

Academic Senate
Agenda for the Meeting of
March 14, 2017
UCB 202A
10:00 - 11:50 am Session

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. Feb. 7, 2017 minutes
3. Open Forum
4. Reports
 - A. Senate President – Khagendra Thapa
 - B. Senate Vice President – Charles Bacon
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Dr. Fadayomi
 - B. Senate Elections – Chuck Drake
 - C. Student Government – Josh Olszewski
6. Interdisciplinary Collaboration Task Force Report – Victor Piercey
7. New Business
 - A. New Concentration – Sports Communication Program – Dr. Fadayomi
 - B. General Education Committee Senate Appointment – Dr. Alspach
8. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Paul Blake
 - C. Senate President – Khagendra Thapa
9. Open Forum

**Minutes
Ferris State University
Academic Senate Meeting
January 10, 2017- 10:00 a.m.**

Members in Attendance: Alspach, Bacon, C., Bacon, M., Bajor, Balanda, Baran, Berghoef, Brecken, Briggs, Bright, Cronk, Dinardo, Drake, Epps, Fadayomi, Fould, Fox, Gray, Hanna, Ing, Isler, Jenerou, Maike, Mattis, Piercey, Pisani, Shimko, Stone, Thapa, Todd, VanLent, Zyla

Members absent with cause: Wancour, Rumpf

Members absent: Conley, Hancock, Lewis, Marion

Ex Officio and Guests: Adeyanju, Blake, Eisler, Franklund, C., Garrison, Jackson, Schult, Teahen, Johnson, L., Hawkins, Martin, Ward-Roof, Woolen, Dawson, Haneline

1.	President Thapa called the meeting to order at 10:00 a.m.
2.	Approval of Minutes. Senator Zyla moved to approve the minutes. Senator Mary Bacon seconded. The motion passed 89% to 11%.
3.	Open Forum. There were no comments made in the Open Forum
4.	Officer Reports/ Provost Report President Thapa welcomed Senator Jana Pisani, the new senator from Arts and Sciences (replacing Senator Zimmer who resigned). He also welcomed the athletics teams who would be recognized later in the program. Vice-President Bacon had no report. Secretary Isler had no report. Provost Blake gave his report early because of a schedule conflict. He reported on two meetings held with international faculty and international student populations. They had substantial attendance and many questions were asked. No students and faculty at Ferris are currently on the list of banned countries. He noted that many of the students made a point of saying how welcome and supportive their faculty members have been and encouraged faculty to continue to support this.
5.	Committee Reports UCC Chair Kemi Fadayomi reported on the workshop and that 3 programs will be up for closure later in the meeting. The updated manual has been made available and new forms are being used. She also reported on the issue of non-active programs listed in MyDegree, which requires program initiators to send Form B's. Senator Berghoef suggested that the UCC consult with the college point-person. Senator Balanda asked about the process for getting answers to questions like this. Chair Fadayomi suggested calling or emailing her directly. Senator Alspach asked if the trend to convert pre-programs to associates will continue. Chair Fadayomi said she expected it to do so. General Education coordinator Cliff Franklund was not present to give a report. He reported that after a recent conversation with the Senate Executive Committee, he had a conversation with the General Education Committee and are asking for an appointment of a senator to the committee, to represent the voice of the Academic Senate. He also reported that all of the collaborative and problem solving courses are mapped and the new universal checksheets are available so programs should check. As part of the reforms of the system the new subcommittee structure is at 75%Arts and Sciences faculty instead of the previous 95% Arts and Sciences faculty. Assessment training will be continuing for the next few months- and the process has been simplified to 6 steps. The training will be approximately 1 hour and available to any college or area which needs it. Revised forms for the approval process are up and will be available electronically for review. The process is underway to scan and make available older forms as well. Vice-President Bacon asked if it was possible to link objectives in Blackboard instead of TracDat? Coordinator Franklund said it is possible but not required and can be done through a report.

