effort is made to provide appropriate courses scheduled at times that do not conflict. Adding and staffing additional sections at appropriate times provides the Deans with an ongoing challenge.</p>	<p>I believe there is and continues to be excellent communication between all Deans</p>	<p>I support the comments presented.</p>

<p>timely fashion.</p> <p>For the first time, a program housed in the College of Professional and Technological Studies (CPTS) has gone through academic program review. As CPTS becomes more integrated into the university as a peer of the other colleges, conversations need to occur so that services available to students in main-campus colleges are also available to CPTS students</p>	<p>This office will continue to support the equality of service for all students. This includes on the main campus, other campuses and fully online. This is and will be a Deans' Council agenda item.</p>	<p>The conversation related to the need for the services available to students in main campus colleges also being available to CPTS students continues. Additional staff has been added in CPTS to help support this need.</p>	<p>I support the comments presented.</p>
<p>Review of the programs in this cycle reveals great disparities among colleges regarding criteria used for the granting of release time. APRC recommends the development of more uniform time release criteria across the institution.</p>	<p>Released-time will be a discussion item during the Fall of 2010. It is hoped that a more consist criteria will be developed for used beginning Fall 2011.</p>	<p>Release time allocation continues to be a topic for the Deans' Council. No action has taken place as of this report date.</p>	<p>I support the comments presented.</p>

Honors Program

The Council recommended to **Continue the Program**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
<p>The program needs to develop a vision and mission statement.</p>	<p>The Honors Program has a purpose statement. Until 2008, it was labeled as a mission statement. But, in that year, we were instructed</p>	<p>Content was reviewed and no additional comments are needed.</p>	<p>I support the comments presented.</p>

<p>The program needs to develop a mechanism so that Honors students can create individualized contracts with personalized learning goals.</p>	<p>by the VPAA to re-title all mission statements as purpose statements. The Honors purpose statement, as cited below, is posted on the wall of the program coordinator's office and on almost every document that is issued by the Honors Program (e.g., meeting agendas, programs for celebratory events, etc.). This statement was cited in the Honors APR Report on page 5, in response to question A-5, as mandated by APR.</p> <p>The Honors Purpose Statement -- The purpose of the Honors Program at Ferris State University is to provide intellectual challenges, resources and support to highly able and motivated students, while encouraging service and leadership for the public good.</p> <p>It may be that the APR Committee was not aware of the VPAA mandate and therefore missed the fact that our statement was included in the report as a purpose statement. As for the recommendation that Honors develop a vision statement, we agree that this is worthy of consideration and shall create one with input from our various stakeholders.</p>	<p>Content was reviewed and no additional comments are needed.</p>	<p>I support the comments presented.</p>
	<p>Creating a formal contract with each student requires a level of monitoring that we are incapable of delivering with our present staff, but since the inception of the Honors Program we have encouraged students to develop long range goals and work towards them, and we have supplied support in myriad ways as listed below.</p> <p>Study Abroad (filling courses taught by Ferris faculty) Research with Faculty (pharmacy,</p>		

	<p>biotechnology,) Service Opportunities (alternative spring breaks, Ferris Recyclers, Up Til Dawn) Nationally Competitive Scholarships (Fulbright, Truman, Udall, Bread Loaf, Rhodes) Internships (in conjunction with faculty mentors) Actuarial Science Tutoring HNRS 100 (one-on-one meetings) Art Shows (allowing students to share their special talents) Writing Opportunities (<i>Prism, Endeavor</i>) Preparation for Professional School (credit seminars, mentoring, mock interviews)</p>		
<p>The program needs to develop student learning outcomes for Honors students</p>	<p>Student learning outcomes for the Honors requirements such as attendance at cultural events, holding a leadership post, and serving the town or campus community can be formally established and investigated and we shall do this in 2010 and onwards.</p>	<p>Content was reviewed and no additional comments are needed.</p>	<p>I support the comments presented.</p>
<p>Using quantitative methods, the program needs to survey its students, graduates, faculty, and advisory board so it can more readily document its value to Ferris and its students.</p>	<p>We are in the process of developing a numerical survey and plan to add this to the Junior and Senior Assessments this semester. In addition, we will conduct Likert scale surveys of the Honors Council and the Honors Advisory Board at some point during the coming year and thereafter.</p>	<p>Content was reviewed and no additional comments are needed.</p>	<p>I support the comments presented.</p>
<p>Selection of Honors courses fulfilling Cultural Enrichment and Social Awareness requirements and their instructors must move to the departments offering the courses, as these units have the subject matter experts and the exclusive</p>	<p>For the past 13 years, the Honors Program has “contracted” with the departments to build the schedule of Honors courses to be taken by its students. The current process that we employ is cooperative and takes into consideration the various needs of the departments balanced with the needs of the Honors cohort. The departments have been amenable to our requests and thus a wide variety of Honors classes have been available. The subject</p>	<p>Content was reviewed and no additional comments are needed.</p>	<p>I support the comments presented.</p>

responsibility for course content and assessment of course learning outcomes.	matter experts have had the exclusive responsibility for course content and the assessment of learning outcomes.	
-------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	--

College of Allied Health Sciences

A.A. S. in Dental Hygiene

The Council recommended to **Continue the Program**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
The program should investigate ways to broaden its student diversity.	This is a valid recommendation, and one that is currently being addressed. Implementation of mechanisms to broaden diversity will require several years to show results.	Although the program continues to reflect the female dominant discipline, the program is beginning to see a small influx of ethnic minorities.	The Provost will ask Deans to provide an annual update on their efforts to diversity students and faculty.

B.S. in Nursing—Pre-Licensure, R.N. to B.S.N., Master of Science in Nursing

The Council recommended to **Continue the Programs**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
An opportunity exists to develop additional tracks in the M.S.N. program.	In view of the changes regarding the role of the masters prepared nurse that are being made at the national level, this is a reasonable recommendation. However, because the programs are driven, in part by the national accrediting agency and the market for nurses with advanced degrees, careful thought will need to be given to the implementation of any additional tracks.	The MSN program is scheduled for a curricular review and revision in the Fall 2011 semester, pending final approval of the revision of the American Association of Colleges of Nursing (AACN) Essentials of Masters Nursing Education. Approval of this document is anticipated in March 2011 and will provide guidance regarding acceptable roles for MSN prepared graduates.	I support the comments presented.

A.A. S. in Radiography

The Council recommended to **Continue the Program with Enhancement**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
<p>ENHANCEMENT RECOMMENDATION: A Portable Fluoroscopy Unit should be purchased for use in the program lab to increase student learning about the radiography workplace..</p>	<p>I am unable to support this recommendation. Following the meeting that the program held with the APRC, there was a donation of a portable unit for use by the program, thus fulfilling the recommendation. The program continues to be active in identifying and obtaining gently utilized equipment for student use.</p>	<p>The program has secured the portable fluoroscopy unit noted in this recommendation. In addition, the program was recently approved for Voc Ed funding for \$155,000 to purchase an embedded Fluoroscopy unit and is in the process of securing bids to purchase this unit. This will fulfill this equipment need for the program.</p>	<p>I support the comments presented.</p>

A.A. S. in Respiratory Care

The Council recommended to **Continue the Program**. Suggestions by the Council included:

APR Concerns	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
<p>Student surveys offer mixed views of the program's quality, including both the didactic and clinical portions of the program.</p>	<p>I share the concern of the APRC regarding student view of the program. The program coordinator has been charged with review of the situation and formulation of a plan to address identified deficiencies.</p>	<p>As a result of efforts of the Department Head and Program Coordinator, student issues are now being addressed in a much more consistent and efficient manner. Many of the negative student views of the program were previously related to the inattention to student progression issues as well as other disciplinary concerns. These efforts should begin to translate to improved student satisfaction levels with the program.</p>	<p>I support the comments presented.</p>
<p>Employer surveys indicate that some students are not able to translate classroom knowledge into</p>	<p>I share the concern of the APRC regarding the employer view of the program. The program coordinator has been charged with review of the situation and formulation of a plan to</p>	<p>The program is moving forward in this area with the recent change in the faculty complement and the implementation of the new curriculum</p>	<p>I support the comments presented.</p>

<p>clinical practice, and that students lack critical thinking skills.</p>	<p>address identified deficiencies.</p>	<p>as of Fall 2010. The Program Coordinator and new Clinical Coordinator are working together to address these concerns.</p>	<p>I support the comments presented.</p>
<p>Faculty feel the advisory board's expertise is underutilized.</p>	<p>I share the concern of the APRC regarding this comment. The program coordinator has been charged with review of the situation and formulation of a plan to address identified deficiencies.</p>	<p>The complement of the Advisory Board for the program was reviewed in the 2009-10 academic year and new members were invited to join the board to incorporate a broader representation of the discipline. In addition, an effort to more effectively plan for regular advisory board meetings has now been implemented.</p>	<p>I support the comments presented.</p>
<p>The new curriculum should be implemented when approved.</p>	<p>The new curriculum was approved during the Spring Semester 2009 and is currently being implemented. I am not certain about the intent of this recommendation.</p>	<p>As noted previously, the newly revised Respiratory Care curriculum has been implemented as of Fall 2010.</p>	<p>I support the comments presented.</p>
<p>The Respiratory Care faculty should work with the Department Head and the Dean to resolve pedagogical and student learning outcomes issues.</p>	<p>The department head and the program faculty have been charged with evaluation of student learning issues and the formulation of a plan to address same. Outcomes, demonstrated by student's passing the national certification examination are well within the thresholds established by the accrediting agency. They will continue to be monitored.</p>	<p>The Respiratory Care program now has all program outcomes entered into TracDat and the Program Coordinator is monitoring program outcomes on an annual basis. The program is also in the process of entering assessment plans for all new RESP courses into TracDat so that the outcomes can be measured and evaluated on a regular basis.</p>	<p>I support the comments presented.</p>
<p>The program should follow the suggestion of its advisory board to investigate strengthening admission criteria as means of improving student learning and retention.</p>	<p>The new curriculum, currently under implementation, has addressed this issue. New admission criteria will be implemented for the class entering Fall, 2010.</p>	<p>The new admission criteria are now in effect beginning this semester – Fall 2010.</p>	<p>I support the comments presented.</p>
<p>The program should investigate ways of broadening student diversity.</p>	<p>This program serves a very diverse set of students, the majority of the students enrolled in the off campus portion of the program (101 students) are not of traditional student age; the</p>	<p>As noted, efforts continue to provide a program that is open to a diverse student body. A new initiative is the offering of the program through the</p>	<p>The Provost will ask Deans to provide an annual update on their efforts to diversity students and faculty.</p>

	male to female ratio in the respiratory care program approximates that of the general student body at Ferris; 7% of the students enrolled in the program are ethnic minorities. Efforts to recruit ethnic minorities, especially at the off-site locations continues.	Kent ISD, which reflects a much more diverse population. In addition, the Grand Rapids site will continue, which offers the opportunity for recruitment from a more diverse community.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

