

Information Systems Management
Academic Program Review

Ferris State University
August 22, 2011

Table of Contents

Introduction.....	3
Relationship to FSU Mission.....	3
Program Visibility and Distinctiveness	4
Program Value	4
Enrollment.....	5
Characteristics, Quality, and Employability of Students.....	5
Quality of Curriculum and Instruction.....	6
Composition and Quality of Faculty.....	7
Recommendations and Conclusions	8
Advisory Board Minutes – September 2010.....	9
Advisory Board Members.....	10
PMI Self Study.....	11
Degree program eligible for Accreditation.....	17
Period of Operation.....	17
GAC Accreditation Standards.....	17
Mission.....	18
Demonstration of Achievement of Mission.....	18
Academic Community/Faculty and Staff.....	19
Student Support Services	26
Student Selection	28
Program Outcomes.....	30
Project Management Core Learning Outcomes.....	37
Student Performance Criteria.....	41
Library/Learning Resource Center and Educational Innovations and Technology.....	41
Financial Resources, Facilities and Equipment	42
Faculty Vitae.....	43
Sample Student Evaluation Form	67
Sample Course Syllabi.....	70
Course Mapping.....	115
Ferris State University 2011 Budget.....	117
Alumni Survey	122
Faculty Survey	154
Student Survey	168
Unit Assessment Report.....	188

Information Systems Management – 2011 Academic Program Review

The Information Systems Management program was created in 1987 and last had an annual program review in 2005. Notable changes since that time include designation as a Center of Excellence by the National Security Agency (NSA) in 2011. Ferris is one of only 8 universities in the country to have a program that maps to all 6 criteria areas. There are approximately 125 Center’s of Excellence in the country, and membership includes several Ivy League and Big Ten universities. An additional change has been the separation of the ISM and MBA programs from a single graduate department. The ISM program is now part of the Accounting, Finance, and Information Systems department, and the MBA is now part of the Management department. Program evaluation for this APR will consist of the self-study report that was recently submitted for project management accreditation, as well the self-study report submitted in 2010 as part of the NSA Center of Excellence accreditation process. The NSA report will be submitted as hard copy only due to its volume and format (hundreds of pages). The project management report is included electronically in this document. Both of these reports were intensive, focused evaluations of the ISM program that are externally validated and support the goals of the program and the university. Additionally, they are national measures. The NSA process including mapping over 10,000 curriculum areas, which is perhaps one of the most thorough reviews of any program on campus. Surveys of the current students, alumni, and faculty have also been conducted and will be reviewed in this report. Full results are appended to the end of this report. The ISM Advisory Board met September 17, 2010. The minutes and a discussion of the report are also in this report.

A. RELATIONSHIP TO FSU MISSION

We believe the ISM program is in alignment with the FSU mission as is shown in the following table.

FSU Mission	ISM
successful careers	Alumni survey results indicate students are prepared for successful careers.
responsible citizenship	Core courses include: Legal & Ethical Issues in Business
lifelong learning	Graduate study in itself represents a commitment to lifelong learning.
partnerships	Internally we have partnered with Nursing and the MBA program. The program is working with the FSU International Office to forge a stronger partnership. Externally we have a partnership with our Advisory Board and the National Security Agency. The ISM program has a partnership with Saxion University in

	The Netherlands.
rapidly changing global economy and society	The program has been accredited at the highest level by the National Security Agency, and is in the final stages of accreditation by the Project Management Institute. Both of these serve as external references, and particularly with the Project Management Institute, server as a global benchmark. The ISM program has a partnership with Saxion University in The Netherlands, and plans are underway to renew and invigorate this partnership in October 2011. An additional international university partner is currently being researched and evaluated.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

The ISM program is one of 8 in the country to be accredited at all 6 criteria areas by the National Security Agency. Further distinction is forthcoming with the Project Management Institute accreditation. These make the ISM program highly distinctive, and assist in providing program visibility. Additionally, all four faculty in the ISM program published either books, chapters, and/or journal articles, as well as presented at conferences in the 2010-2011 academic year, which provides additional visibility.

The introduction of an online specialization in project management (2010/2011 academic year) is seen as a way to attract a stable and significant student population to help provide consistent and stable enrollment. The specialization is available as part of the ISM or MBA degrees, as well as stand alone as a graduate certificate. Project management is one of the largest and fastest growing areas in business, and the Project Management Institute is the premier governing body.

The ISM program is delivered with a hybrid approach. Most classes are offered in a weekend/online combination, with a few courses offered 100% online.

Marketing of the program by Ferris State University has been extremely limited. There were no press releases or articles written about the ISM program regarding the NSA achievements. (There were press releases and articles written about the ISI program, which achieved the same level of accreditation, but for some reason the ISM program was overlooked).

C. PROGRAM VALUE

The mission of the Information Systems Management program at Ferris State University is to provide high quality graduate instruction in Information Systems management using the most

current technologies and continuous improvement management philosophies in an innovative, stimulating, and globally diverse learning environment. We believe the program is valuable to numerous persons and outside entities, and we also feel the program can be enhanced.

The ISM program has graduated several hundred students since its inception in 1987. Graduates are employees of FSU, at employers within Michigan and the USA, as well as internationally. The recent NSA accreditation raises the visibility of FSU, as it can legitimately point to an external source where some of its programs have been rated at or above those of major universities.

The ISM program seeks to prepare students to manage technology effectively, which is one of the highest growth and demand area in the US economy.

D. ENROLLMENT

We believe enrollment should be increased from current levels. Recent enrollment has fluctuated around 50 students for the past few years (54 in 2007/2008, 57 in 2008/2009, 58 in 2009/2010). The high point of enrollment was about 150 students ten years ago. We created the MBA program about that time, realizing it would significantly impact ISM enrollment. An additional factor was the elimination of the FSU International Office. The ISM program was the largest international program and was also the most affected by its closing. The recent reincarnation of the International Office should help improve enrollment trends, and reinvigorating existing international relationships and building new international relationships is one of the top priorities of the ISM program. To be clear, we aren't satisfied with the enrollment of the ISM program and would prefer an enrollment of at least 75 students. When we recognized the enrollment challenges in 2005, we decided to create the B.S. in Information Security and Intelligence program, which began in 2007. This has created a small but growing feeder program for the ISM program to provide internal stability and allow for multiple sources of students. The partnership with the MS in Nursing (MSN) program has also provided a source of students as they often specialize in Nursing Informatics or Project Management, which means that they take 4 ISM courses as part of their curriculum. The MSN and MBA students are not included in the ISM student enrollment numbers above, so enrollment is somewhat understated. It should be noted that the ISM program used to have \$ 34,000 in assistantship aid available as a means of attracting students. These assistantships were removed from the program approximately 2005.

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS

Eighty percent of graduates reported being employed within 11 months of graduation, with 91% reported being employed within 21 months of graduation. Approximately one quarter of graduates reported a salary exceeding \$85,000 annually. Sixty percent report a salary exceeding \$50,000. There are 40% of graduates reporting income of less than \$50,000 annually, but it should be noted that there is a large number of graduates that are placed internationally (40% of

respondents were international - most notably India and Thailand) where salaries are suppressed relative to US salaries. The survey instrument did not seek to distinguish what country the graduates worked in.

Seventy five percent of alumni reported that they were employed in the IT or related field. Six percent of alumni indicated they felt the faculty did not care about their progress, four percent did not feel the student body was friendly, and five percent did not feel the technology was adequate. While these numbers can be improved, it does speak to a high level of satisfaction with the program faculty, student body, and technical resources.

The ISM program is delivered with a hybrid approach. Most classes are offered in a weekend/online combination, with a few courses offered 100% online. This model works well for working adults, but is not attractive for international students.

The advisory board survey confirmed that the advisory board is pleased with the program.

There were 22 graduates in 2008/2009 and 33 graduates in 2009/2010.

F. QUALITY OF CURRICULUM AND INSTRUCTION

The ISM curriculum has been certified as a Center of Excellence by the National Security Agency, and is in the final stages of certification in Project Management by the Project Management Institute. These two external accrediting bodies provide an avenue to confirm quality of curriculum and instruction. Ten percent of alumni and eleven percent of students surveyed indicated that they were not satisfied with the ISM curriculum. This indicates that there is room for improvement.

The average SAI score across the curriculum and faculty averages between 4.3 and 4.4 each semester. This measure indicates that instruction is quite strong.

The curriculum reflects the current trends in IT, including Database Management, Network Management, Penetration Testing (hacking and hardening), and Business Intelligence. The program was trended toward a more online delivery in 2004, and is now trending toward more classroom instruction due to student feedback. To reiterate, international students find little reason to attend FSU for online graduate instruction. Domestic students, while tending to enroll in online classes, also indicate that they prefer classroom based instruction. This creates a paradox in that domestic students strongly prefer weekend classes while international students strongly prefer weekly (or even daily) classroom based classes.

All ISM courses are supported and/or delivered via FerrisConnect. The ISM program was the first program at FSU to deliver online courses (1999), and also went through North Central Accreditation to do so. (North Central no longer requires this on campus review process). The ISM program continues to integrate technology to support instruction into the curriculum including podcasting, student personal web pages, video conferencing (the ISM program is the heaviest user of Adobe Connect Pro on campus), and a new iTunes U initiative. Curriculum is

also supported by several academic alliances including the Microsoft Academic Alliance, Oracle, VMware, and several other technologies.

The ISM curriculum has undergone some manner of formal modification (UCC) virtually every year in recent memory. We anticipate this trend to continue, including a possible name change from Information Systems Management to Information and Technology Management.

G. COMPOSITION AND QUALITY OF THE FACULTY

The composition and quality of the faculty teaching in the ISM program is strong, but can always be improved. The faculty on average take a few Faculty Center for Teaching and Learning classes each year, and all faculty have multiple current certifications in the areas they teach. One faculty member was the 2011 FSU Distinguished Teacher, maintaining a tradition of five FSU Distinguished Teachers that have taught in the program.

Each faculty member has published a book, chapter, and/or journal article in the 2010/2011 academic year, as well as given at least one presentation at a conference. In the past 2 years, 3 referred journal articles and 2 books have been published, as well as a contributed chapter for a third book. Two additional books are scheduled to be published in 2012.

For the 2010 academic year, all ISM faculty held Ph.D. degrees. One faculty member, Dr. James Jones, has left FSU for employment in Washington D.C. The loss of this highly skilled faculty member does have significant impact. A faculty search is ongoing.

The faculty occasionally rely on adjunct assistance, including one faculty member from the Management department and an ISM alumnus. Additional adjunct faculty members are being recruited and project management is a discipline that has high potential for successful adjunct collaboration.

Another measure of faculty quality is initiatives taken in areas such as grant writing. The faculty have been successful writing a grant from the Ferris Foundation, and also have been recommended for funding on a grant by the National Science Foundation (final decision on or about 9/1/11). The faculty have also submitted grants to the Department of Justice and three other non-funded NSF requests since 2009.

All faculty consult with organizations to remain current in the field, including areas of networking, project management, database, and security. Additionally, two faculty members have taught adjunct at the University of West Virginia and the University of Maryland to develop an understanding of how similar programs are run.

H. RECOMMENDATIONS AND CONCLUSIONS

The ISM program was one of the first graduate programs at Ferris (1987). While the program is not at its strongest point in terms of enrollment, it is also not at its weakest point. Internal competition for students seeking a graduate business degree was created when the ISM faculty created the MBA program. Introducing the MBA has introduced a bit of an identity crisis for the ISM program. The MBA is an online program, and soon after its introduction the ISM program began a migration in that direction. This proved to be a misstep in that blending online and hand's-on exposure to technology was a difficult combination to pull off, particularly when students have such varied backgrounds and abilities. The move toward a more online curriculum also was a move away from the preferences of our existing students. To some degree we alienated our traditional student base and did not effectively distinguish or market the program to a new student population. Most online ISM degrees gravitate toward a primarily theoretical focus, which is counter to what our curriculum is. Virtually all graduate programs with a residential aspect offer some form of graduate assistantship, and Ferris' absence in offering graduate assistantships places us at a competitive disadvantage.

The introduction of an online specialization in project management (2010/2011 academic year) is seen as a way to attract a stable and significant student population to help provide consistent and stable enrollment. The specialization is available as part of the ISM or MBA degrees, as well as stand alone as a graduate certificate. Project management is one of the largest and fastest growing areas in business, and the Project Management Institute is the premier governing body.

Technology has been a catalyst in the US economy for many years, and the ISM program needs to more clearly define its role as a leader in technology management. Current plans are underway to create a MS in Global Cybersecurity (introduction fall 2012) to address the significant increase in security challenges within IT. It is difficult to have one graduate program support itself, and it is believed that the introduction of this new degree will attract new students to Ferris, as well as create a synergy between the two programs. Having two degree options will also make it easier to allow curricular programming for students that can have a more residential or more online focus depending on degree option.

The ISM program is supported by the faculty, staff, and administration in the College of Business. Shannon Yost, the program secretary, is a strong asset and has over 10 years of institutional knowledge of the program and faculty. There has been almost no support from Ferris in terms of marketing the ISM program, and the removal of all graduate assistantship money makes it very difficult to attract resident students. Because the ISM program does have an international student presence and classroom based courses, it does attract as many residential students as it could. For this reason, the ISM program requests that graduate assistantship money be reinstated. We would also request funds to perform programmatic marketing to increase program visibility.

Ferris State University
ISI/ISM Advisory Board Meeting
September 17, 2010
Minutes

After a welcome and introductions, the discussion focused on the types of skills and understandings that the ISI/ISM advisory board members expected from students graduating from our program. The following items were mentioned as knowledge areas important for our students. The majority of the discussion focused on the general skills needed by our students rather than specific technical skills as can be seen in the following minutes.

Business Intelligence and Data

There was a lively discussion on the value of understanding how data feeds decision-making. Students are expected to know how to perform data analysis and understand the relevance of their finds to business. In particular, an understanding of data in financial systems was mentioned. Students were expected to understand how databases and data warehouses are designed and implemented such as the translation of business use cases to the star schema. Students should also be familiar with collecting and analyzing data used as metrics such as Google Analytics and other web services data. There was also agreement on the need for students to be comfortable in the role of the business analyst who is able to translate business requirements into data requirements.

Professional Skills

There was unanimous agreement by all advisory board members that many students are unprepared in professional or soft skills such as communication and interpersonal relationships. Several members stated that they would rather choose someone with less technical skills but strong professional skills over a more talented technical applicant. Students need to be able to communicate in a written format with correct business grammar and word usage. They also need to be comfortable with presenting and critical analysis and discussion. Lastly, they emphasized that students need to learn to listen. More specific concerns emerged from the discussions such as the poor quality of writing they are seeing in their new applicants. Additionally, although they appreciate the growth of social networking, they expect students to be just as comfortable communicating in face to face situations.

Social Media

The advisory board expressed concern over managing the expectations of new employees who want open access to all social media tools at their work. They feel it is necessary to education students on the appropriate use of Social media and how to integrate it with other more traditional forms of business communication.

Security Concerns

Two specific security areas identified as major concerns by the advisory board member including their challenges in balancing privacy, security and usability. They also discussed the challenge of protecting their data from leaving their organization and the need for more education on data loss prevention. Lastly there was discussion on the need for strong risk analysis skills that can be used to balance business and security challenges.

ISM Advisory Board Members

Last	First	Company
Blumeno	Sharon	Automation Alley
Bolen	Ralph	Motor City Casino
Gelerman	Roy	Hantz Group
Hawn	Steve	Frontier Corp
Heidkkila	Faith	Infragard
Hutchins	Ted	MISM Student/ AirTran Com
Iglesias	Therese	JDM Systems
Kish	Tom	Michigan State Police Michigan Homeland Security
Lasser	Kevin	Consortium
McCubbrey	Stuart	GM
McIntosh	Mike	Amway Global
Meister	Noah	Boyne US
Moll	Michael	Department of Homeland Security
Nehra	David	Motor City Casino
Phelps	Tatem	EventLink
Roush	Matt	CBS
Steiger	Ethan	RL Polk
Stephens	Linda	Kellog
Vangordon	Jeffrey	Department of Homeland Security
Sauter	EJ	Frontier Corp

Ferris State University

Project Management Institute Global Accreditation Center

Self-Evaluation Report

Masters of Science in Information Systems – Project Management

April 1, 2011

Contact: Greg Gogolin, PhD gogoling@ferris.edu

Signature sheet

Table of Contents

Table of Contents

C.1.1: Institutional Accreditation & Legal Authority.....	16
C.1.2: Degree program eligible for Accreditation	16
C.1.3: Period of Operation.....	16
C.2: GAC Accreditation Standards.....	16
C.2.1: Mission.....	17
C.2.2: Demonstration of Achievement of Mission	17
C.2.3: Academic Community/Faculty and Staff.....	18
C.2.4: Student Support Services	25
C.2.5 Student Selection.....	27
C.2.6 Program Outcomes.....	29
C.2.7 Project Management Core Learning Outcomes:	36
C.2.8: Student Performance Criteria:	40
C.2.9: Library/Learning Resource Center and Educational Innovations and Technology:	40
C.2.10: Financial Resources, Facilities and Equipment:	41
Appendix A - Faculty Vitae.....	42
Appendix B - Sample Student Evaluation Form.....	66
Appendix C – Course Syllabi	69
Appendix D – Course Mapping	114
Appendix E – Ferris State University 2011 Budget.....	116

EXECUTIVE SUMMARY
Letter of Program Certification Intent
FERRIS STATE UNIVERSITY
MS-ISM Program

1. Name & Location of Institution

Program Address:

Ferris State University
College of Business
119 South Street, BUS 212
Big Rapids, MI 49307

Program Contacts:

- Greg Gogolin, Ph.D. – Program Champion – ismgreg@yahoo.com, (231)591-2168
- James Woolen, DBA – Department Head – woolenj@ferris.edu, (231)591-2434
- David Nicol, Ph.D. – Dean – nicold@ferris.edu, (231)591-2422.

2. Business Unit

Department of Accountancy, Finance & Information Systems

3. Degree Program(s)

The Master of Science in Information Systems Management program requires 36 semester hours of credit.

4. Content Delivery Modality

The primary course delivery format is a combination of traditional classroom and online instruction. The program is for the working professional, with classes offered evenings, weekends, and online.

5. Reason Why Applicant Degree Program(S) Are Seeking GAC Accreditation at This Time

The program is seeking GAC Accreditation as public confirmation of our curricular focus, distinguish the MS ISM degree, and provide opportunities for students and employers. Additionally, this GAC Accreditation is viewed as a component in the overall strategy to make the degree more appealing.

6. Institutional Accreditation & Legal Authority

Ferris State University has been given legal authority by the State of Michigan to offer degree programs. Ferris is accredited by the Higher Learning Commission and is regionally accredited by North Central Association of Schools and Colleges. The HLC Institution ID is 1321.

7. Administrative Structure

The program's administrative structure is led by:

- Dr. Greg Gogolin, PMP, as Program Champion
- Dr. Jim Woolen, CCP, as Department Head
- David Nicol, Ph.D. as Dean of the College of Business.

Budgetary support has been committed through the College of Business at the department level.

8. Mission/Vision Statement

The program provides the ethical and intellectual framework to effectively manage information systems and technology in an increasingly competitive and security-conscious environment.

9. Admissions Policy

Admission to a graduate program is granted to students showing high promise of success. The College of Business uses various measures of high promise including the candidate's performance on the graduate admission test and upper-division grade-point average. Such measures, along with other reasonable indications of promise, will be used in combination to arrive at a final judgment.

The program uses the following general admissions criteria:

- An earned bachelor degree from a regionally accredited university with an overall Grade Point Average (GPA) of 2.75 or better on a 4-point scale, and a 3.0 GPA or better in the Junior and Senior level courses.
- GMAT score of 500 or higher, or GRE score in the upper 50th percentile with the analytical writing score at 2.5 or higher. *(Waiver of test requirement will be considered if applicant has completed another Masters Degree, or if the applicant has earned their Bachelor degree with a 3.5 or better GPA).*

Additional Requirements for International Students:

- Copy of identification page(s) of passport.
- Confidential Financial Statement signed by the student or sponsor.
- Original official bank statement from student or sponsor representing funds for at least one academic year.
- Official TOEFL score from ETS to Ferris State University.

10. Special Entrance Enticements

An enticement to enter the program is currently being developed that provides an articulation agreement to share up to 6 credits between specific undergraduate programs and the Master of Science in Information Systems Management.

11. Student Market

The primary market for the MS ISM program is the working professional in Michigan. The student age and demographic profile is diverse. The MS ISM program has graduated

students from approximately 43 countries, with ages ranging from the low 20s to students into their 60s. Most students are in their 20s to mid 40s. The younger students may be directly admitted from their bachelor program. The two most prevalent industries represented are health care and information systems. Other industries represented include education, manufacturing, and transportation.

12. Inception and Size of Program

The MS ISM program has been in existence since 1987, with approximately 750 graduates. The program enrollment high was approximately 155 students in 2001. The current enrollment is hovering around 45 students. The GAC and project management initiatives are an effort to refocus the program into a more market driven curricular approach.

13. Academic Requirements

Students must complete 36 semester hours of credit from the core and elective courses with a minimum 3.0 GPA:

14. Curriculum

Core Courses (all are 3 semester credit hours)

- MMBA 601 Professional Skills Development
- MISM 610 Database Management and Administration
- MISM 629 Legal and Ethical Issues in Business
- MISM634 Financial Management for Information Systems Managers
- MISM 640 Project Management
- MISM 661 Information Security/Assurance
- MISM 665 Management Information Systems
- MISM 670 Network Management & Design
- MISM 740 Business Intelligence
- MISM 799 Integrated Capstone

Elective Courses (choose 2 – all are 3 semester credit hours)

- MISM 646 Systems Integration
- MISM 650 Project Leadership
- MISM 659 Application Development
- MISM 660 Project Risk and Quality Management
- MISM 662 Network Penetration Testing
- MISM 671 Advanced Network Management & Design

15. Expected Self-evaluation Report Submission

The Self-evaluation Report will be submitted approximately February 28, 2011.

GAC Self-evaluation Report

Ferris State University Masters of Science in Information Systems Management

C.1.1: Institutional Accreditation & Legal Authority

C.1.1.1: Evidence that the application degree program resides within an institution of higher learning that is accredited by an appropriate institutional or governmental agency.

See Answer to C1.1.2 below.

C.1.1.2: Evidence that the applicant degree program resides within an institution of higher learning that is legally authorized under applicable law to confer higher education degrees.

Ferris State University has been given legal authority by the State of Michigan to offer degree programs. Ferris is accredited by the Higher Learning Commission and is regionally accredited by North Central Association of Schools and Colleges. The HLC Institution ID is 1321.

C.1.2: Degree program eligible for Accreditation

The applicant program should clearly identify the degrees they wish to be assessed by the GAC for accreditation.

C.1.2.1: Master of Science in Information Systems Management, Project Management Concentration. The degree is offered on the main campus in Big Rapids, Michigan. Portions of the degree are offered online.

C.1.2.2: The Master of Science in Information Systems Management (MS-ISM) requires 36 US semester hours of credit. Students taking the Project Management Concentration require a minimum of 15 US semester hour credits that are devoted to project management.

C.1.3: Period of Operation

C.1.3.1: The MS-ISM was launched in 1987, and the first graduating class was in 1989.

C.2: GAC Accreditation Standards

C.2.1: Mission

C.2.1.1: The Master of Science in Information Systems Management provides the ethical and intellectual framework to effectively manage information systems and technology in an increasingly competitive and security-conscious environment.

C.2.1.2: The mission statement was modified to its current form by the program faculty in the July 2010 – September 2010 timeframe through a collaborative process of review and revision. Input was solicited from other key stakeholders including the dean of the college, administrators, and advisory members.

C.2.2: Demonstration of Achievement of Mission

C.2.2.1: Self assessment and continuous improvement processes:

- Fall 2010 survey of current students
- Fall 2010 survey of alumni
- Fall 2010 survey of faculty
- September 17, 2010 program advisory board meeting
- Pre/post test of project management students
- Student assessment of instruction surveys – every semester
- Program portfolio – required of program graduates
- Initiation of TracDat online database to house and track program documentation
- Periodic Academic Program Review – extensive internal university process for evaluating programs
- We are in the evaluation stage of pursuing Quality Matters certification for the courses in the program.

C.2.2.2: Indicators of progress toward mission:

- Receipt of designation as a National Security Agency Center of Excellence in all 6 criteria areas. Ferris State University is the 6th university in the country to achieve this level. This is an exhaustive process that includes mapping over 10,000 criteria to curriculum.
- Accreditation by ACBSP.
- Candidate status for PMI GAC.

C.2.2.3: Evidence of satisfaction with the value of the degree from the faculty, students, employers, alumni and other stakeholders:

- Favorable response from 2010 student surveys
- Favorable response from 2010 alumni surveys
- Favorable response from 2010 faculty surveys
- Favorable response from advisory board members, which include employers
- Virtually all student assessment of instruction surveys are above 4 on a 5 point scale
- On campus recruiting of program graduates by over 10 organizations

C.2.2.4: Notable program strengths, weaknesses, and future directions:

The program has historically had an interdisciplinary attraction, serving MS ISM students, MBA students, and MS in Nursing students. The program also has historically been the largest international program on the Ferris State University campus, but program focus toward more distance education friendly delivery, as well as a change in international student recruiting, has dramatically reduced the number of international students seeking the degree. Enrollment volatility has been identified as the chief program weakness.

The program has partnerships and academic alliances with many technology vendors, which provides students with the opportunity for a very strong technological exposure.

The program faculty has recently received approval from the Provost to pursue a Master of Science in Project Management degree, which will subsequently be submitted for GAC review two years after initiation. An additional future direction is a stronger emphasis toward cyber security. While cyber security is a hot topic at the university level, few universities are stressing the importance of project management within the cyber security realm. We feel this will be a distinguishing characteristic of our program, and it is reflected in our mission statement.

The program has two long-time PMP faculty members, and a third faculty member is pursuing PMP certification. Additionally, the program has utilized two PMP adjunct faculty and has identified more PMP adjunct faculty to assist in course delivery. We are also evaluating becoming a PMI Registered Education Provider.

C.2.3: Academic Community/Faculty and Staff

C.2.3.1: Vita's are in Appendix A.

Faculty academic standards:

- MISM 640 Project Management, MISM 650 Project Leadership, and MISM 660 Project Risk and Quality Management: minimum of a master's degree in field, PMI certification, and minimum of two years work experience. Preferred credential is Ph.D.
- MISM 634 Financial Management of Information Systems Managers is a minimum of two years of work experience and masters degree in field. Preferred credential is Ph.D.
- MISM 629 Legal & Ethical Issues: minimum of a master's degree in field and a minimum of two years work experience. Preferred credential is Ph.D., JD, or Rev.
- MISM 665 Management Information Systems: minimum of a master's degree in field and a minimum of two years work experience. Preferred credential is Ph.D.
- MISM 638 Social Media/Global Business Communications: minimum of a master's degree in field and a minimum of two years work experience. Preferred credential is Ph.D.

- MISM 799 Integrated Capstone Project: minimum of a master's degree in field and a minimum of two years work experience. Preferred credential is Ph.D.
- The preferred standard has been achieved for approximately 5 years.

Admission to a graduate program is granted to students showing high promise of success. The College of Business uses various measures of high promise including the candidate's performance on the graduate admission test and upper-division grade-point average. Such measures, along with other reasonable indications of promise, will be used in combination to arrive at a final judgment.

The program uses the following general admissions criteria:

- An earned bachelor degree from a regionally accredited university with an overall Grade Point Average (GPA) of 2.75 or better on a 4-point scale, and a 3.0 GPA or better in the Junior and Senior level courses.
- GMAT score of 500 or higher, or GRE score in the upper 50th percentile with the analytical writing score at 2.5 or higher. (*Waiver of test requirement will be considered if applicant has completed another Masters Degree, or if the applicant has earned their Bachelor degree with a 3.5 or better GPA*).

Additional Requirements for International Students:

- Copy of identification page(s) of passport.
- Confidential Financial Statement signed by the student or sponsor.
- Original official bank statement from student or sponsor representing funds for at least one academic year.
- Official TOEFL score from ETS to Ferris State University.

C.2.3.2: There are currently 12 graduate, 2 professional doctorate (Pharmacy and Optometry), and one doctoral program at Ferris State University. There is a close relationship between the ISM and MBA programs, including shared administrative support and academic concentrations. There is also a close relationship with the MS in Nursing, where Nursing students often take either the Project Management or Medical Informatics concentrations through the ISM program. There is an occasional Pharmacy student that takes ISM courses, concentrations, or the degree, but the Pharmacy program is highly structured to meet its own accreditation requirements and there is little flexibility for Pharmacy – or Optometry – students to take ISM courses. Undergraduate students that enter the ISM program come from several different programs across campus and there is not dominant feeder program to the ISM. The ISM faculty also delivers a Bachelor of Science in Information Security & Intelligence (ISI), and a closer association with the program is anticipated with the development of a 5 year BS/MS articulation.

C.2.3.3: The ISM program is run collaboratively by the faculty unit (4 tenure track faculty – one of which is designated as program “champion” or “chair”) and one administrative assistant reporting to a department head. The department head reports to the dean of the College of Business. Historically there have been two graduate assistants that have been involved in program governance, but budget cuts and subsequent reorganization have eliminated those formal positions. The resident student population

no longer supports the on campus ISM student association, however the ISI student association is an attraction for ISM students and long term both student populations will be combined into one student association. These students have participated in the Department of Defense SC3 Challenge for the past 3 years. This year the students place 17th out of nearly 100 colleges nationally, and in the top third of the graduate student category.

The department sponsors an annual digital forensics conference for law enforcement, and students help to deliver the conference. Department administration covers the cost for the conference. The university has multiple on and off campus engagements, speakers and events, as is common for a 15,000 student residential university. Many of these events are of interest intellectually, as entertainment, and/or of academic significance, but they are targeted at the larger university community rather than individual programs. The department faculty holds periodic informal events such as an outside winter grill out. Things of this nature are more sporadic in nature and planned short term.

C.2.3.4: The ISM faculty group consists of 4 tenure track faculty, all of which are doctorally qualified and have a minimum of 10 years industry experience. An average of one professor from the Management Department and one professor from the Accounting Department teach courses in the ISM program.

- The university maintains a 5 floor library that includes many online database and subscription services.
- There is also an International Division for the support of students.
- There are approximately 80 tenure track faculty in the College of Business
- There are approximately 500 tenure track faculty at Ferris State University
- Technical alliances available to ISM students at no charge include:
- Microsoft Academic Alliance
 - (includes MS Project and Project Server)
- Oracle Academic Alliance
- EnCase Digital Forensic Suite
- FTK Digital Forensic Suite
- HBGary Digital Forensics
- Paraben Handheld Forensics
- i2 Analyst Notebook
- VMWare
- Three computer labs, including one with dual monitors at each workstation and dual overhead projection units.

C.2.3.5: A faculty teaching load is defined as 12 undergraduate credits per semester or 9 graduate credits per semester. One faculty member receives a stipend to perform “program champion” (program chair) responsibilities. The ISM faculty group is noted for pitching in to get done whatever needs to be done, as well as developing cutting edge curriculum.

