

FORT WAYNE SENATE AGENDA
MONDAY
OCTOBER 17, 2011
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of September 12 and 26, 2011
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Indiana University – S. Davis
 - b. Purdue University – P. Dragnev
5. Report of the Presiding Officer – R. Barrett
6. Committee reports requiring action
7. Question Time
 - a. Question Time (Senate Reference No. 11-3)
 - b. Question Time (Senate Reference No. 11-4)
8. New business
9. Committee reports “for information only”
 - a. Curriculum Review Subcommittee (Senate Reference No. 11-5) – A. Livschiz
 - b. Curriculum Review Subcommittee (Senate Reference No. 11-6) – A. Livschiz
 - c. Curriculum Review Subcommittee (Senate Reference No. 11-7) – A. Livschiz
 - d. Faculty Affairs Committee (Senate Reference No. 11-8) – M. Masters
10. The general good and welfare of the University
11. Adjournment*

*The meeting will adjourn or recess by 1:15 p.m.

Approving
R. Barrett
M. Codispoti
S. Davis
M. Dixon
P. Dragnev
K. Pollock
A. Ushenko

Non Voting
A. Downs

Attachments:

- “Question Time – re: Waitlist Project” (SR No. 11-3)
“Question Time – re: School and Department S&E” (SR No. 11-4)
“Proposal for Minor in Medieval Studies” (SR No. 11-5)
“Proposal for Minor in Professional and Applied Ethics” (SR No. 11-6)
“Proposal for Certificate in Information Systems Application” (SR No. 11-7)
“Upward Feedback: Review of Associate Vice Chancellors” (SR No. 11-8)

QUESTION TIME

The Registrar had ILCS perform a Waitlist Project during the Summer and Fall 2011 registration period. Would he please take a few minutes to speak to how successful the Project was and what will be available to faculty during the next registration period? In addition, there may be further questions from attending faculty. Has a notice been sent to all faculty beyond what was sent to chairs and department secretaries? (Policy attached).

Stan Davis
IU Speaker



OFFICE OF THE REGISTRAR

To: Faculty Senate
From: Patrick McLaughlin, Registrar
Date: October 17, 2011
RE: Class Wait listing

The Registrars' Office is pleased to report the **Waitlisting Pilot Project** went very well for the International Language courses during the summer and fall 2011 registration period. We are now ready to make waitlists available for most full-term class sections for Spring 2012. Attached is a list of the policies and procedures for requesting and using waitlists. This is entirely optional for faculty and departments. Waitlists may be added when registration begins or may be added as sections fill, using the online Form 200 (*Change to Schedule of Classes Form*).

For Spring 2012, departments may submit a spreadsheet of class sections to which they desire waitlists be added. This will expedite the process, as individual Form 200's for each section will not be needed. However, in future schedule production distributions (e.g. summer/fall 2012), a waitlist column will appear on the spreadsheet and can be marked if a waitlist is desired for a section.

Unfortunately, waitlists do not function properly with linked lecture/lab classes (e.g. a BIOL 20300 lecture section linked to a required concurrent enrollment in one of several BIOL 20300 lab sections). Until the functionality can accommodate these linked class sections, we will not be able to make waitlists available for these linked lecture/lab class sections.

Please review the attached policies and procedures document. If you have any questions, please contact Nancy Leinbach at 16097 or leinbacn@ipfw.edu. An instruction document is available for students and advisors on the registrar's office web site and links to the document are also inside My IPFW.

There is no rush to add the waitlists, as most classes are unlikely to fill during the first week or two of priority registration, which begins October 17th.

I would like to publicly thank the faculty and staff in the ILCS department for partnering with our office as we tested this new functionality which we hope will benefit the IPFW community.

If you have any questions, please feel free to contact me.

OFFICE OF THE REGISTRAR WAITLISTING POLICIES/PROCEDURES

PROCESS

The Banner registration system offers waitlist functionality that will be made available to departments beginning Spring Semester 2012. The waitlist option may be added to a section by the department, either when the section is created or via the Form 200 (*Change to Schedule of Classes Form*).

When a section is full that has a waitlist option; students are alerted by a registration error message that waitlist is available for the class. The student may add themselves to the waitlist or not, as they choose. When an enrolled student drops the class, the first student on the waitlist will receive an email message, via their IPFW email account, alerting them to enroll within 24 hours or lose the seat. If the 24 hours passes and the student does not enroll, his/her waitlist position expires and the next student on the waitlist is offered the seat.

