Senate - App-3/2010

11-56

UWUCC, App for Mortatorium - BS
Business
Technology
Support

MEMO

To: University-wide Undergraduate Curriculum Committee

From: Eberly College of Business and Information Technology Undergraduate
            Curriculum Committee (ECOBITUCC)

Date: October 31, 2011

Re: ECOBIT Undergraduate Curriculum Committee response to the BTS (Business
            Technology Support) program being placed in Moratorium

As per the request of Dean Camp, ECOBIT Dean, dated October 7, 2011, to the ECOBITUCC, to make a definitive recommendation regarding his proposal to place the Business Technology Support program in moratorium, the ECOBIT Undergraduate Curriculum Committee passed the following motion at its October 10 meeting.

The Eberly College of Business and Information Technology Undergraduate Curriculum Committee recommends that the BTS program be placed in moratorium on the basis that all students currently enrolled in the program will be provided the course work necessary to graduate.

This motion concurs with the recommendation provided by Dean Camp (see Attachment 1 dated October 7, 2011). The recommendation is based on low enrolments for the past nine fall or spring semesters (see Attachment 2 from Dean Camp dated September 14, 2011).

Please note that the BTS program is taught by the Technology Support & Training (TST) Department. This Department recommended against placing the program in moratorium. However, the TST Department did make a recommendation that, should the BTS program be placed in moratorium, then BTS program be taught as a separate Technology Management track by the Management Information Systems and Decision Sciences Department (see Attachment 3 from TST Department dated October 7, 2011).

Regards

Geoffrey Tickell
Chair, ECOBIT Undergraduate Curriculum Committee

IUP

DATE: October 7, 2011

TO: Geoffrey Tickell, Monsurur Rahman, Ibrahim Affaneh,
             Ramesh Soni, Parimal Bhagat, Pankaj, LeAnn Wilkie,
             Micki Hyde, Bill McPherson, Joette Wisnieski,
             Alan Eastman, Framarz Byramjee, Prashanth Bharadwaj,
             Erin Puko

FROM: Robert Camp

SUBJECT: Recommendation of the Eberly College Undergraduate
             Curriculum Committee Regarding Proposal to Place
             Business Technology Support Program in Moratorium

As I'm sure each of you know, there has been much discussion over an extended period of time regarding the efficacy of continuing to deliver and graduate students from the Business Technology Support program. The relatively modest enrollments in that program have been monitored and discussed repeatedly. The subject, in fact, has been reviewed with the Eberly College of Business Advisory Council on several occasions. This Council consists of approximately 50 business professionals from mid and upper-management (several of whom are CIOs). The Council has indicated that much of the course content of the Business Technology Support program is now being taught by community colleges, vo-tech schools, and hardware and software companies. In fact, the Advisory Council has recommended that the program be eliminated and that the Eberly College should focus on advanced training in information systems and technology concepts.

As I believe each of you know, I did not arrive quickly at the decision to propose placement of this program in moratorium. I played a significant role in the program's creation over ten years ago and I continue to believe that, at that time, it was the correct decision. Information technology is ubiquitous. IT professionals range from those who are engaged in creating the architecture for hardware and software to those end-users who need training in innumerable applications that flow from the creative activity on the other end of the spectrum. No doubt, there is an ongoing need for end-user training. There is no evidence to suggest, however, that the Technology Support and Training Department has a major role to play in meeting that need.

The department indicates the belief that this type of training is not typically occurring at community colleges because such coursework is not included on the transcripts of those students who transfer from community colleges into their program. First of all, the sample of students transferring from community colleges would be relatively small and secondly it would suggest to me that those students who complete this type of

coursework at the community college may be moving directly to employment or at least securing employment in an urban area and pursuing a four-year degree part-time.

It's not clear to me whether or not the departmental recommendation has unanimous support of the faculty since the department did not sign off on the report/recommendation.

The enrollment data does speak for itself. Furthermore, if we are going to be responsible stewards of our resources, it's imperative that we reallocate those resources. It makes no sense to continue investing resources in this program when other programs within the Eberly College are comparatively understaffed and in much greater need of resources.

With this communication, therefore, I am requesting that you provide the University-Wide Undergraduate Curriculum Committee and me with a definitive recommendation, by October 14, 2011, regarding my proposal to place the Business Technology Support program in moratorium.

In conjunction with my intent to propose placement of the BTS program in moratorium, the Technology Support and Training Department requested the following information:

1. The reasons for a proposal of a moratorium;
2. The phase-out plan; and
3. A written plan for faculty realignment.

Their desire for a phase-out plan, including a plan for faculty realignment, was understandable but doesn't have any direct relevance to whether or not the program should be placed in moratorium. I did request, on September 2, a recommendation from the Departmental Curriculum Committee (essentially the department) regarding my proposal. A few days later, they indicated that my proposal did not include information which had previously been requested and promised. That information was actually submitted to APSCUF. At the time, I thought APSCUF would submit it on to the department. In any event, I am attaching the following:

1. September 2 proposal to the TST Department which requests a departmental recommendation;
2. September 9 communication from TST regarding the need for additional information;
3. September 14 response to the TST Department's request for more information, including data regarding course enrollments and number of majors; and
4. October 7 response of the TST Department regarding proposed moratorium.