Faculty and champion responsibilities:

- * Teaching
 - * Student advising
 - * Curriculum development

- * Scheduling
- * Professional development
- * Service
 - * Committee work
 - * Advisory groups
 - * Provide seminars/workshops
 - * Student recruiting
- * Research
 - * Journal publications
 - * Book authorship
 - * Curriculum development
 - * Conference presentations

C.2.3.6: Administration and Support Staff responsibilities:

- Faculty advocate
- Manage budget and resources
- Partner in curriculum development
- Schedule development

C.2.3.7: See Appendix B for sample Student Assessment of Instruction (SAI). This is required to be given in 50% of all courses, although 100% is targeted when possible.

C.2.3.8: Evidence of support staff and faculty acquiring new skills and knowledge:

Faculty	Description	Year
Greg Gogolin, PhD	Private Investigator, State of Michigan, License # 3701-205799	
	CISSP, Certified Information Systems Security Professional	2009
	PMP, Project Management Professional	2004
	EnCE, Certified EnCase Examiner (Digital Forensics)	2008
	Certified Handheld Examiner (Digital Forensics)	2009
	Gogolin, G. & Jones, J. (2010). <i>“Law Enforcement’s Ability to Deal with Digital Crime and the Implications for Business”</i> . Journal of Digital Forensic Practice. Taylor & Francis.	2010
	Gogolin, G. (2010). <i>“The Digital Crime Tsunami”</i> . Digital Investigation. Elsevier.	2010
	Gogolin, G. & Jones, J. (2010). <i>“Law Enforcement’s Ability to Deal with Digital Crime and the Implications for Business”</i> . Information	2010

	Security Journal: A Global Perspective. Taylor & Francis. Volume 19, Issue 3.	
	Gogolin, G. E. (2011). <i>Mobile Technology Consumption: Opportunities and Challenges</i> . IGI Global. (commissioned and in process) – Chapter author on the use of embedded mobile, rfid, and augmented reality in mobile devices.	2011
	Gogolin, G. E. (2010). <i>Virtual Worlds and E-Commerce: Technologies and Applications for Building Customer Relationships</i> . IGI Global. Wrote chapter on security and privacy concerns of virtual worlds.	2010
	Gogolin, G. E. (Presenter), Secure World, "Digital Crime: Can We Survive the Tsunami?" Detroit, MI.	2010
	Gogolin, G. E. (Presenter), Lilly Conference North, "Educating Students and Faculty on the Emerging Use of Virtual Worlds in E-Commerce," Traverse City, MI.	2010
	Gogolin, G. E. (Presenter & Conference Organizer), Ferris State University Digital Forensics Conference for Law Enforcement, "Using Visual Analysis in Computer Crime Cases,"	2010
	Gogolin, G. E. (Presenter), Lilly Conference North, "Integrating Podcasts, WebEx, Twitter and other interactive technologies into an e-learning environment," Traverse City, MI.	2009
	Committee Chair, ISM Academic Program Review.	2010-2011
Douglas Blakemore, PhD	Certified Handheld Examiner (Digital Forensics)	2010
	Blakemore, D. (2011). <i>Mobile Technology Consumption: Opportunities and Challenges</i> . IGI Global. (commissioned and in process) – chapter author on the use mobile devices in education	2011
	I2 Workbench Visual Analysis Training	2009
	Task Force Member, University Graduate Council	2005-2009
	Blakemore, D. (Presenter) at Ferris State University Digital Forensics Conference for Law	2010

	Enforcement	
James Jones, PhD	CISSP, Certified Information Systems Security Professional,	2009
	PMP, Project Management Professional	In Progress
	EnCE, Certified EnCase Examiner (Digital Forensics)	2008
	Gogolin, G. & Jones, J. (2010). " <i>Law Enforcement's Ability to Deal with Digital Crime and the Implications for Business</i> ". Journal of Digital Forensic Practice. Taylor & Francis.	2010
	Gogolin, G. & Jones, J. (2010). " <i>Law Enforcement's Ability to Deal with Digital Crime and the Implications for Business</i> ". Information Security Journal: A Global Perspective. Taylor & Francis. Volume 19, Issue 3.	2010
	Jones, J. (2011). <i>Mobile Technology Consumption: Opportunities and Challenges</i> . IGI Global. (commissioned and in process) – Chapter author on the mobile devices by the government and military.	2011
	Jones, J. (2010). <i>Virtual Worlds and E-Commerce: Technologies and Applications for Building Customer Relationships</i> . IGI Global. Co-Author on the chapter on the use of virtual worlds by the military.	2010
	Jones, J. (Presenter), Lilly Conference North, "Educating Students and Faculty on the Emerging Use of Virtual Worlds in E-Commerce," Traverse City, MI.	2010
	Jones, J. (Presenter) at Ferris State University Digital Forensics Conference for Law Enforcement	2010
	Principle scientist at SAIC where he serves as Principal Investigator and/or contributing researcher on various R&D projects in the information security and intelligence analysis domain.	2002-Present
	Chair of the College of Businesses Curriculum Committee	2011

Barbara Ciaramitaro, PhD	CISSP, Certified Information Systems Security Professional,	2008
	PMP, Project Management Professional	2008
	CSSLP, Certified Software Security Lifecycle Professional	2008
	Ciaramitaro, B. (2010). Editor and Author. <i>Virtual Worlds and E-Commerce: Technologies and Applications for Building Customer Relationships.</i>	2010
	Ciaramitaro, B. (2011). Editor and Author. <i>Mobile Technology Consumptions: Opportunities and Challenges</i>	2011
	Ciaramitaro, B. (Presenter), Lilly Conference North, "Educating Students and Faculty on the Emerging Use of Virtual Worlds in E-Commerce," Traverse City, MI.	2010
	Gogolin, G. E. (Presenter) Ferris State University Digital Forensics Conference for Law Enforcement, "Social Media in Law Enforcement"	2010
	West Virginia University, Integrate 2001. Presenting a session on Current Trends in Mobile Computing.	2011
	ACM SIGMIS CPR 2011 conference. Presenting a Tutorial Session on Creating a Digital Persona	2011
	PMI Great Lakes Chapter Spring Symposium. Presenting on the use of Social Media in Project Management.	2011
	SecureWorld 2010. Presented on Security and Privacy Issues of Social Media.	2010
	Peace Studies Conference Grand Rapids. Participated in a discussion panel on incorporating global competence in the classroom.	2010
	Great Teachers Seminar Grand Rapids, MI. Selected as a faculty member to represent Ferris at the conference.	2010
	URGE Movement Detroit, MI. Presented on Project Management Basics to new	2009

	entrepreneurs.	
	SecureWorld Conference Dearborn, MI. Presented on the challenges of employee privacy from an individual and company perspective.	2009
	Take Charge Workshops Troy, MI. Taught Project Management Fundamentals and Preparation for Project Management Professional Certification to displaced workers.	2009
	SecureWorld Conference Dearborn, MI. Presented on Secure Software Development.	2008
	<i>Secure World Conference</i> Dearborn, MI. Presented on Privacy Challenges in the Global Economy.	2007
	Elected College of Business representative on the Ferris State Academic Senate	2011
	Member of Student Life Committee	2011
Shannon Yost, Staff	Adobe Connect Pro Training	2011
	MyDegree Training	2010
	Lotus Notes Training	2010
	Michigan Graduate Education	2010
	Lunch and Law – File Sharing	2009

C.2.4: Student Support Services.

C.2.4.1: Students have access to the necessary physical and intellectual resources relevant to the program of study in the following ways:

- FSU maintains a Student Affairs Division and an International Student Services Office.
- The FSU library maintains dozens of database subscriptions available online 24x7 and in person during library hours.
- ISM students have access to software and other technical resources via many academic alliances including the Microsoft Academic Alliance, Oracle, and several other sources.
- FSU maintains a tech support hotline for students at 231.591.4822.
- FSU strives to maintain a barrier free environment.
- All ISM courses have an online support page.
- Faculty email addresses and phone numbers are published in the online directory.
- Ferris encompasses approximately 600 acres, with approximately 80 buildings and 180 academic programs.

- All ISM faculty are doctorally qualified, have current industry experience, and have published within the past 6 months.

C.2.4.2: Students have access to advising services related to their coursework and are provided with the support necessary to complete their intended course of study in the following ways:

- Each student is assigned a faculty advisor.
- Each student has a written course learning plan.
- FSU's support services include a writing center, library support, and career services office.
- Each faculty member maintains an online presence.
- Faculty members have posted office hours of at least 4 hours per week.

C.2.4.3 Description of student support services, evaluation of progress, career guidance, orientation and support services, and internships and job placement:

Ferris State University has the following student support services available:

Academic Support Center

Tutoring Programs

Study Skills Assistance

Speaker Series

Educational & Career Counseling

Counseling Services

Career & Learning Assessments

Career Fair – Fall and Spring

Disabilities Services

Ferris Library for Information, Technology & Education

Technical Assistance Center

Computer Labs

Telecommunications

Software/Hardware/Internet

Writing Center

Health Center

International Student Advisor

Multicultural Student Services

Personal Counseling

University Recreation

Dining Services

Student Housing

Student Organizations

University Bookstore

Office of Financial Aid

Ferris State Television

FSU Athletics

C.2.4.4 Post-graduation support provided to students:

Students are afforded the opportunity to work with Career Services, as well as attend all job fairs and similar activities.

Students are afforded the opportunity to join the FSU Alumni Association, which provides networking capabilities and many ongoing activities and retreats.

C.2.4.5 Students can join professional societies including ACM and IEEE, and are encouraged to join PMI and ISC2. Students can also decide to join any of the student organizations on campus ranging from technical organizations to recreational.

C.2.4.6 The MS-ISM is the choice for individuals interested in acquiring skills to enter the information technology profession or current professionals interested in re-engineering their knowledge and skill set. The MS-ISM program focuses on the concepts and skills for effective leadership and includes concentration choices in emerging areas such as outsourcing management and several technical areas with growing career potential.

C.2.5 Student Selection.

Students admitted to the Master of Science in Information Systems Management program must hold a bachelor's degree from an accredited institution. A review of each applicant's previous academic performance is conducted.

C.2.5.1:

The admission policy for the MS ISM program:

Minimum Requirements for Enrollment

- An earned bachelor degree from a regionally accredited university with an overall Grade Point Average (GPA) of 2.75 or better on a 4-point scale, and a 3.0 GPA or better in the Junior and Senior level courses.
- GMAT score of 500 or higher, or GRE score in the upper 50th percentile with the analytical writing score at 2.5 or higher. (*Waiver of test requirement will be considered if applicant has completed another Masters Degree, or if the applicant has earned their Bachelor degree with a 3.5 or better GPA*).

Admission to a graduate program is granted to students showing high promise of success. The College of Business uses various measures of high promise including the candidate's performance on the graduate admission test and upper-division grade-point average. Such measures, along with other reasonable indications of promise, will be used in combination to arrive at a final judgment.

Application Requirements

To be considered for admission to the MS-ISM Program, applicants must submit the following documents:

- Completed application (*Submit printed application, or apply on-line at <https://apply.ferris.edu>*)
- Official transcripts for all colleges and universities attended, which include confirmation of Bachelor degree. (*Original documents become property of Ferris State University and cannot be returned.*)
- A current resume.
- Statement of Purpose, approximately one typed page, explaining your reasons for seeking admission into either the MBA or MS-ISM program. Your Statement of Purpose should show that you have taken steps to learn about our programs and are familiar with and prepared for on-line or mixed-delivery, accelerated courses. You should also explain what factors have influenced your decision to apply, and how this degree will help you achieve your short-term and long-term career goals.
- Three academic or professional recommendation letters attesting to your ability to succeed in graduate level studies.
- Official [GMAT](#) or [GRE](#) test results (Institute code # 1222).
- MBA applicants must also complete the Foundation Competency form if requesting waiver of any (or all) foundation courses.
<http://cbgp.ferris.edu/Content/OnlineGuides.cfm>

Additional Requirements for International Students

- Copy of identification page(s) of your passport.
- Confidential Financial Statement signed by you or your sponsor (*on page 4 of this application*).
- Original official bank statement from you or your sponsor representing funds for at least one academic year.
- Official TOEFL score from ETS to Ferris State University (Institute code #1222).

C.2.5.2: The program website (shared with the MBA program, which is the other graduate program within the College of Business) is the primary vehicle for program information communicated to the students. Please refer to <http://cbgp.ferris.edu>

There is also program documentation available on the university website at <http://www.ferris.edu>

Students are given access to an online portal at <http://myfsu.ferris.edu>

Paper university catalogs are no longer printed.

C.2.6 Program Outcomes:

Accordingly, the applicant’s Self-evaluation Report should include the following:

C.2.6.1: Explicit and clearly stated intended learning outcomes that show how the program objectives will be achieved.

C.2.6.2: Identification of what students should know and be able to do by the end of the program.

C.2.6.3: Demonstrate how the curriculum design, including assessment, achieves the intended learning outcomes, and how it incorporates international and corporate aspects, professional ethics, as well as awareness of the broader trends in society.

Course Number	Course Name	Learning Outcomes C.2.6.1	Student Abilities at End of Course C.2.6.2	Teaching and Assessment Methodologies C.2.6.3
MISM 629	Business and Legal Ethics	<ul style="list-style-type: none"> • Analyze the moral and legal dilemmas that arise in the areas of free speech, intellectual property, privacy, and security. • Understand the ever-increasing global nature of ethics and how ethical/unethical decisions impact the global community in which we live. • Sensitize students to the moral seriousness of ethical Business and IT issues. • Understand the importance of individual values in the decision making process. • Challenge students to become more self-aware and reflective; to care about themselves, others, the community, and to 	<ul style="list-style-type: none"> • Understand basic ethical philosophies such as utilitarian and Kant theories of ethics. • Evaluate ethical and moral dilemmas in the business environment and thoroughly present findings in case study reports. • Understand the challenges of applying ethics in a global environment including the discussion of cultural relativism and other theories and apply these learning in a case study report. • Appreciate the importance of a personal ethics philosophy through readings, discussion with other students, and writings. 	<ul style="list-style-type: none"> • Lectures • Assignment Readings • Individual assignments • Discussion forum • Case Studies

Course Number	Course Name	Learning Outcomes C.2.6.1	Student Abilities at End of Course C.2.6.2	Teaching and Assessment Methodologies C.2.6.3
		strive for moral excellence.		
MISM 634	Financial Management	<ul style="list-style-type: none"> • Evaluate actions occurring in financial and general business situations from an ethical perspective. • Perform an in depth analysis of managerial accounting concepts and utilize managerial accounting tools to make decisions. • Assess the role of budgets and budgeting, including capital budgeting, in organizations and describe the way that organizations effectively use and interpret these tools. • Interpret a company's performance using financial statement analysis tools. • Discuss the influence of qualitative factors in making business decisions. • Analyze and select appropriate situations for using activity- 	<ul style="list-style-type: none"> • Examine and report on misuses and/or manipulation of financial information for a company. • Understand real-world practices of financial management through interviews and research • Interpret a company's performance using financial statement analysis tools. • Understand the influence of qualitative factors in making business decisions. • Given a corporate profile demonstrate use of the balanced scorecard to assess non-financial influences on a business model. • Estimate and be able to articulate the cost of projects and quality. • Prepare a cost/benefit analysis 	<ul style="list-style-type: none"> • Lectures • Assigned Readings • Research Papers • Case Studies • Examination of Financial Reports • Interviews. • Cost/Benefit analysis

Course Number	Course Name	Learning Outcomes C.2.6.1	Student Abilities at End of Course C.2.6.2	Teaching and Assessment Methodologies C.2.6.3
		based costing. <ul style="list-style-type: none"> • Estimate and be able to articulate the cost of projects and quality. 		
MISM 638	Social Media and Global Business	<ul style="list-style-type: none"> • Explore the creation and maintenance of a digital persona through social media tools. • Distinguish steps to a successful research project in both an academic and professional environment • Identify and examine communication weakness and strengths • Examine various modes of communication including presentations, e-mail messages, formal letters, memos and reports, and academic papers. 	<ul style="list-style-type: none"> • Understand the need to maintain an effective Digital Persona • Evaluate various social media tools and their effectiveness in establishing digital personas • Distinguish and apply the steps involved in planning and writing an academic research paper • Distinguish and apply the steps involved in planning and writing a business research report. • Identify effective interpersonal communication skills through self-assessment, group discussion and role playing. 	<ul style="list-style-type: none"> • Lectures • Independent assignments • Group Assignments • Discussion forum • Participate in role playing exercises. • Complete a Digital Persona and Personal Communication Plan • Prepare academic and business research reports.
MISM 640	Project Management Fundamentals	<ul style="list-style-type: none"> • Enable students to successfully manage multiple projects • Gain an understanding of project management principles • Understand why 	<ul style="list-style-type: none"> • Apply project management tools and techniques in the development of a Project Management Plan including required sub plans from all knowledge domains. 	<ul style="list-style-type: none"> • Lectures • Individual Assignments • Group Assignments • Discussion forum • Preparation of WBS • Preparation of Project Schedule

Course Number	Course Name	Learning Outcomes C.2.6.1	Student Abilities at End of Course C.2.6.2	Teaching and Assessment Methodologies C.2.6.3
		<ul style="list-style-type: none"> projects fail • Use risk management and mitigation strategy • Realize the power of people • Understand project life cycles/phases and methodologies • Develop effective communication skills 	<ul style="list-style-type: none"> • Understand the role of the PMO in the management of multi-projects • Examine the PMI Code of Ethics and apply the ethics to real world scenarios through case studies and role playing. 	<ul style="list-style-type: none"> • Preparation of Integration Management and Change Management Plan • Preparation of Project Budget • Preparation of Risk Management Plan • Preparation of Quality Management Plan • Preparation of Communication Management Plan • Preparation of Comprehensive Project Management Plan
MISM 650	Project Leadership, Communication and Virtual Teams	<ul style="list-style-type: none"> • Explain the meaning of leadership and how it differs from management • Distinguish significant leadership characteristics and apply them to project management • Identify and examine personal leadership skills • Evaluate leadership ethics and apply them to project management • Analyze leadership strategy in project management • Examine the need for emotional 	<ul style="list-style-type: none"> • Understand the difference between project management and project leadership • Conduct a self appraisal of leadership skills. • Understand the need for high emotional intelligence in building relationships with project stakeholders • Develop a personal leadership plan to strengthen project leadership skills • Understand the various types of project communication and their 	<ul style="list-style-type: none"> • Lectures • Independent assignments • Discussion forum • Personal Leadership Plan • Weekly assessments • Final Exam • Role playing and case studies in virtual team communication • Role Playing and case studies in diversity and ethics

Course Number	Course Name	Learning Outcomes C.2.6.1	Student Abilities at End of Course C.2.6.2	Teaching and Assessment Methodologies C.2.6.3
		intelligence in project communication <ul style="list-style-type: none"> • Evaluate and assess effective project communication skills • Distinguish social, cultural and distance issues related to the management of virtual teams • Identify and demonstrate a working knowledge of tools and techniques used for effective management of virtual teams 	applicability in different scenarios <ul style="list-style-type: none"> • Apply conflict management skills in role playing scenarios • Understand the challenges of managing virtual teams. • Development of a virtual team building plan. 	
MISM 660	Project Risk and Quality Management	<ul style="list-style-type: none"> • Explain the meaning project risk management • Distinguish and demonstrate risk identification techniques • Explain and demonstrate risk assessment techniques including qualitative and quantitative risk assessment • Identify and explain risk mitigation strategies • Explain and demonstrate the creation of risks contingency 	<ul style="list-style-type: none"> • Understand and apply risk management practices including risk identification, qualitative and quantitative risk assessment, and risk mitigation strategies. • Develop a contingency budget to allow for identified risk mitigation strategies. • Prepare a Risk Management Plan for an example project. • Understand and identify location 	<ul style="list-style-type: none"> • Lectures • Independent assignments • Discussion Forum • Preparation of a complete Risk Management Plan including risk identification, risk assessment, risk mitigation and risk contingency budget. • Preparation of a complete Quality Management Plan including identification of quality standards, measurements of quality and quality assurance and quality control

Course Number	Course Name	Learning Outcomes C.2.6.1	Student Abilities at End of Course C.2.6.2	Teaching and Assessment Methodologies C.2.6.3
		budgeting. <ul style="list-style-type: none"> • Examine how quality management applies to project management • Explain and demonstrate the identification of appropriate risk standards for various projects • Explain tools and techniques used for quality monitoring through a project lifecycle • Distinguish ethical issues related to project risk and quality management. 	of quality standards. <ul style="list-style-type: none"> • Develop quality metrics against which to assess the quality of project processes and products. • Identify and select appropriate quality assurance and quality control techniques and tools. • Prepare a Quality Management Plan for an example project. 	methodologies.
MISM 665	Management Information Systems	<ul style="list-style-type: none"> • Develop skills and understanding of an information systems environment • Assess uses of management information systems in decision support • Analyze business cases to evaluate use of management information systems • Analyze business cases to evaluate how to make profitable technological decisions. 	<ul style="list-style-type: none"> • Understand the role of information systems in business environments decision support. • Examine business case studies and determine how management information systems contributed to the company's business. • Understand and apply cost/benefit analysis techniques to decisions involving the purchase, 	<ul style="list-style-type: none"> • Lectures • Independent assignments • Group assignments • Discussion forum • Case studies • Preparation of vendor documents • Preparation of cost/benefit analysis • Preparation of decision support materials

Course Number	Course Name	Learning Outcomes C.2.6.1	Student Abilities at End of Course C.2.6.2	Teaching and Assessment Methodologies C.2.6.3
			development and maintenance of management information systems.	
MISM 799	Capstone	<ul style="list-style-type: none"> • Demonstrate the skills and knowledge they have obtained in their program through project and/or portfolio methodologies and how they would be utilized in the workplace. • Define a project that integrates learning across the curriculum. • Perform a literature review on your topic. • Describe your methodology used for analysis. • Evaluate and analyze project outcomes. • Document results and state conclusions. 	<ul style="list-style-type: none"> • The primary goal of the capstone project is to create a final report or product that utilizes several things learned in the MISM program. • Students can choose to do a technical project or a research project, or even a project. • Prepare a Project Management Plan for the completion of their Capstone Project. • Apply research skills in the preparation of a literature review. • Apply writing or technical skills in the development of a research paper or technical project. • Assess and summarize key knowledge and skills learned in the MISM program by the preparation of a portfolio containing 10 representative assignments from the various MISM courses. 	<ul style="list-style-type: none"> • Preparation of Project Plan • Preparation of a literature review on selected topic. • Preparation of a comprehensive research paper on selected topic. • Preparation of a portfolio of 10 representative assignments and projects from the ISM program

C.2.7 Project Management Core Learning Outcomes:

C.2.7.1: Evidence that the curriculum and assessment strategies are designed to meet the GAC Project Management Core Learning Outcomes:

Course Number	Course Name	Learning Outcomes	Assessment Methodologies
MISM 629	Business and Legal Ethics	<ul style="list-style-type: none"> Analyze the moral and legal dilemmas that arise in the areas of free speech, intellectual property, privacy, and security. Understand the ever-increasing global nature of ethics and how ethical/unethical decisions impact the global community in which we live. Sensitize students to the moral seriousness of ethical Business and IT issues. Understand the importance of individual values in the decision making process. Challenge students to become more self-aware and reflective; to care about themselves, others, the community, and to strive for moral excellence. 	<ul style="list-style-type: none"> Assigned Readings Individual assignments Discussion forum Case Studies
MISM 634	Financial Management	<ul style="list-style-type: none"> Evaluate actions occurring in financial and general business situations from an ethical perspective. Perform an in depth analysis of managerial accounting concepts and utilize managerial accounting tools to make decisions. Assess the role of budgets and budgeting, including capital budgeting, in organizations and describe the way that organizations effectively use and interpret these tools. Interpret a company's performance using financial statement analysis tools. Discuss the influence of qualitative factors in making business decisions. Analyze and select appropriate situations for using activity-based costing. 	<ul style="list-style-type: none"> Assigned Readings Research Papers Case Studies Examination of Financial Reports Cost/Benefit analysis

Course Number	Course Name	Learning Outcomes	Assessment Methodologies
		<ul style="list-style-type: none"> • Estimate and be able to articulate the cost of projects and quality. 	
MISM 638	Social Media and Global Business	<ul style="list-style-type: none"> • Explore the creation and maintenance of a digital persona through social media tools. • Distinguish steps to a successful research project in both an academic and professional environment • Identify and examine communication weakness and strengths • Examine various modes of communication including presentations, e-mail messages, formal letters, memos and reports, and academic papers. 	<ul style="list-style-type: none"> • Independent assignments • Group Assignments • Discussion forum • Participate in role playing exercises. • Complete a Digital Persona and Personal Communication Plan • Prepare academic and business research reports.
MISM 640	Project Management Fundamentals	<ul style="list-style-type: none"> • Enable students to successfully manage multiple projects • Gain an understanding of project management principles • Understand why projects fail • Use risk management and mitigation strategy • Realize the power of people • Understand project life cycles/phases and methodologies • Develop effective communication skills 	<ul style="list-style-type: none"> • Preparation of WBS • Preparation of Project Schedule • Preparation of Integration Management and Change Management Plan • Preparation of Project Budget • Preparation of Risk Management Plan • Preparation of Quality Management

Course Number	Course Name	Learning Outcomes	Assessment Methodologies
			<ul style="list-style-type: none"> Plan • Preparation of Communication Management Plan • Preparation of Comprehensive Project Management Plan
MISM 650	Project Leadership, Communication and Virtual Teams	<ul style="list-style-type: none"> • Explain the meaning of leadership and how it differs from management • Distinguish significant leadership characteristics and apply them to project management • Identify and examine personal leadership skills • Evaluate leadership ethics and apply them to project management • Analyze leadership strategy in project management • Examine the need for emotional intelligence in project communication • Evaluate and assess effective project communication skills • Distinguish social, cultural and distance issues related to the management of virtual teams • Identify and demonstrate a working knowledge of tools and techniques used for effective management of virtual teams 	<ul style="list-style-type: none"> • Independent assignments • Discussion forum • Personal Leadership Plan • Weekly assessments • Final Exam • Role playing and case studies in virtual team communication • Role Playing and case studies in diversity and ethics
MISM 660	Project Risk and Quality Management	<ul style="list-style-type: none"> • Explain the meaning project risk management • Distinguish and demonstrate risk identification techniques • Explain and demonstrate risk assessment techniques including qualitative and quantitative risk assessment • Identify and explain risk mitigation strategies • Explain and demonstrate the creation of risks contingency budgeting. 	<ul style="list-style-type: none"> • Independent assignments • Discussion Forum • Preparation of a complete Risk Management Plan including risk identification, risk assessment,

Course Number	Course Name	Learning Outcomes	Assessment Methodologies
		<ul style="list-style-type: none"> • Examine how quality management applies to project management • Explain and demonstrate the identification of appropriate risk standards for various projects • Explain tools and techniques used for quality monitoring through a project lifecycle • Distinguish ethical issues related to project risk and quality management. 	<p>risk mitigation and risk contingency budget.</p> <ul style="list-style-type: none"> • Preparation of a complete Quality Management Plan including identification of quality standards, measurements of quality and quality assurance and quality control methodologies.
MISM 665	Management Information Systems	<ul style="list-style-type: none"> • Develop skills and understanding of an information systems environment • Assess uses of management information systems in decision support • Analyze business cases to evaluate use of management information systems • Analyze business cases to evaluate how to make profitable technological decisions. 	<ul style="list-style-type: none"> • Independent assignments • Discussion forum • Case studies • Preparation of vendor documents • Preparation of cost/benefit analysis • Preparation of decision support materials
MISM 799	Capstone	<ul style="list-style-type: none"> • Demonstrate the skills and knowledge they have obtained in their program through project and/or portfolio methodologies and how they would be utilized in the workplace. • Define a project that integrates learning across the curriculum. • Perform a literature review on your topic. • Describe your methodology used for analysis. 	<ul style="list-style-type: none"> • Preparation of Project Plan • Preparation of a literature review on selected topic. • Preparation of a comprehensive research paper on selected

Course Number	Course Name	Learning Outcomes	Assessment Methodologies
		<ul style="list-style-type: none"> • Evaluate and analyze project outcomes. • Document results and state conclusions. 	<p>topic.</p> <ul style="list-style-type: none"> • Preparation of a portfolio of 10 representative assignments and projects from the ISM program

See Appendix C– Course Syllabi - each includes defined outcomes and assessments.

C.2.7.2: A graphic matrix that cross-references each course/subject with Core Learning Outcomes:

See Appendix D – Course Mapping

Note – all courses are required.

C.2.7.3: Detailed outline for each course/subject:

See Appendix C – Course Syllabi

C.2.8: Student Performance Criteria:

Please refer to C2.6 and C2.7.

C.2.9: Library/Learning Resource Center and Educational Innovations and Technology:

C.2.9.1: Ferris State University is served by the FLITE Library (Ferris Library for Information, Technology, and Education). FLITE is a 5 story building constructed in 2000, with several hundred thousand volumes, online databases, and other resources. The databases are available by students and faculty via web access. Many project management journals are available online including Leadership in Project Management, Project Management Journal, Project Management Quarterly, and International Journal of Project Management. A review of the FLITE catalog indicates that there are approximately 934 project management related books available – many in e-book format. FLITE is open 7 days a week, with its website at <http://www.ferris.edu/library>.

C.2.9.2: FLITE provides in-person orientation sessions to new students, as well as email, chat and telephone support. There is a dedicated library liaison with each college, and

communication with this liaison includes consultation on all curricular changes (required by the University). FLITE has a budget dedicated to serve the needs of the various university programs, and this is also a required consultation for all curricular changes.

Courses in the ISM program are offered on-ground and online. Classroom space is available in the College of Business, with most courses scheduled in rooms 116, 121, and 306. Online course are supported by Blackboard (known on campus as FerrisConnect). Instructional design support is offered by the Faculty Center for Teaching and Learning in the Instructional Resource Center. Technical support is provided by Information Systems & Technology. The help line is 231-591-4822.

ISM faculty have dedicated offices on the second floor of the Instructional Resource Center. Each faculty member has a department supplied computer, as well as many additional computers, servers, and devices used in the delivery of classes.

Ferris is a charter member of the Microsoft Academic Alliance, and students have access to full licenses of many Microsoft products including Microsoft Project and other titles used within the program.

C.2.10: Financial Resources, Facilities and Equipment:

Accordingly, the applicant's Self-evaluation Report should include the following information:

C.2.10.1: The program budget, along with any endowments, scholarships, or development activities.

C.2.10.2: Comparative data on annual expenditures per undergraduate and graduate student relative to the other similar professional programs at the institution.

C.2.10.3: Facilities and equipment accessible to the program and its enrolled students.

Please refer to the Ferris State University Fact Book for information on budgets, endowments, expenditures, facilities and equipment.

<http://www.ferris.edu/admissions/testing/factbook/Factbook2011.pdf>

Please see Appendix E – 2011 Proposed Budget. Also please refer to our complete budget and allocations site.

<http://www.ferris.edu/htmls/administration/president/budget-office/information.htm>

Appendix A - Faculty Vitae

Greg E. Gogolin, Ph.D

CISSP, EnCE, PMP, PI
Ferris State University
1301 South Street IRC 212g
Ferris State University
Big Rapids, MI 49307
(231) 591-3159
Email: gogoling@ferris.edu

Education

Ph D, Michigan State University, 2000.