POLICIES AND PROCEDURES

1. Waitlist seats are available to students on a first-come-first-served basis. No priority will be given to any student or group of students. Similarly, no exclusions will be used. Banner only maintains one group of priorities and exclusions, different priorities for different classes is not available.
2. Students cannot be limited on the number of sections of the same course they can waitlist. However, in informational material, students are told that they may only enroll in one section and waitlist one section of the same course.
3. Students will be able to see their position on the waitlist on their schedule in MyIPFW.
4. Students will have 24 hours to enroll after notification by campus email when a seat becomes available. This includes evenings and weekends.
5. Waitlists will be available from the beginning of priority registration for a term until the Friday before the 16-week classes begin. In the case of summer classes, this would be the Friday before Summer I classes begin.
6. The waitlist option must be requested by the department via a Form 200 for each section for which it is desired. Waitlist maximums on the section will be unlimited (i.e. maximum is 99), to avoid phone calls asking departments to enlarge the waitlist.
7. Waitlists are available for cross-listed sections, but not for linked sections (e.g. lecture and lab sections). According to SunGard-Banner, the functionality does not work well for linked sections.

8. Only classes that meet the entire semester (Part of Term 1) or an entire summer session (Part of Terms 1, 2, or 3) will be eligible to have waitlist added.

9. Error Messages in Banner and OASIS

a. Closed - # Waitlisted:

Closed indicates no regular seats are available. The number provided indicates the number currently on the waitlist. The student can only waitlist this class.

b. Open - # Waitlisted:

Open indicates regular seats are available. The number provided indicates the number of students currently on the waitlist. The student may only waitlist this class since currently waitlisted students has preference to enroll.

c. Closed – Waitlist full:

Closed indicates no regular seats are available. Waitlist full indicates no waitlist seats are available. You may not register or waitlist this class.

d. Open – Waitlist full:

Open indicates regular seats are available. Waitlist full indicates no wait list seats are available. You may not register or waitlist this class, as currently waitlisted students have preference.

QUESTION TIME

Would the administration please speak to the issue of School and Department S&E? As the number of faculty (full and part-time), students and student credit hours grow; the expectations of academic contribution, teaching scholarship and community engagement by faculty increases; and travel, supplies and electronic support costs for these efforts increase; the S&E budgets remain stagnant to a 1 or 2 percent increase per year. How is the university planning to fill this funding/expectation gap?

Stan Davis
IU Speaker

To: IPFW Senate

From: Ann Livschiz, Chair
Curriculum Review Subcommittee

Date: September 28, 2011

Re: Proposal for the Medieval Studies Minor

The Curriculum Review Subcommittee supports the proposal for the Medieval Studies Minor, and finds that the proposal requires no Senate review.

Approving:

Ronald Duchovic

Il-Hee Kim

Carol Lawton

Ann Livschiz

Barbara Resch

Becky Salmon

Susan Skekloff

Lubomir Stanchev

Nichaya Suntornpithug

Not Approving

Absent

Steven Sarratore

**IPFW
Request for a New Minor**

Proposed Title of Minor: Medieval Studies

Department Offering the Minor: College of Arts and Sciences

Projected Date of Implementation: August 22, 2011

I. Why is this minor needed? (Rationale)

The Medieval Studies Exploratory Committee has determined that offering a minor in Medieval Studies through the College of Arts and Sciences (COAS) would provide IPFW students with the opportunity to pursue in-depth, interdisciplinary work by utilizing the teaching and research specializations of IPFW faculty from multiple departments.

Envisioned as an interdisciplinary / interdepartmental COAS endeavor, the proposed Medieval Studies Minor takes into account cognate programs at both Indiana University, Bloomington (the undergraduate minor in "Medieval Studies" offered through the Medieval Studies Institute) and Purdue University, West Lafayette (the undergraduate interdisciplinary minor in "Medieval and Renaissance Studies"). As with the programs at both campuses, the Medieval Studies Minor at IPFW would draw upon regular course offerings in the Departments of English and Linguistics, International Language and Culture Studies, History, Philosophy (including courses in Religious Studies), and Fine Arts (Art History). The Committee defines Medieval Studies broadly, with a temporal frame spanning both sides of the 4th through the 15th century and a multicultural geographic frame extending from the far reaches of northern Europe through the entirety of Southwest Asia.