In the TST Department's response, they raised a number of questions regarding the phase-out plan, faculty realignment and the ultimate placement of the Business Technology Support curriculum. These are all important matters that have to be resolved but they have nothing to do with the decision itself about placing the BTS program in moratorium. The phase-out plan for individual students and the workload

summary for all departmental faculty is not provided because it's not necessary for this decision. What is relevant is that:

1. All the students presently enrolled in the program will be provided coursework necessary for graduation;
2. Faculty currently teaching the required BTS coursework will continue to deliver essentially the same coursework over a four-year period (as courses are phased out these faculty will be assigned other IT-related coursework to teach); and
3. No decisions have been made at the present time regarding the reorganization of the department. (The same phase-out plan will be applicable whether the department is reorganized or not.)

Please let me know if you need additional information and/or if I need to address the committee.

Bob

Robert Camp

From:	Robert Camp <bobcamp@iup.edu>
Sent:	Wednesday, September 14, 2011 4:17 PM
To:	'LeAnn Wilkie'
Cc:	'Azad Ali'; 'William C McPherson'; Scott Edward Mensch; 'Wayne A Moore'; 'Lucinda L Willis'; David Werner; 'Gerald Intemann'; geoffrey.tickell@iup.edu; 'Susan Drummond'; 'Patricia Hellman'; 'Jamie Martin'
Subject:	RE: Formal Proposal to Place Business Technology Support Program in Moratorium
Attachments:	BTST Course Enrollments and Majors.doc; Business Technology Support Phase Out Proposal.docx; Technology Support and Training Department Faculty List.doc; TST Department Seniority List.doc; Overview of Courses Needed for BTS Majors (4).doc; Fall 2011.xls; Spring 2012.xls; Fall 2012.xlsx; Spring 2013.xlsx; Fall 2013.xlsx; Spring 2014.xlsx; Fall 2014.xlsx; Spring 2015.xlsx

Dear Dr. Wilkie:

Your understanding of the information which I agreed to provide to the department prior to setting a deadline for the department's report and recommendation regarding my moratorium proposal is essentially correct, although I think it's subject to interpretation. The information which I agreed to provide is as noted below:

- the reasons for a proposal of a moratorium;
- a phase-out plan for the BTS degree program, in the event it is placed in moratorium; and
- a written plan for faculty realignment

As I noted in my proposal to place the BTS program in moratorium, "Appropriateness to mission ... is a necessary but not sufficient condition for ongoing program delivery. There has to be an unfulfilled need in order to justify ongoing program delivery." I stated further that, "There may very well be a continuing need for such training. Our program enrollments, however, suggest that that need is being fulfilled by other training purveyors." As you and every member of your department know, the ongoing enrollments in the Business Technology Support major are modest. Information pertaining to these modest program and course enrollments has been presented to both you and your department repeatedly over the past four years. I certainly don't mind, however, asserting that information once again (see attachment).

As also noted in the same communication, "The Business Advisory Council, which consists of approximately 50 business professionals from mid and upper-management (several of whom are CIOs), has indicated that the course content of the Business Technology program is now being taught by community colleges, vo-tech schools, and hardware and software companies. Furthermore, the Advisory Council has recommended that the program should be eliminated and that the Eberly College should focus on advanced training in information systems and technology concepts." The point is this: if there is an ongoing need that's clearly being met by others, there is no evidence to suggest that your department has a major role to play in meeting that need. The enrollment data speaks for itself. It is not necessary for this institution to document the need, nor the lack of need, for this training. If you put forward a recommendation to continue the program then it is incumbent upon you to document the need for the program and your department's ability to recruit and serve a substantially larger population of students. It makes no sense to continue investing resources in this program when other programs within the Eberly College are comparatively understaffed and in much greater need of resources.

I did, in fact, provide a phase-out plan to Dr. Werner on September 2, which he transmitted to APSCUF. A copy of that plan is attached for your review. Based upon your request, I will extend the due date for the department's recommendation regarding this matter to Friday, October 7. Please let me know if you have any further questions regarding this matter.

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BTS Course Enrollment
2007 to 2011

	200740 Fall 2007	200750 Spring 2008	200840 Fall 2008	200850 Spring 2009	200940 Fall 2009	200950 Spring 2010	201040 Fall 2010	201050 Spring 2011	201140 Fall 2011
BTST 273	18	11	17	7	9	0	21	0	25
BTST 310	12	12	11	9	9	1	17	13	9
BTST 383	11	11	10	10	4	19	0	13	0
BTST 401	13	0	13	0	2	0	1	1	1
BTST 402	0	21	0	0	0	0	0	0	Not offered
BTST 411	13	0	12	0	12	0	10	2	7
BTST 413	13	0	11	0	13	0	9	0	7
Controlled Electives:									
BTED 401	0	0	0	0	0	0	0	0	0
BTED 402	0	0	0	0	0	0	0	0	0

BTS Majors

Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
48	44	39	42	47

Response of the Technology Support & Training Department

Regarding the Proposal to Place the

Bachelor of Science in Business Technology Support degree

in Moratorium

Date: October 7, 2011

Technology Support & Training Department's Response
to Proposal to Place the
Bachelor of Science in Business Technology Support degree in Moratorium

Introduction

The Technology Support and Training Department ("TST") offers two undergraduate degree programs: Business Technology Support ("BTS") and Business Education ("Bus. Ed."). The department also offers one graduate degree program ("M.Ed.") with three specialization areas including the Pennsylvania Department of Education certification in Business, Computer and Information Technology which enables graduates to teach in K-12 educational environments. Last year, the Senate also approved a graduate a Certificate of Recognition in e-Learning.