Major: College and University Administration

Supporting Areas of Emphasis: Instructional Technology

Dissertation Title: "A Case Study of an Approach to Nursing Education using a Mixed Model of Distance and Live Instruction"

Doctoral Study, NOVA Southeastern Florida, 1999-2000.

Major: Computer Information Systems

Supporting Areas of Emphasis: Human Computer Interaction

MS, Ferris State University, 1991.

Major: Computer Information Systems Management

Dissertation Title: "An Evaluation of CASE Technology compared to traditional Third-Generation Development Methodologies"

BS, Ferris State University, 1987.

Major: Applied Biology

BS, Ferris State University, 1987.

Major: Computer Information Systems

AA, Ferris State University, 1983.

Major: Arts

Certifications & License

Private Investigator, State of Michigan, License # 3701-205799

CISSP, Certified Information Systems Security Professional, 2009 – present.

Information Systems Security Certification Consortium (ISC2)

PMP, Project Management Professional, 2004 - present.

Project Management Institute

EnCE, Certified EnCase Examiner (Digital Forensics), 2008 - present.

Guidance Software

Certified Handheld Examiner (Digital Forensics), 2009 - present.

Paraben

Professional Positions

Professional

Professor, Ferris State University, Big Rapids, MI 49307. (1999-present).
Professional Investigator/Consultant, Rockford Files, LLC. (2001-present).
Systems Analyst, Database Administrator, Project Manager, Amway Corporation. (1991 - 1999).
Computer Programmer, Senior Analyst/Programmer, Gerber Products. (1987 - 1991).
Computer Programmer, Advanced Systems Applications. (1987).
Retail Store Manager, computer programmer, ShortStop, Inc. (1984 - 1987).
Yoplait, USA., computer programmer - inventory management. (1981, 1982).

Development Activities Attended

Readings.
Website visitation/subscriber.
Workshops. (1991 - Present).
Workshop, "PresentationZen," Ferris Center for Teaching & Learning. (Fall 2010).
Workshop, "Rubrics, Readability, and Retention," Ferris Center for Teaching & Learning. (Fall 2010).
Seminar, "Paraben Cell Phone/Handheld Forensics training." (May 2009).
Seminar, "EnCase Advanced Computer Forensics training." (April 2009).
Seminar, "EnCase EnCE examination training." (July 2008).
Seminar, "EnCase Computer Forensics II training." (June 2008).
Seminar, "EnCase Computer Forensics I training." (May 2008).
Workshop, "Course Portfolio Workshop," Ferris Center for Teaching & Learning. (2007).
Conference Attendance, "i2 User Conference – Intelligence." (May 2007).
Workshop, "Design & Delivery of Online Instruction," Ferris Center for Teaching & Learning. (May 2007).
Workshop, "Ferris Connect, Overview for Fall Phase-in," Ferris Center for Teaching & Learning. (May 2007).
Seminar, "Visual Analysis training – i2." (May 2006).
Seminar, "EnCase Forensic examiner training." (2005).
Workshop, "Faculty learning community," FSU's Faculty Center for Faculty development. (2005).
Workshop, "Learner-Centered Teaching Workshop," Ferris Center for Teaching & Learning. (2005).
Workshop, "Rethinking College Teaching Workshop," Ferris Center for Teaching & Learning. (2005).
Workshop, "Critical thinking workshop," FSU's Faculty Center for Faculty development.. (2005).
Workshop, "Instructional design workshop," FSU's Faculty Center for Faculty development. (January 2005).

RESEARCH

Published Intellectual Contributions

Refereed Journals

Gogolin, G. & Jones, J. (2010). "*Law Enforcement's Ability to Deal with Digital Crime and the Implications for Business*". Journal of Digital Forensic Practice. Taylor & Francis. (forthcoming – republication request received 10/11/10).

Gogolin, G. (2010). "*The Digital Crime Tsunami*". Digital Investigation. Elsevier.

Gogolin, G. & Jones, J. (2010). "Law Enforcement's Ability to Deal with Digital Crime and the Implications for Business". *Information Security Journal: A Global Perspective*. Taylor & Francis. Volume 19, Issue 3.

Periodicals

Gogolin, G. E. (2009). "Personal Information Security". Ludington, MI: The Ludington Daily News.

Gogolin, G. E. (2003). "The Difference Between Here and There". Grand Rapids, MI: The Grand Rapids Press.

Books (contributing author)

Gogolin, G. E. (2011). The Chasm Between Law Enforcement and Digital Crime. In *Crime Rates, Types, and Hot Spots*. Nova Science Publishers, Inc. (in publication)

Gogolin, G. E. (2011). The Use of Embedded Mobile, RFID, and Augmented Reality in Mobile Devices. In Ciaramitaro, B. *Mobile Technology Consumption: Opportunities and Challenges*. IGI Global. (in publication)

Gogolin, G. E. (2010). Security and Privacy Concerns of Virtual Worlds. In Ciaramitaro, B., *Virtual Worlds and E-Commerce: Technologies and Applications for Building Customer Relationships*. IGI Global.

Other

Gogolin, G. E. (2006). *First Responder Training Curriculum (Digital Crime)- Revised*. Michigan Commission On Law Enforcement.

Gogolin, G. E. (2004). *First Responder Training Curriculum (Digital Crime)*. Michigan Commission On Law Enforcement.

Reviews

Reviewer for *Information Security Journal: A Global Perspective*.

Reviewed (2009) forthcoming textbook "Business Intelligence: Practice, Technologies & Mangement," Sabherwal & Becerra-Fernandez, John Wiley & Sons, Inc.

Presentations Given

Gogolin, G. E. (Presenter), Secure World, "Digital Crime: Can We Survive the Tsunami?" Detroit, MI. (October 6, 2010).

Gogolin, G. E. (Presenter), Lilly Conference North, "Educating Students and Faculty on the Emerging Use of Virtual Worlds in E-Commerce," Traverse City, MI. (September 25, 2010). (With S. Jones, B.Ciaramitaro, J.Jones)

Gogolin, G. E. (Presenter & Conference Organizer), Ferris State University Digital Forensics Conference for Law Enforcement, "Using Visual Analysis in Computer Crime Cases," Big Rapids, MI. (2010).

Gogolin, G. E. (Presenter & Conference Organizer), Ferris State University Digital Forensics Conference for Law Enforcement, "Cell Phone Digital Forensics," Big Rapids, MI. (2010).

- Gogolin, G. E. (Presenter), Lilly Conference North, "Integrating Podcasts, WebEx, Twitter and other interactive technologies into an e-learning environment," Traverse City, MI. (2009).
- Gogolin, G.E. (Presenter), Midwest Tribal Security Conference, "Using Visual Analysis and Digital Forensics in Corporate Security," Traverse City, MI. (2009).
- Gogolin, G. E. (Presenter & Author), Lilly Conference North, "Using Effective Podcasting to Augment Instruction," Traverse City, MI. (2008).
- Gogolin, G. E. (Presenter & Author), AESA National Conference, "Using Computerized Data to Make Curriculum Decisions," AESA, Savannah, GA. (2005).
- Gogolin, G. E. (Presenter & Author), Banner Oracle Advanced Training. (2004).
- Gogolin, G. E. (Presenter & Author), Banner Oracle Intro Training. (2004).
- Gogolin, G. E. (Presenter & Author), Banner Oracle PL/SQL Training. (2004).
- Gogolin, G. E. (Presenter & Author), Lilly Conference North, "The Effectiveness of Distance Education," Big Rapids, MI. (2004).
- Gogolin, G. E. (Presenter & Author), Oracle 9i Database Administration. (2004).
- Gogolin, G. E. (Presenter & Author), Advanced Microsoft .Net. (2003).
- Gogolin, G. E., Oracle 9i Database Administration, updated. (2003).
- Gogolin, G. E. (Presenter & Author), Web training for teacher and students, Rockford Public School System, Rockford, MI.
- Gogolin, G. E. (Presenter & Author), e-Commerce workshop, Ferris State University, Big Rapids, MI. (2002).
- Gogolin, G. E. (Presenter & Author), Oracle 9i Database Administration. (2002).
- Gogolin, G. E. (Presenter & Author), Oracle 9i SQL. (2002).
- Gogolin, G. E. (Presenter & Author), Database training, Sagestone Corporation. (2001).
- Gogolin, G. E. (Presenter & Author), Fastrack to ColdFusion. (2001).
- Gogolin, G. E. (Presenter & Author), "e-Business," Grand Rapids, MI. (2000).
- Gogolin, G. E. (Presenter & Author), e-Commerce Workshop, Grand Rapids Community College, Grand Rapids, MI. (2000).
- Gogolin, G. E. (Presenter & Author), "Is Your Organization Ready For e-Commerce," ITMA, Grand Rapids, MI. (2000).
- Gogolin, G. E. (Presenter & Author), "e-Commerce in business classes," FSU, Big Rapids, MI. (1999).
- Gogolin, G. E. (Presenter & Author), Information Systems Development Methodology Training, Amway Corporation, Ada, MI. (1999).

Gogolin, G. E. (Presenter & Author), "Information Systems Project Management," ITMA, Grand Rapids, MI. (1999).

Gogolin, G. E. (Presenter & Author), Project Management Training, Amway Corporation, Ada, MI. (1999).

Gogolin, G. E. (Presenter & Author), Web training for teacher and students, Amway Corporation, Ada, MI. (1999).

Contracts, Grants and Sponsored Research

Grant

Gogolin, Greg E (Principal), "Digital Laser Microscopy Analysis of Active, Altered, and Damaged Storage Media for Security and Digital Forensic Recovery," National Science Foundation, US Government, \$330,860.00. (under review).

Gogolin, Greg E (Principal), "Enhance Digital Forensics Capabilities in Information Security & Intelligence and Information Systems Management Programs," Ferris Foundation, Private, \$4,820.00. (2010).

Gogolin, Greg E (Principal), "Software grant/gift in kind – RAM (physical) memory forensics," Sponsored by HBGary, Private, \$64,000.00. (2010).

Gogolin, Greg E (Principal), "Software grant/gift in kind," Sponsored by Choicepoint, Private, \$977,296.00. (2007).

Gogolin, Greg E, "Tech-Literacy Grant," Sponsored by Newaygo County RESA, State Government, \$250,000.00. (2007).

Gogolin, Greg E (Principal), "Software grant/gift in kind," Sponsored by Choicepoint, Private, \$679,780.00. (2006).

Gogolin, Greg E (Principal), "Software/hardware grant," Sponsored by Paraben Corporation, Private, \$9,664.40. (2005).

Gogolin, Greg E (Principal), "Software in kind gift," Sponsored by Quest Software, Private, \$400,000.00. (2004).

Research in Progress

"Digital Forensics Recovery Techniques – Recovering Information from Damaged Media". Anticipated completion spring 2011.

"Applied research for feasibility and composition of Information Security & Intelligence degree." (On-Going)

"Capstone Projects" (On-Going)

Extensive research: have directed 150+ capstone projects, the majority of which have a research component.

"Study of effectiveness of distance education (Internet based)." (On-Going)

Extensive: study of effectiveness of distance education (Internet based).

SERVICE

Department Service

Faculty Mentor, Information Systems Management Student Association.
Committee Member, New ISM Student Orientation Committee - Graduate program.
Committee Member, Program Advisory Board. (2003 - Present).
Committee Member, Faculty Search Committee. (2009).
Committee Chair, Department Tenure Review Committee. (2008 - present).
Committee Member, Faculty Search Committee. (2008).
Committee Member, Faculty Search Committee. (2007).
Committee Chair, Department Tenure Review Committee. (2007).
Committee Chair, Curriculum Development: Information Security and Intelligence. (2006 - 2007).
Committee Chair, Curriculum Development: ISM Curriculum. (2002).
Committee Member, Curriculum Development. (2001).
Committee Member, Faculty Search Committee. (2001).
Committee Member, Graduation Committee - Graduate program. (2001).

College Service

Committee Chair, ISM Academic Program Review. (2010 – 2011).
Committee Chair/Author, New Degree: BS Information Security and Intelligence. (2006 - 2007).
Committee Chair, Core Assessment Team. (2005 - 2007).
Co-chair, Curriculum and Assessment Committee. (2004 - 2006).
Committee Member, Promotion Merit Committee. (2004 - 2006).
Committee Chair, College Curriculum Committee. (2002 - 2006).
Co-Chair, Curriculum and Assessment Committee. (2002 - 2006).
Committee Member, College of Business Strategy Committee. (2003 - 2004).

University Service

Committee Member, University Graduate and Professional Council (2010 – present).
Co-Chair, University Preparedness for Disaster – Technology. (2007).
Consultant. (2006 - 2007).
Committee Member, Banner Steering Committee. (2003 - 2007).
Committee Member, Senate subcommittee on Online Accreditation, Banner Steering Committee. (2003 - 2007).
Committee Member, Banner Oracle License Committee. (2006).
Committee Member, Nursing faculty search/recruitment committee. (2006).
Committee Member, Senate subcommittee on Online Accreditation Standards. (2006).
Committee Member, University Curriculum Committee. (2004).
Committee Member, Banner Oracle License Committee. (2003 - 2004).
Committee Member, ERP Committee. (2003).
Committee Member, Web Advisory Board. (2001 - 2003).
Committee Member, Chief Technology Officer search committee. (2002).
Committee Member, Nursing faculty search committee. (2001).
Committee Member, Nursing faculty search/recruitment committee. (2001).
Committee Member, Web Policy Board. (2000 - 2001).

Professional Service

Reviewer, Grant Proposals, United States Department of Homeland Security (CEDAP). (2006 - Present).

Public Service

Classroom volunteer, Elk Rapids Public Schools, Elk Rapids, MI. (2005 - Present).
Youth Group Leader, Williamsburg United Methodist Church. (2008 – Present).
Workshop Presentation, Newaygo County ISD Employees and Consultants, MI. (2001 - Present).
Event Director, Osceola County Community Foundation - Special Needs Fundraiser, MI. (2003 - 2005).
Board Member, St. Peter's Lutheran Church and School - Board of Christian Education, Rockford, MI.
Classroom volunteer, Rockford Public Schools, Rockford, MI. (1998 - 2004).

Consulting

Boyne USA, Mergers and Acquisitions. (2007 – 2010).
Public and private school systems. (1999 - Present).
For Profit Organization, Rockford Files, LLC. (1999 - Present).
Michigan Commission on Law Enforcement Standards (MCOLES). (2008).
Michigan Commission on Law Enforcement Standards (MCOLES). (2005).

Dr. Doug L. Blakemore
Ferris State University
AFIS
Email: blakemod@ferris.edu

Education

Ph D, Capella University, 2003.
Major: Organization and Management

MS, Ferris State University, 1994.
Major: Information Systems Management

Professional Positions

Professional

Owner/manager, Cornerstone Services. (1982 - Present).

Licensures and Certifications

Certificate in Unix/Linux Administration, University of IL. (2005 - Present).

Certified Dyslexia Instructor, Michigan Dyslexia Institute. (1994 - Present).

Professional Memberships

ACFE.

Infragard. (September 2010 - Present).

Development Activities Attended

Seminar, "Paraben Level 1 certification," Paraben. (May 2010).

Workshop, "I2," I2, Inc. (July 10, 2009 - July 15, 2009).

Conference Attendance, "Symposium on assessment," Univ. of South Carolina. (May 12, 2009 - May 15, 2009).

Workshop, "Encase - Intermediate level training," Guidance Software. (December 10, 2007 - December 15, 2007).

TEACHING

Directed Student Learning

Dissertation Committee Member. (2006).
Advised: Teresa Cook

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Blakemore, D. L. (2006). *Adam Smith Review*.

Journal Articles

Blakemore, D. L. (2006). *Academy of Management Review*.

Presentations Given

Blakemore, D. L., Regional Accounting Seminar, "Keynote Presentation," Cadillac, MI. (2007).

Blakemore, D. L., "Solaris Unix for Oracle Managers." (2006).

Blakemore, D. L., Business Seminar, "Basil Linux Configurations," Greenville, MI. (2005).

Blakemore, D. L., Ferris State University AFIS Department, "Turnitin.com," Ferris State University AFIS Department, Big Rapids, MI. (2005).

Blakemore, D. L., Business Seminar, "Microsoft Excel 2000 Advanced Functions for Accounting," Big Rapids, MI. (2004).

Blakemore, D. L., Distance Education Seminar, "Distance Education," Ferris State University AFIS Department, Big Rapids, MI. (2003).

Blakemore, D. L., Y2K Readiness, "Y2K Readiness," Cadillac, MI. (1999).

SERVICE

Department Service

Co-chair, Search Committee. (2006 - 2007).

Committee Member, Academic Program Review Committee. (2004 - 2005).

College Service

Committee Member, Assessment Tracking Committee. (2007 - 2008).

Committee Member, College of Business Promotion Merit Committee. (2006 - 2007).

Committee Chair, College of Business Sabbatical Review Committee. (2005 - 2006).

Committee Member, Search Committee. (2005 - 2006).

University Service

Task Force Member, University Graduate Council. (2005 - 2010).

Ferris State University

Committee Member, ECNS Program Review Committee. (2007 - 2008).

Faculty Advisor, Delta Chi. (2005 - 2006).

Committee Member, University Sabbatical Review Committee. (2005 - 2006).

Committee Member, Business/Technology Consortium Advisory Committee. (2002 - 2005).

Professional Service

Editor, Pedagogical, Business Review. (2004 - 2006).

Debate, Ferris State University, Big Rapids, MI. (2004).

Public Service

Officer, Secretary, Pawfect Companions - Therapy Dog association, Big Rapids, Mi. (January 1, 2005 - December 31, 2008).

Consulting

Computer Consulting. (1982 - Present).

Mark IV Enterprise. (2005).

Curriculum Vitae James H. (Jim) Jones, Jr.

Page 1 of 4

Name: James H. (Jim) Jones, Jr.

Address: 10271 Deerpath South, Traverse City, MI 49684

Phone: 231-944-8020 (cell)

Email: jonesjame@saic.com; jonesj54@ferris.edu; jim@secure99.net

EDUCATION

Ph.D. Computational Sciences and Informatics - George Mason University - 2008

M.S. Mathematical Sciences - Clemson University - 1995

B. Industrial and Systems Engineering - Georgia Institute of Technology - 1989

PROFESSIONAL ACTIVITIES

International Association for Intelligence Education (IAFIE): 2008-present

Forum of Incident Response and Security Teams (FIRST): 2000-present

National Incident Coordination Working Group (NICWG): 2001-2003

FedCIRC Senior Advisory Council: 2002-2003

Executive Branch Information Systems Security Committee (EBISS):

Vulnerability Scanning Tools Issue Group: 2002

National Security Council (NSC) DDoS Task Force: 2001

Certifications: CISSP, Security+, EnCE

RESEARCH INTERESTS

Probabilistic reasoning and machine learning for intelligence and information security problems; compromise and attack detection and defense on computer hosts and networks; digital forensics.

RESEARCH ACTIVITY

Network Topology Discovery (AFRL; 2010-2011).

Botnet Detection (HSARPA; 2006-2009).

National Biosurveillance Integration System (DHS; 2006-2008).

Rootkit Detection and Mitigation (DARPA; 2006-2007).

Detecting Hidden Processes on Compromised Computer Systems (Dissertation; 2006-2008).

Insider Threat Detection (commercial sponsor; 2005).

Active Phishing Detection (SAIC IRAD; 2004-2005).

Automated Digital Forensics (SAIC IRAD; 2003-2005).

SouthWest Border States Anti-Drug Information System (GTRI/DOJ; 1997-1999).

Intelligent Controller (commercial sponsor; 1994-1995).

Curriculum Vitae James H. (Jim) Jones, Jr.

Page 2 of 4

PROFESSIONAL EXPERIENCE

Assistant/Associate Professor 2007-Present

Ferris State University

Teach classes in the undergraduate Computer Information Systems (CIS) and Information Security and Intelligence (ISI) programs; teach graduate courses in the Master's of Information Systems Management (MISM) program. Focus is on information security and digital forensics.

Principal Scientist 2002-Present

SAIC

Serve as Principal Investigator and/or contributing researcher on various R&D projects in the information security and intelligence analysis domain. Previously directed SAIC's Rapid Solutions Laboratory, which conducted quick-turnaround cross-domain applied research to address outstanding problems in the Information Security space. Previously held the positions of Chief Scientist, Operations Chief Scientist, and Group Chief Technology Officer, providing technical content, support, and guidance for multiple information security projects and programs. Responsible for: identifying, evaluating, and matching technical services and products to business unit tactical and strategic needs; identifying, proposing, and leading research and development projects; interfacing with other SAIC business units and programs; and representing the business unit and company at conferences and to customers via papers, briefings, and speaking engagements. Also served as architectural and operational lead for the Federal Computer Incident Response Center (FedCIRC, now US-CERT), as program manager for the Financial Services ISAC, and as technical lead for a strategic acquisition.

Director of Intelligence Operations 1999-2002

SAIC/Global Integrity Corporation/Predictive Systems

Directed the development and operation of the Analysis Group for SAIC and Predictive Systems' Global Integrity Managed Services, providing collection and analysis of information security vulnerabilities, threats, incidents, and solutions. The Analysis Group operated 24x7x365 and provided the content for various Information Sharing and Analysis Centers (ISACs), delivered the Open Source Intelligence (OSI) service, and served as the Operations Center for FedCIRC. This role included designing and implementing the operational architecture; guiding and participating in technical analysis of security vulnerabilities and threats, including the development of mitigation strategies; preparing detailed analysis on selected information security topics; and data collection and analysis, including the development of new architectures, taxonomies, and models. Previous roles with Global Integrity included: Director of Service Delivery for Monitoring Services, the ISACs, the Incident Response Team, and OSI; Director of the Incident Response Team; and Senior Information Security Analyst conducting computer security incident investigations, providing technical research and analysis on security threats and vulnerabilities, and conducting vulnerability and security assessments. Also directed special research projects, presented and taught at selected conferences, and served on selected committees regarding information security threats and mitigation strategies. Authored a number of articles and technical documents; these and selected comments have been printed in various technical and popular forums; samples are available upon request.

Research Scientist 1997 - 1999

Georgia Tech Research Institute/The Proven Method

Performed applied research in the areas of computer security and networking, specifically to support the SouthWest Border States Anti-Drug Information System (SWBSADIS).

Curriculum Vitae James H. (Jim) Jones, Jr.

Page 3 of 4

PROFESSIONAL EXPERIENCE (continued)

Scientist 1995-1997

NISE East / SPAWAR Systems Center Charleston (Department of Defense/Navy)

Designed architectures and installed computer network security software and hardware (application proxy firewalls, packet filtering routers, and secure network servers) to protect the computer assets of the US Navy. Clearance: TS/SSBI.

Adjunct Faculty 1995

Spartanburg Methodist College

Taught Introductory Statistics.

Research Assistant and Teaching Assistant 1993-1995

Clemson University

Developed an intelligent controller for a communications device with funding from a corporate sponsor; designed and coded a simulation of the device in C and devised a control scheme based on an Artificial Neural Network. Taught Introduction to Mathematical Analysis. Taught Computers in the Classroom (computer usage for educators).

HONORS and AWARDS

Letter of Commendation from US Department of Navy for service above and beyond the call: 1997

Special Recognition from GSA for service to the Federal Computer Incident Response Capability: 2002

Special Appreciation for a class lecture to State of Maryland IT staff: 2002

Special Appreciation for a presentation to the American Banker's Association: 2004

Special Appreciation for a presentation to the Securities Industry Association: 2004

TEACHING EXPERIENCE

Undergraduate Graduate

Digital Forensics and Incident Response Systems Integration

Advanced Digital Forensics Principles of Information Security

Digital Technology and Devices Advanced Network Security

Object Oriented Programming Network Penetration Testing

Discrete Structures Network Design and Management

Introductory Mathematical Analysis Advanced Network Design and Mgt

Introductory Computing Integrated Capstone Project

Introductory Statistics

Risk Intelligence

Capstone Experience

Visual Analysis

Curriculum Vitae James H. (Jim) Jones, Jr.

Page 4 of 4

TECHNICAL PAPERS, PUBLICATIONS, and PRESENTATIONS

- *Law Enforcement's Ability to Deal with Digital Crime and the Implications for Business*, Information Security Journal, 2010.
- *Virtual Worlds and the Military*, Book Chapter in "Virtual Worlds and E-commerce", 2010.
- *Detecting Hidden Computer Processes by Deliberate Resource Exhaustion*, GMU PhD Dissertation, 2008.
- *Inducing Observables to Detect Hidden Files and Processes on Computer Systems*, QMDNS, 2007.
- *Automated Computer Forensic Analysis*, DoD Cyber Crime Conference, 2007.
- *Detecting Hidden Files and Processes on Computer Systems*, GMU C4I Annual Review, 2006.
- *Cyberterrorism*, Panelist at Digital Edge Expo, 2005.
- *A Tour of the Phishing Lab*, US Department of Transportation Annual Security Day, 2005.
- *Current Environment - Global Perspective (Phishing)*, FFIEC IT Symposium, 2005.
- *Probabilistic Reasoning for Digital Evidence Analysis*, AAAS Poster Session, 2005.
- *Probabilistic Reasoning for Digital Evidence Analysis*, FIRST Conference TC, 2005.
- *Storm Warnings*, Contributor to Information Security Magazine article, 2004.
- *Incident Response: Techniques, Tools, and Challenges*, Computer Associates Seminar Series, 2004.
- *Application of Bayesian Networks to Digital Forensics*, UAI Workshop, 2004.
- *Successful Application in the Real World: From the Lab to the Field*, UAI Panel, 2004.
- *Phishing Strategies*, presentation to the Securities Industry Association, 2004.
- *Phishing: Keeping Your Customers from Getting Caught*, American Bankers Association, 2004.
- *The State of Information Security*, MRO World Conference, 2004.
- *The Business Case for Secure Information Sharing*, CxO Summit, 2004.
- *Effective Incident Response: Understanding Tomorrow's Threats*, US DoT Annual Security Day, 2004.
- *Intelligence Creation and Information Sharing*, SAIC Internal Document, 2003.
- *New and Emerging Technologies for Information Security*, US DoT Annual Security Day, 2003.
- *BotNets: Explanations and Mitigation*, FedCIRC White Paper, 2002.
- *Incident Response Conference Panel*, Federal Information Assurance Conference, 2002.
- *State Incident Response to Cyber Threats*, Maryland IT Security and Privacy Conference, 2002.
- *Basic Network Security Responsibilities*, US Department of Transportation Annual Security Day, 2002.
- *Energy Sector Takes Aggressive Steps to Enhance Security of Critical Infrastructure*, G&P Journal, 2002.
- *The Internet is a Zoo: Security Trends for 2002*, CIO Magazine, 2002.
- *Security Incidents and Information Sharing*, Seminar series, 2001-2002.
- *Defensive and Mitigation Strategies for the Nimda Worm*, White Paper, co-author, 2001.
- *Luring Hackers to the Honeypot*, Financial Crime Review, 2001
- *Fingers in the Honeypots*, Dallas Business Journal, 2001.
- *Remote Access: Vulnerabilities and Mitigation Strategies*, ISAC White Paper, 2001.
- *Keeping Up With Your Vulnerabilities*, BAI Internet Risk Issues Conference, 2001.
- *SANS Top 20 and AntiVirus Techniques*, Department of Transportation Security Training Series, 2001.
- *The Design and Use of Honeypots*, White Paper, 2001.
- *Enhanced Incident Response through Information Sharing*, FIAC, 2001.
- *Emerging Threats and Defenses*, ComNet Conference, 2001.
- *Information Warfare and Cyber Attacks*, Webcast, co-presenter, 2001.
- *Distributed Denial of Service Attacks: Implications of Recent Trends*, NSC Task Force member, 2001.
- *Mad Hacker: Keeping Your Business Safe from 2001 Security Threats*, Webcast, co-presenter, 2000.
- *Cross-Site Scripting Vulnerabilities*, White Paper, 2000.
- *DDoS Defenses and Mitigation Strategies*, FedCIRC and ISAC White Paper, 2000.
- *Incident Response and Digital Forensics*, 5-day training course, 2000.
- *Advanced Unix Forensics*, IACIS Conference, co-trainer, 2000.

- *The Current and Near Future State of Incident Response*, High Tech Council of Maryland, 2000.
- *The Next Generation of Honeypots*, IACFI Conference, 2000.
- *Distributed Denial of Service Attacks: Defenses*, International Security Forum, 2000.

**BARBARA L. CIARAMITARO, Ph.D.,
CISSP, CSSLP, PMP**

1737 BROADSTONE
GROSSE POINTE WOODS, MI 48236
(CELL) 313 207-6127
E-MAIL (WORK): CIARAMB@FERRIS.EDU
E-MAIL (PERSONAL): BARBARA.L.CIARAMITARO@FRONTIER.COM

EDUCATION

- 2010 Ferris State University Big Rapids, MI
Currently pursuing a Masters in Business Administration Degree
- 2007 Nova Southeastern University Fort Lauderdale, FL
Graduate School of Computer and Information Services
- Graduate Certificate in Information Security
 - 4.0 Cumulative G.P.A.
- 2001 to 2005 Nova Southeastern University Fort Lauderdale, FL
Graduate School of Computer and Information Sciences
- Doctor of Philosophy in Information Systems
 - Elected to Upsilon Pi Epsilon
 - 3.97 Cumulative G.P.A.
- 1994 to 1996 Central Michigan University Troy, MI
- Master of Science in Software Engineering Administration
 - 3.97 Cumulative G.P.A.
- 1990 to 1993 Oakland County Community College Royal Oak, MI
- Programming and Mathematics Courses
 - 4.0 Cumulative G.P.A.
- 1972 to 1977 Wayne State University Detroit, MI
- Bachelor of Arts with Psychology Major
 - Elected to Phi Beta Kappa
 - 3.78 Cumulative G.P.A.

PROFESSIONAL CERTIFICATIONS

- Certified Information System Security Professional (CISSP)
- Certified Secure Software Lifecycle Professional (CSSLP)
- Project Management Professional (PMP)

ACADEMIC EXPERIENCE

August, 2009 to Present Ferris State University
Big Rapids, MI

Assistant Professor

Information Security & Intelligence

Information Systems Management

Undergraduate & Graduate Courses

- Information Security
- Project Management
- Business Intelligence
- Enterprise Integration
- Virtual Worlds and Social Media

January, 2007 to August, 2009 Walsh College
MI

Troy,

Assistant Professor

Business and Information Systems

Undergraduate & Graduate Courses and Topics Discussed

- Project Management
- Information Security
- Social Media
- Internet & Web Technologies
- IT Compliance, Governance and Risk Management
- Software Engineering
- Electronic Commerce
- Current Information Technology Trends and Issues
- Data Warehousing, Modeling and Analytics
- Technology Innovation and Strategy
- Management Information Systems

2007 Nova Southeastern University

Online Campus

Adjunct Faculty

Graduate School of Computer and Information Sciences

Graduate Courses

- E-Commerce and the Internet

2007 Davenport University

Online Campus

Adjunct Faculty

Undergraduate Course

- Security Foundations

2005 - 2007

1998 to 2002 University of Phoenix Michigan and Online Campus

Adjunct Faculty and Mentor

Information Systems & Technology

Undergraduate & Graduate Courses

- E-Business on the Internet
- Project Management
- Software Engineering
- Database Design
- Information Management
- Networking & Telecommunications

DISSERTATION REVIEW

2010 Cappella University

- Participated as an active member of Jerry Solomon's Dissertation Advisory Committee. Dr. Solomon was awarded his Doctorate degree in November 2010.