College of Arts and Sciences

B.S. in Biology and B.A. in Biology

The Council recommended to **Continue the Program**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
The academic advising position the department initiated two years ago is successful and should be continued.	The current academic advising position is in the second year of a three year term contract. The position will be evaluated next year in its final year.	The professional advising position was converted to a full-time, permanent position. Additionally, a full-time, permanent position was created for all pre-professional programs in the College.	I support the comments presented.

B.A. in Chemistry and B.A. in Biochemistry

The Council recommended to **Continue the Programs with Enhancement**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
The Chemistry programs should consider the formation of an advisory board.	The department head of physical sciences will work with the coordinators of the chemistry BA, biochemistry BA and ICT AAT degrees to form advisory board(s).	The process to identify appropriate members and form an advisory board continues.	I support the comments presented.
The Chemistry programs should consider the development of a Chemistry minor to	The department head of physical sciences will work with the coordinator of the chemistry BA degree to draft a proposal for chemistry minor(s) to be considered by the department.	The curriculum paperwork to create a chemistry minor is in process.	I support the comments presented.

<p>complement the existing associate and baccalaureate programs.</p>			
<p>ENHANCEMENT RECOMMENDATION: A portable mass spectrometer should be purchased for the programs. It can be used to enhance education in virtually every Chemistry classroom, as well as support student and faculty research projects.</p>	<p>The department is willing to commit up to \$25,000 from its development fund towards the purchase of a portable mass spectrometer, which has a cost of approximately \$75,000. The dean supports the purchase of this instrument and will investigate both internal and external sources for additional funding.</p>	<p>The department is moving to purchase the table top mass spectrometer with funds from the Provost's office, the college, and the department.</p>	<p>I support the comments presented.</p>

B. A. in Mathematics, B.S. in Applied Mathematics

The Council recommended to **Continue the Programs**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
<p>Only one student is enrolled in the B.A. in Mathematics. Given the department's greater strength in applied mathematics, consideration should be given to closing the B.A., unless the department develops more theoretical mathematics courses.</p>	<p>There are no plans to develop theoretical mathematics courses. I support the recommendation of the APRC to close the B.A. program in Mathematics.</p>	<p>The department head is working with the Mathematics program coordinator to prepare the paperwork to propose closing the BA program through the curriculum process.</p>	<p>I support the comments presented.</p>
<p>The programs should consider collaboration with related Ferris programs in Computer Networks and Systems and appropriate units in the College of Business.</p>	<p>The Department Head of Mathematics will continue to work with Mathematics faculty, particularly in computer science, to increase collaboration with programs in Technology and Business.</p>	<p>The Department Head of Mathematics continues to work with Mathematics faculty, particularly in computer science, to increase collaboration with programs in Technology and Business.</p>	<p>I support the comments presented.</p>

CAS Pre-Professional Programs: A.S. in Pre-Science, Pre-Pharmacy, Pre-Engineering, Pre-Mortuary Science.

The Council recommended to **Continue the Programs**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
No recommendations or concerns listed.	No Response Needed (DF)	No Response Needed (DF)	No Response Needed (FE)

Bachelor of Social Work

The Council recommended to **Continue the Programs**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
The program should resolve the questions regarding staffing and governance at the Traverse City site.	I am working with the Provost and the Department Head in Social Sciences to resolve the staffing and governance issues at the Traverse City site.	The concerns have been resolved.	I support the comments presented.

College of Business

B.S. in Advertising and Integrated Marketing Communications

The Council recommended to **Continue the Program**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
The program should consider the addition of a required internship.	Agreed! Our grads recommend it; employers recommend it; and, our most successful programs require internships. However, two advertising professors do not favor required internships at present, no matter how	The following reflects the faculty compromise – still falls short; but is progress: discussion is underway re: faculty-suggested alternatives to formal internships, including (a)	I support the comments presented.

	compelling the facts. It is not a matter of support; it is dependent on faculty agreement since it is a curricular matter.	participation in the National Student Advertising Competition, and, (b) non-credit internships approved and monitored by the AIMC Program Champion.	
The program should develop a more substantial assessment plan and begin to collect data for more useful program evaluation.	We shall refine our processes and assessment templates, including outcomes policies and instruments, over time, in addition to continuing to avail ourselves of data generated by University Research.	The program has in place program and course level assessment of learning outcomes. Two assessment cycles at the program level have been completed and reported in TracDat.	I support the comments presented.
AIMC faculty should work with their department head and liaison librarian to determine what library resources are needed.	The dramatic changes in the business make this a requirement. Almost weekly, new secondary research sources come into being as digital and social media become more and more widespread. Lists of such resources are being compiled for presentation with the library liaison, the better to ascertain affordability of the various sources of data.	Four data sources have been identified for greatest currency and relevance: Data Monitor, Ad Age Data Base, Automotive News Database, and IRI. AIMC faculty and the Departmental Chair are presently working with library personnel to ascertain the affordability of these resources.	I support the comments presented.

Master of Business Administration

The Council recommended to **Continue the Program**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
Program faculty should work with the Writing Center to arrange on-line Writing Center services during the summer.	The need is real, but CAS has indicated that to increase the availability of their services would require additional supplemental budget of \$5K for a part-time paraprofessional, or \$10K for full-time coverage.	Writing Center Director is working with his DH and Dean in an effort to secure funding for additional tutors to support summer services, especially e-tutoring.	I support the comments presented.

B.S. in Public Relations

The Council recommended to **Continue the Program**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response	Provost Response

<p>Public Relations faculty should consider the development of a minor to complement the degree program and the certificate.</p>	<p>The Integrated Marketing Techniques minor, combined with the PR certificate, were developed to partially meet the need for non-PR majors who desired this curriculum. Going forward, the recommendation from the APR council for the creation of a PR minor is appreciated and will be further explored over the next academic year.</p>	<p>November 2010</p> <p>The PREL program champion and faculty have explored the merit of this recommendation from the standpoint of the PREL major and opportunity for service to other related programs – concluding the recommendation is viable and merits implementation. The champion has begun development of the minor – having developed an outline of (existing) courses. The goal is submission of a proposal to the approval process during Fall 1011</p>	<p>I support the comments presented.</p>
----------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------

College of Education and Human Services

Master of Education in Curriculum & Instruction

The Council recommended to **Continue the Program**. Suggestions by the Council included:

<p>APR Recommendation</p> <p>The program should work to stabilize its cadre of adjunct faculty.</p>	<p>Dean's Response</p> <ol style="list-style-type: none"> 1. The School of Education (SoE) has a committee that approves adjuncts. The adjuncts must meet the criteria set by the committee and MDE for teaching specific courses at specific levels. 2. Courses on the master's level require that the adjunct has an Ed.D. or Ph.D., making finding adjuncts difficult. 3. The M.Ed. in C and I Special Education Option is growing. There are not enough tenured or tenure-track faculty or adjuncts with specific special education certifications to teach the courses; therefore, the SoE has to 	<p>Dean's Follow-up Response November 2010</p> <ol style="list-style-type: none"> 1. The SoE is reviewing its adjunct pool, including those adjuncts already approved. Additionally, Brendan Callahan is going to off-campus sites to teach the adjuncts how to use LiveText. 2. Since Dr. Ing returned to faculty, item #3 in my original response changed. Drs. Ing and Conley-Sowels are the special education faculty 	<p>Provost Response</p> <p>I support the comments presented.</p>
------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

	employ adjuncts to teach the courses. Liza Ing, who is the SoE Director, will be teaching special education courses for CPTS and on weekends to reduce the number of adjuncts during the Spring Semester.	members, who cover all of the special needs courses; however, there continues to be a need for adjunct faculty and, preferably, full time faculty with specific special needs credentials.	
The program should develop a more effective system of orienting students to on-line classes.	The SoE has a face-to-face orientation for graduate students. Its faculty members are developing an online orientation module, using FerrisConnect. The online component will be related to the face-to-face orientation.	The SoE continues to have a face-to-face orientation, but the orientation does include discussions of online courses and requirements for online participation.	I support the comments presented.

B.S. in Recreation Leadership and Management

The Council recommended to **Continue the Program**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
No recommendations or concerns listed		Since the 2009-2010 APRC review, a faculty member resigned and the remaining faculty members reorganized the RLM curriculum to reflect the new accreditation standards. Therefore, in the future, I will be asking to replace the faculty member.	I support the comments presented.