Students pursuing a minor in Medieval Studies would most likely do so in relation to majors in History, English and Linguistics, Philosophy and Religious Studies, foreign languages (French, German and Spanish), or Fine Arts. The flexibility of the program design enables students to easily integrate the minor in Medieval Studies into a wide variety of disciplinary contexts. Such interdisciplinary is in fact the norm in Medieval Studies, for medievalists often have cross-disciplinary specializations. Students in IPFW's program will receive the benefit of examining a time period through the lenses of diverse disciplines and methodologies. The minor will best serve students wishing to pursue graduate study in some aspect of the Middle Ages, while also aiding those students whose scholarly and professional goals entail research- and analysis-heavy careers. The minor would also serve as a vehicle for students sharing similar interests to become more closely connected academically and socially, thus positively impacting retention and degree completion.

The Committee has identified the following as Medieval Studies Affiliate Faculty, each of whom has active teaching or research interests in the field:

Kirsten Ataoguz (Assistant Professor, Fine Arts);*
Ana Benito (Associate Professor, ILCS – Spanish);
Bernd Buldt (Professor, Philosophy);

Cathleen Carosella (COAS; Lecturer, English and Linguistics);*
Damian Fleming (Assistant Professor, English and Linguistics);*
Rachel Hile (Assistant Professor, English and Linguistics);
Suzanne LaVere (Assistant Professor, History);*
Jared Lindahl (Visiting Instructor, Religious Studies)
Duston Moore (Associate Professor, Philosophy);
Erik S. Ohlander (Associate Professor, Philosophy; Religious Studies)*
L. Michael Spath (Continuing Lecturer, Philosophy; Religious Studies)
Nancy Virtue (Associate Professor, ILCS – French)

* Medieval Studies Program Committee members

II. List the major topics and curriculum of the minor.

Core Course (3 credits)

MEST M201, Medieval Encounters, 3cr. (New MEST course to be developed at IPFW; see section VIII)

Distribution (12 credits)

One course from each of the following four areas.

Area I (History)

HIST B351 - Western Europe in the Early Middle Ages 3cr.
HIST B352 - Western Europe in the High/Late Middle Ages 3cr.
HIST C390 - The Decline and Fall of the Roman Empire 3cr.
HIST C393 - Ottoman History 3cr.
HIST D402 - Byzantine History and Civilization II 3cr.
*HIST H225 - Special Topics in History 3cr.
*HIST J495 – Proseminar for History Majors 3cr.
*HIST T325 - Topics in History 3cr.
*HIST T425 - Topics in History 3cr.
*HIST T426 - Topics in History 3cr.
*HIST T495 - Undergraduate Reading in History 3cr.

Area II (Literature)

ENG L304 - Old English Language and Literature 3cr.
ENG L305 - Chaucer 3cr.
ENG L306 - Middle English Literature 3cr.
FREN F410 - French Literature of the Middle Ages 3cr.
FREN F440 - Medieval and Renaissance French Literature 3cr.
SPAN S407 - Survey of Spanish Literature I 3cr.
FREN F463 - Civilisation Francaise I 3cr.
GER G470 - German Folklore 3cr.
*ENG L232 - Topics in Literature and Culture 3cr.
*ENG L495 - Individual Reading in English 3cr.
*ENG L499 - Senior Independent Study for Honors Students 3cr.
*GER G495 - Individual Readings in Germanic Literatures 3cr.
*LING L485 - Topics in Linguistics 3cr.

Area III (Religion/Philosophy)

PHIL 302 - History of Medieval Philosophy 3cr.

REL 301 - Islam 3cr.

REL 302 - Christianity 3cr.

REL 402 - Mysticism 3cr.

*PHIL 493 - Interdisciplinary Undergraduate Seminar 3cr.

*PHIL 580 - Proseminar in Philosophy 3cr.

*PHIL 590 - Directed Readings in Philosophy

*REL 293 - Topics in Religious Studies

*REL 495 - Individual Readings in Religious Studies 3cr.

Area IV (Art/Music/Theatre)

FINA H312 - Art of the Medieval World 3cr.