ADVISORY RESPONSIBILITIES

2010 Ferris State University

- Acting as advisor to over 30 undergraduate and graduate students in the Ferris Information Security and Intelligence undergraduate program and the Information System Management graduate program.

PROFESSIONAL DEVELOPMENT

2010 Ferris State University Big Rapids, MI

Workshops and Seminars

- Currently organizing a Learning Community on incorporating global competence in undergraduate and graduate education.
- Quality Matters Online Course Delivery
- Rubrics and Readability
- Quality Design Framework for Online Course Delivery
- Presentation Zen – Improving PowerPoint Presentations
- Media Chemistry – Incorporating Multimedia into Course Delivery
- Academic Dishonesty
- Grant Writing Workshop

- Data Mining Workshop

PROFESSIONAL EXPERIENCE

1999 to 2008 General Motors Detroit, MI

Executive

- Oversight manager for internal and outsourced business processes that provide support for legal and regulatory compliance, information security, information management, electronic discovery, and knowledge management initiatives.
- Responsibilities include oversight management and decision-making of all security, technology and process components including vendor management, project management, database design and implementation, document management, networking, security and compliance audits, physical and logical access controls, collaborative technologies, and process redesign.
- Responsibilities include oversight management and decision-making of all operational and contractual issues for outsourced process centers that entail an operational investment of over \$60 million annually.

1998 to 1999 Miller Canfield Paddock & Stone Detroit, MI

Director of Information Technology

- Managed the implementation of a new firm-wide (10 office) wide area network that converted from a DOS environment to a distributed client/server Windows NT network. Responsibilities included the oversight of the RFP and vendor selection process, development of appropriate SLAs and service contracts, creation of security and acceptable use practices, establishment of physical, operational and logical security controls, evaluation and selection of all new office and back-office software.
- Established a Legal Litigation/Practice Support department that provided document and information management services including data collection, database design, document imaging, and document coding through a combination of in-house and outsourced services.
- Provided oversight management for all application development activities including software selection, database design, workflow redesign, and development of Web-based applications.
- Provided oversight management for all network and technology operations including software and hardware monitoring, maintenance and problem resolution.
- Established an in-house training and support team to provide user assistance on utilizing the new technology tools.

1989 to 1998 Plunkett & Cooney Detroit, MI

Director of Information Systems

- Managed the implementation of a new firm-wide (11 office) wide area

network that converted from a mainframe VAX/VMS environment to a distributed client/server Windows NT network. Responsibilities included the oversight of the RFP and vendor selection process, development of appropriate SLAs and service contracts, evaluation and selection of all new office and back-office software.

- Key participant in the design and implementation of a firm-wide total quality management initiative focused on improving work practices to achieve the goal of improved client services, elimination of redundant activities, and greater efficiency.
- Established a Litigation/Practice Support department that provided document and information management services including database design, document imaging, and document coding through a combination of in-house and outsourced services.
- Designed and implemented several firm-wide applications including a case management system, practice development system, and an expert witness system. Also provided oversight management for application development activities including software selection, database design, workflow redesign, and development of Web-based applications.
- Established processes to support IT operations including software and hardware monitoring, maintenance and problem resolution.

PATENTS

2006	General Motors Corporation	Detroit, MI
------	----------------------------	-------------

Inventor

- WO/2005/008528 System and Method for Electronically Managing Discovery Pleading Information
- WO/2005/008380 System and Method for Electronically Managing Privileged and Non-Privileged Documents
- WO/2005/008375 System and Method for Electronically Managing Remote Review of Documents

WO/2005/008376 System and Method for Electronically Managing Composite Documents

PUBLICATIONS

2010 Mobile Technology Consumption: Opportunities and Challenges, Editor and Chapter Author; Book in Process

- Book to be published by IGI-Global in 2011

2010 Social Media and E-Business Transformation, The Dark Side of Social Media: Security Challenges of Social Media Technologies; Chapter Author, Book in Process

- Book to be published by IGI-Global in 2011

2009 Virtual Worlds and E-Commerce, Editor and Chapter Author

- Book scheduled for release by IGI-Global in August 2010

2008 Secure Software Development – The Role of IT Audit

- Authored by Barbara Ciaramitaro, Oezlem Aras, & Jeffrey Livermore
- ISACA Information Systems Control Journal

1994 TQM in Action: One Firm's Journey Toward Quality and Excellence

- Authored by Joseph Walker and Barbara Ciaramitaro
- Details the Total Quality Management initiative at Plunkett & Cooney Law Firm published by the American Bar Association

1993 Capturing and Leveraging Corporate Knowledge

- Authored by Barbara Ciaramitaro
- Discusses the benefits of using database technology to manage documents and knowledge published in Paradigm Shift, Vol. 5, No. 2, May 5, 1995

COMMUNITY INVOLVEMENT

- Conducted multiple 6 week workshops for displaced workers on Project Management and achieving Project Management Certification through Walsh College
- Prior Automation Alley Project Lead of Career Awareness Preparation Committee
- Prior Automation Alley Member of Social Media Committee
- Mentor, Michigan Council for Women in Technology

PROFESSIONAL MEMBERSHIPS

- IEEE
- ACM
- PMI
- ISC²
- ISACA
- Association of Virtual Worlds
- Infragard

SEMINARS AND CONFERENCES

2011 (June) West Virginia University Integrate 2011

- Presenting a session on Current Trends in Mobile Computing

2011 (May) ACM SIGMIS CPR 2011 conference

- Presenting a Tutorial Session on Creating a Digital Persona

2010 SecureWorld Dearborn, MI

- Presenting on Security and Privacy Issues of Social Media and Virtual Worlds (October)

2010 Lilly Conference Traverse City, MI

- Presenting on Virtual Worlds and E-Commerce (September)

2010 Peace Studies Conference Grand Rapids

- Participating in a discussion panel on incorporating global competence in the classroom accepted for presentation. (September)

2010 Great Teachers Seminar Grand Rapids, MI

- Selected as a faculty member to represent Ferris at the conference.

2010 Ferris State University Big Rapids, MI

Digital Forensic Conference for Law Enforcement

- Virtual Worlds and Social Media for Law Enforcement

2009 *URGE Movement* Detroit, MI

- Project Management Basics

2009 *SecureWorld Conference* Dearborn, MI

- Employee Privacy

2009 *Take Charge Workshops* Troy, MI

- Project Management Fundamentals
- Preparation for Project Management Professional Certification

2008 *SecureWorld Conference* Dearborn, MI

- Secure Software Development

2008 *Ideas for Impact Roundtable* Southfield, MI

- Social Media and Privacy Issues

2007 *Secure World Conference* Dearborn, MI

- Privacy Challenges in the Global Economy

1996 *Sixth International Conference on Software Quality* Ottawa, Canada

- Co-presenter of a tutorial titled *A Training Plan for Introducing TQM into Software Organizations*.

Appendix B – Sample Student Assessments

10Su...MISM646:001

Frequencies

Prepared by: Institutional Research & Testing, 09/10

Statistics

	N		Mean
	Valid	Missing	
q3 First on-line course	2	0	2.00
q4 Need technical assistance	2	0	2.00
q5 Syllabus clearly explains	2	0	1.00
q6 Syllabus comments	2	0	
q7 Experience consistent with syllabus	2	0	5.00
q8 Experience comments	2	0	
q9 Responded in timely manner	2	0	6.00
q10 Response time comments	2	0	
q11 Gave helpful feedback	2	0	5.00
q12 Feedback comments	2	0	
q13 Provided meaningful opportunities	2	0	4.50
q14 Meaningful opportunities comments	2	0	
q15 Relevant learning materials	2	0	5.00
q16 Relevant learning mat'ls comments	2	0	
q17 Overall structure was logical	2	0	5.00
q18 Overall structure comments	2	0	
q19 Explicit/clear assignments	2	0	4.50
q20 Assignments comments	2	0	
q21 Overall course design	2	0	5.00
q22 Overall course design comments	2	0	
q23 Able to apply knowledge	2	0	5.00
q24 Apply knowledge comments	2	0	
q25 Developed own insights	2	0	5.00
q26 Developed own insights comments	2	0	
q27 Learned as much as in face to face class	2	0	4.50
q28 Learned as much comments	2	0	
q29 Opportunities to give feedback	2	0	5.00
q30 Opportunities comments	2	0	
q31 Effective on-line instructor	2	0	5.00
q32 Effective on-line instructor comments	2	0	

CIARAMITARO...2011-01-04...10F...MISM 661 001...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.75

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	16.67	16.67	25.00	25.00	
Strongly Agree	5.00	9	50.00	66.67	75.00	100.00	
Total Valid		12	66.67		100.00		
Missing		6	33.33				
Total		18	100.00				

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	11.11	11.11	16.67	16.67	
Agree	4.00	1	5.56	16.67	8.33	25.00	
Strongly Agree	5.00	9	50.00	66.67	75.00	100.00	
Total Valid		12	66.67		100.00		
Missing		6	33.33				
Total		18	100.00				

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 4.64

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	22.22	22.22	36.36	36.36	
Strongly Agree	5.00	7	38.89	61.11	63.64	100.00	
Total Valid		11	61.11		100.00		
Missing		7	38.89				
Total		18	100.00				

Appendix C – Course Syllabi

MISM 629 Syllabus

Instructor:
Contact Info:

Course Description

This course will investigate legal and ethical issues including ethical practices, privacy, copyright and licensing. Issues dealing with proprietary and personal information, as well as electronic technologies will be studied. An understanding of current and future impact on information systems corporate liability and management strategies will be explored.

Course Objectives

1. Analyze the moral and legal dilemmas that arise in the areas of free speech, intellectual property, privacy, and security.
2. Understand the ever-increasing global nature of ethics and how ethical/unethical decisions impact the global community in which we live.
3. Sensitize students to the moral seriousness of ethical Business and IT issues.
7. Understand the importance of individual values in the decision making process.
8. Challenge students to become more self-aware and reflective; to care about themselves, others, the community, and to strive for moral excellence.

RESEARCH

When conducting research, students are strongly encouraged to make use of the Ferris Library for Information Technology and Education (FLITE) Off Campus Database access. For more information, visit <http://library.ferris.edu/proxysetup.html>

ALL assignments:

- are due by Sunday of each week before Midnight EST (Eastern Standard Time).
 - o Late assignments will be accepted up to one week after the due date for a maximum of half credit.
 - o If an assignment is not submitted by one week after the due date, **no credit** will be given for the assignment.
 - o No late assignments will be accepted beyond the last day of class.
 - o Any exceptions to the above policy must be cleared with the instructor prior to the assignment's scheduled due date.

- o Please refer to the Assignment Schedule for specific assignment due dates.
- must be in MS Word.doc, .docx or RTF format and conform to APA style (in reference to double spaced, referencing works cited by others – direct quote or paraphrased, and cover page).
- must be the original work of the student/team. Please read Ferris State University's Academic Policy Information/Academic Honesty.
- must be submitted to Ferris Connect classroom assignment section on time.
- must be submitted with a title page used to identify the university, class, student, assignment, and date.
 - o Please use the standard format illustrated in the sample provided below.
 - o I prefer that all assignments for each week be submitted within the same Word Document – I.E. Only 1 cover page for all assignments in the same file – do not bother to put 1 cover page per individual assignment when they are all within the same document.
 - o Submitting homework without the title page will lose points.

Submitting Assignment instructions:

Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that do not express ideas clearly will affect your grade. The professor will not provide remedial help concerning writing problems that you might have. Students who are unable to write correctly and clearly are urged to contact the writing center for sources of remedial help.

You are responsible for keeping all graded assignments. You must present any discrepancies for a grade to be adjusted.

Grading:

Weekly activity in discussion rooms = up to 10 points /week for a minimum of 8 postings per week with 2 of the 8 being original; the remaining 6 must be responses to other students messages or the instructor's messages. Total of 70 points for the course. My "week" is defined as being from Monday through Sunday (note, "week 1" will begin on Tuesday according to the schedule). I do this to give you the most amount of time over the weekend to get your weekly homework assignments done. After the end of the "week" any messages posted in that weeks discussion room will not be counted towards your weekly discussion points. Discussion points will only be given for postings that meet the following criteria:

- It must add value to the discussion
- It must be on the topics covered for that week – as

determined by the reading schedule and any other messages from the instructor.

- Brief messages just agreeing with someone else won't be counted
- Messages that are primarily a quote from any other source with very little or no comment from the individual who posted the quote will not count as a discussion message worth points
- Any message that contains a quote or paraphrase from an outside source that does not have the reference will not be counted.

Weekly Activity

= up to 10 points / week Total of 70 for the course

Weekly homework

= up to 40 points / week Total of 280 for course

Points given as follows:

General issues:

- Cover Page = 3 points
- Double Spaced = 2 points
- Spelling/grammar = 5 points
- APA Referencing = 10 points
- Content quality = 20 points

(See below)

For weekly assignments content quality:

- Review of case/issue(s) = 10 points
- Your analysis = 10 points

Final Paper Assignment

= up to 150 points

- Cover Page = 5 points
- Double Spaced = 5 points
- Spelling/grammar = 20 points
- APA Referencing = 15 points
- Topic relevance = 10 points
- Flow of content = 20 points
- Clarity of statements = 10 points
- Length of paper = 20 points
- Number of references = 15 points
- Quality of content = 30 points

NOTE: Late assignments will lose up to 10 points per day for up to the first 5 days and after that they won't be accepted. Exceptions can be made if arrangements are made with me **in advance.**

Total points for the course possible = 500

PLEASE NOTE: THIS IS A WORK IN PROGRESS. As such, if necessary, I reserve the right to modify the syllabus if needed throughout the course. (Note also that this is very rare).

Format for papers: APA format is to be used when ever the need is required for referencing.

Papers are to be formatted LEFT justified only (NEVER FULL JUSTIFIED), double spaced with no extra lines between paragraphs. All first lines of paragraphs are to be indented to the first tab stop (unless a long quote) then indent first line of paragraphs a second tab stop as per APA rules.

Plagiarism: Plain and simple. If you use ANYONE's work – regardless if it is a direct quote or paraphrase – you MUST reference it. FAILURE TO REFERENCE (both in-text and reference page at the end) it will result in my assuming you represented that person's work as your own and therefore stole it. **Results will be failure of the work with no possible ability to make up**

Week	Reading	Assignment
------	---------	------------

the work. The second time in the course you are caught, it will be an automatic failure of the course.

ASSIGNMENTS:

Week 5	Chapter 7	<p>Case 1 - Page 502 - Worth 10 points maximum There are hundreds of emerging technologies coming out every year that can have the potential to change our lives (again). Pick one or two, give a 2-3 page description of the technology and at least 1 or 2 references (podcasts are acceptable as references) that talk about the legal and/or moral implications of the technology. In total - 4 - 6 pages. For example:</p> <ul style="list-style-type: none"> - biological technology (IE, cloning, genetically engineered food (and/or people for that matter) - 6th sense (search on youtube to see more) - holographic technology - virtual worlds/enviroments - ??? (google "emerging technology" and see examples to use. - ??? scroll through "this week in law" from twit and view the discussions coming up and pick a topic. <p>- worth 30 points Maximum</p>
		<p>business ethics and technological ethics . Give examples and discuss various philosophical constructs. Discuss international differences that exist. Minimum number of references is 4</p>
Week 2	Chapters 3 & 4	<p>Case 4 - page 173 - Worth 10 points maximum Case 7 - page 180 - Worth 10 points maximum Case 1 - page 264 - Worth 10 points maximum Case 5 - page 268 - Worth 10 points maximum</p>
Week 3	Chapter 5	<p>Case 1 - page 331 - Worth 10 points maximum Case 2 - page 331 - Worth 10 points maximum Case 5 - page 339 - Worth 10 points maximum Case 7 - page 345 - Worth 10 points maximum</p>
Week 4	Chapter 6	<p>Case 2 - page 409 - Worth 10 points maximum Case 4 - page 415 - Worth 10 points maximum - Web research on accounting and finance crimes. For example zzBest, Barry Minko, Bernie MADOFF, Worth 20 points MAXIMUM</p>

NOTE: "Page" counts do not include cover page (which is required) or reference page(s) (which is/are) required.

Week 6	Chapter 8	<p>Case 1 page 553 - Worth 10 points maximum Case 3 page 555 - Worth 10 points maximum Web - Global Warming Scam - Worth 20 points maximum - There a lot of statements going around about global warming. Many have just come to the surface and found to be based entirely on false data (completely made up) - 2 - 4 pages.</p> <ul style="list-style-type: none"> - Who are the major players on both sides of the issue? - politicians - scientists - IF global warming is not real, who would/could gain by promoting it? - personal agendas (getting rich for example) - political agendas (getting more control and power for example)
--------	-----------	---

Week 7	Chapters 9 and 10	<p>Case 2 page 648 - Worth 10 points maximum Case 4 page 653 - Worth 10 points maximum Summary of the course - key things you learned that you might consider important - approximately 1 - 2 pages minimum. Worth 20 points Major project for the course: NOTE: How stuff works, wiki references and dictionary references CAN be used but WILL NOT count toward your reference counts for either option 1 or option 2: Option 1: Book review. Book must be 300 pages or more. Must be a book that discusses legal and ethical issues related to business. An example (and potential good choice) would be the 8th habit by Steven Covey). Paper should include:</p> <ul style="list-style-type: none">- review of the key issues in the book- your thoughts/analysis of those issues- MINIMUM of 5 outside sources that support your analysis <p>Option 2: Develop a paper that deals with a current legal / ethical / environmental issue. The paper must discuss the legal, ethical, moral and if appropriate, environmental aspects of the issue. Taking a position for or against a certain perspective is acceptable but you must explain and detail the other significant perspectives and defend why they feel they have a valid argument. Also, the issue must have or include an international scope and that perspective must be explained. Minimum of 10 outside sources Must be in APA format especially in reference to double spacing and referencing (both in-text and end of paper referencing).</p>
--------	-------------------	--



Ferris State University

College of Business

**COURSE: MISM 638:
Social Media and Global Business**

INSTRUCTOR:

COURSE DATES:

ONLINE DELIVERY: FerrisConnect

PHONE (OFFICE):

EMAIL ADDRESS:

OFFICE HOURS: Online and by appointment.

Syllabus Changes: I reserve the right to make adjustment in this syllabus whenever I judge that the adjusted syllabus will better serve the overall

learning needs of the class.

Please note that Ferris Connect Mail will be used for all course communications.

Emergency Preparedness: In the event that students or the instructor are advised not to attend class due to a health or other emergency, please be aware that all course material and assignments will be posted on FerrisConnect. Depending on the severity of the situation, alternative virtual meetings or conferences may be scheduled.

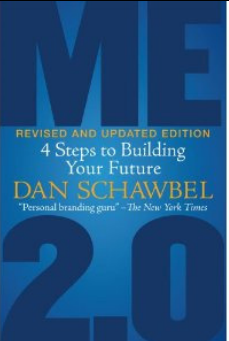
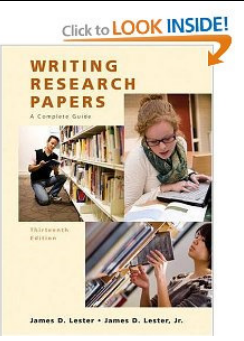
COURSE DESCRIPTION:

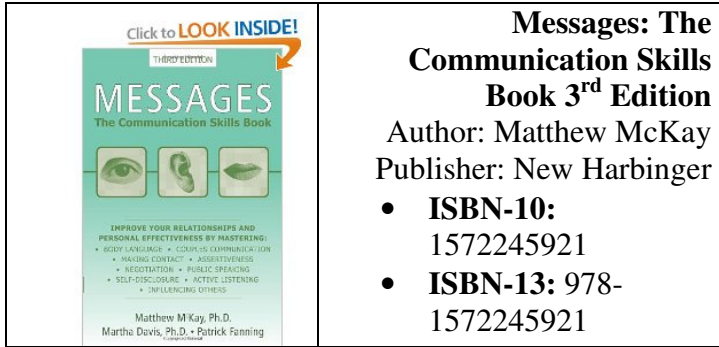
This course will be focused on developing essential communication skills essential for academic, professional and personal success. In today's environment, the Internet serves as your resume. This course will emphasize the need to develop a positive digital persona on the Internet using social media tools appropriately and in a way to develop a positive reputation. This course will also discuss the essential tools and techniques need to plan, develop and complete a successful research effort. APA formatting for academic environments will be submitted but professional research submissions will also be discussed. The strongest skill identified by businesses is the need for strong interpersonal skills. This class will examine current communication styles and explore ways to improve them in professional, academic and personal situations.

PREREQUISITES:

COURSE MATERIALS:

▶TEXTBOOK(S):

	<p>Me 2.0 Author: Dan Schawbel Publisher: Kaplan Publishing</p> <ul style="list-style-type: none">• ISBN-10: 1607147122• ISBN-13: 978- 1607147121		<p>Writing Research Papers Author: Jim and James Lester Publisher: Longman</p> <ul style="list-style-type: none"><input type="checkbox"/> ISBN-10: 0205651925<input type="checkbox"/> ISBN-13: 978-0205651924
---	---	--	---



COURSE METHODS & OBJECTIVES:

► COURSE METHODS:

- Pre Course Survey
- Online Lectures and Presentations
- Discussion Forum
- Individual Assignments
- Preparation of Personal Digital Persona Plan
- Preparation of research reports
- Preparation of various communication materials

► COURSE OBJECTIVES:

- **Outcome:** Explore the creation and maintenance of a digital persona through social media tools.
Assessment: Independent assignments, discussion forum, Personal Digital Persona Plan
- **Outcome:** Distinguish steps to a successful research project in both an academic and professional environment
 - **Assessment:** Independent assignments, discussion, and the preparation of an academic and business research report.
- **Outcome:** Identify and examine communication weakness and strengths
 - **Assessment:** Independent assignments, group assignments, discussion forums and role playing exercises.
- **Outcome:** Examine various modes of communication including presentations, e-mail messages, formal letters, memos and reports, and academic papers.
 - **Assessment:** Independent assignments, group assignments and discussion forums.

ASSESSMENTS AND ASSIGNMENTS

This course will include weekly assignment that applies the various research, writing and communication skills, techniques and knowledge covered in the weekly modules. The assignments will include the creation of a Personal Digital Persona Plan, Academic Research Paper, Professional Research Report, PowerPoint Presentation, a Personal Communication Plan, E-mail communication, letters and memos. The Assignment Schedule below will detail due dates for each assignment. Additionally, Assignments can be found by clicking on **Assignments**, and are also listed within each Weekly Learning Module in **Course Content**.

►DISCUSSIONS:

Students will be required to participate and interact with one another during the semester on the online course discussion boards. Discussion questions will be posted on a weekly basis. You are required to create at least one original reply to the discussion topic and respond to at least two of your classmates for each discussion question posted for a **minimum of 6 postings each week**. Early posting in the Discussion will ensure you receive replies from fellow students. Your weekly discussion posting will be graded using the following grading rubric.

Discussion Questions Grading Rubric

Points	Description
25 points	Responded to all questions with interaction among other students. Responses began early and were often. Responses were thoughtful and topical. Outside sources, previous knowledge, and real life experience were used in responses. The flow and direction of the discussion was greatly affected by contribution.
15 to 25 points	Did not respond directly to all questions, and/or did not respond to others with comments or questions and/or all responses are made in one visit to the site. Responses lacked deep analysis or thought..
14 or less points	Minimal participation. Did not respond to all posted questions. All responses are made in one visit to the site. Responses lacked analysis or thoughtfulness (applied text or lecture teaching points or real life examples) and/or was not topical (related to the text and lectures.)
0	No participation. No response

▶MAKE-UP POLICY:

There will be no makeup quizzes, exams, assignments or discussion question postings. It may be possible to pre-schedule a quiz or exam but students must contact the instructor directly and this will be determined on an individual basis.

COURSE POINTS & GRADING SCALE:

▶COURSE POINTS:

Your performance in this course will be assessed as follows:

Assessment	Points
Individual Assignments (7@ points ranging from 100 to 150pts each) =	850
Discussion Board (6 @ 25 Points each) =	150
Total	1000

▶GRADING SCALE:

- 950 and above = A
- 890 - 949 = A-
- 850 - 889 = B+
- 820 - 849 = B
- 780 - 819 = B-
- 750 - 779 = C+
- 700 - 749 = C
- 650 - 699 = C-
- 600 - 649 = D+
- 550 - 599 = D
- below 550 = F

7-WEEK ASSIGNMENT SCHEDULE:

WEEK BEGINS	DUE	THIS WEEK'S TOPICS	ASSIGNED THIS WEEK
1	Pre-course Survey	<ul style="list-style-type: none"> • Review of Course Objectives • Planning, Creating and Maintaining a Digital Persona 	<ul style="list-style-type: none"> • Pre-Course Survey • Read Me 2.0 Part 1 and Part 2 • Read Writing Research Papers Chapters 1-2 • Week #1 Discussion Board • Week 1 Individual Assignment - Personal Digital Personal Plan – Draft (100 pts)
2	<ul style="list-style-type: none"> • Week #1 Discussion Board • Week 1 Individual Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Creating Digital Persona Plan • Introduction to Research and Writing Skills 	<ul style="list-style-type: none"> • Me 2.0 Part 3 • Read Writing Research Papers Chapters 3-4 • Week #2 Discussion Board • Week 2 Individual Assignment – Final Digital Persona Plan (150 points)
3	<ul style="list-style-type: none"> • Week #2 Discussion Board • Week 2 Individual Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Academic Research and Writing Skills 	<ul style="list-style-type: none"> • Read Writing Research Papers Chapters 5-8 • Week #3 Discussion Board • Week 3 Individual Assessment – Academic Research Assignment - Select Topic and Information sources and develop research paper outline (100points)
4	<ul style="list-style-type: none"> • Week #3 Discussion Board • Week 3 Individual Assignment • Complete online Personal Leadership Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Research and writing your Academic Research Paper 	<ul style="list-style-type: none"> • Read Writing Research Papers Chapters 9-11 • Week #4 Discussion Board • Week 4 Individual Assessment – Academic Research Assignment - Final Academic Research Paper (150 points)

<p>5</p>	<ul style="list-style-type: none"> • Week #4 Discussion Board • Week 4 Individual Assignment • Submittal of names for co-worker and friends leadership assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Research and writing your professional (i.e. business) research report. 	<ul style="list-style-type: none"> • Read Writing Research Papers Chapters 12-13 • Week #5 Discussion Board • Week 5 Individual Assessment – Professional Research Assignment - Business Research Report (100)
<p>6</p>	<ul style="list-style-type: none"> • Week #5 Discussion Board • Week 5 Individual Assessment • Leadership Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • The important of effective communication and interpersonal skills 	<ul style="list-style-type: none"> • Read Messages Part 1, 2 and 3 • Week 6 Discussion Forum • Week 6 Individual Assignments – Assessment of Communication Weaknesses and Strengths (100 Points)
<p>7</p>	<ul style="list-style-type: none"> • Week #6 Discussion Board • Week 6 Individual Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Developing your Personal Communication Plan. 	<ul style="list-style-type: none"> • Read Messages Part 4, 5 and 6 • Week 7 Discussion Forum • Week 7 Individual Assignment – Personal Communication Plan (150 points)
<p>8</p>	<ul style="list-style-type: none"> • Week #7 Discussion Board • Final Exam • Final Project • Due no later than 11:59 pm on Friday, 	<ul style="list-style-type: none"> • 	

STATEMENT REGARDING PROFESSIONAL CONDUCT

Ferris students are expected to conduct themselves in a manner that is conducive to continued growth toward a business and/or professional career. Each student is expected to attend classes regularly and to be fully prepared. All students are expected to act professionally and with a high degree of ethical conduct while applying themselves fully to the job of learning. All communications are expected to be conducted in a professional manner, whether written or oral. It is the student's obligation to know and observe all University policies and procedures and to keep current by reading the materials posted on the Ferris University Web Site and in its printed policies and bulletins.

STATEMENT REGARDING ACADEMIC MISCONDUCT

Plagiarism, unauthorized collusion on examinations, theft, sale, purchase or other unauthorized procurement of examinations or essay material, use of unauthorized aids while taking an examination, having someone else take an exam in your place or submitting for credit any paper not written by student, taking an exam for another student, copying of "do not copy" designated library materials, copying copyrighted software and destruction of equipment by introducing a computer virus and other similar actions are considered to be academic misconduct and unacceptable for students enrolled at Ferris State University.

STATEMENT REGARDING DIVERSITY

This course embraces the Ferris Core Values of diversity by providing an environment which is supportive, safe and welcoming. We will listen respectfully to a diversity of ideas, beliefs and cultures presented by the members of the class.

Core Values

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.
- **Diversity:** By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.
- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.
- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.
- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.
- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

MISM 640 Project Management

Instructor Information

Name:

Email:

Office location:

Office hours:

Phone:

Course Information

Course title: Project Management

Course number: MISM 640

Course discipline: Business Management

Course description: This course is designed to examine the discipline of project management and equip students with the ability to effectively manage projects. Several elements of project management are investigated including: people, defining projects, work breakdown structures, project staffing, project scheduling, constraints, monitoring, communicating, risk, leveling and evaluation. The focus is on project management, not how to use project management software. It is assumed that students either know how to use or will learn how to use project management software separate from the class.

Course date:

Location:

Meeting day(s):

Meeting time(s):

Prerequisite(s):

Textbooks

Required reading: *The Goal*, Eliyahu Goldratt, North River Press, 2nd edition (any edition is fine), 0884270610
Critical Chain, Eliyahu Goldratt, 0884271536

Recommended reading: *any Microsoft Project reference book if unfamiliar with MS Project*

Policies

Introduction: Due dates must be adhered to. No projects or course work will be accepted after 8/8/10. Grades will be posted in FerrisConnect approximately 1 week after assignments are due. There will be no grade changes after the semester ends. Frequent interaction in the course is expected. Students missing more than 1 week of course interaction will not pass the course. Extenuating circumstances or unforeseen events will be handled at the discretion of the instructor and arrangements should be made prior to the absence. To pass this

course, all assignments must be the original work of the student or team. Plagiarism will result in not passing the course. Students must have completed at least 80% of course material and a completion contract to receive an incomplete. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Disabilities Services Office, Arts and Sciences Commons, 1017k, (231) 591-3772 to coordinate reasonable accommodations for students with documented disabilities. Instructor reserves the right to make modifications to the course or this syllabus to accommodate unforeseen circumstances. The dates in this syllabus supersede any discrepancies from any other source.

Course Goals

- Course goals:
- enable students to successfully manage multiple projects
 - gain an understanding of project management principles
 - understand why projects fail
 - use risk management and mitigation strategy
 - realize the power of people
 - understand project life cycles/phases and methodologies
 - develop effective communication skills

Course Requirements

Introduction: Students need to complete the following within FerrisConnect:

- Requirements:
- Project Status assignments
 - All discussion threads on timely basis
 - All assignments detailed in the assignment section
 - Completion of final exam
 - Students must fully engage in the course.