B.S. in Secondary Education B.S. in Technical Education

The Council recommended to **Continue the Programs**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
The programs should	The Michigan Dept. of Education (MDE)	1. Ferris does not have a	I support the comments presented.

<p>consider the addition of majors in areas such as foreign languages and music as University offerings permit.</p>	<p>recently approved a new Spanish certification; however, new secondary majors and minors are developed in the College of Arts and Sciences before they are approved by the MDE.</p>	<p>music major/minor that can be used for a teaching endorsement. 2. As a result of the most recent MTTC assessment results, the SoE has been in discussions with the College of Arts and Sciences about the teaching majors and minors and the need to make adjustments in the courses as well as perhaps adding an integrated science major for secondary education students.</p>	
<p>As the number of K-12 students decline in Michigan, the programs need to develop a long-term strategy to deal with static or declining enrollment.</p>	<p>The SoE recognizes the changing demographics and is, therefore, strengthening its contacts with the K-12s through onsite visitations. Additionally, it is increasing its marketing efforts and developing an alternative pathway to teacher certification for secondary teacher education. Lastly, for technical education (specifically, non-certified teachers in vocational and career tech centers), the SoE has an online, modularized program, Pro-Mo-TED.</p>	<p>1. Two programs, Special Needs and ProMoTEd, are growing. 2. Marketing efforts were increased for the reading endorsement. 3. Post-bac certificate options is another productive line of courses.</p>	<p>I support the comments presented.</p>

College Technology

A.A.S. in CAD Drafting and Tool Design

The Council recommended to **Continue the Program with Redirection**. **CONCERNS** expressed by the Council included:

<p>APR Concerns</p>	<p>Dean's Response</p>	<p>Dean's Follow-up Response November 2010</p>	<p>Provost Response</p>
----------------------------	-------------------------------	-------------------------------------------------------------------	--------------------------------

<p>Enrollment has declined to roughly half the level of four years ago, partially due to community college competition, and partially due to changes in the industries that formerly employed the program's students.</p>	<p>We have implemented multiple recruiting initiatives for all CET programs including CDTD. One new initiative is to develop direct credit courses with area career/tech centers. The CDTD faculty are in discussions with the MOISD and Wexford/Missaukee Career Center administration to implement this initiative.</p>	<p>CDTD recruiting efforts include: a dual enrollment course in Traverse Bay Area ISD (enrollment in this course has exceeded expectations), a CDTD/MFGT related dual enrollment course at the Wexford -Missaukee ISD, continued summer camp offerings, coordinating Skills USA competitions. Enrollment has remained stable from Fall 2009.</p>	<p>The Provost will request an enrollment plan from the College of Engineering before the end of Spring semester.</p>
<p>Students have concerns regarding advisement and laboratory equipment, and many of those surveyed would not recommend the program to others.</p>	<p>CDTD has received \$52,500 for equipment since 2007. With limited equipment funds, we continue to work with our industry partners for in-kind donations and other funding sources. The issue of student advising will continue to be a priority.</p>	<p>CDTD is participating in the college-wide initiative to address instructional computer resources. The objective is to better sustain regular replacement/update support through reduction of duplicate structures.</p>	<p>I support the comments presented.</p>
<p>The enrollment in four-year programs that formerly received students from CDTD has been affected.</p>	<p>Agree</p>	<p>Agree</p>	<p>I support the comments presented.</p>
<p>RECOMMENDATION THE PROGRAM MUST SUBMIT A REPORT, DUE 7 OCTOBER 2011, THAT FOCUSES ON THE FOLLOWING ISSUE The program faculty and administration need to develop a plan to re-direct the program so that it becomes the first two-years of a four-year degree program with options corresponding to the Ferris degree programs its</p>	<p>The program faculty members have been in discussions concerning the redirection of the program since November. They are also working with faculty in other CET programs to better align with their programmatic needs. They understand the urgency of the issue and will continue to work to a resolution.</p>	<p>CDTD continues to work on a modified program that provides better opportunities for dual enrollment and smoother transitions to four year degrees. Although progress has been made, significant work remains.</p>	<p>I support the comments presented.</p>

graduates now enroll in.	
--------------------------	--

College Professional and Technological Studies

B.A.S. in Industrial Technology and Management

The Council recommended to **Continue the Program**. Suggestions by the Council included:

APR Recommendation	Dean's Response	Dean's Follow-up Response November 2010	Provost Response
The program has dedicated contingent instructors, but it needs the stability conferred by tenure-track faculty.	Tenure-track positions will be explored in the next year.	Content was reviewed and no additional comments are needed.	I support the comments presented.
As CPTS comes under the curricular purview of the Provost's Office, it is important that the services now available to students in main campus-based programs reach the students in CPTS programs as well.	Agreed. Library and all other main-campus services are being pursued for all off-campus students at all locations.	Content was reviewed and no additional comments are needed.	I support the comments presented.

DRAFT

**Ferris State University
Academic Senate Meeting
January 11, 2011
West Campus Community Center**

Minutes

I.	Action Items	
	A.	The Minutes of the December 7 meeting were approved (Jewitt, Joyce).
	B.	The Minutes of the December 14 meeting were approved as amended (Jewett, Sanderson).
	C.	The creation of a Graphic Design AAS Concentration within the AIMC Degree was unanimously approved (Heaphy, Alspach).

Attendance

Senators attending	Alspach, Berghoef, Bokina-Lashaway, Boncher, Brandly, Colley, Compton, Cook, Dakkuri, Daugherty, Drake, Fox, Gillespie, Haneline, Hanna, Heaphy, Isler, Jewett, Joyce, Klatt, Liszewski, Lukusa Barnett, Marion, McNulty, Nagel, Nash, Rewers, Reynolds, Sanderson, Skrocki, Sun, Taylor, Thapa, Wagenheim
Senators absent with cause	Griffin, Luplow, Prakasam
Senators absent	Boncher, Maike
Ex Officio and Guests	Eisler, Teahen, Flickinger, Burcham, Coon, Cron, Johnston, McKean, Nicol, Potter, L. Johnson (UCC), Mike Cairns, Carol Quigley

See the Narrative for Reports and Announcements.

Narrative

II.	Open Forum	
	A.	Sen. Alspach announced that the Political Engagement Project (PEP) will hold a "round up" luncheon on Thursday, January 13 from 11:00 am to 1:00 pm in the Private Dining Room of the Rock for current and interested faculty members.
	B.	Sen. Alspach encouraged Senators to participate in the activities scheduled to celebrate Dr. Martin Luther King Jr.'s legacy beginning Monday, January 17 and concluding on Wednesday, January 18.
	C.	Leonard Johnson announced that SPARC (Strategic Planning and Review Council) will meet on Tuesday, Jan. 18 at 3:00 pm in West Campus Community Center. He reminded Senators that the minutes and agenda of SPARC were available online.
III.	Reports	
	A.	President Haneline had no report at this time.
	B.	Vice President Berghoef reported that the newly elected Senators representing the Non-Tenure Track Instructional Faculty had been appointed to committees. Sen. Bernadette Fox will serve on the Library/Historical Archival Committee. Sen. Beth Reynolds will serve on the Professional Development Committee.
		He will be meeting with the Task Force reviewing Senate Committees to examine their findings and to discuss further review and recommendations, which might include interviewing additional faculty or administrators.
	C.	Secretary Alspach thanked Sen. Berghoef and Sen. Jewett for their contributions to the amending of the minutes from the December 14, 2010 special meeting with the Provost.
		She alerted Senators to the pending faculty referendum on the Charter revisions approved by

		the Senate in December.
IV. Committee Reports		
	A.	Sandy Balkema reported on the preparations for the Higher Learning Commission Site Visit in April. She provided Senators with bookmarks and a handout summarizing the key features of the Self-Study, "Shaping Our Future", noting that this document was also available online at the HLC link.
		She reported that the site visiting team would be finalized in the next few weeks; and she encouraged Senators who might know anyone on the team to contact the HLC Steering Committee. The schedule for the visit is in preparation as well, allowing for the members of the site visiting team to make requests for visits and interviews. The Academic Senate is scheduled to meet on April 19 to have conversation with the HLC team.
		She shared the third student video entered in the Video Contest.
		She shared a one-page summary of Section III of the Self Study, the "Institutional Snapshot", which focuses on statistical descriptions of the Ferris student population.
		She reported that an awareness campaign had begun, featuring a series of "potty posters" designed by the Journalism and Technical Communication majors and posted in all the public restrooms on campus. The posters feature the University Mission and Core Values.
	B.	Leonard Johnson reported the work of the University Curriculum Committee in December, and answered questions. He alerted Senators to the action item on the agenda in New Business.
	C.	Sen. Skrocki reported for the Task Force reviewing Senate Committees. She announced that all committees had provided data and that the review rubric data was ready for analysis. The Task Force will confirm with VP Berghoef that all Senate committees are represented in the data. Then they will determine a scheme for weighing the rubric variables.
	D.	Don Flickinger announced that the General Education Task Force will be holding two town hall meetings to discuss Personal and Social Responsibility on Jan. 26 and Jan. 28 at noon in the Rankin Center room 125-127. He thanked Fred Heck for writing the syntheses of the town hall discussions to date. The GETF intends to bring Outcomes for Senate discussion at the March meeting. Pres. Haneline invited Senators to send comments to heckf@ferris.edu.
	E.	Bill Potter presented the Academic Advising Team Report which has been approved by the Deans Council and President Eisler. Senator Sun and Leonard Johnson were members of the team. Dean Potter responded to questions about staffing to meet the mandate of the report, indicating that Colleges would be empowered to create their own mechanisms to meet needs.
V. New Business		
	A.	The creation of a Graphic Design AAS Concentration within the AIMC Degree was unanimously approved (Heaphy, Alspach). Dean Nicol explained that this decision would give students an alternative if their portfolios were not accepted into the Graphic Design program. There was discussion about the additional General Education credits required by the College of Business and the potential for growth in the Graphic Design faculty.
	B.	Pres. Haneline withdrew the Academic Affairs Policy Letters from the agenda at the present time. However he encouraged Associate Provost Roberta Teahen to briefly explain the focus of the Internet Course Listings policy. She highlighted the importance of monitoring online offerings by requiring all online instruction to use the Ferris Connect platform. She pointed to the importance of documenting student participation. She advised Senators that the policy provides University protection for online instructors.
		There was lengthy discussion of the implications of this policy.
	1.	A concern was raised about the need by some programs for more space in the online