TST's mission is to provide quality educational opportunities to our students through a curriculum that:

1. is student centered;
2. is current and relevant to meet the changing needs of the workforce;
3. is comprehensive and characterized by varied delivery systems;
4. is reflective of the impact of technological advances in the workplace and society in general;
5. fosters an environment of lifelong learning;
6. develops leadership and interpersonal skills necessary for personal and professional growth; and
7. exposes students to various career opportunities in business, education, and related fields.

TST faculty members possess expertise in a variety of knowledge areas including, but not limited to:

- Business education

- Web design and development

- Training – design/development/implementation

- Online/distance training development and e-learning

- Communications (business, interpersonal, organizational, intercultural)

- Writing (technical, business)

- End-user support/ server management

- Telecommunications and computer networking; and

- Computer literacy

As of the Fall 2011 semester, combined undergraduate degree program enrollments **exceed 100 students** (BTS – *n* = 51; Bus.Ed – *n* = 51 as of 9/19/11).

Brief history of the Business Technology Support degree

The Bachelor of Science degree in Business Technology Support has existed since 2000 after the department and degree name were revised from Office Systems, and also following written agreements with the MIS&DS and Computer Science departments concerning curricular programming areas (Attachment 1). Despite this agreement, constant tension has existed between the departments for several years regarding IT-related curriculum, which has been well-documented by IUP administration and APSCUF over the years.

Viability of the Business Technology Support Degree Program

TST respectfully disagrees that the BTS program enrollments are failing to produce a viable program. Both IT-related programs housed in ECOB&IT have seen enrollment challenges since the early 2000's (Figure 1). To-wit, the MIS&DS department's undergraduate degree program has declined more than 70% since 2002 (see Figure 1).

BTS faculty members have worked tirelessly to preserve and improve enrollments in all TST degree programs. BTS program enrollments have been relatively stable over the last few years and, most recently, Fall 2011 enrollments in the BTS program have increased by 11 since Fall 2010 (Attachment 2).
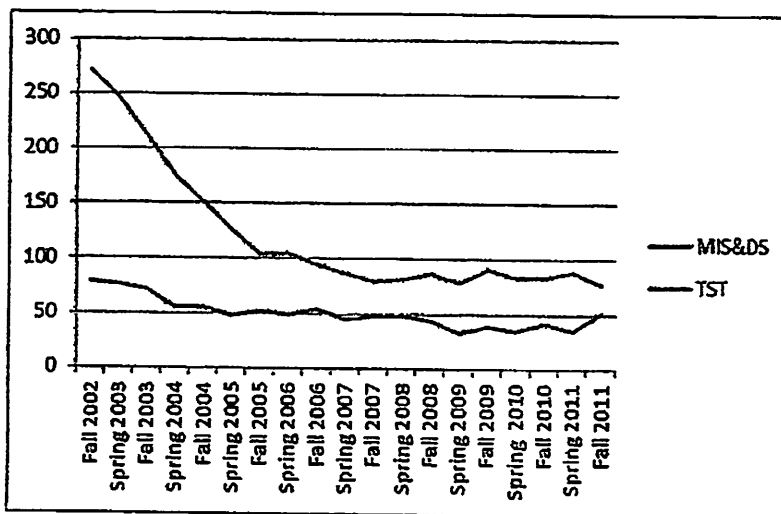

Figure 1. MIS&DS vs. TST Enrollment history (per data supplied by Dr. Camp – *see Attachment 3*).

An enrollment of 50+ students also does not appear to fall under PASSHE's definition of an under-enrolled program for Baccalaureate Degree programs which is "30 completions in [the] past five years (combined baccalaureate degrees)" (Attachment 4).

In light of the available information and data, TST believes that the BTS program is being sacrificed to save a potentially faltering MIS&DS degree program under the assumption that future students interested in an IT degree will automatically opt for the MIS&DS degree if the competing BTS degree is eliminated. Informal faculty conversations over the years with current BTS students indicate that BTS students would not have chosen to major in MIS&DS if the BTS degree were not available. Instead, students have told TST faculty that they would have enrolled in another major or institution.

Recruiting challenges

TST department discussions in past years concerning changes to TST degree programs have centered on TST's difficulties to recruit students due to the department name and the title of the BTS degree program. This belief is supported by comments from prospective and current students that TST's department name doesn't explain the focus of TST's degree programs or coursework. Transfer students (from other departments at IUP) have also commented that they didn't know the TST department or the BTS degree program existed when they were high school seniors choosing a major.