Grading

Scale: 95-100 A, 90-94 A-, 88-89 B+, 85-87 B, 80-84 B-, 78-79 C+, 70-77 C

Assignments:

Integration Management
Project Plan 1 - WBS
Time and Scope Management
Project Plan 2 - Risk
Cost Management
Project 3 – Modification and Safety
Risk Management
Project 4 - Portfolios

MISM 640 Student Course Plan

The purpose of this Student Course Plan is to give you a general guideline of what you should be doing week-to-week in order to stay on target for completing the course. Realize that you should pay attention to the Course Calendar and the Assignment sections for due dates. You may turn in things early, but **don't turn things in late**. This is Project Management after all. This is only a guideline – the dates in the Course Calendar and Assignment sections supersede this.

Week 1 and 2: Read The Goal and Critical Chain and participate in The Goal and Critical Chain discussion threads. Complete Course Status 1 by **July 4** and Course Status 2 by . Read PMI, PMBOK, Overview of Project Management, Project Office and Project Scheduling course material on the home page. Complete survey located on course home page. There will be a teleconference session July 11 for assignment orientation and to answer questions. See introduction email for date and time.

Week 3: Complete Integration Mgt by . Review corresponding course material on the home page and participate in the teleconference. Course Status 3 and Project 1 are due

Week 4: Complete Course Status 3 and Project Plan 1 by . Review time management material on the home page, complete Time/Scope Mgt

Week 5: Complete Project Plan 2 and Course Status 4 by . Continue reviewing course material on the home page and participate in teleconference. Complete Cost Mgt assignment due .

Week 5: Change Project Plan 3 and Course Status 5 by . Continue reviewing corresponding course material on the home page. Risk Mgt due

Week 6 and 7: Complete Project Plan 4, Final Exam, Course Engagement, and Course Status 6 by

- Module 1: Overview of Project Management
- Module 2: Project Office
- Module 3: Project Integration
- Module 4: Human Aspects
- Module 5: Project Scheduling/Time Management
- Module 6: Project Costing
- Module 7: Risk Management
- Module 8: Quality
- Module 9: Third Parties
- Module 10: Communication
- Module 11: Project Reviews and Project Closure
- Module 12: Politics
- Module 13: Summary



Ferris State University

College of Business

Course: MISM 660: Project Risk and Quality Management

INSTRUCTOR:

COURSE DATES:

ONLINE DELIVERY: FerrisConnect

OFFICE HOURS: Online and by appointment.

Syllabus Changes: I reserve the right to make adjustment in this syllabus whenever I judge that the adjusted syllabus will better serve the overall learning needs of the class.

PHONE (OFFICE):
EMAIL ADDRESS:

Please note that Ferris Connect Mail will be used for all course communications.

Emergency Preparedness: In the event that students or the instructor are advised not to attend class due to a health or other emergency, please be aware that all course material and assignments will be posted on FerrisConnect. Depending on the severity of the situation, alternative virtual meetings or conferences may be scheduled.

COURSE DESCRIPTION:

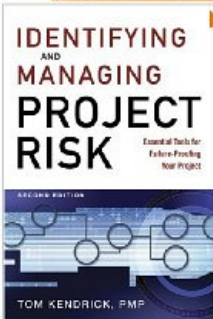
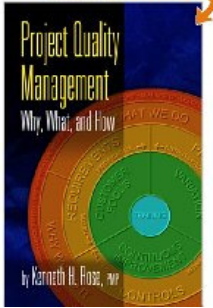
This course will identify and demonstrate project risk management processes including risk identification, risk assessment (qualitative and quantitative), developing a risk contingency budget, and determining risk mitigation strategies. This course will also discuss project quality management including a history of quality management, identification of quality standards and goals for projects, and tools and techniques for monitoring quality. Ethical issues related to project risk and quality management will be discussed.

PREREQUISITES:

- MISM 640 – Project Management

COURSE MATERIALS:

▶TEXTBOOK(S):

	<p>Identifying and Managing Project Risk Author: Tom Kendrick Publisher: AMACON ISBN 978-0814413401</p>		<p>Project Quality Management Author: Kenneth Rose Publisher: J Ross Publishing ISBN 978-1932159486</p>
---	--	--	--

COURSE METHODS & OBJECTIVES:

▶COURSE METHODS:

- Pre Course Survey
- Online Lectures and Presentations
- Discussion Forum
- Individual Assignments
- Final Exam

▶COURSE OBJECTIVES:

- **Outcome:** Explain the meaning project risk management
Assessment: Independent assignments, discussion forum, final exam
- **Outcome:** Distinguish and demonstrate risk identification techniques
 - **Assessment:** Independent assignments, discussion forum and final exam.
- **Outcome:** Explain and demonstrate risk assessment techniques including qualitative and quantitative risk assessment
 - **Assessment:** Independent assignments, discussion forum and final exam.
- **Outcome:** Identify and explain risk mitigation strategies
 - **Assessment:** Independent assignments, discussion forum and final exam.
- **Outcome:** Explain and demonstrate the creation of risks contingency budgeting.
 - **Assessment:** Independent assignments,

- discussion forum and final exam.
- **Outcome:** Examine how quality management applies to project management
 - **Assessment:** Independent assignments, discussion forum and final exam.
- **Outcome:** Explain and demonstrate the identification of appropriate risk standards for various projects
 - **Assessment:** Independent assignments, discussion forum and final exam.
- **Outcome:** Explain tools and techniques used for quality monitoring through a project lifecycle
 - **Assessment:** Independent assignments, discussion questions and final exam.
- **Outcome:** Distinguish ethical issues related to project risk and quality management.
 - **Assessment:** Independent assignments, discussion questions and final exam.

ASSESSMENT GUIDELINES:

► ASSIGNMENTS:

The purpose of assignments is to reinforce the learning process. **All assignments are due Sunday of each week by 11:59 PM unless otherwise stated.**

QUIZZES & EXAMS:

There will be 6 weekly assessments and a final exam. The assessments and exam will include multiple choice and short answers. The goal of the assessments and exam is to reinforce the knowledge and skills learned in the class. Each weekly assessment will be worth 25 points and the final exam will be worth 150 points. . Exams will be open-book and open-notes.

CASE STUDY ANALYSES

There will be 3 case study analyses of Project Risk and Quality scenarios using assigned reading and external research. Each assignment is worth 100 points. Detailed instruction for each case study analysis will be provided in the Weekly Learning Module.

Assignments can be found by clicking on **Assignments**, and are also listed within each Weekly Learning Module in **Course Content**.

Final Project

The final project is an individual paper which details a complete Risk and Quality Management plan for an organization of your choosing. This project will be worth 225 points. This project can be based on a real world example or a simulated one. The project deliverable should be 20-25 pages in length (not including title, table of contents, or references). The project must include 10 or more external research references. Quotes should be limited to no more than a sentence or two in length. For full credit, the project must address the following elements.

- ▶ Description of company or organization. This description should be detailed enough to detail the Risks and Quality issues facing that company.
- ▶ A complete Risk Analysis Management Plan including:
 - Risk Identification
 - Risk Assessment
 - A complete qualitative risk analysis
 - A complete quantitative risk analysis.
 - Risk Prioritization
 - A complete Risk Mitigation strategy with associated costs.
 - Preparation of a contingency budget to manage identified risks and mitigation strategies.
 - Summary of findings and recommendations
- ▶ A complete Quality Management Plan including:
 - Identification and description of quality requirements
 - Identification and description of quality standards to be used
 - Detailed explanation of how quality will be monitored and management throughout the project.
 - Sample Quality Reports
 - Summary of recommendations
- ▶ The last page of the final project should be a memo to your business sponsor requesting approval of the Risk and Quality Management Plans. This memo should use your technical knowledge but must be communicated in a non-technical business method.

▶DISCUSSIONS:

Students will be required to participate and interact with one another during the semester on the online course discussion boards. Discussion questions will be posted on a weekly basis. You are required to create at least one original reply to the discussion topic and respond to at least two of your classmates for each discussion question posted for a **minimum of 6 postings each week**. Early posting in the Discussion will ensure you receive replies from fellow students. Your weekly discussion posting will be graded using the following grading rubric.

Discussion Questions Grading Rubric

Points	Description
25 points	Responded to all questions with interaction among other students. Responses began early and were often. Responses were thoughtful and topical. Outside sources, previous knowledge, and real life experience were used in responses. The flow and direction of the discussion was greatly affected by contribution.
15 to 25 points	Did not respond directly to all questions, and/or did not respond to others with comments or questions and/or all responses are made in one visit to the site. Responses lacked deep analysis or thought.
14 or less points	Minimal participation. Did not respond to all posted questions. All responses are made in one visit to the site. Responses lacked analysis or thoughtfulness (applied text or lecture teaching points or real life examples) and/or was not topical (related to the text and lectures.)
0	No participation. No response

▶MAKE-UP POLICY:

There will be no makeup quizzes, exams, assignments or discussion question postings. It may be possible to pre-schedule a quiz or exam but students must contact the instructor directly and this will be determined on an individual basis.

COURSE POINTS & GRADING SCALE:

▶COURSE POINTS:

Your performance in this course will be assessed as follows:

Assessment	Points
Final Exam	150
Individual Assessments (6 @ 25 pts each)=	150
Case Studies (3 @ 100)	300
Discussion Board (7 @ 25 Points each)=	175
Final Project	225
Total	1000

▶GRADING SCALE:

950 and above = A
 890 - 949 = A-
 850 - 889 = B+
 820 - 849 = B
 780 - 819 = B-
 750 - 779 = C+
 700 - 749 = C
 650 - 699 = C-
 600 - 649 = D+
 550 - 599 = D
 below 550 = F

7-WEEK ASSIGNMENT SCHEDULE:

WEEK BEGINS	DUE	THIS WEEK'S TOPICS	ASSIGNED THIS WEEK
1	<ul style="list-style-type: none"> • Pre-Course Assessment 	<ul style="list-style-type: none"> • Review of Course Objectives • Review of Syllabus • Introduction to Project Risk and Quality Management 	<ul style="list-style-type: none"> • Pre-Course Survey • Week #1 Discussion Board • Week 1 Individual Assessment • Weekly readings will be assigned
2	<ul style="list-style-type: none"> • Week #1 Discussion Board • Individual Assessment 1 • 	<ul style="list-style-type: none"> • Risk Identification • Risk Assessment – Qualitative and Quantitative 	<ul style="list-style-type: none"> • Week #2 Discussion Board • Week 2 Individual Assessment • Case Study 1 • Weekly readings will be assigned
3	<ul style="list-style-type: none"> • Week #2 Discussion Board • Week 2 Individual Assessment • Case Study 1 • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Risk Mitigation and Budgeting for Risk 	<ul style="list-style-type: none"> • Week #3 Discussion Board • Week 3 Individual Assessment • Weekly readings will be assigned
4	<ul style="list-style-type: none"> • Week #3 Discussion Board • Week 3 Individual Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Quality and Project Management 	<ul style="list-style-type: none"> • Week #4 Discussion Board • Week 4 Individual Assessment • Case Study 2 • Weekly readings will be assigned

5	<ul style="list-style-type: none"> • Week #4 Discussion Board • Week 4 Individual Assessment • Case Study 2 • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Quality and Project Management • Identification of Quality Standards • Monitoring Quality throughout the project lifecycle 	<ul style="list-style-type: none"> • Week #5 Discussion Board • Week 5 Individual Assessment • Case Study 3 • Weekly readings will be assigned
6	<ul style="list-style-type: none"> • Week #5 Discussion Board • Week 5 Individual Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Ethics related to Project Risk and Quality Management 	<ul style="list-style-type: none"> • Week #6 Discussion Board • Week 6 Individual Assessment • Weekly readings will be assigned
7	<ul style="list-style-type: none"> • Week #6 Discussion Board • Week 6 Individual Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Ethics related to Project Risk and Quality Management • Final Exam 	<ul style="list-style-type: none"> • Week # 7 Discussion Board • Final Project • Final Exam • Weekly readings will be assigned
8	<ul style="list-style-type: none"> • Week #7 Discussion Board • Final Project • Final Exam • Due no later than 11:59 pm on Wednesday 		

STATEMENT REGARDING PROFESSIONAL CONDUCT

Ferris students are expected to conduct themselves in a manner that is conducive to continued growth toward a business and/or professional career. Each student is expected to attend classes regularly and to be fully prepared. All students are expected to act professionally and with a high degree of ethical conduct while applying themselves fully to the job of learning. All communications are expected to be conducted in a professional manner, whether written or oral. It is the student's obligation to know and observe all University policies and procedures and to keep current by reading the materials posted on the Ferris University Web Site and in its printed policies and bulletins.

STATEMENT REGARDING ACADEMIC MISCONDUCT

Plagiarism, unauthorized collusion on examinations, theft, sale, purchase or other unauthorized procurement of examinations or essay material, use of unauthorized aids while taking an examination, having someone else take an exam in your place or submitting for credit any paper not written by student, taking an exam for another student, copying of "do not copy" designated library materials, copying copyrighted software and destruction of equipment by introducing a computer virus and other similar actions are considered to be academic misconduct and unacceptable for students enrolled at Ferris State University.

STATEMENT REGARDING DIVERSITY

This course embraces the Ferris Core Values of diversity by providing an environment which is supportive, safe and welcoming. We will listen respectfully to a diversity of ideas, beliefs and cultures presented by the members of the class.

Core Values

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.
- **Diversity:** By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.
- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.
- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.
- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.
- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

MISM 665 Management Information Systems

Instructor Information

Name:

Email:

Office location:

Office hours:

Phone:

Course Information

Course title: Management Information Systems

Course number: MISM 665

Course discipline: Computer and Information Science

Course description: This course is designed to examine information and analysis systems and equip students with the ability function effectively in a business IT environment. Several elements of information and analysis systems are investigated including: methodology/systems life cycle, service level agreements, the IT function, and systems analysis and design.

Course date:

Location: FerrisConnect

Meeting day(s): online

Meeting time(s): per course plan and calendar

Prerequisite(s): Graduate standing

Textbooks -

Information Architecture for the World Wide Web – Morville & Rosenfeld – 978-0-596527341.

Policies

Introduction: This syllabus is tentative in nature and may be modified by the instructor to adapt to changes in the course. Due dates must be adhered to. No projects or course work will be accepted after 4/30/10. Students will not be allowed to resubmit assignments after they have been graded. Grades will be posted in FerrisConnect approximately 1 week after assignments are due. There will be no grade changes after the semester ends. Frequent interaction in the course is expected. Students missing more than 1 week of course interaction or 1 course session will not pass the course. Extenuating circumstances or unforeseen events will be handled at the discretion of the instructor and arrangements

should be made prior to the absence. Cell phones should be silenced during class sessions. Cell phones and email should only be accessed during breaks. To pass this course, all assignments must be the original work of the student or team. Plagiarism will result in not passing the course. Students must have completed at least 80% of course material and a completion contract to receive an incomplete. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Disabilities Services Office, Arts and Sciences Commons, 1017k, (231) 591-3772 to coordinate reasonable accommodations for students with documented disabilities. Instructor reserves the right to make modifications to the course or this syllabus to accommodate unforeseen circumstances. The dates in this syllabus supersede any discrepancies from any other source.

Course Requirements

Introduction: Each student &/or team is expected to complete all of the assignments listed in the FerrisConnect assignment section of this course. All assignments must be done by the due date and be the original work of the student or team. No late submissions will be accepted. It is expected that all students will fully engage in the course and support their teams in a timely manner. Students that do not support their teams can be removed from the team in the following manner: 1) email note in FerrisConnect detailing shortcomings. All team members and the instructor must be copied. 2) If shortcomings are not fully addressed within one week of email note among team, a follow-up email copying all team members and instructor requesting team conference with instructor. A proposed solution of the team conflict must accompany the request for a team conference. A decision will be made by the instructor within 24 hours of the conclusion of the team conference of the status of the team.

Course Goals

- :
- Develop skills and understanding of an information systems environment
 - Assess uses of management information systems in decision support
 - Analyze business cases to evaluate use of management information systems
 - Analyze business cases to evaluate how to make profitable technological decisions.

Grades

A 95-100
A- 90-94
B+ 88-89
B 83-87

B- 80-82
C+ 78-79
C 73-77
C- 70-72
E below 70

Incomplete requires completion of at least 80% of all course material and an accepted continuation contract before the last week of class..

Assignments:

Who Should Work With Whom? – discussion topic – 5 points
What is effective IT? – discussion topic – 5 points
IT Jobs – assignment – 5 points
Self assessment and peer assessment – 5 points
3 Critiques – book chapters/journals – 15 points (5 points each)
IT Methodology – assignment – 10 points
Service Level Agreements – assignment – 10 points

Outline:

Module 1: Methodology and Life Cycle
Module 2: Service Level Agreements
Module 3: IT Jobs and responsibilities
Module 4: Metrics, Quality, and Information Assurance
Module 5: Human Resources, Working in Teams, Job Functions
Module 6: Systems Development and Change Control
Module 7: Architecture
Module 8: Business Case – Budget, ROI, Justification, Prioritization

MISM 634 – Financial Management

Instructor:
Office:
Ferris Connect email
Phone: Office:
Cell:
Home:
Office Hours:

Course Description:

Financial management is designed to be a course for examining financial information from a managerial perspective. The course will include discussions regarding financial statements, tools for evaluating business financial issues, and non-financial issues related to making business decisions. It will include discussions about the “tools of the trade” such as:

- Financial Statement Analysis
- Profit Planning (Budgeting)
- Flexible Budgets
- Budget Performance Analysis
- Capital Budgeting
- Standard Costs and Variance Analysis
- Cost-Volume-Profit (CVP) Analysis
- Relevant Costs
- Balanced Scorecard
- Activity Based Costing

Course Outcomes and Assessment Plan: (which may or may not be covered in this order)

Outcome 1: Evaluate actions occurring in financial and general business situations from an ethical perspective.

Assessment: Through on line research, students will examine and report on misuses and/or manipulation of financial information for a company.

Outcome 2: Perform an in depth analysis of managerial accounting concepts and utilize managerial accounting tools to make decisions.

Assessment: Research paper or interview with managerial accountants and an analysis project.

Outcome 3: Assess the role of budgets and budgeting, including capital budgeting, in organizations and describe the way that organizations effectively use and interpret these tools.

Assessment: Research paper or interview

Outcome 4: Interpret a company’s performance using financial statement analysis tools.

Assessment: Given a set of corporate financial statements students will utilize various ratio analysis tools to evaluate the strengths and weaknesses revealed.

Outcome 5: Discuss the influence of qualitative factors in making business decisions.

Assessment: Given a corporate profile, students will demonstrate use of the balanced scorecard to assess non-financial influences on a business model.

Outcome 6: Analyze and select appropriate situations for using activity-based costing.

Assessment: Short project and/or examination

Outcome 7: Estimate and be able to articulate the cost of projects and quality.

Assessment: Cost/benefit analysis project

Course Outline including Time Allocation:

Course Outcome	Time Allocation
1. Evaluate actions occurring in financial and general business situations from an ethical perspective.	10%
2. Assess the significant differences between managerial and financial accounting and the role that managerial accounting plays in decision making for manufacturing, service, not-for-profit, and governmental organizations.	15%
3. Assess the role of budgets and budgeting, including capital budgeting, in organizations and describe the way that organizations effectively use and interpret these tools.	10%
4. Interpret a company's performance using financial statement analysis tools.	30%
5. Discuss the influence of qualitative factors in making business decisions.	15%
6. Analyze and select appropriate situations for using activity-based costing.	10%
7. Estimate and be able to articulate the cost of projects and quality.	10%

Weekly Schedule:

The weekly schedule for this course will run from 12:00 am on Monday to 11:59 pm on Sunday.

Week	Outcome	Chapters	Applicable PowerPoints
1. Jan. 10 th – 16 th	1	1	Managerial Accounting and the Business Environment
2. Jan. 17 th – 23 rd	2 & 3	2 5 6 13	Managerial Accounting and Cost Concepts Cost Behavior: Use and Analysis Cost-Volume-Profit Relationship Relevant Costs for Decision Making
3. Jan. 24 th – 30 th	2 & 3	9 10 11	Profit Planning Flexible Budgets and Performance Analysis Standard Costs and Operating Performance Measures
4. Jan. 31 st – Feb. 6 th	4	16	Financial Statement Analysis
5. Feb. 7 th – 13 th	4 & 5	12	Balanced Scorecard
6. Feb. 14 th – 20 th	4 & 6	8	Activity Based Costing
7. Feb. 21 st – 27 th	7	2 (App. 2B)	Managerial Accounting and Cost Concepts (Appendix 2B)

*****NOTE: It is not absolutely necessary to read each chapter in its entirety. Remember, this text is meant to be used as a reference guide. It is up to you as the student to glean the information needed from each chapter. I have edited the PowerPoint presentations in accordance with this instruction.**

Grading:

Weekly discussion questions (10 points/week X 6 weeks)	60
Writing assignments (3 X 60)	180
Research papers/interviews regarding managerial accounting concepts	140
Financial statement analysis paper	170
Cost/benefit analysis project	50
Total Points Possible	600

Discussion points details:

Discussion Points grading rubrics:

Original posts maximum value of 5 points each. The ORIGINAL POSTINGS MUST BE SUBMITTED TO THE DISCUSSION ROOM BEFORE THURSDAY (by 11:59pm on Wednesday) OF EACH WEEK (Weeks run from Monday through Sunday)

RUBRIC for Original POSTINGS:

Contain a reference to outside material such as news paper, book or web page related to the topics discussed for the week including your own personal thoughts and comments and be at least one to two paragraphs in length. The posting must be submitted by Wednesday of the current week to get full credit.	Contain a reference to outside material but light on details and/or your own comments related to the current week's topics.	Contain reference to outside material or have outside material but no/very little personal thoughts and insights.	No original posting, posting is after Wednesday of the current week or posting unrelated to the current topics of the week.
5 points	3 points	1 point	0 points

Response to other students and/or the instructor's posting

(RUBRIC for Response POSTINGS:

Contain thoughtful response on topic and be a minimum of 3 sentences long.	Contain less than 3 sentences but still a thoughtful response on topic.	Very brief one sentence or no posting or off topic
2 points each (maximum of 4 points for the 2 postings)	1 point each	0 points each

***NOTE: PARTICIPATION definition means being ACTIVE in the discussion room through 1 original post and a MINIMUM of 2 responses to other students/instructor. Being ACTIVE means reading the posts of others and actively participating in adding content to the discussions. One additional point will be awarded for doing more than the minimum number of posting required which will bring the total possible points up to 10 for each week.

Research:

When conducting research, students are strongly encouraged to make use of the Ferris Library for Information Technology and Education (FLITE) Off Campus Database Access. For more information, visit <http://library.ferris.edu/proxysetup.html>

All written assignments must be in MS Word doc or docx and conform to APA style in regards to:

- having a cover page which includes:
 - Your name
 - The University
 - Class
 - Student ID
 - Assignment #
 - Date
 - An honesty statement

(See example later in this syllabus)

Assignments missing the title page will lose points.

- document must be double spaced
- document must be LEFT justified (never full justified)
- first lines of paragraphs are to be indented to the first tab stop (unless a long quote)
then indent first line of paragraphs a second tab stop as per APA rules.
- all uses of other people's work must be cited and referenced.
- All assignments must be the original work of the student/team.
- Please read Ferris State University's Academic Policy Information/Academic

Honesty.

Plagiarism: Plain and simple. If you use ANYONE's work – regardless if it is a direct quote or paraphrase – then you MUST reference it. FAILURE TO REFERENCE it will result in my assuming you represented that person's work as your own and therefore stole it. Results will be failure of the work with no possible ability to make up the work. The second time in the course you are caught, it will be an automatic failure of the course. All plagiarism will be reported to judicial services where a decision will be made as to whether you are allowed to continue in the program.

Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that do not express ideas clearly will affect your grade. The professor will not provide remedial help concerning writing problems that you might have. Students who are unable to write correctly and clearly are urged to contact the learning center for sources of remedial help.

Weekly writing assignments should be a minimum of two pages but not more than five pages in length. The research paper regarding managerial accounting and the financial statement analysis paper should be a minimum of 7 pages in length with no maximum guideline.

You are responsible for keeping all graded assignments. You must present any discrepancies for a grade to be adjusted.

PLEASE NOTE: This is a work in progress. As such, if necessary, I reserve the right to modify the syllabus if needed throughout the course. (Note also that this is very rare).

SAMPLE TITLE PAGE

**Teresa K. Cook, Ph.D., CMA
Ferris State University
MISM 634 Financial Management**

Week 1 Assignment

January 16, 2011

Honesty statement: By submitting this work, I am certifying that it is my own original document and that all work belonging to another person has been properly referenced.



Ferris State University

College of Business

**COURSE: MISM 650:
Project Leadership, Communication and
Virtual Teams**

INSTRUCTOR:

COURSE DATES:

ONLINE DELIVERY: FerrisConnect

OFFICE HOURS: Online and by appointment.

Syllabus Changes: I reserve the right to make adjustment in this syllabus whenever I judge that the adjusted syllabus will better serve the overall learning needs of the class.

PHONE (OFFICE):
EMAIL ADDRESS:

Please note that Ferris Connect Mail will be used for all course communications.

Emergency Preparedness: In the event that students or the instructor are advised not to attend class due to a health or other emergency, please be aware that all course material and assignments will be posted on FerrisConnect. Depending on the severity of the situation, alternative virtual meetings or conferences may be scheduled.

COURSE DESCRIPTION:

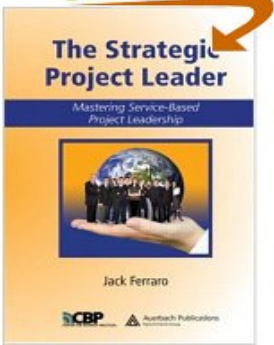
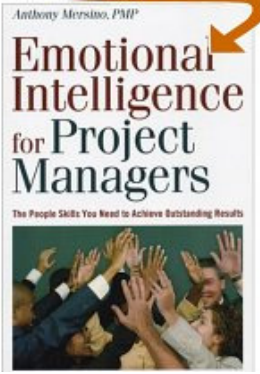
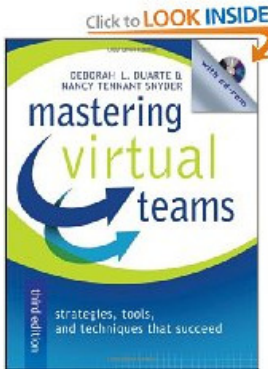
This course will assess best practices on leadership, communication and management of virtual teams in project management. Students will gain insights into their own leadership skills through assessments and case studies. The course will also examine various communication and conflict resolution techniques and the challenges of managing virtual teams and assess various team building tools and techniques. Related topics such as ethics and diversity will be included in our discussions and learning activities.

PREREQUISITES:

- MISM 640 – Project Management

COURSE MATERIALS:

▶ **TEXTBOOK(S):**

 <p>The Strategic Project Leader Mastering Service-Based Project Leadership Jack Ferraro SCBP Auerbach Publications</p>	<p>IMPORTANT NOTE: Do not buy used as you will need the assessment key provided in the text. The key cannot be reused.</p> <p>The Strategic Project Leader Author: Jack Ferraro Publisher: Auerbach Publications ISBN 978-0849387944</p>	 <p>Anthony Mersino, PMP Emotional Intelligence for Project Managers The People Skills You Need to Achieve Outstanding Results</p>	<p>Emotional Intelligence for Project Managers Author: Anthony Mersino Publisher: AMACOM ISBN 978-0814474167</p>
 <p>Click to LOOK INSIDE DEBORAH L. DUARTE & NANCY TENNANT SNYDER mastering virtual teams 3rd edition strategies, tools, and techniques that succeed</p>	<p>Mastering Virtual Teams Author: Deborah Duarte and Nancy Snyder Publisher: Jossey Bass ISBN 978-0787982805</p>		

COURSE METHODS & OBJECTIVES:

▶ **COURSE METHODS:**

- Pre Course Survey
- Online Lectures and Presentations
- Discussion Forum
- Individual Assignments
- Personal Leadership Assessment
- Preparation of Personal Leadership Plan
- Final Exam

▶ **COURSE OBJECTIVES:**

- **Outcome:** Explain the meaning of leadership and how it differs from management
Assessment: Independent assignments, discussion forum, final exam, and Personal Leadership Plan
- **Outcome:** Distinguish significant leadership characteristics and apply them to project management
Assessment: Independent assignments, discussion forum and final exam.

- **Outcome:** Identify and examine personal leadership skills
 - **Assessment:** Personal Leadership Plan
- **Outcome:** Evaluate leadership ethics and apply them to project management
 - **Assessment:** Independent assignments, discussion forum and final exam.
- **Outcome:** Analyze leadership strategy in project management
 - **Assessment:** Independent assignments, discussion forum and final exam.
- **Outcome:** Examine the need for emotional intelligence in project communication
 - **Assessment:** Independent assignments, discussion forum and final exam.
- **Outcome:** Evaluate and assess effective project communication skills
 - **Assessment:** Independent assignments, discussion forum and final exam.
- **Outcome:** Distinguish social, cultural and distance issues related to the management of virtual teams
 - **Assessment:** Independent assignments, discussion questions and final exam.
- **Outcome:** Identify and demonstrate a working knowledge of tools and techniques used for effective management of virtual teams
 - **Assessment:** Independent assignments, discussion questions and final exam.

ASSESSMENTS AND ASSIGNMENTS

QUIZZES & EXAMS:

There will be 6 weekly assessments and a final exam. The assessments and exam will include multiple choice and short answers. The goal of the assessments and exam is to reinforce the knowledge and skills learned in the class. Each weekly assessment will be worth 25 points and the final exam will be worth 150 points. . Exams will be open-book and open-notes.

LEADERSHIP ASSESSMENT

This class will involve a personal leadership assessment which will be worth 125 points. You will use the key in your text *The Strategic Project Leader* to access the assessment. You will conduct your own personal leadership assessment and then ask a minimum of 5 friends or

associates to complete the assessment on your behalf. The assignment will require you to submit a minimum of a 7 page paper describing the findings of your assessment.

Assignments can be found by clicking on **Assignments**, and are also listed within each Weekly Learning Module in **Course Content**.

Final Project

The final project is an individual paper which is composed of 2 parts. This project will be worth 200 points. The total project should be 20 pages in length (not including title, table of contents, or references). The final project must include 10 or more external research references. Quotes should be limited to no more than a sentence or two in length.

- 1) The first part of the project is a Personal Leadership Development Plan. The first part of the project deliverable should be 10 pages in length. To obtain full credit, the project must address the following elements.
 - a. Discussion of the role of leadership in project management.
 - b. Your assessment of your leadership capabilities including areas of strength and weakness
 - c. Your assessment of your emotional intelligence capabilities including areas of strengths and weaknesses.
 - d. A Personal Leadership Development Plan for a minimum of a 6 month time period describing the actions you will take to improve your project management leadership and emotional intelligence capabilities.
- 2) The second part of the project is the development of a Virtual Project Management Plan. This second part of the project deliverable should be 10 pages in length. To obtain full credit, the project must address the following elements:
 - ▶ Description of company or organization and project involved. This description should be detailed enough to detail the Virtual Team Management issues facing that company and the project.
 - ▶ Description of the members of the virtual team and the roles they plan in the project.
 - ▶ Discussion of the various cultures of the team members and your plans as the project manager to identify any issues resulting from these various cultures and your plans to build collaboration among the various team members.
 - ▶ A detailed discussion of the technical, organization and personal challenges involved in managing the virtual team.
 - ▶ Description of the ground rules established for communicating within the virtual teams.
 - ▶ The steps you will take as the project manager to build a high performing virtual project team including communication and team building plans.
 - ▶ The steps you will take as the project manager to resolve conflicts within the virtual team.
 - ▶ Summary of results and recommendations for the future.