		environment than was provided by the University.
	2.	AP Teahen reported that the U.S. Department of Education appears to be reaffirming the Carnegie definition of credit hour by instructional time on task, rather than on learning outcomes. She suggested that, since federal aid is affected by this policy, we need to respond to it.
	3.	Discussion about the definition of a “blended” course ensued.
	4.	A question was raised about using other platforms than Ferris Connect. AP Teahen reiterated that the policy requires online instructors to go through Ferris Connect to access any other software products they required their students to use.
	5.	Much discussion of time on task in online environments and attendance policies ensued.
		Pres. Haneline suggested, with support, that the terms “100% internet”, “partial internet” and “web enhanced” corresponded to the descriptors used by the policy.
		Pres. Haneline said that he hoped that all the policy letters listed on the agenda will be addressed by the Senate at the February Senate meeting. He recognized Jim Nystrom, chair of the Senate Academic Policy and Standards Committee. Prof. Nystrom felt that while the current documents addressed by the Internet Course Listings policy are outdated, the timelines may be too short to implement all policy guidelines by Fall '11.
		There was discussion about the guidelines for certifying online instructors and courses. Nystrom confirmed that at some point all online courses will have to conform to the policy.
		Pres. Haneline asked that the policy under consideration be posted to the Senate website for faculty review.
VI.	Announcements	
	A.	University President Eisler briefed the Senate on his perception of the budgeting process under new Governor Snyder. He answered questions.
		He announced that he will present a “dashboard” of 50+ indicators of public data to the University community next week, and he invited feedback.
	B.	Associate Provost Flickinger reported on behalf of Provost Erickson that the announcement of the Core Review team will be made next week.
VII.	Open Forum	
	A.	Sen. Heaphy announced that intercollegiate team competition on mergers and acquisitions, coordinated by ACG of Western Michigan, will take place on January 22 in the IRC.
The meeting was adjourned at 11:20.		

TO: All Persons Represented by the Academic Senate
FROM: **Kent Sun, Chair, Senate Elections Committee**
SUBJECT: Senate Apportionment for 2010-2011 Elections
DATE: January 26, 2011

This report is filed in accord with Article IV, Section 3 of the Senate Charter. It should be noted that anyone who is eligible can vote whether or not they are on the list if they are eligible on Election Day (Article IV, Section 5).

The committee has determined that there are **500** qualified electors. Dividing the electors by **35** yields a factor of **14.3**. This factor is divided into each unit total to determine the number of representatives to be elected this spring. According to formula (Article III, Section 3) the 2010-2011 Senate will have 40 members.

ELIGIBLE VOTERS AND REPRESENTATION FOR THE SENATE

Unit	Eligible	Total Representation	Number to be Elected
Allied Health Sciences	42	3	2
Arts & Sciences	164	11	6
Business	75	5	2
Counselors & Librarians	19	2	1
Education	29	2	1
Optometry	20	2	1
Part-Time Faculty *Fall Election		2	1*
Pharmacy	39	3	2
Engineering Technology	91	6	3
University College	10	2	1
College of Prof & Tech Studies	11	2	1
Total	500	40	

Eligible persons may file for election before **February 25, 2011**. Each unit will post candidates on **March 11, 2011**. The election will be held electronically on **March 22 and 23, 2011**.

TO: All Persons Represented by the Academic Senate
FROM: Kent Sun, Chair, Senate Election Committee
DATE: January 26, 2011
SUBJECT: Senate Elections

On **March 22 and 23, 2011**, Academic Senate elections will be held to fill the seats of Senators with expiring terms. You are reminded of the following:

- 1) All persons elected in this election in the Colleges of Education & Human Services, Allied Health, Arts & Sciences, Optometry, Pharmacy, Engineering Technology, Business, University College, the College of Professional and Technical Studies and the Counselor/Librarian group will hold a two-year term. Non-tenure Track Instructional representative elections will be held in September 2011.
- 2) **College Units: Full-time**, Board-appointed instructional faculty from each college of the University who, for purposes of representation, shall be members of that unit from which compensation is derived. Each college shall be considered as a separate unit for purposes of representation on the Senate. These college units shall consist of the College of Allied Health Sciences, the College of Arts and Sciences, the College of Business, the College of Education and Human Services, the Michigan College of Optometry, the College of Pharmacy, the College of Engineering Technology, the University College and the College of Professional and Technical Studies.

Counselors and Librarians Unit: Librarians, admissions and personal counselors shall be considered as one unit.

- 3) You may file a nominating petition or affidavit, countersigned by one other member of your unit by sending it to the Senate Office (CSS 208A) before **February 25, 2011**. Nominating petitions are available from the Senate Office, CSS 208A, between 7:30 a.m. and 4:30 p.m. Monday through Friday or from your election officer listed below and will be available on the Academic Senate Webpage. You will receive from the Election Committee, no later than **March 11, 2011** a list of those persons nominated.

Your Election Committee officers are:

College	Representative	Campus Address	Campus Phone
Allied Health Sciences	Roger Daugherty	VFS 210	2277
Arts and Sciences	Kent Sun	ASC 2031	2579
Business	David Marion	BUS 200	3164
Counselors/Librarians	Tom Liszewski	BHC	5968
Education & Human Services	Nancy Lashaway-Bokina	BIS 421	5368
Pharmacy	Tracey Boncher	PHR 302A	2283
Optometry	James Nash	MCO	2194
Engineering Technology	Chuck Drake	SWN 405	2788
University College	Anne Marie Gillespie	ASC 3052	3660
College of Prof. & Tech. Studies	Joe Joyce	Metro Detroit	586-445-7150

ACADEMIC SENATORS 2010-2011

	College/Unit	Last Name	First Name	Office	Ext.	Committee Assignment
1.	Allied Health	Skrocki – At Large	Marilyn (1)	VFS 414	2280	Senate Executive Committee/Senate Diversity
2.		Colley	Sharon (1)	VFS 306	2288	Distinguished Teacher Committee
3.			Roger (2)	VFS 210	2277	Academic Program Review Council
4.	Arts & Sciences	Alspach - Secretary	Sandra (1)	JOH 127	2779	Senate Executive Committee/UCC
5.		Berghoef – Vice President	Michael (1)	ASC 2108	2765	Senate Executive Committee
6.		Griffin	Richard (1)	ASC 2094	2761	General Education Task Force
7.		Prakasam	Piram (1)	ASC 3021	5290	Professional Development Committee
8.		Taylor	Jonathan (1)	ASC 3080	5853	Senate Health Promotions & Substance Abuse Committee
9.		Haneline - President	Douglas (1)	ASC 3080	2525	Senate Executive Committee
10.		Nagel	George (2)	JH 118	3618	Academic Program Review Council
11.		Abbasabadi	Ali (2)	ASC 3017	3571	Graduate and Professional Council
12.		Sun	Kent (2)	ASC 2031	2579	Student Fees Committee
13.		Sanderson	Cami (2)	JH 111	2995	Distinguished Teacher Committee
14.		Klatt	Paul (2)	ASC 2114	2671	Faculty Research Committee
15.	Business	Cook	Teresa (2)	BUS 200	3167	Institutional Strategic Planning Council
16.		Marion	David (2)	BUS 200	3164	Academic Policy and Standards Committee
17.		Heaphy – At Large	Maureen (1)	IRC 212	3156	Senate Executive Committee
18.		Brandly	Mark (2)	BUS 200	2433	Athletic Advisory
19.		Rewers	Carol (1)	IRC 212	2447	Faculty Research Committee
20.	Counselors/	Liszewski	Thomas (2)	BHC 210	5968	Senate Health Promotions & Substance Abuse Committee
21.	Librarians	Isler	Melinda (1)	FLT 358	3731	Institutional Strategic Planning Council
22.	Education	Wagenheim	Matt (1)	SRC 103	2670	Academic Program Review Chair
23.		Lashaway-Bokina	Nancy (2)	BIS 421	5368	Graduate & Professional Council
24.	Optometry	Luplow	Dean (1)	PEN 406	2192	Arts and Lectures Committee
25.		Nash	James (2)	PEN 406	2194	Academic Senate Diversity Committee
26.	Non-tenure Track Instructional Faculty	Fox	Bernadette (2)	ASC 3025	2522	Library/Historical/Archival Committee
27.		Reynolds	Beth (1)	PRK 120G	3077	Professional Development Committee
28.	Pharmacy	Boncher	Tracey (2)	PHR 302A	2283	University Curriculum Committee
29.		Dakkuri	Adnan (1)	PHR 105	2240	Professional Development/Distinguished Teacher
30.		vacant				
31.	Technology	Drake	Charles (2)	SWN 405	2788	Academic Policy and Standards Committee
32.		Compton	Joseph (1)	GRN 202	3062	Student Life Committee
33.		McNulty	Matt (2)	AUT 101	2354	Distinguished Teacher Committee
34.		Jewett	Keith (1)	SWN 405	2954	Radiation Safety Committee
35.		Thapa	Khagendra (1)	SWN 314	2672	Institutional Planning Council
36.		Hanna – At Large	David (2)	GRN 227	2680	Senate Executive Committee
37.		Maike	Gary (2)	HEC 203	2816	Senate Diversity Committee
38.	University College	Lukusa	Gloria (1)	ASC 1017	2842	Arts and Lectures Committee
39.		Gillespie	Anne Marie (2)	ASC 3052	3660	Senate Health Promotions & Substance Abuse Committee
40.	C of Prof. & Tec. Studies	Joyce	Joseph (2)	Metro Detroit	586-445-7150	Athletic Advisory Committee

Bold Indicates Senate Executive Committee Member

ACADEMIC SENATE
Nomination Petition

I, the undersigned member of the College of _____ of Ferris State University, nominate _____ for the office of Senator to the Academic Senate and hereby certify that the nominee has consented to having (his) (her) name placed in nomination for the office and possesses all the necessary qualifications for membership on the Senate as indicated in Article IV of the Academic Senate Charter.-

Date

Name

I, the undersigned, have consented to become a nominee for Senator to the Academic Senate.