**FINA H331 – Early Medieval Art 3cr.

**FINA H332 – Later Medieval Art 3cr.

**FINA H431 – Research Seminar in Medieval Art 3cr.

**FINA H432 – Readings in Medieval Art 3cr.

*FINA H390 - Topics in Art History

*FINA H490 - Topics in Art History

*FINA H495 - Readings and Research in Art History

THTR 36500 - Period Style for the Theatre I

***MUS M201 - Music Literature I

***MUS M403 - History of Music I

***MUS Y110 - Early Instruments, Early Voice

** course must receive approval of the Program Coordinator*

*** courses currently under development by FINA*

****courses have prerequisites; primarily intended for Music majors*

Language

Students must complete the last two courses of a four-semester sequence or demonstrate equivalent proficiency in one of the following languages: French, German, Spanish, Latin, or Arabic. Other languages may be substituted upon the approval of the Program Coordinator.

III. What are the admission requirements?

Any IPFW student in good standing may add the minor to any other major course of study.

Residency: at least 9/15 credits for the minor must be completed at IPFW

IV. Describe student population to be served.

The minor will serve undergraduate students who wish to diversify their approaches to primary sources while deepening their knowledge in a particular field of study. This minor will serve students who wish to pursue graduate study in English, history, philosophy, religious studies, foreign languages, or art history particularly well, as well as all students pursuing a baccalaureate degree. This Minor advances the principles of the IPFW's General Education requirements.

- Regardless of a student's future career, scholarly or otherwise, broad exposure to the approach of multiple disciplines to the same material will sharpen and expand critical thinking and problem solving skills.
- The interdisciplinarity of the required core course, MEST M201, Medieval Encounters (see Section VIII) and of other medieval course offerings will expose students to a wide sampling of source materials, research methods, scholarly approaches, and teaching styles.
- The team-teaching of MEST M201 imitates the teamwork and sharing of responsibilities that students will encounter when they enter the professional workforce.

V. How does this minor complement the campus or departmental mission?

This minor directly complements the core mission of IPFW to “meet the higher education needs of northeast Indiana.”

- Students from northeast Indiana will not have to go to the main campuses of IU or PU or travel out of state to pursue interdisciplinary study of the Middle Ages.
- IPFW has the faculty and resources to provide this special opportunity to undergraduates now.
- An interdisciplinary minor like Medieval Studies reflects the goals of the Baccalaureate Framework, by helping students “acquire and apply knowledge from across disciplines.”
- An interdisciplinary approach is particularly helpful in encouraging life-long learning, in exposing students to a variety of disciplines and methodologies.

The Medieval Studies Minor will facilitate the development of a sense of community among students and professors with a shared interest in the Middle Ages (an especially passionate bunch) from throughout the University, as well as by expanding IPFW's contacts with surrounding universities and scholars through invited lectures and symposia. The societal and cultural context of the medieval period provides important foundational knowledge for understanding modern cultural issues and conflicts, such as the interactions of Christians, Jews, and Muslims, the development medieval Spain, and the political relationship of England and Ireland, to name a few.

VI. Describe any relationship to existing programs within the university.

The Medieval Studies Minor will draw upon the faculty, students, and courses already present in the Departments of English and Linguistics, History, Philosophy and Religious Studies, International Language and Culture Studies, and Fine Arts. Apart from the core MEST M201 course, the courses that fulfill the minor are already in regular course rotation. The faculty who teach these courses are either directly involved in the creation of this minor or strongly favorable toward its creation. Because of its interdisciplinary requirements, the minor will complement the existing programs by bringing together students and instructors from different departments.

VII. List and indicate the resources required to implement the proposed minor.

Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

The minor can be implemented without any additional personnel or equipment. Indeed, one of

the sources of inspiration for the minor was acknowledgment of the concentration of scholars whose work focus on the Middle Ages already present at IPFW and from discussions regarding how they might collaborate to create a more enriching learning community for our students. The Medieval Studies Program committee will work with Helmke Library to determine the most feasible way of enriching the current medieval holdings of the library, through regular recommendations by medieval associated faculty within their respective departments as well as seeking a Special Needs request to help the launch of the minor.

The minor would require a budget supplied by the College of Arts and Sciences to provide a reimbursement in the form of professional development funds for faculty who participate in the team-taught core course. Additionally, a programming and S&E budget will be required for marketing the new program as well as its curricular and extra-curricular activities, such as invited guest speakers and partially subsidizing faculty-led, medieval-focused research and conference excursions for students.

VIII. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

One of the unique features of the Medieval Studies program will be the creation of a team-taught 200-level course, MEST M201, Medieval Encounters, which will operate on a model similar to INTL I200, Introduction to International Studies.