Faculty members have discussed this "branding" dilemma for at least the last eight years. TST faculty members have reason to expect that attempts to change the department's name or the BTS degree name will be thwarted because of naming convention "turf wars" with other departments that claim rights to even small portions of a degree or department name TST might propose. For example, if TST tried to change its department name to a title, such as Technology Management and Communications Department or Information Technology and Communications Department, at least two other ECOB departments and possibly one outside ECOB would most likely block the change at the curriculum committees. TST's beliefs are rooted in past experience. Any attempts to revise TST curriculum is routinely met with a vociferous challenge to our "domain" expertise and even the right of the department to exist at all. Over the last 10 years, TST has routinely been told by another department that TST's IT-related curriculum encroaches on "its domain" despite a past agreement regarding the same between the TST, MIS&DS, and the Computer Science departments in the late 1990's.

These circumstances merely serve to illustrate the marketing and recruiting hurdles the department has faced in terms of ensuring that the department name and degree name accurately describe the curriculum offered. The existing department and degree names do not adequately reflect the breadth and depth of curricular content or future employment opportunities afforded TST graduates. Despite these challenges, TST faculty members have participated in recruiting efforts by serving on boards, such as the Indiana County Technology Center, volunteering to judge competitions, and working with community colleges to recruit transfer students in an effort to actively increase student enrollments in the BTS program.

Need for the program

Technology is a tool designed to be used by humans; it is the people who utilize the tool that determine technology's worth and effectiveness. Without appropriately trained people to use, manage, implement and train others to use an appropriate technological tool, the tool itself is ineffective at best, and completely useless, at worst.

The BTS department's faculty teaching methodology is learner-centered and TST courses reflect that methodology. The BTS degree recognizes and focuses on teaching the people who manage the technology (our graduates) how to utilize the appropriate technological tools to strategically solve organizational problems across all spectrums and disciplines. Many IT professionals may possess the skills to know how to use technology, but may not possess the "soft skills" (communication, listening skills, team work, etc.) to professionally interact with management, end-users, and customers to resolve IT-related problems in a timely and appropriate manner.

BTS courses are geared toward providing TST students with enhanced communication and problem-solving skills *coupled with* applied technology and training skills to assist management, customers and end-users -- from data entry clerks to the C-Suite -- to effectively utilize and apply technology to perform tasks and solve problems.

BTS course content goes well beyond teaching applied technology skills. BTS courses teach critical thinking skills, research methodologies on emerging issues, analysis and problem-solving strategies incorporating technological solutions, communication skills, and the evaluation, implementation and application of technological solutions as part of an overall organizational strategy.

It is commonly acknowledged that the United States is experiencing one of the worst recessions in modern history. Despite the threat of a double-dip recession, the technology sector is expected to remain among the strongest sectors for growth (Sibonney, 2011). TST faculty members are puzzled why the university would propose to eliminate a degree program that could provide future employment to students given the current economic climate.

It is TST's position that the unnamed ECOB&IT Business Advisory Council ("BAC") members, cited in Dr. Camp's 9/2/11 email message, are misinformed about the BTS degree and its underlying coursework. BAC members who graduated with a degree from a department other than TST would not have first-hand knowledge of or experience with courses in the BTS curriculum, past or present. Further, a simple review of course titles and descriptions alone cannot adequately reflect the breadth and depth of the knowledge covered in BTS coursework.

Dr. Camp claims that the BTS curriculum is taught by community colleges, vo-tech schools, and hardware and software companies. However, no specific examples of such course duplications were provided. While it may appear that the BTS program shares similarities with coursework at two-year colleges or technical schools, any perceived similarity (*read:* weakness) may in fact be a strength of the BTS program to recruit students to IUP rather than losing them to a two-year college or technical school. With expected declining numbers of high school graduates in Pennsylvania (National Center for Education Statistics, 2011; D. Werner, personal

communication, September 26, 2011), the competition between IUP and community colleges/technical schools for undergraduates will most likely increase in future years.

The BTS program offers a unique curricular opportunity to Pennsylvania college students *and* a strategic recruiting advantage to the university over other Pennsylvania institutions of higher education. The BTS program is a four-year degree program where students can acquire applied technological skills in high-caliber courses with the added benefit of receiving a four-year degree in business. Why would the university want to eliminate a program that sets it apart from its competition?

If the BTS curriculum is duplicated at community colleges/technical schools, as stated in the Dr. Camp's rationale, it would follow that many IT courses from these schools would transfer in to IUP for credit. TST's faculty review of transfer credit evaluation data from community colleges and technical schools that offer IT coursework reveals that most IT course credits transferable to IUP are Computer Science computer programming courses. Applying the Dean's rationale about duplicative course offerings from community colleges and technical schools, one might then assume that the Computer Science department should be eliminated. BTS transfer students from institutions outside IUP rarely receive any transfer credits for IT-related courses, other than the computer literacy course which is cross-listed with the Computer Science and MIS&DS departments.

The BTS program is needed at IUP. The BTS program routinely receives transfer students throughout the year from outside IUP, as well as inside IUP from other IT-related programs. For example, internal IUP transfer students often say the reason they want to transfer to the BTS program is because they don't like/don't do well at computer programming. If the university eliminates the BTS program, the College of Business will most likely not receive these transfer students or they may transfer out of IUP to another institution. More importantly, it leaves IUP students with few alternatives in the event computer programming doesn't match their interests or skillsets. TST faculty believe that IUP should stay true to its' mantra, "beyond expectations," and strive to expand students' career choices, not limit them.