Date

Name

ACADEMIC SENATE
Nomination Petition

I, the undersigned member of the College of _____ of Ferris State University, nominate _____ for the office of Senator to the Academic Senate and hereby certify that the nominee has consented to having (his) (her) name placed in nomination for the office and possesses all the necessary qualifications for membership on the Senate as indicated in Article IV of the Academic Senate Charter.

Date

Name

I, the undersigned, have consented to become a nominee for Senator to the Academic Senate.

Date

Name

Library/Historical/Archival Committee

Feb. 1, 2011 Senate Meeting Information

Current Mission Statement

This committee shall:

1. Review and make recommendations on all policies concerning the library, including but not limited to, policies concerning circulation of materials, acquisition of materials, automation, document delivery and so forth
2. Support the development and expansion of the Ferris Archival program including, but not limited to, planning and conducting Ferris Heritage Lectures, overseeing publication of the Ferris Heritage, and developing plans for approving expenditures of the Ferris Heritage Club Fund.

Proposed Mission Statement

This committee shall:

1. Review and make recommendations on all policies concerning the library, including but not limited to, policies concerning circulation of materials, acquisition of materials, automation, document delivery, use of space, support services and so forth.
2. Support the development and expansion of the Ferris Archival program.

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Closure of the Associate of Applied Science in Nursing Program

Initiating Unit or Individual: School of Nursing

Contact Person's Name: Julie Coon e-mail: coonj@ferris.edu phone: X-2269

Date or Term of Proposal Implementation: Summer or Fall 2011

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- XX Group II - A – Minor curriculum clean-up and course changes – Program Closure
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

VPAA
 JAN 7 2011
 PROVOST

Group/Individual	Signature	Date	Vote/Action *
Program Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean	<i>Julie A. Coon</i>	1/5/11	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

 President (Date Approved) Board of Trustees (Date Approved) President's Council (Date Approved)

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

This is a request to officially close the AAS Degree in Nursing (ADN), which was intended to be discontinued after the last cohort completed in May 2008. The ADN program was scheduled for discontinuation when the current Bachelor of Science in Nursing (BSN) program was implemented in Fall 2007. In November 2006 the UCC approved the deletion of all the NURS courses associated with the ADN program upon the completion of the last cohort in 2008. Unfortunately, the request to officially close the program was not made at that time, which was an oversight with that process. Therefore, the ADN program is still a program of record and this request is intended to correct that situation.

In view of the current efforts to increase the proportion of Baccalaureate prepared Registered Nurses in the State of Michigan as well as on a national level, there is no reason to consider keeping the ADN program on the books, as there are no plans to offer this program in the future. As a University, we have the obligation to prepare graduates for the current workforce demands and at this time, that is the baccalaureate level.

2. Summary of All Course Action Required* - Not Applicable – see UCC Proposal to delete all NURS courses related to the ADN Program from November 2006.

a. Newly Created Courses to FSU:

Prefix	Number	Title
--------	--------	-------

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
--------	--------	-------

c. Existing Course(s) to be Modified:

Prefix	Number	Title
--------	--------	-------

d. Addition of existing FSU courses to program

Prefix	Number	Title
--------	--------	-------

e. Removal of existing FSU courses from program

Prefix	Number	Title
---------------	---------------	--------------

3. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
---------------------------	------------------	-------------------------	------------------------------------

Not applicable

4. Will External Accreditation be Sought? (For new programs or certificates only)

_____ Yes _____ No NA

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

Not Applicable

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM


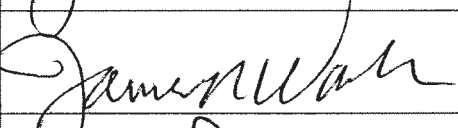

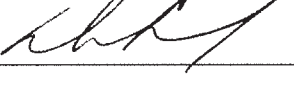
Proposal Title: PROJ Undergraduate Project Management Certificate

Initiating Unit or Individual: AFIS

Contact Person's Name: Barbara L. Ciaramitaro e-mail: ciaramb@ferris.edu phone: 3199

Date or Term of Proposal Implementation: Fall 2011

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program Faculty	Barbara L. Ciaramitaro	11/15/10	<u>7</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support
Department Faculty		11/15/10	<u>18</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support
Department Head		11/30/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee		12/7/10	<u>7</u> Support <u>2</u> Support with Concerns <u>0</u> Not Support
Dean		12/9/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)

Board of Trustees (Date Approved)

President's Council (Date Approved)

1. Proposal Summary

This proposal is to create an undergraduate certificate in Project Management. In order to market this certificate to the widest audience in the university, the prefix for these courses will be PROJ.

This proposal begins with the existing Project Management Fundamentals course ISYS 411 re-numbered as PROJ 320. In order to renumber this course, we have included a Delete Course Form for ISYS411 and Add New Course for PROJ 320 in the proposal. Delivery mode will be in a mixed environment and online.

This proposal also involves creating three new courses: PROJ 350 Project Schedule, Cost and Risk Management, PROJ 351 Project Communication, Team Building and Conflict Management, and PROJ 420 Managing the Procurement Process and Preparing for Certification. Delivery mode will be in a mixed environment and online.

The proposed PROJ certificate aligns with the Project Management Institute's (PMI) Global Accreditation Center requirements for accreditation. Obtaining accreditation is a near term goal. The proposed Ferris certificate would be applicable to all professional domains represented in the various Ferris departments and colleges. Ferris would also be positioned to be a Registered Education Provider of PMI PDU credit. The PMI has over 500,000 members in 185 countries in need of PDU credit.

This proposal positions the PROJ certificate to service one of the fastest growing and largest job classifications in both Information Technology and Management. This project management emphasis is an effort to broaden the appeal of the PROJ program and stimulate student interest. Project management has been cited as being among the top 5 jobs in America (CNNMoney.com, 2009).

The ISI program currently has two PMI certified Project Management Professionals (PMP) as full time faculty, and two adjuncts that hold the PMP credential who have taught project management for Ferris. These faculty resources will be available to provide staffing flexibility in delivering the program.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
PROJ	320	Project Management (was ISYS 411)
PROJ	350	Project Schedule, Cost and Risk Management
PROJ	351	Project Communication, Team Building and Conflict Management
PROJ	420	Managing the Procurement Process and Preparing for the PMP

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
ISYS	411	Project Management (renumbered as PROJ 320)

c. Existing Course(s) to be Modified:

Prefix	Number	Title
--------	--------	-------

d. Addition of existing FSU courses to program

Prefix	Number	Title
--------	--------	-------

e. Removal of existing FSU courses from program

Prefix	Number	Title
--------	--------	-------

3. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
Form C	11/22/2010	FLITE	Emailed to David Scott

4. Will External Accreditation be Sought? (For new programs or certificates only)

Yes No

If yes, name the organization involved with accreditation for this program.

Project Management Institute – Global Accreditation Center

5. Program Checksheets affected by this proposal.

ISI
CIS
CIT

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. **FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.**

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: PROJ Management Undergraduate Certificate

Projected number of students per year affected by proposed change: 40

Initiator(s): Barbara L. Ciaramitaro

Proposal Contact: Barbara Ciaramitaro Date Sent: 12/14/10

Department: AFIS Campus Address: 220 IRC
(Please print)

Liaison Librarian Signature: David A Scott Date: 12-20-10

Dean of FLITE Signature: Debra M. Mangan Date Returned: 1-3-11

Based upon our review on 12-20-10 (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ _____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

Ferris State University – College of Business
ACCOUNTING, FINANCE, AND INFORMATION SYSTEMS DEPARTMENT

PROJECT MANAGEMENT CERTIFICATE – 12 credits

NAME: _____ CWI#: _____ MAJOR: _____

PROJ - PROJECT MANAGEMENT CERTIFICATE – 12 Credits

The *Project Management* certificate is a 12-credit hour concentration designed to prepare individuals for careers in project management in technical and non-technical fields. This certificate is accredited by the Project Management Institute’s Global Accreditation Center, and as such reduces the work experience for the Project Management Professional (PMP) certification by 1500 hours.