MEST M201, Medieval Encounters, which will be required of minors, will introduce students to the medieval world broadly conceived and to the manifold ways in which it can be studied. It thus couples the acquisition of substantive knowledge with an introduction to the methodological and theoretical approaches particular to Medieval Studies, but applicable to the humanities in general.

In addition to serving as a starting point for the pursuit of a Medieval Studies minor, the course will simultaneously allow access and generate interest in the fields themselves. The Medieval Studies Programming Committee has recommended that one of the guiding principles in the course design is MEST M201, Medieval Encounters potential to serve as an IPFW General Education course (Area IV). As such, MEST M201 could conceivably serve,

1. A Medieval Studies program-specific need;
2. As a “hook” for students to consider further coursework in English and linguistics, history, philosophy, religious studies, foreign languages, or art history;
3. Terminal or general education interests, and
4. To help foster a culture of faculty collaboration.

The minor also affords regular opportunities for students to extend their learning beyond the classroom by taking advantage of the rich and exceedingly active regional Medieval Studies scholarly community, in particular the many public activities of the Medieval Studies Institute at IUB, the annual MARS Symposium (Fall semester) and Comitatus Conference for Medieval Studies (Spring semester) at PWL, the Medieval Institute at Notre Dame, and the world-renowned International Congress on Medieval Studies held annually at Western Michigan University (WMU) in Kalamazoo. IPFW’s Medieval Studies program will regularly sponsor paper sessions at WMU and other regional, national, and international conferences to raise the

profile of IPFW as an institution devoted to innovative undergraduate teaching and faculty research. The International Congress at WMU regularly organizes sessions of papers for undergraduates; IPFW's medieval studies faculty could help our students take advantage of this opportunity.

In time, we will seek the cooperation of medieval faculty from other regional campuses of the IU and PU systems, none of which currently have a body of medieval faculty as extensive as at IPFW. The Medieval Studies program committee envisions organizing a symposium drawing medievalists from across Indiana, especially from other IU/PU campuses, to enrich the intellectual life of our campus.

To: IPFW Senate

From: Ann Livschiz, Chair
Curriculum Review Subcommittee

Date: September 28, 2011

Re: Proposal for the Minor in Professional and Applied Ethics

The Curriculum Review Subcommittee supports the proposal for the Minor in Professional and Applied Ethics, and finds that the proposal requires no Senate review.

Approving:

Ronald Duchovic

Il-Hee Kim

Carol Lawton

Ann Livschiz

Barbara Resch

Becky Salmon

Steven Sarratore

Susan Skekloff

Lubomir Stanchev

Nichaya Suntornpithug

Not Approving

Absent

**IPFW
Request for a New Minor**

Proposed Title of Minor: Minor in Professional and Applied Ethics

Department Offering the Minor: Philosophy

Projected Date of Implementation: Fall 2011

I. Why is this minor needed? (Rationale)

The Philosophy Department has an existing minor (Minor in Applied Ethics) that it will be discontinuing. This minor will serve as an improved version of that Minor.

At its February 7, 2011 meeting, the Philosophy Department at IPFW unanimously supported the modification of its existing Minor in Applied Ethics to a Minor in Professional and Applied Ethics. Only after this meeting was the department informed that no such alterations were allowable and that a request for a new minor must be submitted. The rationale outlined below is the rationale the department approved for replacing the old minor with a new one.

A Minor in Professional and Applied Ethics would echo the Baccalaureate Framework and take full advantage of existing faculty expertise.

This new minor would allow the Philosophy Department to enhance its contribution to the third foundation of the Baccalaureate Framework: "Students will demonstrate the highest levels of personal integrity and professional ethics." It would also allow the Philosophy Department to highlight its new faculty's expertise in professional ethics.

The substantial changes from the existing (to-be-discontinued) minor include changes to specific courses required, the title of the minor, and the number of required courses.

In addition to Phil 111 (Ethics) and Phil 480 (Practicum in Applied Ethics), the Minor in Professional and Applied Ethics also requires Phil 329 (Professional Ethics), a course recently approved by the COAS Curriculum Committee. This addition has also increased the number of required courses from five to six.

To reflect the modification of emphasis, the title of the minor has been changed from "Applied Ethics" to "Professional and Applied Ethics".

Finally, the Minor in Professional and Applied Ethics requires either Phil 312 (Medical Ethics) or Phil 326 (Business Ethics).

II. List the major topics and curriculum of the minor.

Professional Ethics, Applied Ethics, Ethical Theory

(see attached description for more comprehensive course listings)

III. What are the admission requirements?

None.