▶DISCUSSIONS:

Students will be required to participate and interact with one another during the semester on the online course discussion boards. Discussion questions will be posted on a weekly basis. You are required to create at least one original reply to the discussion topic and respond to at least two of your classmates for each discussion question posted for a **minimum of 6 postings each week**. Early posting in the Discussion will ensure you receive replies from fellow students. Your weekly discussion posting will be graded using the following grading rubric.

Discussion Questions Grading Rubric

Points	Description
25 points	Responded to all questions with interaction among other students. Responses began early and were often. Responses were thoughtful and topical. Outside sources, previous knowledge, and real life experience were used in responses. The flow and direction of the discussion was greatly affected by contribution.
15 to 25 points	Did not respond directly to all questions, and/or did not respond to others with comments or questions and/or all responses are made in one visit to the site. Responses lacked deep analysis or thought..
14 or less points	Minimal participation. Did not respond to all posted questions. All responses are made in one visit to the site. Responses lacked analysis or thoughtfulness (applied text or lecture teaching points or real life examples) and/or was not topical (related to the text and lectures.)
0	No participation. No response

▶MAKE-UP POLICY:

There will be no makeup quizzes, exams, assignments or discussion question postings. It may be possible to pre-schedule a quiz or exam but students must contact the instructor directly and this will be determined on an individual basis.

COURSE POINTS & GRADING SCALE:

▶COURSE POINTS:

Your performance in this course will be assessed as follows:

Assessment	Points
Final Exam	150
Individual Assessments(6 @ 50 pts each)=	350

▶GRADING SCALE:

- 950 and above = A
- 890 - 949 = A-
- 850 - 889 = B+
- 820 - 849 = B
- 780 - 819 = B-
- 750 - 779 = C+

Discussion Board (7 @ 25 Points each) =	175
Personal Leadership Assessment	120
Final Project	200
Total	1000

700 - 749 = C
 650 - 699 = C-
 600 - 649 = D+
 550 - 599 = D
 below 550 = F

7-WEEK ASSIGNMENT SCHEDULE:

WEEK BEGINS	DUE	THIS WEEK'S TOPICS	ASSIGNED THIS WEEK
1	Pre-course Survey	<ul style="list-style-type: none"> • Review of Course Objectives • Review of Syllabus • Introduction to Project Leadership • Introduction to Emotional Intelligence for Project Managers 	<ul style="list-style-type: none"> • Pre-Course Survey • Read Strategic Project Leader Chapters 1-4 • Read Emotional Intelligence Chapter 1-2 • Week #1 Discussion Board • Week 1 Individual Assessment
2	<ul style="list-style-type: none"> • Pre-Course Assessment • Week #1 Discussion Board • Week 1 Individual Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Understanding Emotional Intelligence • Understanding Self-Awareness • Understanding Social Awareness • Understanding Relationship Management 	<ul style="list-style-type: none"> • Read Strategic Project Leader Chapters 5-8 • Read Emotional Intelligence Chapter 3-4 • Week #2 Discussion Board • Week 2 Individual Assessment
3	<ul style="list-style-type: none"> • Week #2 Discussion Board • Week 2 Individual Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Understanding Social Awareness • Understanding Relationship Management • Consultative Leadership • Emotional Intelligence and Project Management 	<ul style="list-style-type: none"> • Read Strategic Project Leader Chapters 17-19 • Read Emotional Intelligence Chapter 5-7 • Week #3 Discussion Board • Week 3 Individual Assessment • Complete online Personal Leadership Assessment
4	<ul style="list-style-type: none"> • Week #3 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Read Virtual Teams

	<p>Discussion Board</p> <ul style="list-style-type: none"> • Week 3 Individual Assignment • Complete online Personal Leadership Assessment • Due no later than 11:59 pm on Sunday 	<p>Strategies for Project Managers</p> <ul style="list-style-type: none"> • Conflict Management for Project Managers • Understanding Virtual Teams 	<p>Chapters 1-3</p> <ul style="list-style-type: none"> • Read Strategic Project Leader Chapters 20-21 • Read Emotional Intelligence Chapters 8-10 • Week #4 Discussion Board • Week 4 Individual Assessment • Submit names for co-worker and friends leadership assessment
5	<ul style="list-style-type: none"> • Week #4 Discussion Board • Week 4 Individual Assignment • Submittal of names for co-worker and friends leadership assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Using Emotional Intelligence to create a positive team experience • Creating Virtual Teams 	<ul style="list-style-type: none"> • Read Virtual Teams Chapters 4-7 • Read Strategic Project Leader Chapters 22-24 • Week #5 Discussion Board • Week 5 Individual Assessment • Prepare Leadership Assessment assignment
6	<ul style="list-style-type: none"> • Week #5 Discussion Board • Week 5 Individual Assessment • Leadership Assessment • Due no later than 11:59 pm on Sunday 	<ul style="list-style-type: none"> • Mastering Virtual Teams 	<ul style="list-style-type: none"> • Read Virtual Teams Chapters 8-10 • Read Strategic Project Leader Chapters 25-28 • Week #6 Discussion Board • Week 6 Individual Assessment
7	<ul style="list-style-type: none"> • Week #6 Discussion Board 	<ul style="list-style-type: none"> • Final Exam • Final Project Due 	<ul style="list-style-type: none"> • Week # 7 Discussion Board • Final Project • Final Exam

	<ul style="list-style-type: none"> • Week 6 Individual Assessment • Due no later than 11:59 pm on Sunday 		
8	<ul style="list-style-type: none"> • Week #7 Discussion Board • Final Exam • Final Project • Due no later than 11:59 pm on Friday, 	•	

STATEMENT REGARDING PROFESSIONAL CONDUCT

Ferris students are expected to conduct themselves in a manner that is conducive to continued growth toward a business and/or professional career. Each student is expected to access classes regularly and to be fully prepared. All students are expected to act professionally and with a high degree of ethical conduct while applying themselves fully to the job of learning. All communications are expected to be conducted in a professional manner, whether written or oral.

It is the student's obligation to know and observe all University policies and procedures and to keep current by reading the materials posted on the Ferris University Web Site and in its printed policies and bulletins.

STATEMENT REGARDING ACADEMIC MISCONDUCT

Plagiarism, unauthorized collusion on examinations, theft, sale, purchase or other unauthorized procurement of examinations or essay material, use of unauthorized aids while taking an examination, having someone else take an exam in your place or submitting for credit any paper not written by student, taking an exam for another student, copying of "do not copy" designated library materials, copying copyrighted software and destruction of equipment by introducing a computer virus and other similar actions are considered to be academic misconduct and unacceptable for students enrolled at Ferris State University.

STATEMENT REGARDING DIVERSITY

This course embraces the Ferris Core Values of diversity by providing an environment which is supportive, safe and welcoming. We will listen respectfully to a diversity of ideas, beliefs and cultures presented by the members of the class.

Core Values

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.
- **Diversity:** By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.
- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.
- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.
- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.
- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

Ferris State University

MISM 799: Integrated Capstone Project

SYLLABUS

ASSIGNED INSTRUCTOR: Dr. Jim Jones

COURSE: MISM 799 - Integrated Capstone Project

OFFICE HOURS: See MyFSU

OFFICE LOCATION: IRC222 (Big Rapids)

E-MAIL: JamesJones@ferris.edu

COURSE FORMAT: Mixed delivery - Primarily Internet (mentor dependent)

MY ROLE:

I am the coordinator of the course and the instructor of record. Your responsibility as a student in this class is to immediately request a mentor (Dr. Blakemore, Dr. Gogolin, Dr. Jones, or Dr. Ciaramitaro) after conceptualizing a project. Select a mentor based upon your area of interest (for example: database, networking, security, etc.). Your mentor will require you to submit a proposal for your capstone project. Your project should integrate what you have learned in the MS-ISM program. I will be reminding you about deadlines, etc.

MENTOR ROLE:

Your mentor will provide guidance for the project and will also provide your final grade to me. A mentor is your lifeline for a successful project! They are the experts in the content area, and as such, will provide invaluable assistance to help make your project be successful. Besides your commitment to completing the capstone project, continual communication with your mentor is absolutely crucial to your success. Your mentor will approve each step of the process; therefore, it is essential that you always let your mentor know your status on the project. I cannot stress enough how important the mentor's role is in this course. You and your mentor will determine the best way to communicate during the semester (email, WebEx, phone, in person, etc.).

COURSE DESCRIPTION:

This course is the capstone requirement for graduation in MS-ISM. As such, several skills learned in previous courses must be utilized to successfully complete this course. This course is run in a manner similar to an independent study (guidance and approval from your mentor, but minimal direct instruction).

COURSE OBJECTIVES:

The primary goal of the capstone project is to create a product that utilizes several things you learned in the ISM program. This is a broad goal and gives you considerable flexibility. You may choose to do a technical project, a research project, or even a project in some other form. However, it must be approved by your mentor. The ISM degree is a Master of Science, so there should be some basic scientific process involved in completing your capstone. To maintain some degree of consistency among capstone projects, as well as to help you understand what you need to deliver, you will use the APA model from the MISM 601 course.

The general objectives of this course are to:

1. Define a project that integrates learning across the curriculum.
2. Perform a literature review on your topic.
3. Describe your methodology used for analysis.
4. Evaluate and analyze project outcomes.
5. Document results and state conclusions.

PROJECT STEPS:

1. SELECT A MENTOR:

Discuss your project ideas with potential mentors. Establish a mentor and gain approval to proceed before continuing to the next step. You can “float” ideas to a potential mentor to get clarification on your thoughts.

2. DEVELOP A PROJECT PROPOSAL:

A Project Proposal describes what you want to do for your project. The proposal includes a problem statement, purpose, value, research questions, limitations, definitions of terms, etc. Your mentor will provide a template or instructions for this step. Your project has to be unique and has to provide significant value. Once the proposal is approved by your mentor, you may proceed with your project.

3. PROVIDE WEEKLY STATUS REPORTS:

Show what you have done and what you are going to do next, and identify any problem areas. A status report includes the project timeline. Use what you have learned from the Project Management course to manage your project. These reports go to your mentor, and your mentor will provide a template or instructions for these reports.

4. PRESENT YOUR PROJECT

You will be required to present your project on two occasions: (1) A mid-semester presentation regarding your project concept and plan, and (2) A final presentation to include your findings and conclusions. Administrators, faculty, students, and non-Ferris parties may attend your presentations.

5. SUBMIT YOUR FINAL PROJECT

Submit your final project to your mentor not later than the end of the semester. Precise deadlines will be established by your mentor. You are required to have three (3) copies of your final report professionally bound - two (2) for FLITE and one (1) for the CoB Graduate Programs office. Binding information will be provided separately.

GUIDELINES FOR WRITING PAPERS:

1. The paper must follow APA Guidelines (double spaced, with proper endnotes, bibliography, etc.). See the following links:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.wooster.edu/psychology/apa-crib.html>

<http://www.apastyle.org/>

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

<http://www.ccc.commnet.edu/apa/>

http://www.vanguard.edu/faculty/ddegelman/detail.aspx?doc_id=796

2. Papers should contain the following sections:

Title Page

Abstract

Copyright

Dedication

Acknowledgement

Table of Contents

List of Tables

List of Figures

Chapter 1 Introduction

Chapter 2 Literature Review

Chapter 3 Methodology

Chapter 4 Findings

Chapter 5 Summary and Conclusions

Appendix

Bibliography

Biography

3. Papers must be free of spelling errors and grammatical mistakes. Use complete sentences.

4. Papers must be original and the student's own work. Including large amounts of content from the Internet or other sources, even if properly cited, is not considered the student's own work. Failure to meet this requirement will result in a failing grade for this course. Student work will be submitted to anti-plagiarism services. A student has the right to request that their work not be submitted to anti-plagiarism services which index the student's work. Such a request must be made in writing (email is OK) not later than the second week of the semester. A student's grade will not be affected by such a request. In such cases, the faculty will manually review the paper for possible plagiarism.

5. The FSU **Writing Center** may be used for assistance and guidance in this process. This free service is available in the Arts and Sciences Commons Room 1017 (231-591-2534). Also see <http://www.ferris.edu/writingcenter>

6. Report Requirements:

- Font: 12 point Times New Roman.
- Footnotes and Bibliography: follow APA publication manual.
- Margins: 1.0" top, right, bottom, 1.5" left (for possible binding).
- Paper: 8.5" x 11" minimum 20 lb. weight, white color, and acid free.
- Spacing: double spacing throughout.
- Single space tables, long quotes, bibliography, and abstract. See APA style manual for detailed instructions.
- Tables and Figures: designate with "Table" and "Figure." Tables are for data, facts, figures usually presented in columns and rows. Figures are for charts, graphs, photos, drawings, diagrams and similar illustrations. Number according to sequence in chapter. For example, Table 2.1 is the first table in the second chapter.

FOR INTERNATIONAL STUDENTS:

1. To comply with Immigration and Naturalization Service (INS) regulations all international students with College of Business Graduate Programs (CBGP) approval to enroll in more than one internet class fall and/or winter semesters will schedule three face-to-face meetings with their course instructor in weeks one, four, and six of the course to discuss pedagogical and other course matters.

2. International students will be required to sign and date a form documenting that the meeting took place.

3. The faculty member will sign and date meeting occurrence for each international student.

4. International students who have not met with their course faculty by the end of first, fourth, and sixth week will fail the class.

5. Further, international students who fail to fulfill each meeting requirement will be reported to the Office of International Affairs and possible referral to the INS.

6. The graduate office will maintain a permanent file of these meeting logs for INS and institutional audit.

DISCLAIMER:

I reserve the right to make necessary and appropriate adjustments in this syllabus to accommodate unforeseen circumstances. The dates in this syllabus supersede any discrepancies from any other source.

GENERAL GRADING POLICY:

Each mentor will have their specified grading policy including deliverables, dates, etc.; however, the following general grading criteria can be used to guide your actions:

- Project proposal 10%
- Status reports 10%
- Preliminary chapters 1, 2, and 3: 20%
- Preliminary chapters 4 and 5 20%
- Preliminary overall project 20%
- Final project 20%.

To pass this course, all work must be the original work of the student. Students must have completed at least seventy-five percent (75%) of course material to receive an incomplete.

COURSE DISHONESTY POLICY:

Refer to FSU Student Handbook for plagiarism, etc.

Appendix D – Course Mapping

MISM229	MISM334	MISM638	MBSA640	MISM 650	MISM 660	MISM 665	MISM 799
Legal and Ethical Issues in Business	Financial Management for Information Security Managers	Social Media and Global Business Communications	Project Management Foundations	Project Leadership, Communication and Team Building	Project Risk and Quality Management	Information and Analysis Systems	Capstone

GAC REQUIRED LEARNING OUTCOMES

1. Project Selection and Initiation

- 1.1 Apply project selection methods to evaluate the feasibility of projects
- 1.2 Assess project contribution to business strategy, purpose and plans
- 1.3 Determine and document project goals and performance requirements by working closely with project stakeholders
- 1.4 Define and document product or service deliverables
- 1.5 Select appropriate project management practices, tools and methodologies
- 1.6 Define constraints and assumptions
- 1.7 Define and document project schedule, budget, resources and quality
- 1.8 Evaluate alternative strategies in order to meet stakeholder requirements
- 1.9 Define performance criteria to support quality assurance effort
- 1.10 Assess and document project risks
- 1.11 Produce a project approval document for appropriate stakeholder review and decision

Week 2 - Accounting and Cost Concepts
Week 2 - Relevant Costs for Decision Making

Week 2 - Review of PMO and Project Selection
Week 3 - Project Integration
Week 3 - Project Integration
Week 4 - Project Charter and Initial Project Plan
Week 3 - Project Integration
Week 4 - Project Management Overview
Week 5 - Project Scheduling
Week 5 - Project Quality
Week 5 - Project Costing
Week 5 - Project Scheduling
Week 5 - Project Costing
Week 5 - Project Quality
Week 4 - Risk Management
Week 7 - Complete Project Management Plan

Week 4 - Communication Strategies

Week 4 - Quality in Project Management

Week 4 - Communication Strategies

Week 8 - Developing a Business Case
Week 8 - Developing a Business Case

Week 1 - Establishing Project Goals

Week 2 - Establishing Project Schedule

Week 4 - Metrics, Quality and Information Assurance

Week 4 - Metrics, Quality and Information Assurance

Week 8 - Developing a Business Case

Week 3 - Submit Project Plan for Approval

2. Project Planning

- 2.1 Define, analyze, refine and document project requirements, assumptions and constraints
- 2.2 Develop a Work Breakdown Structure (WBS)
- 2.3 Develop the resource management plan and obtain commitments from resource providers
- 2.4 Analyze and refine project time and cost estimates to define project baseline, schedule and budget
- 2.5 Implement project control system to manage project change, communications, procurement, risk, quality and human resources
- 2.6 Develop a formal and comprehensive project plan, including, where applicable:
 - Communication plan
 - Risk management plan
 - Change management plan
 - Resource management plan
 - Quality plan
 - Procurement management Plan
 - Organization Plan
- 2.7 Conduct processes to obtain project plan approval

Week 3 - Flexible Budgets and Performance Analysis

Week 3 - Costs and Operating Performance Measures

Week 3 - Project Charter and Initial Project Plan
Week 4 - Develop a WBS
Week 5 - Human Resources
Week 4 - Develop Project schedule and budget

Week 2 - Integration management

Week 7 - Complete Project Management Plan
Week 7 - Complete Project Management Plan
Week 7 - Complete Project Management Plan
Week 7 - Complete Project Management Plan
Week 7 - Complete Project Management Plan
Week 7 - Complete Project Management Plan
Week 7 - Project Reviews

Week 2 - Relationship Management
Week 4 - Conflict Management
Weeks 5 & 6 - Managing Virtual Teams

Week 4 - Communication Strategies

Week 2 - Relationship Management

Week 1 - Introduction to Risk Management

Week 4 - Quality Management

Week 3 - Develop a Risk Management Plan

Week 5 - Develop a Quality Management Plan

Week 8 - Developing a Business Case

Week 5 - Human Resources

Week 4 - Metrics, Quality and Information Assurance
Week 5 - Human Resources and Working in Teams

Week 5 - Human Resources

Week 2 - Service Level Agreements

Week 8 - Developing a Business Case

3. Project Execution and Control

- 3.1 Commit project resources and procedures required to initiate and monitor the performance of work in accordance with the project plan
- 3.2 Implement the project plan by authorizing the execution of project activities required to produce project deliverables
- 3.3 Manage project progress by applying performance reporting, analysis, and progress measurement techniques to ensure activities are executed as planned
- 3.4 Communicate project progress to stakeholders
- 3.5 Implement quality assurance procedures
- 3.6 Develop, lead and manage project teams
- 3.7 Measure project performance comparing results to the baseline
- 3.8 Identify needs for corrective action, obtain approvals, perform appropriate actions and evaluate effectiveness
- 3.9 Manage project scope changes
- 3.10 Reassess and update project control plans and practices to ensure effectiveness
- 3.11 Recognize and respond to risk events and issues

Week 3 - Costs and Operating Performance Measures

Week 6 - Effective Communication Techniques

Week 3 - Costs and Operating Performance Measures

Week 6 - Effective Communication Techniques

Week 2 - Integration Management
Week 1 - PMO
Week 7 - Complete Project Management Plan
Week 7 - Project Reviews
Week 5 - Cost Management
Week 5 - Risk Management
Week 7 - Project Reviews
Week 6 - Communication Management

Week 6 - Quality Management

Week 4 - communication Strategies

Week 2 - Emotional Intelligence for Project managers
Week 4 - Conflict management
Week 4 - Managing Virtual Teams
Week 3 - Consultative Leadership
Week 7 - Develop a Personal Leadership Plan

Week 5 - Monitoring Quality

Week 3 - Monitoring Risk
Week 5 - Monitoring Quality

Week 5 - Identification of Quality standards
Week 5 - Monitoring Quality

Week 4 - Metrics, Quality and Information Assurance

Week 4 - Metrics, Quality and Information Assurance

Week 5 - Human Resources and Working in Teams

Week 2 - Risk Identification and Assessment
Week 3 - Risk Mitigation and Budgeting

4. Project Closure

- 4.1 Obtain final acceptance of deliverables from appropriate stakeholders
- 4.2 Document lessons learned
- 4.3 Facilitate administrative and financial closure
- 4.4 Preserve essential project records to adhere to legal and other requirements
- 4.5 Release project resources by following appropriate organizational procedures
- 4.6 Ensure project has been transitioned to operation, if applicable

Week 3 - Costs and Operating Performance

Week 7 - Project Closure
Week 7 - Project Closure
Week 7 - Project Closure
Week 7 - Project Closure
Week 7 - Project Closure
Week 7 - Project Closure

5. Ethics and Professional Responsibility

- 5.1 Ensure individual integrity and professionalism by adhering to legal requirements and ethical standards
- 5.2 Enhance individual competence with continuous learning
- 5.3 Recommend approaches that strive for fair resolution to satisfy competing needs and objectives
- 5.4 Respect personal, ethnic, and cultural differences

Weeks 1 - 5 - Applying ethics to business situations
Weeks 1 - 5 - Applying ethics to business situations
Weeks 1 - 5 - Applying ethics to business situations
Weeks 1 - 5 - Applying ethics to business situations

Week 6 - Effective Communication Techniques
Week 6 - Effective Communication Techniques
Week 6 - Effective Communication Techniques

Week 7 - Ethics and Politics
Week 7 - Ethics and Politics
Week 7 - Ethics and Politics
Week 7 - Ethics and Politics

Week 7 - Develop a Personal Leadership Plan
Week 3 - Understanding Relationship Management
Week 3 - Understanding Social Awareness

Appendix E – Ferris State University 2011 Budget

FY 2010-2011 General Fund Operating Budget Recommendation

Preliminary Recommendation

July, 2010

Executive Overview

The Ferris State University general fund operating budget is presented to the Board for approval in two stages. In July a preliminary budget is approved which establishes annual tuition rates and provides for base operating allocations to be in place for the beginning of the fiscal year. The preliminary budget is based upon best estimates as to State funding and enrollment levels. A final budget is presented for Board action in October, when actual State funding and enrollment levels are known. The executive overview of the 2010-2011 preliminary budget follows.

State Appropriation

The fiscal year 2010-2011 State budget which begins October 1, 2010 has not been finalized. To date, higher education appropriation recommendations have ranged from flat to a 3.2 percent funding reduction. This preliminary general fund operating budget assumes a State appropriation of \$48.4 million representing a slight reduction from the FY 2010 \$48.6 million level. This level represents a 3.2 percent reduction from the FY 2009 base.

There is ongoing uncertainty with the State budget. The state's economic situation is tenuous and there is not sufficient revenue growth to offset Federal stimulus funds which were used to balance the FY 2010 state budget. While some sectors of state revenues are growing, others are stagnant or declining. In May the consensus revenue estimates show a slight increase in overall revenue for next year from what had been projected in January. Current state projections are for a State general fund/general purpose budget shortfall of \$1.8 to \$2.0 billion for next year. The Federal budget proposal to provide additional stimulus funds to states for Medicaid support at the time of this writing has just been defeated in Congress, creating an additional \$514 million deficit in the budgets advanced by both the State House and Senate. Significant revenue enhancements or expense reductions will have to occur to balance the state budget.

Despite early optimism that the State budget might be approved by or in July, it now seems more probable that a State budget will not be approved until August or more likely September. Beyond that scenario, in this election year it seems certain that we will not have a clear picture of what those needed actions will be until after a new Governor and legislature have been elected. Most likely all state departments will see significant budget adjustments within the next year. The planning challenge is not knowing when such reductions will occur and how large they will be. The University has strategically reduced operating budgets in anticipation of the state funding reductions that undoubtedly will occur over the planning horizon.

Enrollment

This preliminary budget, as always, is based on flat enrollment. Current data suggest strong enrollment for our internet and regionally based campuses and that we may see modest enrollment growth this fall for the Big Rapids campus, but the economic realities facing families are clearly adding to enrollment challenges for the University. The State's indecision with regard to the Tuition Assistance Program (TIP) is most likely having an effect on continuing students who may be waiting to see if their TIP funding will continue. The Governor has proposed that the TIP funding only be provided to associate degree students, taking away the

modest award available to baccalaureate students. The Senate and House versions of the bill reinstate the funding and increase overall funding for the program.

To assist families whose financial situation has been affected by the current economic recessions, the University has provided \$500,000 of one-time assistance for needy students for FY 2011 in addition to the ongoing financial aid funding supported with this proposed budget.

Ferris State University

Budget Reductions and Reallocations

Over the past year, the administration has been completing reduction plans that would respond to up to a 15 percent state funding reduction. The first of four reduction phases was reflected in last year's (FY2010) budget. The second and third phase reduction amounts have been identified and phase four reductions are in the planning stage. These monies will be held until a clearer state fiscal picture develops over the next year or so.

Tuition

The proposed FY 2011 operating budget is supported by a modest 4.75 percent tuition increase for undergraduate students; graduate and first professional tuition will increase by 6.00 percent. The recommended rates will result in FY 2011 tuition revenue of \$131.2 million. The proposed tuition rates follow.

FY 2010-2011 Tuition Rate Recommendation

(PCH = Per Credit Hour)

FY 2010 FY 2011 Change

Category PCH PCH

Amount Percent

Undergraduate

Resident \$316.00 \$331.00 \$15.00 4.75%

Non-Resident \$530.00 \$530.00 \$0.00 0.00%

MHEC \$474.00 \$496.50 \$22.50 4.75%

Dual Enrollment \$214.00 \$220.00 \$6.00 2.80%

Graduate

Resident \$425.00 \$450.00 \$25.00 5.88%

Non-Resident \$637.00 \$675.00 \$38.00 5.97%

MHEC \$637.00 \$675.00 \$38.00 5.97%

Optometry – R \$514.00 \$545.00 \$31.00 6.03%

Optometry – NR \$771.00 \$817.50 \$46.50 6.03%

Pharmacy - R \$504.00 \$534.00 \$30.00 5.95%

Pharmacy – NR \$755.00 \$801.00 \$46.00 6.09%

Doctoral (EDD) \$530.00 New

Kendall Studio – R \$613.00 \$650.00

\$37.00 6.04%

Kendall Studio – NR \$919.50 \$975.00 \$55.50 6.04%

Kendall Gen Ed – R \$316.00 \$331.00 \$15.00 4.75%

Kendall Gen Ed – NR \$474.00 \$496.50 \$22.50 4.75%

Kendall - Graduate \$685.00 \$725.00 \$40.00 5.84%

Revenues

Total revenues are projected to increase by 3.8%, or \$6.7 million to \$183.1 million for FY 2011 reflecting the assumed state funding and tuition revenues. Other revenues will remain relatively unchanged for next year. The funding shift from state support to student tuition continues with the State supporting only 26.5% of FY 2011 operating costs in this proposed budget.

Expenses

Expenses for next year are projected to increase by 3.8% or \$6.7 million. The increase supports costs for compensation (\$6.1 million – 5.0%); scholarship (\$1.7 million – 11.4%) and operating expense (\$-1.1 million – 2.9% reduction).

Ferris State University

FY 2011 General Fund Operating Budget

July, 2010

(Amounts in Thousands)

FY2010 FY2011

Academic Program Review - 2011

Master of Science in Information Systems Management

Ferris State University
 State Funding \$ 48,622 \$ 48,449 -0.4%
 Tuition 124,566 131,211 5.3%
 Other Revenue 3,216 3,406 5.9%
 Total Revenue \$ 176,404 \$ 183,066 3.8%
 Compensation \$ 122,804 \$ 128,918 5.0%
 Operating Support 38,931 37,805 -2.9%
 Student Assistance 14,669 16,343 11.4%
 Total Expenses \$ 176,404 \$ 183,066 3.8%

4

Routine Contract Approvals

The recommended General Fund operating budget supports a number of routine annual contract renewals. As recommended by the Board Process Review Committee, such routine contracts are now incorporated as part of the budget approval process. This reduces the amount of time and energy put into annual approvals by eliminating the need to take such contracts individually, at different times, to Board subcommittee and then to the full Board for approval. The following contracts are supported by the proposed General Fund operating budget and are thus approved as a result of Board action on the budget. No additional Board action is required for these items.

The FY 2011 General Fund operating budget includes the resources to fund the following recurring contracts:

Recurring Contract

Current Provider*

Estimated Amount

Board of Trustees Legal Counsel Mika, Meyer, Beckett and Jones Hourly Rates
 Library Acquisitions Several Vendors \$1,050,000
 Federal Representation/Advocacy Watts Partners \$100,000
 Marketing Representative – BR Kantorwassink of Grand Rapids \$110,000
 Marketing Representative - CPTS Pace & Partners \$80,000
 Ad Placement Services – CPTS Michigan Newspapers, Inc. \$400,000
 Investment Advisors Fund Evaluation Group \$70,000
 External Lobbyist Manny Lentine, Inc. \$45,000
 Consumable Office Supplies Staples \$500,000
 Electronic Recruitment & Marketing Hobsons \$300,000
 Research Services – CPTS Eduventures \$27,500
 WebVista Maintenance Blackboard, Inc. \$130,800
 Professional Development - President Edward Penson \$60,000
 Economic Development – Mecosta Co Mecosta County Development Corp \$25,000
 Microsoft Licensing Various – Per Bids \$300,000
 Scantron Scantron \$100,992
 External Auditors Plante and Moran \$82,850
 Library Acquisitions – Kendall Several Vendors \$63,000
 Public Relations – Kendall Shirley Hubers \$80,000
 College Development – Kendall John Berry - Design West Michigan \$80,000
 Professional Services – Charter Schools Thumb Educational Services \$129,000
 Employment Screening Services HireRight \$28,000
 Roof Consulting & Inspection TSK Consulting \$39,700
 Fire Life Safety Simplex \$59,900
 Worksite Agreement – Dining** Hope Network West Michigan \$54,300

* Providers may change, but contract type and funding source are supported within the General Fund operating budget base.

**Non-general fund.

Ferris State University
Final FY 2010-2011 General Fund Operating Budget
November, 2010

In July the Board approved a preliminary FY 2011 General Fund operating budget which established FY 2011 tuition and fee rates as well as base operating allocations for campus departments. Typically a final operating budget is presented for approval in the fall to reflect the impact of actual fall enrollment, and completed state appropriations decisions.

Final fall enrollment is again a record for Ferris State. This fall, 14,381 students have enrolled at our university. Our enrollment continues the trend of ever-increasing numbers of students enrolling at off-campus sites and via online courses. The economic realities are that students are living closer to home to save money. A result of this demographic change in student behavior is that the average credit load of students continues to decline. This fall the average number of credits taken by Ferris students is 11.59 – down from 11.79 credits just one year ago. The change in student credit hours is within the range of what was initially anticipated in the July budget, so no adjustment to the tuition revenue projection is recommended.