COURSE #	TITLE	CREDITS	TERM	GRADE
PROJ 320	Project Management Fundamentals	3		
PROJ 350	Project Scheduling, Cost and Risk Management <i>(prerequisite PROJ 320)</i>	3		
PROJ 351	Project Communication, Team Building and Conflict Management <i>(prerequisite PROJ 320)</i>	3		
PROJ 420	Managing the Procurement Process & Preparing for Certification <i>(prerequisites PROJ 350 & PROJ 351)</i>	3		
SUBTOTAL		12		

NOTE: No more than 50% of the credits in this certificate may be transferred from another institution, nor, will this certificate be granted if more than 50% of the certificate credits are specifically required in the students major.

For more information, please contact the AFIS Department Head Jim Woolen for an appointment, College of Business, BUS 212, or phone (231) 591-2434.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
 Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the certificate which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.0 cumulative GPA, is required for completion of the Project Management Certificate.

Student Name: _____ Student ID: _____ Date: _____

Accounting, Finance & Information Systems Department Approval: _____ Date: _____

(To receive this certificate, you must request a certificate clearance from the AFIS Department in Bus 212)

Undergraduate Project Management Certificate Outcome and Assessment Plan

Undergraduate Project Management Certificate Outcomes

Students who complete the certificate will possess the ability to:

- Research, assess and develop strategies to apply project management best practices, principles and practices.
- Evaluate, assess and demonstrate an understanding of scope development techniques including requirements collections and work breakdown structures.
- Evaluate, assess and demonstrate an understanding of cost estimation techniques used in building project schedules including precedence diagrams, critical paths, critical chains, and Gantt charts.
- Evaluate, assess, and demonstrate an understanding of project team acquisition, project team development and project team management.
- Evaluate, assess and demonstrate an understanding of procurement management including the selection and creation of procurement documents and contracts and their applicability to different procurement requirements.
- Develop an understanding of the complexity of the project management environment.

Undergraduate Project management Certificate Assessment Plan

Direct Measures

- 1) Portfolio review. Students will compile a portfolio of projects management deliverables, accomplishments, and the application of tools and techniques.
- 2) All courses will have pre and post assessment testing.
- 3) Deliverables within the certificate courses provide opportunities to assess competence using writing samples, analysis and discussion, tests, and group projects.

An additional measure would track the student's success rate on the PMP or CAPM external certification exams offered by the Project Management Institute.

Course Identification:

Prefix:	Number	Title
PROJ	320	Project Management Fundamentals

Course Description: This course examines the foundations of project management as defined by experts including Eliyahu Goldratt and the Project Management Institute. A review of the project management lifecycle and knowledge areas is conducted using resources such as the Project Management Body of Knowledge, course textbooks, and case studies. The course focuses on applying the techniques and tools of project management to specific deliverables including the Work Breakdown Structure (WBS), schedule, budget, risk management plan, RACI chart and others.

Course Outcomes and Assessment Plan:

1. The student will examine project management knowledge areas and apply that knowledge in the preparation of project documents, deliverables, and team work.

Assessment: Individual and group assignments, discussion, critical thinking review of chapters and articles, assessments.

2. The student will evaluate project management best practices and assess their effectiveness and value through practice assignments and collaborative discussion.

Assessment: Individual and group assignments, discussion, critical thinking review of chapters and articles, assessments.

3. The student will work within a team to develop a comprehensive project plan focused on managing a successful project throughout its life cycle.

Assessment: Group assignments.

4. The student will apply the Project Management Institute's Code of Ethics and Professional Responsibility and apply the code to various scenarios common in project management.

Assessment: Discussion, individual assessments, case studies.

5. The student will evaluate their need to further develop interpersonal skills such as communication, conflict management, leadership and team building through practice scenarios with other students.

Assessment: Individual and group assignments, discussion, critical thinking reviews of chapters and articles, assessments.

Course Outline including Time Allocation:

- | | |
|-----------------------------------|-------------------------------------------------|
| 1. Project Lifecycle Review – 20% | 3. Critical Chain Review – 10% |
| 2. Project Knowledge Areas – 60% | 4. Professional Responsibility and Ethics – 10% |
| a. Integration Management | a. Methods |
| b. Scope Management | b. Legal and Ethical understanding |
| c. Time Management | c. Metrics |
| d. Cost Management | |
| e. Communication Management | |
| f. Risk Management | |
| g. Human Resource Management | |
| h. Quality Management | |
| i. Procurement Management | |

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

- 1. Complete each item in Section I and Section II.
- 2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix PROJ b. Number 320 c. Enter Contact Hours per week in boxes.
 LECTure LAB INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title: Project Management Fundamentals (Limit to 30 characters/spaces.)

e. College Code: BW f. Department Code: AFIS

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable X Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours

j. May Be Repeated for Added Credit: Check (x) Yes X No

k. Levels: Check (x) X Undergraduate Graduate Professional

l. Grade Method: Check (x) X Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) X Yes No

n. Equivalent course: Prefix ISYS Number 411 See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course examines the foundations of project management as defined by experts including Eliyahu Goldratt and the Project Management Institute. A review of the project management lifecycle and knowledge areas is conducted using resources such as the Project Management Body of Knowledge, course textbooks, and case studies. The course focuses on applying the techniques and tools of project management to specific deliverables including the Work Breakdown Structure (WBS), schedule, budget, risk management plan, RACI chart and others.

p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: Sophmore standing or instructor approval.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ

Course Identification:

Prefix:	Number	Title
PROJ	350	Project Scheduling, Cost and Risk Management

Course Description: This course will build on project management fundamentals and evaluate various project management techniques used to build project schedules including time estimation, PERT, critical path, critical chain, and the use of float and buffers. This course will also examine cost estimating techniques and project budget preparation. Lastly, this course will review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment, and risk mitigation strategies.

Course Outcomes and Assessment Plan:

- Examine various cost estimation techniques used in building project schedules.
Assessment: Classroom exercises, case studies, assignments and/or assessment.
- Evaluate project scheduling techniques used to build project schedules.
Assessment: Given scenarios, students will construct project schedules and provide supporting documentation. Classroom exercises, case studies, assignments and/or assessments.
- Compare and contrast critical path and critical chain schedule development.
Assessment: Given scenarios, students will compare and contrast project schedules built using critical chain and critical path methodologies and provide an analysis of any differences.
- Evaluate the project budget lifecycle from activity determination, through cost estimating, and bottom up budget preparation.
Assessment: Given scenarios, student will construct project budgets.
Assessment: Given a scenario or problem set, students will determine proper communication approach.
- Distinguish the various steps involved in risk management from risk identification, through risk assessment, risk mitigation and the development of a risk contingency budget.
Assessment: Classroom exercises, case studies, assignments and/or assessments.
- Compare and contrast quantitative and qualitative risk analysis.
Assessment: Given scenarios, students will conduct quantitative and qualitative risk analysis.

Course Outline including Time Allocation:

- Project Scheduling Techniques – 30%
 - Activity Estimating
 - Schedule Development
 - Critical Chain and Critical Path Methodologies
 - Schedule Monitoring
- Project Cost Management – 30%
 - Activity Cost Estimating
 - Bottom Up Budget Preparation
 - Budget Monitoring
- Project Risk Management – 30%
 - Risk Identification
 - Risk Assessment – Quantitative and Qualitative
 - Risk Mitigation
 - Risk Monitoring
 - Risk Contingency Budget
- Professional Responsibility and Ethics – 10%
 - Methods
 - Legal and Ethical understanding
 - Metrics

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

3. Complete each item in Section I and Section II.

4. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix PROJ b. Number 350 c. Enter Contact Hours per week in boxes.
LECTure 3 LAB INDEpendent Study – Check (x)
Practicum: Seminar:
d. Course Title: Project Scheduling (Limit to 30 characters/spaces.)

e. College Code: BUL f. Department Code: AFIS
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) X Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course will build on project management fundamentals and evaluate various project management techniques used to build project schedules including time estimation, PERT, critical path, critical chain, and the use of float and buffers. This course will also examine cost estimating techniques and project budget preparation. Lastly, this course will review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment, and risk mitigation strategies.

p. Term(s) Offered: F,S (See instructions for listing.) q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: PROJ 320

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRS __ SCAPREQ __

Course Identification:

Prefix:	Number	Title
PROJ	351	Project Communication, Team Building and Conflict Management

Course Description: Communication activities are estimated to take up to 90% of a project manager's time. This course will take an in-depth look at project communication management, team building and conflict management. Ethical issues, professional responsibility and diversity issues related to project management will be discussed. The course will examine various communication and conflict resolution techniques; the challenges of managing project teams particularly in the virtual environment; and assess various team building tools and techniques.

Course Outcomes and Assessment Plan:

1. Construct project plans that demonstrate an understanding of project team acquisition, project team development, and project team management.
Assessment: Given scenarios, students will construct project plans, evaluate situations, and provide solutions with supporting documentation and structures.
2. Construct and/or describe Communication Plans, Information Distribution methodologies, Stakeholder Expectation Management, and Performance Reports.
Assessment: Given a scenario or problem set, students will determine proper communication approach.
3. Evaluate the effectiveness of various conflict resolution techniques
Assessment: Given a scenario, students will determine the appropriate conflict resolution technique and provide supporting
4. Distinguish social, cultural, diversity, and distance issues related to the management of traditional and virtual teams.
Assessment: Classroom exercises, case studies, assignments and/or assessments.
5. Develop team building plans and communicate ethical standards and requirements.
Assessment: Classroom exercises, case studies, assignments and/or assessments.

Course Outline including Time Allocation:

1. Communication Management – 35%
 - a. Determine Communication Requirements
 - b. Communication and Information Distribution Plan
 - c. Reporting
 - d. Internal and External Project Communication
 - e. Monitoring Communication Effectiveness
2. Team Building – 35%
 - a. Determine needed project roles and responsibilities
 - b. Team Acquisition
 - c. Team Building
 - d. Team Management
 - e. Managing Virtual Teams
3. Conflict Resolution – 30%
 - a. Conflict Resolution Techniques
 - b. Ethical Issues
 - c. Managing Diversity

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

5. Complete each item in Section I and Section II.

6. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

PROJ

b. Number

351

c. Enter Contact Hours per week in boxes.