IV. Describe student population to be served.

All pre-professional students (nursing, dentistry, psychology, etc.), business students, and other students interested in applied ethics

V. How does this minor complement the campus or departmental mission?

This new minor would allow the Philosophy Department to enhance its contribution to the third foundation of the Baccalaureate Framework: "Students will demonstrate the highest levels of personal integrity and professional ethics." It would also allow the Philosophy Department to highlight its new faculty's expertise in professional ethics.

VI. Describe any relationship to existing programs within the university.


No formal relationships

VII. List and indicate the resources required to implement the proposed minor. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

None

VIII. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

Includes required practicum, a service learning experience addressing professional and applied ethics in the world outside academia.



Chair's Signature

02/09/2011

Date

Minor in Professional and Applied Ethics (New Minor)

Requirement 1:

Phil 111 Ethics

AND

Phil 329 Professional Ethics

Credits: 6

Requirement 2: *1 of following

Phil 312 Medical Ethics

OR

Phil 326 Business Ethics

Credits: 3

Requirement 3: *2 of the following

Phil 312 Medical Ethics

OR

Phil 326 Business Ethics

OR

Phil 328 Ethics and Animals

OR

Phil 327 Environmental Ethics

OR

Phil 504 Human Rights Ethics

OR

Another course approved by the Minor Program Director

Credits: 6

Requirement 4:

Phil 480 Practicum in Applied Ethics (At the discretion of the Minor Program Director, the Strasbourg Study Abroad trip may fulfill this requirement)

Credits: 3

**Note: Courses cannot be used for both Requirement 2 and Requirement 3. For example, successful completion of Phil 312 can be used for either Requirement 2 or Requirement 3, but not both.*

Total Credits: 18

To: IPFW Senate

From: Ann Livschiz, Chair
Curriculum Review Subcommittee

Date: September 28, 2011

Re: Proposal for the Certificate in Information Systems Application

The Curriculum Review Subcommittee supports the proposal for the Certificate in Information Systems Application, and finds that the proposal requires no Senate review.

Approving:

Ronald Duchovic

Il-Hee Kim

Carol Lawton

Ann Livschiz

Barbara Resch

Becky Salmon

Steven Sarratore

Susan Skekloff

Lubomir Stanchev

Nichaya Suntornpithug

Not Approving

Absent

IPFW
Request for a New Credit Certificate Program

Campus: Fort Wayne

Proposed Title of Certificate Program: Information Systems Application

Projected Date of Implementation: Fall / 2011

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

- I. Why is this certificate needed? (Rationale)
- II. List the major topics and curriculum of the certificate.
- III. What are the admission requirements?
- IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.
- V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.
- VI. Describe student population to be served.
- VII. How does this certificate complement the campus or departmental mission?
- VIII. Describe any relationship to existing programs on the campus or within the university.
- IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).
- X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

Credit Certificate Program

Information Systems Application

I. Why is this certificate needed?

The Information Systems field requires entry level employees with a base of knowledge and skills that are embodied in the beginning topics of the Bachelor's Degree in Information Systems. This Certificate will allow a student to have the "credential" needed to show competency for the entry level position, or for repositioning within a company field, or reaffirming technical background. The student seeking the Bachelor's Degree in Information Systems will be able to compete favorably for entry level positions.

Students in other disciplines who like to work with the computer will find a very good foundation of coursework to give them the effective background to find entry level positions in their disciplines where the companies want some employees with computer technical background.

The Certificate coursework will provide the background that will easily provide avenues of working with the Information Systems or Information Technology Departmental staff in the company setting.

Entry level positions are among the following:

- a) Help Desk Specialist
- b) Entry Level Programmer
- c) Entry Level Application Developer
- d) Web Development Staff
- e) Data Base Staff
- f) Computer Operations
- g) Departmental Technical Staff Support

The Information Systems major with the Certificate in Information Systems Application will be in a preferred position to meet Co-Op and Intern/Work Study openings.

In addition the Certificate will allow the following important enhancements:

- a) Provide background in Information Systems to other areas of the computer field
- b) Provide avenue for existing IS trained professionals to retool
- c) Provide other trained professionals a background in the field of Information Systems

II. List the major topics and curriculum of the certificate.

1. IST 14000	Introduction to Visual Basic for Applications	3 cr. hr
2. IST 20300	Advanced Visual Basic for Applications	3 cr. hr
3. IST 16000	Foundation & Role of Information Systems	3 cr. hr
4. IST 26500	Enterprise Systems	3 cr. hr
5. IST 27000	Data & Information	3 cr. hr
Total Credit Hours		15 Credit Hours

- Course descriptions are attached at the end of the report

III. What are the admission requirements?

There are no special admission requirements. Any student at IPFW will be able to take advantage of the Certificate Program.