Recommendation

For the reasons stated above, TST does not agree with Dr. Camp's assertion that the BTS degree program is not a viable degree program or that there is no need for the degree to be offered at IUP:

- Programs of 50+ are not low-enrolled by PASSHE standards;
- The TST department offers a high-quality IT-based, four-year degree in business that goes beyond course content taught in community colleges, technical schools, and hardware/software companies;
- The BTS program represents a unique curricular opportunity that provides an advantage over IUP's competitors;
- A more marketable change in the department name and the degree program name would provide potential students with a more accurate view of the scope of the program and would lessen existing recruiting challenges;

- IUP's transfer equivalence system does not support the claim that the BTS program is duplicated by community colleges and technical schools; and
- The BTS program is needed as a viable option for current and potential IUP student freshman and transfer students who desire a non-computer programming intensive option.

It is TST's view that, before a final decision is made regarding the future of the BTS program, BTS students should be given the opportunity to voice their concerns in person, and to have their opinions heard and considered regarding the future of the program.

In the event that IUP administration follows through with its proposal to place the degree program on moratorium, the well-being of future and present students seeking IT-related degrees should be considered first and foremost. In such an unfortunate event, TST makes the following recommendations:

a) At a minimum, a Technology Management track should be created within the MIS&DS curriculum that is focused on non-programming intensive and non-database management intensive curriculum so that students have a non-programming/database management alternative from which to choose. This suggestion was actually proffered by a recent graduate of the BTS program who had heard through the rumor mill two years ago that the program was going to be placed on moratorium. The department believes such a track would be a responsive alternative that benefits the students; and

b) IUP should embark on a process of convergence in regards to its technology-related degree "silos." IUP should invest in a creative, long-term solution which better serves the students by uniting all of its IT-related degree programs within a School of Information Technology. As part of the process, IUP should utilize instructional designers/curriculum developers in consultation with IT professionals to ensure that each degree program's curriculum is complementary, yet distinct, and that courses are offered which better serve the needs of the students that wish to pursue undergraduate or graduate IT-related degrees. Increasing the IT-related "degrees of freedom" will only enhance the university's stature while enriching the depth and breadth of potential career opportunities available to IUP students.

Phase Out Plan Submitted by Dr. Camp

Along with the recommendation to place the BTS program in moratorium, Dr. Camp also forwarded to TST on 9/14/11 a copy of his 9/2/11 Phase-Out Plan submitted to APSCUF. Dr. Camp's Phase-Out Plan appears to assume that the TST department will survive as an in-tact department through Spring 2015. This is confusing since Dr. Camp also states that "2 faculty positions would be moved to the MIS Department." The Phase-Out Plan details also run contrary to departmental and APSCUF discussions with Dr. Camp last year about the possible elimination of the department and the transfer of faculty to other existing IUP departments. If the university proceeds with its plan to place the BTS degree program in moratorium, TST faculty members request to be provided with timely, accurate information and updates to ensure efficient planning of future teaching responsibilities and to maintain/repair faculty morale.

In the Phase-Out Plan, several courses are proposed to be taught by three separate faculty in one semester (i.e., Dr. Willis teaching BTST 480 in Spring 2015). If two TST faculty members are moved to the MIS&DS department, as proposed by Dr. Camp, those two faculty members would have to teach all of the courses offered in the BTS program through Spring 2015. Table 1 lists the BTS major courses as they are offered by semester.

Table 1. BTS course offerings by semester.

Fall-only	Spring-only
BTST 273	BTST 310[3]
BTST 442[12]	BTST 383
BTST 411	BTST 401*,**,***
BTST 413	BTST 480
	COSC/IFMG 352[4]

*   Most popular major area elective demanded by BTS majors
**   Offered as a 481/581 for several semesters in an effort to further maximize enrollments
***   Also a required certification course for Business Education majors

TST Faculty Questions:
- What are the possible outcomes if MIS&DS refuses either or both of the TST faculty members?
- What alternatives are available to a TST faculty member if he/she refuses to move to another department?

In addition, BTST 493 is an internship course listed as a major area elective in the BTS curriculum. Currently, Lucinda Willis is the internship coordinator and Dr. Camp has made no indications that Dr. Willis will be moved to the MIS&DS department.

TST Faculty Questions:
- How would the internship workload issue be addressed for either or both of the two proposed faculty members that would be moved to the MIS&DS department?
- Would the MIS&DS internship coordinator handle both TST and MIS&DS internships?

Also, in the Phase-Out Plan, Dr. Camp states, "In addition, BTED is cross-listed with IFMG 101 so either or both of them could deliver that coursework as the BTS program is phased out and even subsequently given the projected retirement noted above." The two proposed TST faculty members would not teach BTED 101 – Computer Literacy – as that course is required for BCIT certification in the Business Education degree program, and the course has a "BTED" prefix.

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[1] Omitted from "BTS Course Enrollment" document supplied by Dr. Camp
[2] Dual-listed with a required M.Ed. course – BTST 542
[3] Currently offered in the fall, but could be moved to spring-only offering.
[4] BTS students typically take the MIS department's course.