State appropriations have still not been completed. State officials indicate that a budget is forthcoming before October 1. As has been the case over the last many years, this budget is again balanced with one-time monies and a second allotment of Federal stimulus dollars. Since the State budget has not been completed we are not recommending any change in the State funding level from what was initially approved in July. If additional changes are needed either in the final approved state budget or as a result of mid-year executive orders, this final budget will be revised with appropriate notification to the Board of Trustees.

Since there are no changes required for the FY 2011 budget at this time, it is recommended that the July approved budget stand as the final approved budget for FY 2010-2011.

Ferris State University
FY 2011 General Fund Operating Budget
November, 2010

(Amounts in Thousands)

FY2010 FY2011

State Funding \$ 48,622 \$ 48,449 -0.4%

Tuition 124,566 131,211 5.3%

Other Revenue 3,216 3,406 5.9%

Total Revenue \$ 176,404 \$ 183,066 3.8%

Compensation \$ 122,804 \$ 128,918 5.0%

Operating Support 38,931 37,805 -2.9%

Student Assistance 14,669 16,343 11.4%

Total Expenses \$ 176,404 \$ 183,066 3.8%

Zoomerang Survey Results

ISM 2010 Alumni

Response Status: Completes

Filter: No filter applied

Jul 02, 2011 7:56 AM PST

1. I was generally well satisfied with the ISM curriculum.

Strongly Disagree	2	3%
Disagree	5	7%
Neutral	5	7%
Agree	41	58%
Strongly Agree	18	25%
Total	71	100%

2. Pick the adjectives which you felt best described the ISM program.

Challenging	22	31%
Not Challenging	11	15%
Enriching	51	72%
Not Enriching	4	6%
Other, please explain	5	7%

3. ISM lived up to the promises it made as far as the mission statement. The mission of the Information Systems Management program at Ferris State University is to provide high quality graduate instruction in Information Systems management using the most current technologies and continuous improvement management philosophies in an innovative, stimulating, and globally diverse learning environment.

Strongly Disagree	2	3%
Disagree	3	4%
Neutral	10	14%
Agree	42	59%
Strongly Agree	14	20%
Total	71	100%

Ferris State University

4. The MMBA 601 class (Introduction to ISM) was very useful for me.

Strongly Disagree	2	3%
Disagree	4	6%
Neutral	27	39%
Agree	19	28%
Strongly Agree	9	13%
Why or why not?	8	12%
Total	69	100%

5. In which formats did you take classes?

Internet (5 week)	25	36%
Once a week (11 week, days)	8	11%
Once a week (11 week, nights)	18	26%
Twice a week (5 week, days)	5	7%
Twice a week (5 week, nights)	10	14%
Two-week (every day)	2	3%
Two-week (every night)	1	1%
Weekend (3 Sat/Sun)	25	36%
One Saturday (6 Sat, every other weekend)	18	26%
Two-way interactive video	1	1%
Combination Internet, face-to-face (5 week)	27	39%
Other, please explain	9	13%

6. How did you prefer the classes offered: (Rank your preference for class format from most preferred to least preferred

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Least Preferred	Prefer Less	Neutral	Prefer More	Most Preferred
Internet (7 week)	7 13%	6 11%	12 23%	14 26%	
Once a week (11 week, days)	2 4%	7 15%	7 15%	12 26%	
Once a week (11 week, nights)	3 6%	6 12%	6 12%	14 28%	
Twice a week (5 week, days)	6	7	9	8	

Ferris State University

	13%	15%	19%	17%
Twice a week (5 week, nights)	5	6	7	8
	11%	13%	15%	17%
Two-week (every day)	11	7	4	5
	26%	16%	9%	12%
Two-week (every night)	14	8	3	3
	33%	19%	7%	7%
Weekend (3 Sat/Sun)	6	5	12	11
	11%	9%	22%	20%
One Saturday (6 Sat, every other weekend)	4	3	11	8
	8%	6%	22%	16%
Two-way interactive video	5	3	13	4
	12%	7%	30%	9%
Combination Internet, face-to-face (7 week)	2	1	7	15
	4%	2%	13%	28%

7. ISM contributed to my ability to conceptualize and write.

Strongly Disagree	1	1%
Disagree	3	4%
Neutral	14	20%
Agree	34	48%
Strongly Agree	19	27%
Total	71	100%

8. ISM contributed to my ability to work on a team.

Strongly Disagree	2	3%
Disagree	2	3%
Neutral	17	24%
Agree	34	49%
Strongly Agree	15	21%
Total	70	100%

9. Upon graduation I felt confident in my ability to perform my professional responsibilities (effective communication and management).

Strongly Disagree	3	4%
-------------------	---	----

Ferris State University

Disagree	4	6%
Neutral	7	10%
Agree	41	58%
Strongly Agree	16	23%
Total	71	100%

10. Date last attended?

1985	0	0%
1986	0	0%
1987	0	0%
1988	0	0%
1989	0	0%
1990	0	0%
1991	0	0%
1992	0	0%
1993	0	0%
1994	0	0%
1995	0	0%
1996	0	0%
1997	0	0%
1998	3	4%
1999	3	4%
2000	1	1%
2000	1	1%
2001	10	14%
2002	9	13%
2003	5	7%
2004	10	14%
2005	4	6%
2006	4	6%
2007	6	8%
2008	5	7%
2009	7	10%
2010	3	4%
Total	71	100%

Ferris State University

11. Did you graduate?

Yes	71	100%
No	0	0%
Total	71	100%

12. How long after leaving the ISM Program did it take to find employment?

Pre-employed	27	38%
0-6 months	25	35%
7-11 months	5	7%
12-17 months	5	7%
18-21 months	3	4%
Never	4	6%
Continued Education	2	3%
Total	71	100%

13. What is your current income range? (U.S. dollars)

Under \$20,000	10	14%
\$20,000-\$35,000	2	3%
\$35,001-\$50,000	16	23%
\$50,001-\$70,000	17	25%
\$70,001-\$85,000	8	12%
Over \$85,001	16	23%
Total	69	100%

14. I am employed in my major or a closely related field.

Yes	53	75%
No	18	25%
Total	71	100%

Ferris State University

15. The faculty in the program cared about my progress.

Strongly Disagree	2	3%
Disagree	2	3%
Neutral	7	10%
Agree	32	45%
Strongly Agree	28	39%
Total	71	100%

16. There was a feeling of camaraderie (friendliness) in the student body.

Strongly Disagree	2	3%
Disagree	1	1%
Neutral	13	18%
Agree	38	54%
Strongly Agree	17	24%
Total	71	100%

17. The technology resources were adequate.

Strongly Disagree	3	4%
Disagree	1	1%
Neutral	10	14%
Agree	37	52%
Strongly Agree	20	28%
If lacking, where?	2	3%

18. Where did you primarily take classes?

Big Rapids	59	83%
Grand Rapids	4	6%
Flint	1	1%
Troy	2	3%

Ferris State University

Traverse City	0	0%
Lansing	1	1%
Internet	4	6%
Total	71	100%

19. Where did you prefer to take classes?

Big Rapids	48	69%
Grand Rapids	10	14%
Flint	4	6%
Troy	1	1%
Traverse City	2	3%
Lansing	1	1%
Internet	4	6%
Total	70	100%

20. What is your age range?

20-24	3	4%
25-34	31	44%
35-44	17	24%
45 and over	20	28%
Total	71	100%

21. What is your gender?

Male	49	69%
Female	21	30%
Prefer Not to Answer	1	1%
Total	71	100%

22. What is your ethnicity?

Ferris State University

Native American	3	4%
African American	5	7%
Caucasian	35	49%
Hispanic	3	4%
Asian Indian/Pakistani/Nepalese	15	21%
Asian	6	8%
Middle Eastern	0	0%
Other	1	1%
Prefer Not to Answer	3	4%
Total	71	100%

23. What best described you?

In-State	47	67%
Out-of-State	3	4%
International	20	29%
Total	70	100%

24. I felt the program was supported by FSU Admissions.

Strongly Disagree	0	0%
Disagree	2	3%
Neutral	14	20%
Agree	31	44%
Strongly Agree	14	20%
Don't Know	9	13%
Total	70	100%

25. I felt the program was supported by FSU Scheduling.

Strongly Disagree	1	1%
Disagree	1	1%
Neutral	12	17%
Agree	31	44%
Strongly Agree	12	17%

Ferris State University

Don't Know	13	19%
Total	70	100%

26. I felt the program was supported by FSU Financial Aid.

Strongly Disagree	2	3%
Disagree	10	14%
Neutral	15	21%
Agree	15	21%
Strongly Agree	7	10%
Don't Know	22	31%
Total	71	100%

27. I felt the program was supported by FSU International Affairs.

Strongly Disagree	1	1%
Disagree	0	0%
Neutral	9	13%
Agree	17	25%
Strongly Agree	11	16%
Don't Know	31	45%
Total	69	100%

28. I felt the program was supported by FSU Career Services.

Strongly Disagree	2	3%
Disagree	12	17%
Neutral	15	21%
Agree	10	14%
Strongly Agree	5	7%
Don't Know	27	38%
Total	71	100%

Ferris State University

29. I felt the program was supported by COB Resource Availability (lab hours, software, etc.)

Strongly Disagree	0	0%
Disagree	1	1%
Neutral	11	16%
Agree	32	46%
Strongly Agree	14	20%
Don't Know	11	16%
Total	69	100%

30. I felt the program was supported by COB Class Accommodations.

Strongly Disagree	1	1%
Disagree	0	0%
Neutral	14	20%
Agree	27	39%
Strongly Agree	11	16%
Don't Know	17	24%
Total	70	100%

31. I felt the program was supported by ISM Faculty

Strongly Disagree	2	3%
Disagree	0	0%
Neutral	4	6%
Agree	30	43%
Strongly Agree	33	48%
Don't Know	0	0%
Total	69	100%

32. I felt the program was supported by ISM Administration/Staff.

Strongly Disagree	1	1%
-------------------	---	----

Ferris State University

Disagree	0	0%
Neutral	4	6%
Agree	26	38%
Strongly Agree	36	52%
Don't Know	2	3%
Total	69	100%

33. I felt the program was supported by ISM Student Association

Strongly Disagree	1	1%
Disagree	3	4%
Neutral	18	26%
Agree	11	16%
Strongly Agree	10	14%
Don't Know	26	38%
Total	69	100%

34. What did you feel were the positive points about the program?

51 Responses

35. What did you feel were the negative points about the program?

49 Responses

36. What skills or prerequisites would have been beneficial coming into the program?

43 Responses

37. Please suggest any changes to the ISM curriculum that would help future graduates be better prepared.

37 Responses

38. Would you recommend this program to others?

Yes	63	93%
No	5	7%
Total	68	100%

39. If you could go back and start over, would you choose the Ferris State ISM Program again?

Yes	50	77%
No	15	23%
Total	65	100%

40. What would you do differently?

37 Responses

2. Pick the adjectives which you felt best described the ISM program.

Respondent #	Response
1	moderately challenging
2	It was applicable to my present career in many aspects like security and business intelligence
3	informational
4	My expectations were realized because I put in the effort and collaborated with fellow students. I was engaged and was encouraged by faculty.

5 multicultural

4. The MMBA 601 class (Introduction to ISM) was very useful for me.

Respondent #	Response
	1 Did I take this class?
	2 did not take
	3 Cannot remember that class
	4 This course was not part of my curriculum when I was a student
	5 do not remember taking this class
	6 I feel that this class was not necessarily helpful because I just recently graduated with my bachelors degree in which we wrote papers frequently.
	7 Not in my case since I had prior IT experience
	8 I did not take it.

5. In which formats did you take classes?

Respondent #	Response
	1 no recollection
	2 Combination Internet, Face-to-face (7 week)
	3 It's been a while. I don't remember exactly, but i'm pretty sure there was no internet session other than submitting homework.
	4 Combined with working at University, classes were divided over the day, evening and in weekends
	5 Can't remember how many nights in a week. It is not every night
	6 15 week, nights, once a week
	7 Took early 2000 classes - on campus in evening throughout full semester - would have preferred other options
	8 FaceToFace/Internet - 11 week

17. The technology resources were adequate.

Respondent #	Response
	1 books and interaction with mentors

2 I wish we'd had more exposure to FSU's actual network infrastructure. It wasn't until a few months later after graduation that I first saw a server rack

34. What did you feel were the positive points about the program?

Respondent #	Response
1	The courses related to databases and data warehousing, project management
2	variety of classes; variety of schedule and location; integration with students in other programs such as MBA
3	good faculty selection, hands on.
4	Instructors
5	The program provided me a great understanding of management concepts.
6	Its very good course for students who are aspiring to be graduated in Management information system /Business Intelligence.
7	Introduction to new areas such as current developments in information security and risk management.
8	Everything. The assistance provided by faculty.
9	Work @ own pace
10	Flexible scheduling Could complete the program while working
11	Internet was the best. I don't feel like driving to class and sitting in class.
12	Knowledgeable Professors, Subjects, Face-to-face discussion
13	Hit most of the technologies/apps that one could potentially manage.
14	All different nationalities in one program, so about a lot of cultures could be learned
15	90% of the subjects in classes were applicable to my current employment I totally enjoyed that.

- 16 Loved the classes, learned a lot, professors were great, very knowledgable. I was in the tech field before entering the program and I still learned a lot of knowledge that I could apply right away. The program taught me to write better. I like the team approach to most of my courses. The classes fit my schedule well.
- 17 Core curriculum Adequate equipment Hands on learning Dedicated, caring, enthusiastic faculty
- 18 I felt the consistent use of Web Design and SQL were strong points. SQL is a significant part of my job.
- 19 Real world experience in instructors.
- 20 Emphasis on communication and presentation skills.
- 21 The effectiveness of deliveries were above normal for most of the courses.
- 22 The friendliness and availability of the professors and supporting staff
- 23 Great teachers, great classes. A good combination of work/reading/group projects. Extremely interesting course matter and incredibly supportive faculty.
- 24 Dr. Gogolin, Dr. Blakemore
- 25 Learning about new features.
- 26 Faculty and staff were very helpful. Wide variety of scheduling options. Classes were challenging.
- 27 That I was able to take classes in Flint, in Big Rapids, on the weekends, and over the internet. Those options were key, since I lived in 3 places while I was in grad school (Bay City, Traverse City, and California)
- 28 Unique degree program. Good mix of technical versus management. Encouraged research and critical

thinking. Taught about dealing with change.

- 29 The faculty was very engaged & cared about my progress.
- 30 Gives the scope to achieve more in Management and IT.
- 31 Good side is the class students count was less, which is good for interaction with each other. Assignments were better part, would be nice if we had few good test.
- 32 Helped develop presentation skills and improved my team player skills.
- 33 Interactions between students and faculty; knowing each other to overcome the difficulties.
- 34 instruction in management techniques, continuous improvement emphasis
- 35 The professors and the flexibility the program offers
- 36 they gave admissions to everyone without any criteria
- 37 Understanding and flexible profs with a sense of reality to individualize expectations to my needs as a teacher!
- 38 Team work for the most part
- 39 offering of hands-on classes
- 40 shannon was awesome in setting our classes up and such.
- 41 Content, variety, goal
- 42 The program was flexible and fit into my schedule.
- 43 Meeting a diverse population
- 44 Excellent Professors and teamwork approach
- 45 All subject are well selected for the Major.
- 46 flexibility and the ability to learn in a great environment with great teachers and students
- 47 Program Curriculum and Faculty

- 48 The Faculty Support
- 49 The schedule and online format of the class was very convenient for a person with a full-time job and family responsibilities. The course was a great starting point for someone with little technical experience, even if it did not delve deep enough in some of the subjects. The faculty was great to work with and very committed to the success of the student. The admin staff was also very supportive and helpful.
- 50 Experienced instructors.
- 51 The closeness of the student body. When I went I felt as though I knew most everyone in the program.

35. What did you feel were the negative points about the program?

Respondent #	Response
1	More depth and practise on tools and database related courses.
2	database & networking classes had poor instruction
3	too short...
4	N/A
5	The ability to offer an externship for graduates. It was very hard to find employment in the industry without experience. So as a result, I was not able to break into the industry and I lost a lot of the skills that I have learned in both the CIS and ISM programs.
6	It needs much programs and challenging environment. The course should also focus much on Business intelligence.
7	Limited hands-on and the lack of a linkage to a certification as part of the course.
8	Driving
9	Too many students that were not able to do the work that passed

- 10 Some classes were only available in a format/location that was not convenient to me
- 11 Needs to do a better job of getting grads lined up with employers for jobs.
- 12 Instructor not having plan for lectures
- 13 None so far
- 14 adv. studies (networking) should have gone deeper break out server stuff from networking in to its own adv. studies cert
- 15 none
- 16 Working on the capstone was a lot of work for one semester; perhaps having a session on the first class of the first semester to explain and set a running schedule to work on the capstone will make it a lot easier.
- 17 I would like to have gone deeper into some of ths topics in the courses.
- 18 Some of the coursework was slowed/reduced to accommodate some students.
- 19 I didn't feel it required enough credits. I wish we were required to take more electives in other career paths.
- 20 There were a few classes that were not structured enough and more free form. To properly manage time when going to school half or full time while working full time, it is important that expectations are clearly stated so time can be efficiently managed.
- 21 Not enough technology courses
- 22 Some of the technical courses were disconcerting.
- 23 The total lack of financial aid (excluding loans) such as grants or scholarships

- 24 I did the MS-ISM and wish I would have done more traditional MBA type courses. For my career path now, the MBA would have been more beneficial.
- 25 SHARON HAMEL IS A VERY POOR INSTRUCTOR AND UNFAIR GRADER, A VERY INCOMPETENT AND IS VERY NEGATIVE FOR THE PROGRAM. SHE SHOULD NOT BE ALLOWED TO TEACH THERE. SHE IS JUST A CELEBRATED SECRETARY WHO GOT HER PHD FROM BIBLE SCHOOL. I WOULD LIKE TO EMPHASIZE THAT SHE IS THE BIGGEST PROBLEM WITH THE PROGRAM.
- 26 Some professors attitude.. They give some stuff to do and after some time they keep changing... They are not sure what they are giving..
- 27 Hard to remember at this point
- 28 The Marketing Research related class was weak, but I had under graduate work in this area.
- 29 All courses were not offered in the format that I preferred (weekends)
- 30 N/A.
- 31 Nothing was taught in the class sessions expect from networking classes taught by Mr. Jim Jones. It was just giving us assignments and were asked to submit on time. Apart from assignments there should be few test, interactive sessions etc.
- 32 The program focused little on the hot technical skills prevalent in the real market.
- 33 Need of more technical classes
- 34 Not enough technical solutions presented
- 35 I would recommend requiring some technical based courses before acceptance into this program.

- 36 there was no infrastructure to support the program and there is a lack of knowledgeable staff.
- 37 ISM 601 was frustrating with all of the emphasis on formatting in the APA, then having it not be a factor throughout the rest of the program.
- 38 It didn't have a clear focus point. so I graduated with the knowledge of everything but not having an area of specialization where I could say this is my focus area.
- 39 driving to Big Rapids
- 40 Randle - database management instructor Language difficulties with foreign instructors and other students Other students copying projects from each other.
- 41 I felt most people did not have previous work experience in the computer field and so they could not contribute to case studies. I had taken a class in the Flint area and classmates were experienced in the field and it definitely had a positive effect.
- 42 Not many hands-on Projects back in the day!
- 43 Not enough specific courses to really feel confident in any specific area
- 44 There was no scholarship provided.
- 45 Since I lived in Big Rapids, I would have preferred night classes to weekend classes, but they were not available at that time.
- 46 Specialization courses lacked orientation with industry. They were outdated.

47 The biggest complaint I have about the program is the it did not go deep enough into each subject, it felt like the subjects were covered at an undergraduate level. I see the course as having been a spring board from which I can start to grow in my knowledge and experience in the IT world. I wish the course had been more challenging and instructive even if it took longer to complete.

48 Unclear capstone requirements. No Windows 2008 Exposure.

49 N/A

36. What skills or prerequisites would have been beneficial coming into the program?

Respondent #

Response

- 1 No skills mandatory
- 2 html & javascript skills
- 3 More IT experience
- 4 Strong communication skills
- 5 A combination of programming and management skills.
- 6 Computer science especially database.
- 7 Some maths especially that relating to use of application development studies.
- 8 For myself none.
- 9 Strong networking
- 10 Ability to read well and write well
- 11 none
- 12 Database management, Information security, and Project management are skill full
- 13 Basic Computer Knowledge
- 14 I think the Dutch Bachelor education was at least at the same level, so no further skills were needed

- 15 I like a combination of business experience and computer experience; this program has a mix of both which made it perfect for my career. My work is not 100% technical it has a combination of both business and technical
- 16 More tech skills in basic system administration and programming. Maybe an intro class in tech skills could be offered. Basic windows/linux commands, text editing, and a programming course.
- 17 No opinion.
- 18 SQL and Coldfusion were the key prerequisites for me. Without either I don't believe it would have been as much of a positive experience.
- 19 N/A
- 20 Better researching abilities; however, they improved throughout the curriculum.
- 21 Applied knowledge (hands-on experience) in networking or security or database or web design/administration
- 22 I felt adequately prepared
- 23 I feel that I was well prepared. Many of the students lacked proper writing skills.
- 24 Knowledge about computer coding and programming
- 25 I felt well prepared and had work experience in the field.
- 26 Basic computer skills
- 27 More programming and IT Skills.
- 28 NA
- 29 More skills on ERP and project management would be helpful.
- 30 Computer knowledge
- 31 more technical based knowledge
- 32 it was fine
- 33 Some form of Work experience
- 34 basic computer skills
- 35 writing and public speaking (I did most of the writing on team projects since most of the foreign

students had difficulty with it)

- 36 Working experience in the computer field.
- 37 Pre Req's were O.K.
- 38 Access
- 39 Normal computer knowledge.
- 40 I came straight from undergraduate, so I was used to classes/studying/etc. There wasn't much else I could have done to prepare.
- 41 Current ones were sufficient
- 42 Foundational network and operating system knowledge.
- 43 More presentation skills.

37. Please suggest any changes to the ISM curriculum that would help future graduates be better prepared.

Respondent #	Response
1	include some scripting languages. And some tool practise in depth
2	N/A
3	N/A
4	Needs to add much subjects related to ETL and put few more paper based exams and much scrutiny.
5	Some interniship arrangement for further hands on experience eg one week, two weeks, or even a month depending on the needs of the student or area of concentration or as perceived by the instructor as being useful to the student. The ourse should also be linked to what the business community are looking to hire in.
6	Bring in graduates to talk about their work.
7	I'm too far removed from the program to have anything relevant to say
8	More on-line classes
9	Need to increase more topics and syllabus.

- 10 Need for more computer classes before entering program
- 11 may be more career oriented
- 12 adv. studies (networking) should have gone deeper break out server stuff from networking in to its own adv. studies cert
- 13 Maybe you could try to get real projects at companies and organisations
- 14 I like the idea of the specialization certificates; I will be interested and surely enroll on a data mining one.
- 15 An SAP concentration.
- 16 More hands on, real world, practical class work. Theory does not get you a job, experience and hands on knowledge will get you a job.
- 17 One key that I had to pick up rather quickly on the job was Project Scope, Functional and Technical Specification writing.
- 18 None at this time.
- 19 1) Restrict the admission to the program to those who have applied knowledge in either networking or security or database or web design/administration (which is usually acquired from undergraduate level courses) 2) It is about time that the school offers a PhD or Doctorate degree program in ISM?
- 20 It would be very helpful to have real world applications/internships available.
- 21 ALL THE INDIAN STUDENTS ARE CHEATERS
- 22 No
- 23 Add finance - I do software compliance now, and I wish I would have had more practice in finance and basic legal terms
- 24 Not sure how the program has changed.

- 25 I think it is important that graduates understand that the Information Systems or IT departments of an organization must support the business goals/needs of the company. They MUST be in sync.
- 26 Keep the classes every week atleast for 2 days.
- 27 Please ask professors to teach in the classes apart from just giving topics and asking to search and complete the assignments. I suggest the professors to give work for students brain instead of just hands and eyes.
- 28 Program should include more courses on ERP and project management
- 29 improve infrastructure and add more technical courses
- 30 none
- 31 To make the ISM curriculum be a higher version of the CIS curriculum delving deeper In research and course work.
- 32 More scripting (internet pages)
- 33 I believe the students should be more experienced in the computer field so make sure the prerequisites are met.
- 34 N/A
- 35 Make it more tied up to tech industry standards.
- 36 See #'s 34 and 35
- 37 More classes in the ERP space. Most large fortune 500's are running some sort of ERP system, SAP, peoplesoft, etc.....

38. Would you recommend this program to others?

Respondent #

Response

- 1 The course is related to Information technology and MS ISM gives a good base if someone has to excel in IT.
- 2 Great instructors and curriculum

- 3 Overall, it was a great program to become better prepared to enhance a person's KSA's to apply for IT related jobs.
- 4 Its a very best course.
- 5 It offers one of the cutting edge technology issues impacting security
- 6 Excellent
- 7 Has a niche mkt
- 8 Interesting program with flexible scheduling options
- 9 I liked it and using the Internet was great.
- 10 Best resources i have ever seen in US
- 11 Too general
- 12 It is a really good program. I have learned a lot through the program, professors, colleagues
- 13 Excellent program
- 14 Because of the international expirience
- 15 It has all the right courses to expand one's career
- 16 I do all the time. I think the professors make the difference!
- 17 Good solid program, good faculty, reasonably priced.
- 18 I thought it did a great job of preparing students to take the next step. It gave enough information in multiple areas to be diverse for the desired career path.
- 19 Yes, I will do so to individuals who already possess applied knowledge in either networking or security or database or web design /administration (which is usually acquired from undergraduate level courses)
- 20 I have recommended it to many people. I always say that it is a very informative program with the proper balance of difficulty and work load. The people in the program want you to succeed and

that is the best part

- 21 No employer connections.
- 22 BUT NOT TO INDIANS BECAUSE THEY CHEAT AND THEY WILL GET EASY A'S
- 23 Yes.. It's really cool program that one can get two way opportunity..
- 24 I had a good experience with the program.
- 25 Information system is a good major if its completed in a efficient manner.
- 26 It certainly helps in developing the technical skills to be a programmer.
- 27 It will understand the the students
- 28 does not prepare us for the job market
- 29 Understanding and flexible profs with a sense of reality to individualize expectations to my needs as a teacher!
- 30 It felt a little too easy. My undergraduate curriculum in CIS felt more challenging and interesting.
- 31 Good professors, good mix of fellow students for networking and learning new things from each other, and opportunities for actually working with software and machines.
- 32 Very current and beneficial experience.
- 33 Learned a lot
- 34 Good Program, Good University
- 35 For me (and other accountants), it not only gives me the credit I needed to become a CPA, but it also helped me get an edge on others by knowing more on the technology side.

36 It is a good course for adults as long as they know that is not the most demanding.

39. If you could go back and start over, would you choose the Ferris State ISM Program again?

Respondent #	Response
	1 The place is nice and faculty is cooperative.
	2 Great instructors and curriculum
	3 I would have gotten and MBA from Ferris instead of a major that was extremely concentrated in a particular field.
	4 I did not feel to have covered all aspects of the course as sum subjects were not taught to my stream although the program did provide them e.g. application development. Whereas the other courses were introduced the year I graduated
	5 I did what it promised
	6 Overall, it was a very positive experience for me
	7 Not sure, I only did the program because most classes were offered on-line
	8 Prefer other MS degree
	9 University, Program, City, all are best for me
	10 I enjoyed it very much
	11 totally; I owed my promotion I got to this program
	12 all the reasons I stated above.
	13 Actually I would love to start over and take a different focus.
	14 Yes, I would.
	15 For reasons listed above
	16 No real skill set development.
	17 Because it gives more time to study
	18 See #34
	19 No regrets.

- 20 I would not prefer it again if the program was the same as 2001/2002. But if more technical education was added I would prefer it.
- 21 I am located in different place
- 22 not enough value for the tuition charged.
- 23 Interesting content. I was looking for a program to earn continuing education credits for teachers...This was a much more deep program than "education technology" and I was able to be challenged in a more meaningful way!
- 24 The program offerings were good and the instructors were current in their knowledge, and the cost was better than other colleges.
- 25 Would now choose the MBA
- 26 Ability to take classes while working.
- 27 Location
- 28 Good Program, Good University
- 29 It just didn't offer enough classes in a specific nontechnical area to feel an expert at any one subject
- 30 The atmosphere was great and I learned a lot that has helped me in my day-to-day activities both at work and at home.
- 31 Unfortunately not because of the reasons stated above

40. What would you do differently?

Respondent #	Response
	1 some certification courses.
	2 Would had completed my MBA
	3 N/A
	4 I would have definitely looked for more internship opportunities.
	5 I would like to provide a course in such a way that more real environment.

- 6 Focus on practical or hands on learning and ask a lot of questions for clarification and better understanding
- 7 Push for more classes, phd?
- 8 Not much
- 9 Found a program that gives their grads a chance at higher lever jobs.
- 10 I have done MBA from Ferris State University so now working based on MBA as a consultant
- 11 Don't know. With the benefit of looking back you might make different choices, but with the information we had back then, i think i made the right choices...
- 12 set more time ahead to work on the capstone
- 13 One the weekend courses it would be nice to organized a cluster of hotel rooms for the students to stay in so that there could be time to work together after the saturday class.
- 14 Take more programming classes.
- 15 I don't think I would have rushed through the program. Completing the ISM program in 3 months was intense. I don't think I absorbed as much as I could have as things were incredibly goal focused jumping from deadline to deadline.
- 16 Would have chosen the E-Business course instead of Network management - purely because I ended up in jobs that would have benefitted from some development and coding knowledge rather than network/systems admin.
- 17 Upon hindsight, I would not do anything differently.
- 18 I would make sure I concurrently took up undergraduate courses relating to Web development and design or programming language

OR database or networking or
computer repair

- 19 I would do the MBA. I am still considering enrolling to take courses and completing my MBA at FSU
- 20 Not do Masters.
- 21 I didn't like working with the Indians because they never did their work and I had to pick up the slack for them.
- 22 Don't know
- 23 taken finance or some sort of basic legal class
- 24 Nothing.
- 25 Vil try not to waste my time sitting in classes and doing nothing.
- 26 Look for a program that is more focused on technical development as well as project management.
- 27 Engineering work
- 28 get into a university with a better program
- 29 not take 6 years to complete!
- 30 Get an MBA
- 31 I would have gone back sooner than I did.
- 32 Retake database management and be more vocal about the instructors lack of ability
- 33 Not get my under grad degree where I received my Master's
- 34 It was a good program for techie students
- 35 started earlier.
- 36 Choose a more demanding program even if it took me longer to complete.
- 37 I'd go out and work for a couple years then go back to school for my Masters. I went right from undergrad to graduate. I wish I would have gained some real world experience first.