IV. List the major student outcomes for the proposed certificate.

Certificate Outcomes

Students will:

1. Have an excellent foundation in application development through programming with a high level language.
2. Understand the role of the Information System as used today (with the people, technology, and organizational components) including the globalization role.
3. Understand the fundamentals of Enterprise Systems and the issues associated with their implementation.
4. Understand the role of databases, and database management systems, in managing the organizational data and information.
5. Student will be prepared to assume job positions at the entry level of the information systems work in an organization or business.

Individual Course Outcomes:

IST 14000 & 20300

Intro & Advanced Visual Basic Programming

Two course sequence to fulfill requirement

Students will:

1. Learn to use primitive data types and data structures offered by the development environment
2. Learn to choose an appropriate data structure for modeling a simple problem
3. Understand basic programming concepts
4. Learn to write simple applications that relate to a specific domain
5. Learn to design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, and the definition of functions.
6. Learn to test applications with sample data
7. Learn to apply core program control structures

IST 16000

Foundation and Role of Information Systems

Students will:

1. Learn how and why information systems are used today and be able to explain the technology, people, and organizational components of information systems.
2. Understand globalization and the role information systems has played in this evolution.
3. Learn how businesses are using information systems for competitive advantage vs. competitive necessity.
4. Understand the value of information systems investments as well as learn to formulate a business case for a new information system, including estimation of both costs and benefits.
5. Learn of the major components of an information systems infrastructure and how to mitigate risks as well as plan for and recover from disasters.
6. Learn how information systems are enabling new forms of commerce between individuals, organizations, and governments.
7. Learn of emerging technologies that enable new forms of communication, collaboration, and partnering.
8. Learn how various types of information systems provide the information needed to gain business intelligence to support the decision making for the different levels and functions of the organization.
9. Learn how enterprise systems foster stronger relationships with customers and suppliers and how these systems are widely used to enforce organizational structures and processes.
10. Learn how organizations develop and acquire information systems and technologies.
11. Learn how to secure information systems resources, focusing on both human and technological safeguards.
12. Learn how information systems raise ethical concerns in society and how information systems influence crime, terrorism, and war.

IST 26500 Enterprise Systems

Students will:

1. Understand the fundamentals of Enterprise Systems and issues associated with their implementation.
2. Learn to evaluate the costs and benefits of implementing an Enterprise System.
3. Understand how enterprise systems integrate functional areas into one enterprise-wide information system.
4. Learn to explain how “best practices” are incorporated in Enterprise Systems.
5. Learn to recognize how an organizational process often spans different functional areas.
6. Learn to describe the role of Enterprise Systems in carrying out processes in an organization.
7. Learn to integrate key concepts from functional-oriented courses, such as accounting, marketing, and organizational behavior, to promote the development of integrative skills.
8. Learn to explain how integrated information sharing increases organizational efficiencies.
9. Learn to Identify, describe, and evaluate the major Enterprise System software providers and their packaged systems.
10. Understand current trends related to Enterprise Systems.

IST 27000 Data and Information

Students will:

1. Learn to understand the role of databases and database management systems in managing organizational data and information.
2. Learn to understand the historical development of database management systems and logical data models.
3. Understand the role of information requirements specification processes in the broader systems analysis & design context.
4. Learn to use at least one conceptual data modeling technique (such as entity-relationship modeling) to capture the information requirements for an enterprise domain.
5. Learn to link to each other the results of data/information modeling and process modeling.
6. Learn to design high-quality relational databases.
7. Learn to understand the purpose and principles of normalizing a relational database structure and to design a relational database so that it is at least in 3NF.
8. Learn to implement a relational database design using an industrial-strength database management system, including the principles of data type selection and indexing.
9. Learn to use the data definition, data manipulation, and data control language components of SQL in the context of one widely used implementation of the language.
10. Learn to perform simple database administration tasks.
11. Learn the concept of database transaction and apply it appropriately to an application context.
12. Learn to understand the basic mechanisms for accessing relational databases from various types of application development environments.
13. Learn to understand the role of databases and database management systems in the context of enterprise systems.