Thus, BTED 101 should remain with the Business Education degree program and be taught by business education faculty.

TST respectfully requests to receive amended phase-out plan documentation from Dr. Camp reflecting his previously stated plan to eliminate the TST department by showing, for example, the plan based on 1) two faculty moving the MIS and teaching all of the BTS courses, and 2) delivering the remaining Business Education, M.Ed. degree programs, and service courses (currently BTST 105, BTST 321, BTST 670, and BTED 101) with the remaining four (4) faculty members, according to proposed department and/or college assignments.

> **TST Faculty Questions:**
> - What are the plans to date with regard to the potential transfer of tenured TST faculty as well as temporary faculty members?
> - What is the status of discussions with the College of Education ("COE") regarding the future of the Business Education and M.Ed. programs?
> - If the COE accepts the Business Education and M.Ed. programs, a) how many current, tenured TST faculty will be transferred to the COE and what department will the programs and faculty be transferred to, and b) how many current, temporary TST faculty will be transferred to the COE and what department will the programs and faculty be transferred to?
> - If the COE accepts the Business Education and M.Ed. programs _and_ if no TST tenured faculty will be transferred to the COE, what is the university's plan with regard to faculty complement to cover the Business Education and M.Ed. degree programs?
> - If the COE does not accept the Business Education and/or M.Ed. programs, where will the programs be housed (or will they be recommended for moratorium instead)?
> - What is the current, proposed timetable for possible elimination of the TST department, and transfer or elimination of any degree programs?
> - If the TST department is eliminated, how will resources be allocated (teaching labs, department secretarial support, office supplies and office printer, faculty office location, etc.)? How will these decisions be determined?

Dr. Camp's Phase-Out Plan documentation also does not resolve the status of courses with the "BTST" prefix that are not courses required in the BTS degree program, but which are required in other degree programs (i.e., College of Business core, Business Education, and M.Ed. degree programs).

> **TST Faculty Questions:**
> - Would course prefixes change to "BTED" or to something else?
> - Who/what body would be in charge of making that decision?
> - Would current TST faculty have a voice in these decisions?
> - Would prefix changes occur before any moratorium of program(s) takes place?

- Will current TST faculty continue to each BTST 105 and HBUS 101? If not, will these courses continue to be offered and/or where will these courses be housed?

The courses with BTST prefixes that are not directly part of the BTS undergraduate degree program include the following:

-BTST 105 – Introduction to Business
-BTST 221 – Business Technical Writing
-BTST 231 - Speech Communication for Professionals
-BTST 321 – Business and Interpersonal Communication[5]
-BTST 342 – Intercultural Business Communication
-BTST 542 – Training Methods in Business and Information Technology Support[6]
-BTST 642 – Training with Technology
-BTST 644 - Policy & Strategy
-BTST 650 - Issues & Trends in Business Workforce Development
-BTST 655 – Emerging Information Technologies*
-BTST 656 - App Research in Bus. Workforce Dev.
-BTST 663 – Proj. Mgmt/Info Tech Profession
-BTST 665 – Information Security in the Enterprise*
-BTST 670 – Organizational Communications[7]
-BTST 675 - Web Design Theory & Analysis*
-BTST 680 - Technical Update
-BTST 682 – Integ. Enterprise/IS Func & Tec.
-HBUS 101 – Introduction to Business (honors)

Of particular concern for completion of Business Education and M.Ed. degrees are web design courses (BTST 401 – Web Design and BTST 675 - Web Design Theory & Analysis). Comparable course content has been offered, with varying course titles and descriptions, as a dual-listed special topics course for several years in order to maximize enrollments. The current BTST 401 course is required in the Bus. Ed. degree program and is a high demand elective in the BTS program. TST believes that BTST 401 should be taught with the needs of future business teachers in mind since it is required for BCIT certification *and* is an integral required knowledge component for prospective business education teachers. Business Education faculty members request that the course prefixes for courses not related to the BTS program *and* BTST 401 be changed to "BTED" and that these courses should remain with the Business Education and M.Ed. programs. A curriculum proposal was put forth in Spring 2011 and passed at the college curriculum committees to revise BTST 401 for dual-listing with BTST 675 (BTST 475/575) in order to maximize faculty resources.

> TST Faculty Question: Will Dr. Camp approve dual-listing the web course and support changing the prefix to "BTED" ?

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[5] Part of the business core and required of all business students, non-business majors, and CCAC campus
[6] Dual-listed with BTST 442 and required of BTS majors.
[7] Required in MBA, M.Ed. and EMBA
* offered as dual-listed special topics course for several semesters to maximize faculty resources

Conclusion

In conclusion, the faculty of the Technology Support and Training Department remain dedicated to our mission to provide exemplary knowledge, skills, and attitudes for the professional success of students.

Any decision made regarding the fate of the Business Technology Support undergraduate degree program should take into account the needs of our students. To date, students have only rumors to rely upon. It is incumbent upon IUP administration to give the BTS students an opportunity to voice their concerns, and for those concerns to be heard *and* considered before any final decision is made regarding the fate of the BTS program.