LECture 3 LAB INDEpendent Study – Check (x)

Practicum: Seminar:

d. Course Title: Project Communications (Limit to 30 characters/spaces.)

e. College Code BU

f. Department Code: AFIS

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) X Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Communication activities are estimated to take up to 90% of a project manager’s time. This course will take an in depth look at project communication management, team building and conflict management. Ethical issues, professional responsibility and diversity issues related to project management will be discussed. The course will examine various communication and conflict resolution techniques; the challenges of managing project teams particularly in the virtual environment; and assess various team building tools and techniques.

p. Term(s) Offered: F,S (See instructions for listing.) q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: PROJ 320

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____/____/____

_____/____/____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec’d: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ

Course Identification:

Prefix:	Number	Title
PROJ	420	Managing the Procurement Process and Preparing for Certification

Course Description: This course will examine the various challenges present in the procurement process including the bid process, vendor selection and contract management. This course will provide best practices, tools and techniques to manage procurement through its entire process from Bid Document Preparation to Contract Closure. This course will also review of the Project Management Body of Knowledge in terms of preparing for the PMP and CAPM Certification tests.

Course Outcomes and Assessment Plan:

1. Evaluate various bid documents and their suitability to different purchase and vendor requirements.
Assessment: Given scenarios, students will construct various bid documents and document their applicability to different procurement requirements.
2. Evaluate vendor selection criteria based on the project and product requirements.
Assessment: Classroom exercises, case studies, assignments and/or assessments
3. Examine legal criteria for procurement management including contract administration an contract closure.
Assessment: Given a scenario or problem set, students will determine legal requirements.
4. Distinguish social, cultural, diversity, and distance issues related to procurement managements.
Assessment: Classroom exercises, case studies, assignments and/or assessments.
5. Develop procurement management plans and integrate ethical and professional responsibility standards.
Assessment: Classroom exercises, case studies, assignments and/or assessments.
6. Review the Project Management Body of Knowledge in preparation for the PMP and C APM certification tests.
Assessment: Review questions, classroom exercise

Course Outline including Time Allocation:

1. Procurement Management – 35%
 - a. Planning Procurement
 - b. Preparation of Bid Documents
 - c. Vendor Selection
 - d. Monitoring Procurement
 - e. Contract and Procurement Closure
 - f. Developing a Procurement Plan
2. Legal Criteria – 25%
 - a. Contract Requirements
 - b. Contract Negotiation
 - c. Contract Disputes
 - d. Contract Closure
3. Procurement Management – 10%
 - a. Cultural Issues
 - b. Diversity
 - c. Managing Distance
 - d. Virtual Vendors
4. Preparation for the PMP and CAPM Certification Exams -30%

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 **Examples: 200801(Spring), 200805(Summer), 200808(Fall)**

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix PROJ b. Number 420 c. Enter Contact Hours per week in boxes.
 LECTure 3 LAB INDEpendent Study – Check (x)
 Practicum: Seminar:

d. Course Title: Managing Procurement (Limit to 30 characters/spaces.)

e. College Code BW f. Department Code: AFIS
 Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course will examine the various challenges present in the procurement process including the bid process, vendor selection and contract management. This course will provide best practices, tools and techniques to manage procurement through its entire process from Bid Document Preparation to Contract Closure. This course will also review of the Project Management Body of Knowledge in terms of preparing for the PMP and CAPM Certification tests.

p. Term(s) Offered: F,S (See instructions for listing.) q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: PROJ 320, PROJ 350, PROJ 351

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECture LAB INDEpendent Study – Check (x)

Practicum: Seminar:

d. Full Course Title:

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

_____ / /

_____ / /

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ

**Ferris State University
PRELIMINARY CURRICULUM APPROVAL FORM**

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal initiator(s):	Barbara Ciaramitaro
Department(s)/College(s):	COB/AFIS

Type of curriculum change (check one)

<input type="checkbox"/>	New degree/major
<input type="checkbox"/>	New minor requiring new courses/resources
<input type="checkbox"/>	New concentration in existing degree program
<input type="checkbox"/>	Curricular customization of existing program for off-campus cohort group
<input checked="" type="checkbox"/>	New certificate requiring 3 or more new courses and/or new resources
<input type="checkbox"/>	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template.

Undergraduate Project Management Certificate

2. Target date for implementation.

August 2011

3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.

Project Management is one of the largest growth areas in business and is currently underserved in Michigan. The initiators of this proposal teach undergraduate and graduate courses in project management in a 100% online environment and have received strong positive feedback. Ferris can become a leader in project management, which is quickly being recognized as a critical skill in most occupations. This proposal begins with the existing Project Management Fundamentals course ISYS 411 re-numbered as PROJ 320. Delivery mode will be in a mixed environment and online. This proposal also involves creating three new courses: PROJ 350 Project Schedule, Cost and Risk Management, PROJ 351 Project Communication, Team Building and Conflict Management, and PROJ 420 Managing the Procurement Process and Preparing for Certification. Delivery mode will be in a mixed environment and online.

4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs?

Davenport University offers a Global Project Management Certificate through its Grand Rapids Campus. Madonna University located in Livonia also offers an undergraduate project management certificate. Both of these programs are only offered in the classroom environment and are not available online.

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs:

There are no other undergraduate project management certificate programs at FSU or KCAD.

6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.

The current job market in Michigan continues to be strong for project managers. A search of Indeed.com shows 4,660 open positions for Project Leaders and 7,873 jobs for Project Manager - all in Michigan. Additionally PM certifications continuously rated in the top 5 most sought after professional certification. (November 21, 2010)

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.

Most community colleges offer project management courses, and FSU enrollment in project management is strong at both the undergraduate and graduate level – 4 or 5 annual sections at each level fill to capacity on a consistent basis. A review of virtually any job posting site will list positions in project management and certifications in this area are consistently listed in the top 5 in employment surveys.

8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs?

We expect that this certificate will draw new students to Ferris due to the high job demand in this field. As this certificate is available online, we expect students from all of our campuses to be interested in this program. Due to the broad application of project management principles in virtually all business domains, we expect to draw students from other disciplines including construction management, business management, nursing and other health care fields, as well as others.

9. Approximately how many students are expected to enroll?

__15 in the first year? __50 after three years?

10. At which FSU campuses/regional centers or other sites will the initiative be offered?

All campuses through online delivery -- Big Rapids campus through online and mixed delivery.

11. Will Internet or other distance learning technology be used for course/program delivery? Describe.

Yes the courses will be delivered using Ferris Connect either as solely online classes or in mixed delivery.

Complete questions 12, 13, 14 in consultation with department head/chair and/or dean.

12. Provide a rough estimate of the resources needed to implement the initiative:

The ISM program currently has two PMI certified Project Management Professionals (PMP) as full time faculty, and two adjuncts that hold the PMP credential who have taught project management for Ferris. These faculty resources will be available to provide staffing flexibility in delivering the program.

	Start-up	After Three Years
Supply and expense	\$	\$
Equipment	\$	\$
Full-time faculty	\$	\$
Overload/adjunct faculty	\$15,000	\$30,000
Other		

Estimate of Library Resources	X Adequate	Some new resources needed	Significant number of resources needed
-------------------------------	------------	---------------------------	----------------------------------------

13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

Since the courses are online, adjunct opportunities are easier to accommodate. In addition to the current two adjunct positions, there are a number of potential adjunct faculty that have already been contacted and have expressed interest in assisting long term.

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

No new space needs required.

15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation?

Professional accreditation is available for the certificate; however, it is not required. Project Management Institute Global Accreditation is presently being sought by the ISM faculty. After two years, the undergraduate project management certificate in combination with other existing classes to create minors will be added to the accreditation. This is a 7 year accreditation cycle and there currently is no cost to add a second program to the process.

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback?

No other colleges are involved in course/program delivery.

Department Head's Signature: James R. Woolen

Date: November 23, 2010


If this is an interdepartmental initiative, include additional Department Head/Chair signatures

Comments: My only concern is startup and continuing costs. The COB will need to look at ways to finance this effort.

Dean's Signature:  Date 11/29/10

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For KCAD initiatives, include KCAD President's signature
- For existing FSU-Big Rapids programs customized for off-campus delivery to a cohort group, include College and UCEL Deans' signatures

Comments: This appears a stepping stone to further offerings. As such, it makes sense to test the waters without a great deal of additional investment, while providing something that could have appeal in its own right.

Provost's Signature:  Date 11-30-10

Approved Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions:

Since the courses are all 300 and 400 level courses appropriate prerequisites would be expected for all courses.

Since you expect this certificate to draw new students to the University, the total numbers of credits including prerequisites should be clearly stated.

Start up costs not to exceed the indicated \$15,000 will be provided by the Provost's office.

Not approved

Explanation:

- c. Initiator(s)
- Department Head/Chair(s)
 - Deans' Council and KCAD President
 - FSU University Curriculum Council
 - FSU Academic Senate and KCAD Senate
 - VPAA or Chancellor/VP of FSU/GR
 - FSU Intranet

Revised Draft FSU Gen Ed Student Learning Outcomes for the “Knowledge” and “Skills” areas

For presentation at 1/11/11 meeting of the Academic Senate

At Ferris State University the General Education program challenges students to become successful citizens of a diverse and globalized world. This philosophy of general education is especially appropriate in a world of increasingly complex connections and interactions between world cultures that daily become more inextricably linked in the social, political, economic and scientific issues they face. For students who choose to rise to this challenge of general education at Ferris there are certain things to know about and abilities to develop, and there are also certain attitudes to cultivate that will help meet the challenge.