14. Learn to understand the difference between on-line transaction processing (OLTP) and online analytic processing (OLAP), and the relationship between these concepts and business intelligence, data warehousing and data mining.
15. Learn to create a simple data warehouse (“data mart”).
16. Learn to understand how structured, semi-structured, and unstructured data are all essential elements of enterprise information and knowledge management. In this context, the students will learn the principles of enterprise search.

V. Explain how student learning outcomes will be assessed and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Assessment:

1. Each course is required to have Assessment feedback completed by the students at the end of the course.
2. These are reviewed by the Information Systems faculty looking for any items that show a weakness in completion.
3. Any weaknesses found are addressed in the following year of coursework through changes in the syllabus, approach, and/or student assignments.
4. Continuous improvement will be done on an annual basis.

Accreditation Criteria:

1. The Bachelor of Science Degree in Information Systems follows the Accreditation Criteria of ABET/CAC (Accreditation Board of Engineering and Technology / Computer Accreditation Commission).
2. As courses change to meet the criteria of ABET/CAC, the Certificate will remain up-to-date with continuous improvement.

Department Review:

1. Annual departmental review and assessment of all programs and courses is done at the end of the academic year.
2. The departmental report is submitted to the Office of the Dean for inclusion in the College Report to the Assessment Council.

VI. Describe student population to be served.

1. The first population is the Information Systems Major. Every student seeking the Bachelor of Science degree will be able to complete, and receive, the Certificate. This will give them the base credential to allow them entry into opportunities for actual "work place" and "field of study" experience through:
 - a) Co-Op programs including Intern and Work Study positions
 - b) Entry level positions with companies (either part-time or full-time).
2. Related discipline students such as Business, Public Affairs (Management), Management, Hospitality Management, and Supervisory Leadership will find the Certificate will add much to their understanding of the role of computing in the support and operations of the types of industries in which they will be involved.
3. Companion degree students such as Technology degrees, Computer Science (CS), or Information Technology (IT), will find the Certificate ideal to add understanding of the use of computers to support the operations of a typical company.

VII. How does this certificate complement the campus or departmental mission?

In the department the Bachelor of Science in Information Systems major will have the added credential to "boost" them to a level of actual experience by utilizing the Certificate to enhance early work place involvement.

For students in other disciplines the Certificate will "open" opportunities for them in the companies they are employed by through the understanding of computer interactions to support operations.

VIII. Describe any relationship to existing programs on the campus or within the university.

The key relationship is that the individual completing the Certificate has the proper base coursework to continue towards the Bachelor of Science degree in Information Systems.

Should the student decide on another degree option to pursue, adding two junior level Information Systems courses will allow the student to complete a Minor in Information Systems.

IX. List and indicate the resources required to implement the proposed program. Indicate sources.

No additional resources are needed

X. Describe any innovative features of the program.

The bundling of the first 5 key core courses in the Information Systems degree provides the student with a base of knowledge and skills that makes them very employable at the entry level positions for many businesses, companies, and organizations.

The highlighted separation of the five key core courses into a Certificate is a new way of stating to employers that the individual has attained the basic skills needed in the entry level support positions.

The student gains the ability for employment on a full-time basis - or – is being defined as an individual student ideally suited for Co-Op positions or Intern/Work Study positions.

More companies now prefer students to have a background in the technical areas involving the implementation and use of the computing platforms used to support the operations of the company. The Certificate provides the basic foundation to meet this added requirement.

To: Fort Wayne Senate

From: Faculty Affairs Committee
Mark Masters, Chair

Re: Upward Feedback: Review of Associate Vice Chancellors

Date: September 18, 2011

Disposition: For Information Only

Pursuant to Senate Document SD 97-23, which states that “5. The Faculty Affairs Committee is responsible for supervising the use of the Upward Feedback process, including revising the forms, distributing and collecting them, and arranging for them to be collated by the Office of Institutional Research and Analysis,” the Faculty Affairs Committee is providing, for information only, the following addition to the Upward Feedback evaluation form for the review of associate vice chancellors:

Based on your interactions, how would you rate the performance of xxxxxx in his/her role as Associate Vice Chancellor of xxxxx?

Unsatisfactory		Satisfactory	Excellent	
1	2	3	4	5

Other comments:

Approving:
M. Codispoti
M. Dixon
P. Dragnev
M. Masters
W. McKinney
A. Ushenko

Absent:
D. Liu (sabbatical)