Zoomerang Survey Results

ISM 2010 Faculty

Response Status: Completes

Filter: No filter applied

Jul 02, 2011 8:06 AM PST

1. I am generally well satisfied with the ISM curriculum.		
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	25%
Agree	2	50%
Strongly Agree	1	25%
Total	4	100%

2. Pick the adjectives which you feel best describes the ISM program.		
Challenging	1	25%
Not Challenging	0	0%
Enriching	3	75%
Not Enriching	0	0%
Other, please explain	1	25%

3. How do you feel about the certificates offered?				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Least Interesting	Slightly Interesting	Indifferent	Interesting
E-Business and Systems Integration	0 0%	1 25%	1 25%	1 25%
Information Security and Networking Management	0 0%	0 0%	0 0%	2 50%
Business Intelligence and Informatics	0 0%	0 0%	0 0%	2 50%

Ferris State University

Project Management	0	0	0	1
	0%	0%	0%	25%
Digital Forensics and Penetration Testing	0	0	0	1
	0%	0%	0%	25%

4. The ISM program is a dynamic program.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	25%
Agree	1	25%
Strongly Agree	2	50%
Total	4	100%

5. The ISM program is complete.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	25%
Agree	3	75%
Strongly Agree	0	0%
Total	4	100%

6. What concentration(s)/class(es) should be added?

2 Responses

7. What concentration(s)/class(es) should be deleted?

2 Responses

8. The MISM 601 class (introduction to ISM) is very useful to students.

Strongly Disagree	1	25%
Disagree	2	50%
Neutral	1	25%
Agree	0	0%
Strongly Agree	0	0%
Why or why not?	2	50%

9. What formats have you taught classes in?

Internet (7 week, in classroom)	3	75%
Once a week (11 week, days, in classroom)	0	0%
Once a week (11 week, nights, in classroom)	1	25%
Twice a week (5 week, days, in classroom)	0	0%
Twice a week (5 week, nights, in classroom)	1	25%
Two-week (every day, in classroom)	0	0%
Two-week (every night, in classroom)	0	0%
Weekend (3 Sat/Sun, in classroom)	4	100%
One Saturday (6 Sat, every other weekend, in classroom)	2	50%
Two-way interactive video (in classroom)	3	75%
Two-way interactive video (not in classroom)	3	75%
Combination Internet, face-to-face (7 week)	4	100%
Other, please explain	1	25%

10. How do you feel about the class formats?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Least Preferred	Prefer Less	Neutral	Prefer More
Internet (7 week, in classroom)	0 0%	0 0%	1 25%	2 50%
Once a week (11 week, days, in classroom)	2 50%	0 0%	1 25%	0 0%
Once a week (11 week, nights, in classroom)	1 25%	1 25%	2 50%	0 0%
Twice a week (5 week, days, in classroom)	1	2	1	0

Ferris State University

	25%	50%	25%	0%
Twice a week (5 week, nights, in classroom)	1	2	0	0
	33%	67%	0%	0%
Two-week (every day, in classroom)	2	0	1	1
	50%	0%	25%	25%
Two-week (every night, in classroom)	3	0	1	0
	75%	0%	25%	0%
Weekend (3 Sat/Sun, in classroom)	1	0	0	2
	25%	0%	0%	50%
One Saturday (6 Sat, every other weekend, in classroom)	1	0	1	1
	25%	0%	25%	25%
Two-way interactive video (in classroom)	0	2	0	2
	0%	50%	0%	50%
Two-way interactive video (not in classroom)	0	1	2	1
	0%	25%	50%	25%
Combination Internet, face-to-face (7 week)	0	0	0	1
	0%	0%	0%	25%

11. Where do you primarily teach classes?

Big Rapids	3	75%
Grand Rapids	0	0%
Internet	1	25%
Total	4	100%

12. Where do you prefer to teach classes?

Big Rapids	2	50%
Grand Rapids	0	0%
Internet	2	50%
Total	4	100%

13. I like my students to submit their assignments by TurnItIn.com

Strongly Disagree	0	0%
Disagree	1	25%
Neutral	1	25%

Ferris State University

Agree	0	0%
Strongly Agree	2	50%
Total	4	100%

14. I like my students to submit their assignments by Hard Copy

Strongly Disagree	4	100%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	0	0%
Total	4	100%

15. I like my students to submit their assignments by FerrisConnect

Strongly Disagree	0	0%
Disagree	1	25%
Neutral	0	0%
Agree	0	0%
Strongly Agree	3	75%
Total	4	100%

16. I like my students to submit their assignments by E-mail

Strongly Disagree	1	25%
Disagree	1	25%
Neutral	2	50%
Agree	0	0%
Strongly Agree	0	0%
Total	4	100%

17. If you have another way you prefer students to submit assignments or a combination of the above options please explain.

18. In general, ISM courses present intellectual challenges.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	3	75%
Strongly Agree	1	25%
Total	4	100%

19. The level of teamwork between the ISM faculty team is high.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	4	100%
Total	4	100%

20. There is a feeling of camaraderie (friendliness) in the faculty body.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	4	100%
Total	4	100%

21. The technology resources are adequate.

Strongly Disagree	0	0%
Disagree	0	0%

Ferris State University

Neutral	2	50%
Agree	2	50%
Strongly Agree	0	0%
If lacking, where?	2	50%

22. The program provides the students with enough background to meet the needs of business/industry to get a good job in the IT field.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	3	75%
Strongly Agree	1	25%
Why or why not?	2	50%

23. The students are entering the program are well prepared. They have adequate prerequisites and knowledge base.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	2	50%
Agree	2	50%
Strongly Agree	0	0%
Why or why not?	1	25%

24. I feel the program is supported by FSU Admissions

Strongly Disagree	1	25%
Disagree	0	0%
Neutral	1	25%
Agree	1	25%
Strongly Agree	1	25%
Don't Know	0	0%
Total	4	100%

Ferris State University

25. I feel the program is supported by FSU Scheduling.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	25%
Agree	2	50%
Strongly Agree	1	25%
Don't Know	0	0%
Total	4	100%

26. I feel the program is supported by FSU Financial Aid.

Strongly Disagree	1	25%
Disagree	0	0%
Neutral	1	25%
Agree	0	0%
Strongly Agree	1	25%
Don't Know	1	25%
Total	4	100%

27. I feel the program is supported by FSU International Affairs.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	25%
Agree	2	50%
Strongly Agree	1	25%
Don't Know	0	0%
Total	4	100%

28. I feel the program is supported by FSU Career Services.

Strongly Disagree	1	25%
-------------------	---	-----

Ferris State University

Disagree	0	0%
Neutral	1	25%
Agree	2	50%
Strongly Agree	0	0%
Don't Know	0	0%
Total	4	100%

29. I feel the program is supported by COB Resource Availability (lab hours, software, etc.)

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	2	50%
Strongly Agree	2	50%
Don't Know	0	0%
Total	4	100%

30. I feel the program is supported by COB Class accommodations.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	1	25%
Strongly Agree	3	75%
Don't Know	0	0%
Total	4	100%

31. I feel the program is supported by other (non-ISM) Faculty.

Strongly Disagree	1	25%
Disagree	1	25%
Neutral	0	0%
Agree	2	50%
Strongly Agree	0	0%
Don't Know	0	0%

Total	4	100%
--------------	---	------

32. I feel the program is supported by ISM Administration/Staff.

Strongly Disagree	0	0%
Disagree	2	50%
Neutral	0	0%
Agree	0	0%
Strongly Agree	2	50%
Don't Know	0	0%
Total	4	100%

33. I feel the program is supported by ISM Student Association.

Strongly Disagree	1	25%
Disagree	0	0%
Neutral	0	0%
Agree	2	50%
Strongly Agree	0	0%
Don't Know	1	25%
Total	4	100%

34. What do you feel are the positive points of the program?

3 Responses

35. What do you feel are the negative points of the program?

3 Responses

36. What (if any) changes would you like to see in the student selection?

3 Responses

37. What do you feel is the biggest obstacle to the (continued) success of the ISM program?

3 Responses

38. What improvements would you like to see made to the ISM program?

3 Responses

39. If you could go back and start over, would you choose to teach in the Ferris State ISM Program again?

Yes	4	100%
No	0	0%
Total	4	100%

40. What would you do differently?

2 Responses

2. Pick the adjectives which you feel best describes the ISM program.

Respondent #	Response
	1 Different for different students

6. What concentration(s)/class(es) should be added?

Respondent #	Response
--------------	----------

- 1 Strengthen BI/Database and Security options.
- 2 Principles of Intelligence Analysis

7. What concentration(s)/class(es) should be deleted?

Respondent #	Response	
	1 app development	
	2	601

8. The MISM 601 class (introduction to ISM) is very useful to students.

Respondent #	Response
	1 Course does not reflect current technology or business communication methods and techniques
	2 Needs revision and/or recasting

9. What formats have you taught classes in?

Respondent #	Response
	1 (a) 3/week for 15 weeks, (b) 3 meetings over 15 weeks

17. If you have another way you prefer students to submit assignments or a combination of the above options please explain.

Respondent #	Response
	1 Student website
	2 Prefer TurnItIn integrated with Ferris Connect.

21. The technology resources are adequate.

Respondent #	Response
	1 not leveraging all available resources - often a passing exposure
	2 Need on line platforms (e.g., cloud)

22. The program provides the students with enough background to meet the needs of business/industry to get a good job in the IT field.

Respondent #	Response
	1 Students must have a complimentary background in addition to degree - and a complimentary attitude
	2 Good foundations and applicable skills

23. The students are entering the program are well prepared. They have adequate prerequisites and knowledge base.

Respondent #	Response
	1 Some do, some do not

34. What do you feel are the positive points of the program?

Respondent #	Response
	1 Varied student backgrounds make for rich experiences. Mix of different majors is a positive.
	2 Faculty student relationships
	3 Concentrations and options; hands-on skills

35. What do you feel are the negative points of the program?

Respondent #	Response
	1 Too wide of a range of student backgrounds and abilities.
	2 Different levels of student preparedness for classes
	3 Computer resources; mixed preparation of students

36. What (if any) changes would you like to see in the student selection?

Respondent #	Response
	1 A leveling process - prereqs for non IT types.
	2 Require a common base of technical understanding.
	3 Upfront testing to ensure skills or place in prep classes.

37. What do you feel is the biggest obstacle to the (continued) success of the ISM program?

Respondent #	Response
	1 resource constraints, lack of international exposure, lack of marketing, lack of college and university support of graduate programs in general.
	2 Keeping curriculum relevant and challenging
	3 Student recruitment (US and international) in the face of

increasing competition.

38. What improvements would you like to see made to the ISM program?

Respondent #	Response
	1 Strengthen BI and Security. 5 year ladder program with ISI, CIS.
	2 Expansion beyond Big Rapids
	3 Marketing; possibly additional on-line offerings.

39. If you could go back and start over, would you choose to teach in the Ferris State ISM Program again?

Respondent #	Response
	1 Teaching at Ferris is like working at a small business - you have more variation and the ability to do more things than at a Carnegie Research I.
	2 Great program and dedicated faculty
	3 Great program and faculty; good momentum and great potential

40. What would you do differently?

Respondent #	Response
	1 There are only so many hours in the day...I would do less committee work and focus more on the program.
	2 Implement changes more quickly; usually a (human) resource issue, but would like to see us able to move more quickly.

Zoomerang Survey Results

ISM 2010 Student

Response Status: Completes

Filter: No filter applied

Jul 02, 2011 8:02 AM PST

1. I am generally well satisfied with the ISM curriculum.		
Strongly Disagree	0	0%
Disagree	1	11%
Neutral	1	11%
Agree	5	56%
Strongly Agree	2	22%
Total	9	100%

2. Pick the adjectives which best describes the ISM program.		
Challenging	2	22%
Not Challenging	0	0%
Enriching	9	100%
Not Enriching	0	0%
Other, please specify	2	22%

3. How do you feel about the concentrations offered?				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	not interesting at all	not very interesting	indifferent	slightly interesting
E-Business and Systems Integration	0 0%	1 11%	1 11%	
Information Security and Networking Management	0 0%	0 0%	1 11%	
Business Intelligence and Informatics	0 0%	1 12%	3 38%	

Ferris State University

Project Management	0	0	1
	0%	0%	12%
Digital Forensics and Penetration Testing	0	0	3
	0%	0%	38%

4. The program provides me with enough background in Information Systems Management to confidently seek employment in a related field.

Strongly Disagree	0	0%
Disagree	2	22%
Neutral	1	11%
Agree	4	44%
Strongly Agree	2	22%
Total	9	100%

5. The program seems complete

Strongly Disagree	0	0%
Disagree	3	33%
Neutral	2	22%
Agree	2	22%
Strongly Agree	2	22%
Total	9	100%

6. How do you feel about the concentrations offered?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Least Interesting	Slightly Interesting	Indifferent	Interested
E-Business and Systems Integration	0	1	2	
	0%	12%	25%	
Information Security and Networking Management	0	0	3	
	0%	0%	38%	
Business Intelligence and Informatics	0	1	3	
	0%	14%	43%	
Project Management	0	0	1	
	0%	0%	14%	
Digital Forensics and Penetration Testing	0	0	2	

7. What concentration(s) or class(es) should be added? We have E-Business and Systems Integration, Information Security and Networking Management, Business Intelligence and Informatics, Project Management, and Digital Forensics and Penetration Testing.

4 Responses

8. What concentration(s) or class(es) should be deleted? We have E-Business and Systems Integration, Information Security and Networking Management, Business Intelligence and Informatics, Project Management, and Digital Forensics and Penetration Testing.

4 Responses

9. The MISM 601 class (introduction to ISM) was very useful to me.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	5	71%
Agree	1	14%
Strongly Agree	1	14%
Why or why not?	4	57%

10. What formats have you taken classes in?

Internet (7 week, in classroom)	4	50%
Once a week (11 week, days, in classroom)	1	12%
Twice a week (5 week, days, in classroom)	1	12%
Two-week (every day, in classroom)	0	0%
Weekend (3 Sat/Sun, in classroom)	2	25%
Two-way interactive video (other places)	0	0%
Two-way interactive video (in classroom)	0	0%
Once a week (11 week, nights, in classroom)	2	25%
Twice a week (5 week, nights, in classroom)	0	0%
Two-week (every night, in classroom)	0	0%
One Saturday (6Sat, every other weekend, in classroom)	1	12%

Ferris State University

Combination Internet, face-to-face (7 week)	5	62%
Other, please specify	0	0%

11. When would you like the classes offered: (Rank your preference for class format from most preferred to least preferred).

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Least Preferred	Prefer Less	Neutral	Preferred
Internet (7 week)	3 43%	1 14%	1 14%	
Once a week (11 week, days)	3 60%	0 0%	1 20%	
Once a week (11 week, nights)	1 20%	1 20%	1 20%	
Twice a week (5 week, days)	3 60%	0 0%	1 20%	
Twice a week (5 week, nights)	2 40%	1 20%	1 20%	
Two-week (every day)	4 67%	1 17%	1 17%	
Two-week (every night)	4 67%	1 17%	1 17%	
Weekend (3 Sat/Sun)	2 33%	0 0%	2 33%	
One Saturday (6 Sat, every other weekend)	1 17%	0 0%	3 50%	
Two-way interactive video	5 83%	0 0%	1 17%	
Combination Internet, face-to-face (7 week)	1 14%	0 0%	2 29%	

12. If you have taken Database Management and Administration please respond to this statement: My level of understanding increased after taking the class.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	4	50%
Strongly Agree	3	38%
N/A	1	12%
Total	8	100%

13. If you have taken a class in Legal and Ethical Issues in Business please respond to this statement: My level of understanding increased after taking the class.

Strongly Disagree	0	0%
Disagree	1	11%
Neutral	0	0%
Agree	4	44%
Strongly Agree	1	11%
N/A	3	33%
Total	9	100%

14. If you have taken a class in Project Management please respond to this statement: My level of understanding increased after taking the class.

Strongly Disagree	1	11%
Disagree	0	0%
Neutral	0	0%
Agree	5	56%
Strongly Agree	1	11%
N/A	2	22%
Total	9	100%

15. If you have taken a class in Information Security/Assurance please respond to this statement: My level of understanding increased after taking the class.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	3	33%
Strongly Agree	3	33%
N/A	3	33%
Total	9	100%

16. If you have taken a class in Management Information Systems please respond to this statement: My level of understanding increased after taking the class.

Ferris State University

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	11%
Agree	5	56%
Strongly Agree	1	11%
N/A	2	22%
Total	9	100%

17. If you have taken a class in Network Management & Design please respond to this statement: My level of understanding increased after taking the class.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	3	33%
Strongly Agree	2	22%
N/A	4	44%
Total	9	100%

18. If you have taken a class in Business Intelligence please respond to this statement: My level of understanding increased after taking the class.

Strongly Disagree	1	11%
Disagree	0	0%
Neutral	0	0%
Agree	2	22%
Strongly Agree	1	11%
N/A	5	56%
Total	9	100%

19. The level of emphasis in the program is high for Database Management and Administration

Strongly Disagree	0	0%
Disagree	2	22%
Neutral	2	22%
Agree	3	33%
Strongly Agree	2	22%

Ferris State University

N/A	0	0%
Total	9	100%

20. The level of emphasis in the program is high for Legal and Ethical Issues in Business

Strongly Disagree	0	0%
Disagree	1	12%
Neutral	4	50%
Agree	0	0%
Strongly Agree	1	12%
N/A	2	25%
Total	8	100%

21. The level of emphasis in the program is high for Project Management

Strongly Disagree	1	11%
Disagree	2	22%
Neutral	2	22%
Agree	2	22%
Strongly Agree	1	11%
N/A	1	11%
Total	9	100%

22. The level of emphasis in the program is high for Information Security/Assurance

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	11%
Agree	0	0%
Strongly Agree	6	67%
N/A	2	22%
Total	9	100%

23. The level of emphasis in the program is high for Management Information Systems

Strongly Disagree	0	0%
Disagree	1	11%
Neutral	2	22%
Agree	4	44%
Strongly Agree	2	22%
N/A	0	0%
Total	9	100%

24. The level of emphasis in the program is high for Network Management & Design

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	2	22%
Agree	3	33%
Strongly Agree	2	22%
N/A	2	22%
Total	9	100%

25. The level of emphasis in the program is high for Business Intelligence

Strongly Disagree	0	0%
Disagree	1	11%
Neutral	3	33%
Agree	2	22%
Strongly Agree	0	0%
N/A	3	33%
Total	9	100%

26. In general, ISM courses present intellectual challenges.

Strongly Disagree	0	0%
-------------------	---	----

Ferris State University

Disagree	0	0%
Neutral	2	22%
Agree	5	56%
Strongly Agree	2	22%
Total	9	100%

27. I can get help when I need it.

Strongly Disagree	0	0%
Disagree	1	11%
Neutral	1	11%
Agree	2	22%
Strongly Agree	5	56%
Total	9	100%

28. The faculty in the program care about my progress.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	11%
Agree	1	11%
Strongly Agree	7	78%
Total	9	100%

29. There is a feeling of camaraderie (friendliness) in the student body.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	11%
Agree	6	67%
Strongly Agree	2	22%
Total	9	100%

Ferris State University

30. The technology resources are adequate.

Strongly Disagree	0	0%
Disagree	2	22%
Neutral	0	0%
Agree	6	67%
Strongly Agree	1	11%
If lacking, where?	0	0%

31. The faculty have sufficient expertise in the subject(s) that they teach.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	11%
Agree	3	33%
Strongly Agree	5	56%
Total	9	100%

32. I prefer to turn in my assignments via Ferris Connect.

Strongly Disagree	1	11%
Disagree	0	0%
Neutral	1	11%
Agree	4	44%
Strongly Agree	3	33%
Why or why not?	0	0%

33. How long have you been in the program?

0-10 credits	2	22%
10-20 credits	2	22%
20+ credits	5	56%
Total	9	100%

34. Are you considered on On-Campus student (live in or near Big Rapids) or an Off-Campus student?

On-Campus	4	44%
Off-Campus	5	56%
Total	9	100%

35. Where do you primarily take classes?

Big Rapids	6	67%
Grand Rapids	0	0%
Internet	3	33%
Total	9	100%

36. Where do you prefer to take classes?

Big Rapids	3	33%
Grand Rapids	4	44%
Internet	2	22%
Total	9	100%

37. What is your age range?

20-24	1	11%
25-34	1	11%
35-44	3	33%
45+	4	44%
Total	9	100%

Ferris State University

38. What is your gender?

Male	7	78%
Female	1	11%
Prefer Not To Answer	1	11%
Total	9	100%

39. What is your ethnicity?

Native American	0	0%
African American	0	0%
Caucasian	6	67%
Hispanic	0	0%
Asian Indian/Pakistani/Nepalese	0	0%
Asian	1	11%
Middle Eastern	1	11%
Other	0	0%
Prefer Not To Answer	1	11%
Total	9	100%

40. What best describes you?

In-State	7	78%
Out-of-State	0	0%
International	2	22%
Total	9	100%

41. I feel the program is supported by FSU Admissions

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	4	44%
Agree	2	22%

Ferris State University

Strongly Agree	3	33%
Don't Know	0	0%
Total	9	100%

42. I feel the program is supported by FSU Scheduling

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	4	44%
Agree	3	33%
Strongly Agree	2	22%
Don't Know	0	0%
Total	9	100%

43. I feel the program is supported by FSU Financial Aid.

Strongly Disagree	2	22%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	3	33%
Don't Know	4	44%
Total	9	100%

44. I feel the program is supported by FSU International Affairs.

Strongly Disagree	1	11%
Disagree	0	0%
Neutral	1	11%
Agree	0	0%
Strongly Agree	0	0%
Don't Know	7	78%
Total	9	100%

Ferris State University

45. I feel the program is supported by FSU Career Services.

Strongly Disagree	0	0%
Disagree	2	22%
Neutral	1	11%
Agree	1	11%
Strongly Agree	0	0%
Don't Know	5	56%
Total	9	100%

46. I feel the program is supported by COB Resource Availability (lab hours, software, etc.).

Strongly Disagree	0	0%
Disagree	1	11%
Neutral	3	33%
Agree	1	11%
Strongly Agree	2	22%
Don't Know	2	22%
Total	9	100%

47. I feel the program is supported by ISM Internet Class Resources.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	11%
Agree	3	33%
Strongly Agree	3	33%
Don't Know	2	22%
Total	9	100%

48. I feel the program is supported by ISM Faculty

Strongly Disagree	0	0%
-------------------	---	----

Ferris State University

Disagree	0	0%
Neutral	1	11%
Agree	2	22%
Strongly Agree	6	67%
Don't Know	0	0%
Total	9	100%

49. I feel the program is supported by the ISM Administration/Staff.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	11%
Agree	3	33%
Strongly Agree	5	56%
Don't Know	0	0%
Total	9	100%

50. I feel the program is supported by the ISM Student Association.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	2	22%
Agree	0	0%
Strongly Agree	1	11%
Don't Know	6	67%
Total	9	100%

51. What do you feel are the positive points of the program?

5 Responses

52. What do you feel are the negative points of the program?

6 Responses

53. What improvements would you like to see made to the ISM program?

5 Responses

54. If you could go back and start over, would you choose the Ferris State ISM Program again?

Yes	7	78%
No	2	22%
Total	9	100%

55. What would you do differently?

3 Responses

2. Pick the adjectivces which best describes the ISM program.

Respondent #	Response
1	Parts are challenging, parts are not.
2	Invigorating

7. What concentration(s) or class(es) should be added? We have E-Business and Systems Integration, Information Security and Networking Management, Business Intelligence and Informatics, Project Management, and Digital Forensics and Penetration Testing.

Respondent #	Response
1	Nothing
2	Might look at a course that studies the business of running IT (such as governance, ITIL, vendor management)
3	IS management
4	E business should be offered not

only in summer but at other times
also

8. What concentration(s) or class(es) should be deleted? We have E-Business and Systems Integration, Information Security and Networking Management, Business Intelligence and Informatics, Project Management, and Digital Forensics and Penetration Testing.

Respondent #	Response
	1 Nothing
	2 I feel all the courses I have taken so far have been worthwhile
	3 professional skills development
	4 Project Management and Business Intelligence and Informatics

9. The MISM 601 class (introduction to ISM) was very useful to me.

Respondent #	Response
	1 Very helpful in writing papers for the program
	2 transferred a course in for it
	3 Did not take
	4 Almost all of the topics were covered by the courses in my Bachelor of Science in Nursing program in greater depth.

51. What do you feel are the positive points of the program?

Respondent #	Response
	1 It is taught applicable
	2 Applicability to the real world; also was very impressed with the addition of the new project management courses; I like the 7 week format
	3 Good level in variety of class that will give the student an excellent background.
	4 Dr. Ciaramitaro's and Dr. Gogolin's classes. Hybrid class scheduling and flexible format.
	5 The well-rounded expertise of the ISM faculty and their experiences. The faculty has a great sense of humor and incorporates it into their lessons. Every time my anti-virus goes off I believe it is Jim Jones

trying to hack me.

52. What do you feel are the negative points of the program?

Respondent #	Response
	1 Online classes
	2 So far I have been very satisfied with the program
	3 Personally I enjoyed the classes with more student physical interaction. I didn't like the all internet format because it lacked student interaction with each other. A person to person meeting is different from trading e-mails. The transfer of ideas is more instantaneous with a face to face meeting.
	4 Some classes are not as challenging as others - varies greatly from professor to professor.
	5 There are some classes that require classroom attendance that could be all online. Most of the professors take a long time to grade work. It would be nice if they could grade the first 2 assignments quickly so that students understand what their expectations are.
	6 Not enough time spent on software training like databases

53. What improvements would you like to see made to the ISM program?

Respondent #	Response
	1 Real face to face classes through weeks
	2 N/A
	3 Could focus some effort on concentrations for jobs in IS - business analysis, IS support, IT project management, testing, etc.

4 I would like to see a class that gets more detailed into penetration testing and advanced security. It is nice to learn about the tools and methods that are used but it would be beneficial to actually have hands on experience using them.

5 Strong software training and longer school hours.

54. If you could go back and start over, would you choose the Ferris State ISM Program again?

Respondent #

Response

1 I do not like online classes with 7000\$ each semester. I think it does not worth it.

2 Compared all the Michigan schools and still like the courses and format that Ferris offers best

3 For someone not living near an university it is the best program available.

4 flexible format in classes.

5 I have learned some valuable material and believe that what I have learned from this group of professors has been of the best quality.

55. What would you do differently?

Respondent #

Response

1 Nothing

2 Try to complete it quicker. I took six years.

3 I would suck up to the professors more.

The following section is the TracDat Four Column program assessment report.

**Unit Assessment Report - Four Column

Ferris State University

Ferris State University Program - Information Systems Management (M.S.)

Mission Statement: The program provides the ethical and intellectual framework to effectively manage information systems and technology in an increasingly competitive and security-conscious environment.

Advisory Board/Committee Meetings: Once per year

Next FSU Academic Program Review: 2011-2012

Accreditation Body: Accreditation Council for Business Schools and Programs (ACBSP)

Academic Year of Next Accreditation Review: 2011-2012

College: COB

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Program - Information Systems Management (M.S.) - ISM Program Outcomes - End of Program - End of program outcomes for Information Systems Management program Outcome Types: Learning Start Date: 08/28/2010 Outcome Status: Active	Assessment Method: Students will demonstrate competence in a random selection of 5 core course outcomes through means of a portfolio. Assessment Method Category: Portfolio/E-Portfolio Criterion for Success: Portfolio will communicate adequate competence as reviewed by ISM faculty.	12/22/2010 - Portfolios include 2 page reflection on the experiences in the ISM program. There is a clear desire for a leveling process for students that don't have a technical background that are entering ISM. Networking and Database are the primary areas. Classification: Criterion Not Met Action: 2 - Pending Action Curriculum Change: Requires UCC Approval <hr/> 12/22/2010 - Fall 2010 was the first semester that a portfolio of assignments from all courses was required. This is to be used to demonstrate overall student abilities and student achievement of end of program outcomes. Classification: Criterion Met Action: 3 - Action Completed Change Assessment Strategy: Yes	12/22/2010 - Portfolios included 2 page reflection on the student's experience in the ISM program - including strengths and weakness of the program. Portfolios and comments confirm the curriculum changes that are in process and plan to be effective fall 2011. There is a clear desire for more applied technical experience for the students. as well as some leveling process for students that don't have a technical background that are entering ISM.

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>12/22/2010 - Portfolio consisting of 10 random assignments from various ISM courses demonstrated understanding of program outcomes.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	<p>12/22/2010 - continue portfolio assessment.</p>
	<p>Assessment Method: Student will construct and present a 5 chapter model capstone project that will be bound and placed on reserve in the FLITE library. An electronic copy of the capstone will also be submitted through Ferris Connect.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Successful construction and defense of capstone project.</p>		
	<p>Assessment Method: Periodic faculty review</p> <p>Assessment Method Category: Focus group</p> <p>Criterion for Success: Improvements/modifications identified</p>		
	<p>Assessment Method: Focus group discussion, blog, other communications methods.</p> <p>Assessment Method Category: Survey - Advisory Board</p> <p>Criterion for Success: Necessary improvements and strengths identified</p>		

Program - Information Systems Management (M.S.) - Financial Mgt - Core -

Assessment Method:
Students construct and submit a portfolio

05/12/2011 - Students had difficulty with the

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Demonstrate the ability to examine budgets and financial information from a managerial perspective including the discussion of basic financial statements, formulas and tools used for evaluating business financial issues.</p> <p>Outcome Types: Learning</p> <p>Start Date: 08/31/2009</p> <p>Outcome Status: Active</p>	<p>that represents their body of work in the course.</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: Measured against business, technical, and communication objectives specified at course commencement.</p>	<p>concepts in this new course. Significant changes in course delivery needed next time it runs in Fall 2011.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Program - Information Systems Management (M.S.) - Obtain and Maintain National Security Agency Center of Excellence designation - Obtain and Maintain National Security Agency Center of Excellence designation</p> <p>Outcome Types: Other</p> <p>Start Date: 08/27/2010</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Submit program and course mapping to NSA for evaluation.</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: pass/fail</p>	<p>04/28/2011 - NSA Center of Excellence designation has been obtained in all criteria areas.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>12/22/2010 - Received notification November 2010 that the ISI program has received Center of Excellence in all 6 NSA criteria areas. This makes Ferris the 6th university in the nation to achieve this.</p> <p>Classification: Criterion Met</p> <p>Action: 3 - Action Completed</p>	
<p>Program - Information Systems Management (M.S.) - Obtain Project Management Institute GAC Accreditation - Obtain PMI GAC Accreditation for Project Mgt option of ISM program.</p> <p>Outcome Types: Other</p> <p>Start Date: 06/07/2010</p> <p>Outcome Status:</p>	<p>Assessment Method: Submit ISM curriculum mapping for review.</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: pass/fail</p>	<p>05/01/2011 - Completed and submitted mapping 5/1/11.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>10/25/2010 - Received notification that Letter of Intent has been accepted.</p> <p>Classification: Criterion Met</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active	Assessment Method: Complete accreditation self study Assessment Method Category: Z - Other - specify Criterion for Success: submit self study by 5/1/2011	Action: 3 - Action Completed <hr/> 08/22/2011 - Need to submit response to accreditation questions from PMI. Classification: Criterion Met Action: 2 - Pending Action <hr/> 07/22/2011 - Self study submitted. Follow up questions/clarifications are outstanding. Classification: Criterion Met Action: 2 - Pending Action <hr/> 04/04/2011 - Completed self study 4/4/2011. Awaiting Dean approval to submit to PMI GAC. Classification: Criterion Met Action: 2 - Pending Action Related Documents: copy submitted to Dean Nicol	08/22/2011 - There were 7 questions from PMI regarding accreditation. Most were related to the Program Mission and curriculum mapping (a few mappings were inadvertently crossed mapped).