Part V:
Letters of Support

Attachment 1

IUP

TO: ECOB Curriculum Committee
          University-Wide Curriculum Committee

FROM: Wayne Moore, Chair
              Office Systems and Business Education Department
          Kenneth Shildt, Chair
              Management Information Systems Department

DATE: May 6, 1998

SUBJECT: PROGRAM REVISIONS

Both the Management Information Systems and the Office Systems and Business Education Department realize that major curriculum revisions are necessary to keep our graduates competitive in the ever changing field of information technology. In an effort to strengthen the programs within the Eberly College of Business, the two departments (Management Information Systems and Office Systems and Business Education) have been meeting for the past three months to develop curriculum revisions. These revisions: (1) reflect the delineation between the two departments, (2) enhance both the Eberly College of Business and departmental missions, and (3) provide clear career paths for the students.

OFFICE SYSTEMS

Office Systems has evolved over the past ten years to encompass the knowledge, skills and attitudes required of a professional who bridges the gap between the developer of information technology systems and the typical computer user. The proposed program changes as well as the name change, Business Technology Support, provides the students and employers with a better understanding of the field.

The proposed major requires courses that prepare students to pursue various career paths as they relate to customer-focused solutions, support services and technical training. Careers in the Business Technology Support field, require strong communication and leadership skills.

MANAGEMENT INFORMATION SYSTEMS

MIS majors analyze and design business information systems and their inherent application through a curriculum which includes programming, database, networking, analysis and design courses.

The Management Information Systems and Decision Sciences Department Curriculum Committee has worked with their Office Systems counterpart to develop a curriculum which will provide the Eberly College of Business with a presence in the evolving field of information technology.

Program Revisions
Page 2

RATIONALE FOR COOPERATION

We have attempted to develop programs that are not redundant and permit each department to fulfill its mission of training high-quality graduates. These graduates will support the growing technical needs of organizations.

The MIS courses will focus upon programming, database management and administration, project management, and the planning and implementation of enterprise-wide information systems. New courses are being prepared to provide students with knowledge relative to networks, data warehouse technology, and electronic commerce. The Seminar course will provide an opportunity to explore current developments in the field.

The Business Technology Support program will place emphasis on understanding how technology contributes to individual and work group performance and to behavioral factors, such as communications, ergonomics, training, and change. The curriculum is designed to challenge students to understand their dynamic role from both an organizational and individual viewpoint.

Although there is a degree of overlap in several of the basic courses, the scope varies according to the requirements of each major. An attempt has been made to limit the requirements which crossover to each other's program so students will not be repeating the material at the introductory levels. An evidence of this is the decision to permit either IM 350 or OS 313 to serve as the prerequisite for IM 352, Network Administration.

In summary, both departments have contributed to and support the proposed curriculum and program changes for the Management Information Systems program and the Office Systems program. The College Curriculum Committee should provide guidance in the revision of the programs to meet the needs of our students.

This memo was written jointly to show the curriculum committees that the departments have collaborated to develop two unique programs. We support the program revisions of the Management Information Systems program and the Office Systems program.

12 October 1998

To: Wayne Moore, Chair
             Office Systems and Business Education Department

From: Jim Wolfe, Chair Computer Science Curriculum Committee
             Bill Oblitey, Chair Computer Science Department

Subject: Program Revision

The Computer Science Department is pleased to support the revision of the Office Systems program to become Business Technology Support.

After extensive discussions involving faculty from the Office Systems and Management Information Systems Departments, members of the Curriculum Committee and the Department Chair believe we have reached an understanding regarding the overall thrust of each of our departments' programs and regarding the courses proposed as part of the new Business Technology Support program. Because each of our departments deals with computer technology, all involved felt it was important to clearly delineate our programs and to make course content distinctive. To that end, we tried to make sure that phrasing used in course titles, objectives, and outlines reflected the level of technicality that would be present in each course. As we did this with the new courses (OS 402 and OS 311), we also took note of some rewording that can be done to the Computer Science courses currently in development; this will help to further clarify the distinctiveness of each program.

Two critical areas of the new program, from our perspective, are the requirement of IM 352 and the inclusion of two Computer Science courses as controlled electives. A cooperative effort between Computer Science and Management Information Science is seeking to cross list the IM 352 course in both departments. We believe that adding the two computer programming courses as electives in the Business Technology Support will add strength and flexibility to that program. We do not forsee any problem in accommodating Business Technology Support students in the Computer Science courses.

Given the effort each department has put into this proposal and into finding consensus regarding our missions, we feel that it is important that all who teach the courses proposed in the new program and the courses under development in each of our departments adhere to the agreed upon outlines. By so doing, students in the respective departments will understand what the content of each course will be; and the distinctiveness of each program can be maintained. We recognize that technology is an ever-changing field and that as time goes on additional coordination efforts between the departments will be needed; we will be happy to be a party to that effort.

Finally, we see the evolution of Office Systems into Business Technology Support as an excellent direction for the OS & BE department. The new program will be filling a growing need for help desk administrators, trainers, support services, and managers in various technology areas. We are happy to have played a small role in getting this program off the ground.

Registration Data as of 09/19/2011 for Fall 2011
Report is for all campuses. The credits are earned credits.