At Ferris we consider a successful citizen of a diverse and globalized world to be someone who should **know**:

... how people from all cultures, past or present, are fundamentally similar to each other, and why cultural differences should be understood. All peoples work and play, laugh and cry, have families and friends.

They have histories and traditions that shape who they are as individuals and societies. They have religions and philosophies that bring meaning to the world in which they live. They express themselves through language and through the works they create of music and art and literature. These things may differ in significant ways from culture to culture, but rather than barriers that divide and separate, the differences should be understood as variations on the theme of human experience. Recognizing the similarities and understanding the differences between peoples of the world is critical for success in a diverse and globalized world.

...how their lives are shaped by the society and place in which they live. As with all peoples, each of us lives within a society that includes political, legal, economic, educational, health care and other social institutions and systems. These social systems, together with our interpersonal relationships, daily influence who we are and how we interact with others. Furthermore, the natural environment of the place a people live exerts a powerful influence on the nature of their society and relationships with each other. We must know how these things influence us as individuals in order to fully understand who we are and how we fit into the larger world we are a part of.

...how science differs from other ways of knowing and how technological systems resulting from that knowledge shape our world. We live in a time of scientific consensus regarding the dangers of a warming climate, pandemic diseases, resource depletion, environmental degradation and other hazards. Solutions to these problems will be achieved only through scientific methods of investigation and technological advance in practices, both of which are globalizing forces that cut across cultural boundaries in the language and methods they use. As citizens required to make personal and political decisions about solutions to these global problems it is essential to understand the nature of science as a way of knowing and of technological systems through which that knowledge is applied.

Furthermore, a successful citizen of a diverse and globalized world is someone who should both know about and **be able to**:

...critically evaluate information using appropriate reasoning skills. We are exposed daily to information from many sources and of many types. A successful citizen should have the knowledge and ability to evaluate what is logical, valid, and useful from this flood of information.

...think and act creatively in problem solving. No matter the type or magnitude of a problem, there is a growing need in this globalized world for individuals with the knowledge and ability to work toward solutions in ways characterized by innovation, divergent thinking and risk taking.

...communicate effectively with others in both the personal and professional spheres of life. To clearly communicate our thoughts and ideas with each other is critical for success in all aspects of life and requires the knowledge and ability to read, write, speak, and listen in accurate and meaningful ways. This is especially important in a world where intercultural communication occurs with greater frequency and importance.

...interpret and use quantitative information together with the qualitative to understand and effectively solve real-life problems. Much of the information we receive and use, either for personal or professional reasons, is numerical in nature and presented as graphs, tables, schematics, or other graphical or symbolic displays. Furthermore, these represent a form of communication that generally crosses cultural boundaries. So having the knowledge and ability to effectively use quantitative and qualitative information together to solve real-life problems is especially important for success in a diverse and globalized world.

...make informed decisions in the use and management of money in terms of both personal finance and broader economic policy. The knowledge and ability to effectively manage money is important not only for personal and perhaps professional success but, given the global nature of economics in today's world, also for making decisions as a citizen about economic policy.

...identify, access, and use information effectively. Whether information comes from traditional sources or emerging technologies, the knowledge and ability to gather and use it in the most effective way for a given purpose is fundamental to both personal growth and professional success.

...perform effectively as a member of a team. There is a growing need for individuals with the teamwork and leadership skills necessary to work effectively with diverse others. This is especially true given the increasingly globalized nature of interactions that occur within both the private and public sectors.

**In summary, the FSU Gen Ed student learning outcomes
as proposed in this draft for the
LEAP “Knowledge” and “Skills” areas (in italics) are:**

Knowledge of Human Cultures and the Natural World

Focused by engagement with big questions, both contemporary and enduring

A successful citizen of a diverse and globalized world is someone who should **know**:

... how people from all cultures, past or present, are fundamentally similar to each other, and why cultural differences should be understood.

...how their lives are shaped by the society and place in which they live.

...how science differs from other ways of knowing and how technological systems resulting from that knowledge shape our world.

Intellectual and Practical Skills

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Furthermore, a successful citizen of a diverse and globalized world is someone who should both know about and **be able to**:

...critically evaluate information using appropriate reasoning skills.

...think and act creatively in problem solving.

...communicate effectively with others in both the personal and professional spheres of life.

...interpret and use quantitative information together with the qualitative to understand and effectively solve real-life problems.

...make informed decisions in the use and management of money in terms of both personal finance and broader economic policy.

...identify, access, and use information effectively.

...perform effectively as a member of a team.

NOTE: Outcome statements for the other 2 LEAP categories (“Personal and Social Responsibility” and “Integrative Learning”) will be added after town-hall meetings on those outcomes have taken place.

TO: Academic Senate for the 1 February 2011 Meeting

FROM: Academic Policy and Standards Committee

SUBJECT: Internet Course Listings Policy

DATE: 25 January 2011

The Academic Policy and Standards (APS) committee has started to review and discuss the proposed Internet Course Listings policy. At this time the APS committee cannot provide a positive recommendation for this policy, but we can share some concerns. (The APS committee is continuing the review of the policy and will be available to provide input to the senate concerning the Internet Course Listings policy throughout the Spring 2011 semester.)

RECOMMENDATION

The APS committee recommends that the Academic Senate DOES NOT approve the Internet Course Listing Policy as it is currently written. Currently, the APS committee can share the following concerns:

Concern(s)

1. Discussion of the policy must get pass the issue of requiring all online activities to go through FerrisConnect. It is the case that even if faculty create links in FerrisConnect for outside internet resources used in the class, students can easily connect directly to these outside resources (thus bypassing FerrisConnect). There could, for example, be some combination of FerrisConnect and grade book entries used to track student participation.
2. The issue about whether or not courses currently taught online will require an approval form (i.e., “grandfathering of courses”) is not addressed at all in the policy. This issue should most surely be addressed in some manner. Legal requirements may be involved, and it would be good to know what, if any, legal issues are involved here.
3. Somewhat related to the issue of “grandfathering of courses” is the issue of policy implementation. As written, the policy provides a description of what should be done for new courses. The APS committee suggests a new and separate section of the policy be devoted to implementation details, starting most likely with what will happen during the Fall 2011 semester. (Here, for example, the policy could allow current online courses until the Spring 2012 semester to fill-out a detailed “approval” form if this was the decision on how to deal with current online courses.)
4. Other issues in the policy could also be addressed, such as (*) online course cap size; (*) whether faculty should have to take some type of test to be certified (or keep the current checklist); and (*) what happens if an instructor/online course combination is not approved.

TO: Academic Senate for the 1 February 2011 Meeting

FROM: Academic Policy and Standards Committee

SUBJECT: Student Authentication Policy

DATE: 23 January 2011

The Academic Policy and Standards (APS) committee has reviewed and discussed the proposed Student Authentication policy and can provide the following recommendation along with suggested changes and concerns:

RECOMMENDATION

The APS committee recommends the Academic Senate approve the Student Authentication Policy after the following change is made and the following concern is addressed.

Change(s)

1. Procedure 5 should be removed as it does not relate to the issue of authentication.

Concern(s)

1. The policy should include a statement that in the future the university may require the student to purchase some technology to better ensure student identity, and that the students will be responsible for these costs.

TO: Academic Senate for the 1 February 2011 Meeting

FROM: Academic Policy and Standards Committee

SUBJECT: Student Complaint Policy

DATE: 23 January 2011

The Academic Policy and Standards (APS) committee has reviewed and discussed the proposed Student Complaint policy and can provide the following recommendation along with suggested changes and concerns:

RECOMMENDATION

The APS committee recommends the Academic Senate approve the Student Complaint Policy after the following changes are made and the following concerns are addressed.

Change(s)

1. Change the wording to read “ten (10) business days” throughout the document.
2. Change last line of third paragraph on p.3: ~~be~~ the Department Representative.
3. Move p.6 section on reporting Guidelines in front of the section on Approaching Others. (Here one section is part of the policy while the other is mere advice.)
4. Change the title of the section on “Approaching Others ...” to “Advice on Approaching Others With Your Complaint.”
5. Remove the personal email addresses on p.1 from the policy.

Concern(s)

1. In Step 2 there is not a method to assure that the student has made an effort to contact the individual against whom the complaint has been filed. Here a complaint should not be considered a complaint if the student has not made this effort.
2. The Deans and Department Representatives will need to be educated on this policy. For example, in Step 3 on p.3, it does state that the dean should assure that the complaint has gone through earlier steps; otherwise it cannot be considered a complaint (and/or it should not be acted on at this level).

ISPC recommendation on SAI/IDEA for faculty evaluation, Senate meeting, Feb. 1, 2011

As part of Institutional Strategic Planning Council's mission, we were asked to : "review the Student Assessment of Instruction (SAI) and identify an alternative student evaluation format that is valid and reliable and provides constructive and formative feedback for the purpose of improving Ferris programs." ("Academic Plan, Institutional Strategic Planning Council of the Ferris State Academic Senate" adopted by the FSU Academic Senate on 10/7/2008).

During Spring and Summer semesters, ISPC conducted an in-depth review of both SAI and IDEA. Because our wiki was removed, and we have been in the process of reposting and revisiting last year's work, no report was made to the Senate.

After reviewing materials and discussions of assessment instruments--the SAI and IDEA-- **ISPC met on Tuesday, December 14, 2010 and make this recommendation:**

"Members of ISPC voted unanimously to support the use of IDEA as a form of course evaluation."