Eberly College of Business

Level	Department	Program of Study	0 Credits	1-30 Credits	31-60 Credits	61-90 Credits	91+ Credits	Total Registered	Previous Year Total
GR	Eberly College of Business	Business Administration, MBA	75	81	7	1	0	164	217
		MBA/Executive Track	24	29	1	0	0	54	48
	Eberly College of Business Total		99	110	8	1	0	218	265
	Technology Support and Trng	Business/Administrative, MED	1	4	0	0	0	5	8
		Business/Business Spec, MED	2	2	5	1	0	10	14
		Business/Undeclared, MED	0	1	0	0	0	1	1
		Business/Workforce, MED	0	2	0	0	0	2	5
	Technology Support and Trng Total		3	9	5	1	0	18	28
GR Total			102	119	13	2	0	236	293
UG	Accounting	Accounting, BS	62	53	90	86	82	375	364
		Business/Accounting, AA	0	2	1	0	2	5	17
	Accounting Total		62	55	91	86	84	380	381
	Eberly College of Business	Undeclared Business	131	91	67	15	1	305	246
	Eberly College of Business Total		131	91	67	15	1	305	246
	Finance and Legal Studies	Finance, BS	18	32	60	50	38	198	183
	Finance and Legal Studies Total		18	32	60	50	38	198	183
	MIS and Decision Sciences	Mgmt Information Systems,BS	6	10	20	17	23	78	85
	MIS and Decision Sciences Total		6	10	20	17	23	78	85
	Management	Human Resource Management, BS	7	11	20	24	27	91	79
		International Business, BS	25	18	22	20	27	113	109
		Management/CCAC, BS	0	2	15	31	28	77	77
		Management/Entre & Sm Bus, BS	24	23	34	33	27	142	162
		Management/General, BS	35	35	53	52	44	220	212
		Management/Operations, BS	1	1	7	13	16	38	42
	Management Total		92	90	151	173	169	681	681
	Marketing	Marketing, BS	60	52	90	90	74	368	384
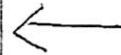
Attachment 2

Level	Department	Program of Study	0 Credits	1-30 Credits	31-60 Credits	61-90 Credits	91+ Credits	Total Registered	Previous Year Total
UG	Marketing Total		60	52	90	90	74	368	384
	Technology Support and Trng	Business Education, BSED	13	9	11	7	12	51	62
		Business Tech Support/Pre-Law	0	0	0	0	0	0	1
		Business Technology Support	9	11	9	12	10	51	40
		Business/Computer Info Tec, AA	0	0	1	0	0	1	3
	Technology Support and Trng Total		22	20	21	19	22	103	106
UG Total			391	350	500	450	411	2113	2066
Grand Total			493	469	513	452	411	2349	2359

	MIS Majors	BTS Majors	Bus Ed Majors
Spring 2011	89	35	54
Fall 2010	84	42	62
Spring 2010	84	35	58
Fall 2009	91	39	60
Spring 2009	79	33	53
Fall 2008	87	44	47
Spring 2008	82	48	32
Fall 2007	80	48	40
Spring 2007	87	45	42
Fall 2006	95	54	45
Spring 2006	105	49	51
Fall 2005	104	52	64
Spring 2005	125	48	60
Fall 2004	151	55	67
Spring 2004	174	55	65
Fall 2003	211	71	67
Spring 2003	246	76	59
Fall 2002	271	79	81
2001-2002	312		
2000-2001	302		

Attachment 3

Pennsylvania State System of Higher Education
Program Show Cause Report for Under-enrolled Programs

__INDIANA__
University submitting request

__Business Admin and Mgmt, General 520201 – AA__
Program name and CIP code

This report addresses programs that are under-enrolled. Under-enrolled for the purposes of this report is defined as:

Associate Degree programs: 25 completions in past five years
Baccalaureate Degree programs: 30 completions in past five years (combined baccalaureate degrees)
Graduate Degree programs: 20 completions in past five years
Certificate programs: 10 completions in past five years

Provide a brief status report summarizing the program and explaining its failure to meet PASSHE's (five-year average) minimum productivity requirements for graduates and/or headcount enrollment (limit response to three pages).

SEE ATTACHED

	2004-05	2005-06	2006-07	2007-08	2008-09
Completions					
Enrollments[1]					

[1] Enrollments are taken from the Fall semester of the academic year.

The program does not meet minimum degree expectations. Based on the institution's assessment of the program, the institution requests:

____ Discontinue   ____ Moratorium   ____ Continuation   ____ Collaboration   ___ Revision

If the recommendation is for discontinuation or moratorium, identify the opportunity to reallocate resources.

If continuation: Provide a brief explanation of the future plans for the program that will enable it to meet the productivity requirements, the time frame required to accomplish these plans, and the budget implications for continuation of the program.

If collaboration: Describe interactions with potential partnering universities, time frame to accomplish revisions, and budget implications for collaboration of partners.

If revision: Identify what changes will be made in order to meet enrollment deadlines and provide revised student learning outcomes.

In all cases, please limit response to three pages.

Office of the Chancellor Recommendation:

____ Discontinue   ____ Moratorium   ____ Continuation   ____ Collaboration   ___ Revision

Attachment 4