	<p>Student Government President Josh Olzswewski reported on recent activities. They were involved in a panel discussion with the Office of Multicultural Student Services, are sponsoring a student issues panel on February 7th and in April will be celebrating with the 10th anniversary of the Big Event.</p>
6a	<p>Closure of Pre-Public Administration Program Chair Fadayomi moved to close the program. Senator Zyla seconded. Senator Hanna asked if there were any plans to convert these particular programs into associates degree. Chair Fadayomi said no. The motion passed 97% to 3%..</p>
6a	<p>Closure of Pre-Law Program Chair Fadayomi moved to close the program. Senator Mary Bacon seconded. Motion passed 94% to 3% with 3% abstaining.</p>
6a	<p>Closure of Health, Society and Illness minor Chair Fadayomi moved to close the minor. Senator Mary Bacon seconded. Motion passed 97% to 3%.</p>
6b.	<p>Appointment of Senator to General Education Committee. Senator Alspach made a motion to accept the invitation of the General Education Committee to appointed a non-college representative to the General Education Committee designated to report on General Education to the Senate. Senator Piercey seconded. Senator Alspach said this was raised out of a concern that senators are not always on the committee as they are this year. Senator Brekken asked if there was a purpose in putting a member on at this time of year. Franklund said the committee meets once a month and maybe more as needed. Senator Gray, who sits on the group noted that its about 2 meetings and 5 hours per month. Senator Hanna asked how the member would be determined? Senator Foulk asked if the member must be a current Senator? Senator Alspach said it would be the normal committee application process, but that it must be a senator. A member can be appointed for the remainder of this year so senators with interest should send an email to Administrative Assistant Hadley-Kennedy. Motion passed 97% to 3%.</p>
7.	<p>Announcements/Presidents Report. President Eilser gave an extended report. He first discussed the issue of student hunger and the attention that the Diversity/Inclusion Office has brought to the issue. He encouraged all to look at the brochure online that lists all free meals available and where. Senator Maiké suggested a pdf version of the page to make it more printable. Senator Hanna suggested also looking at church meals. President Eisler said some of those are included if known. Senator Stone said that toiletries are also a great need. Senator Balanda said that after the 5 p.m. mass at St. Pauls, students have a meal and even if not Catholic, the group would never turn a hungry student away. Senator Brekken asked about extent of problem, and President Eisler responded it is a hard thing to calculate. Senator Epps noted food insecurity is a transient type of problem. Senator Bajor noted there are also homelessness issues and reports of student sleeping in the IRC></p> <p>President Eisler also gave some thoughts on the budget. He notes that they are cutting 5 million dollars out of an original budget of \$216 million so it is not as drastic a cut as it may be portrayed. They will see how the spring and summer revenue happen and adjust as needed. The cuts are across all areas and he has stressed that even though 75% of the costs are labor, they are not going to fire anyone. Vice President Bacon asked why there is not a greater advertisement of summer, instead of cutting off numbers and cancelling classes? President Eisler said yes, free room is available and he will look into that. Senator Baran asked if President Eisler had a crystal ball, what would be his areas of concern? President Eisler said that the first would be a drop in our international student enrollment because of the political climate and the second would be the efforts by the Michigan house speaker to eliminate or greatly reduce the state income tax and that would greatly decrease the state budget.</p>
8.	<p>Open Forum Senator Alspach encouraged Senators to spread the news about the Red-Out event which was coming up. Senator Gray took a moment to express concern about the Inclement Weather Policy and how ice and snow have lead to both treacherous driving conditions, but also walking conditions for the students on campus. He felt the policy and levels at which a cancellation occurs needs to be reviewed. Senator Fadayomi noted on March 31st they would have a speaker on inclusive classrooms. Senator Piercey encouraged faculty to attend Festival for the Arts events. Senator Stone encouraged attendance at the Equal means Equal event. Senator Drake reported</p>

	that over 150 students participated in MathCounts. Senator Berghoef raised concerns relating to the closure of the Health, Society and Illness minor, and the religious studies minor also closed. He notes that shows a trend not of strategic planning, but rather a closure because the original champion had left the university. Senator Todd noted the upcoming APR down halls. Senator Epps and Gray talked about time to degree and debt issues, and the cost-benefit analysis to students.
9.	Recognition of the Volleyball and Football teams. President Thapa recognized the achievements of both the volleyball team and the football team for their historic seasons. They were presented with a certificate and a photograph was taken.
10.	The meeting was adjourned at 11:30a.m.

Academic Senate Task Force on Academic Interdisciplinary Collaboration

Final Recommendations

March 2017

In September 2015, the Senate authorized a task force to investigate and prepare recommendations to improve opportunities for academic interdisciplinary collaboration at Ferris State University. The task force met several times throughout the 2015-2016 and 2016-2017 academic years and has approved the following recommendations. After briefly stating the recommendations, we share some of what the task force found in the literature, at other institutions, and at Ferris. This document concludes with a restatement of our recommendations along with further elaboration and justification, followed by a description of our process and references. We ask the Ferris State University Academic Senate to approve our recommendations and pass them along to the Provost and Vice President for Academic Affairs.

In a meeting with the task force on November 22, 2016, the Provost expressed support for our work and our conclusions as well as the belief that the foundations laid down in response to the recommendations be given room to evolve and grow. In that spirit, our formal recommendations do not specify details, although in some cases the elaboration will share potential ideas.

We, as a task force, believe that Ferris' mission and core values (one of which is collaboration) put us in a position to play a leading role in interdisciplinary post-secondary education in the state and possibly the nation. We also believe that interdisciplinary and collaborative teaching is critical in preparing students for the 21st century workplace. Finally, we expect that interdisciplinary learning opportunities will help Ferris stand out among potential students as we strive to compete in an environment of shrinking demographics in the state.

I. Executive Summary of Recommendations

The task force recommends to the Provost and Vice President for Academic Affairs that:

1. Academic Affairs set aside a fixed amount of funding annually to be used as an internal grant program to support proposals specifically for collaborative, interdisciplinary academic projects that fit the mission of the university and do not overlap with existing internal grant opportunities.

Further to this recommendation, we recommend that Academic Affairs establish a simple and observable method to insure that funded proposals represent collaboration between two or more different disciplines and to make sure that the funding is justified based on the required effort in the proposal.

2. Academic Affairs establish logistical procedures to support interdisciplinary teaching and learning, including but not limited to:
 - (a) a plan to sustain interdisciplinary teaching projects beyond initial funding from the internal grant program from recommendation 1;

- (b) a mechanism to resolve competing faculty load and student credit hour calculations between different departments and between different colleges;
 - (c) an appropriate way to identify linked and team-taught courses in banner;
 - (d) a plan to advertise to students courses that result from or involve academic interdisciplinary collaboration; and
 - (e) a mechanism to house interdisciplinary programs.
3. Academic Affairs sponsor an annual conference at Ferris State University dedicated to interdisciplinary teaching and learning.
 4. Faculty should coordinate academic interdisciplinary collaboration through an Interdisciplinary Collaboration Director funded by Academic Affairs along with a supporting committee. The director would bring interested faculty together to work through projects and identify connections, lead faculty learning communities to facilitate the creation of interdisciplinary academic projects, regularly assess the state and impact of academic interdisciplinary collaboration, and with the support of the committee, review grant proposals in accordance with recommendation 1 and plan the conference in recommendation 3. The director would also maintain an office containing records to serve as the “institutional memory.” Finally, the director and the committee can work with Academic Affairs to fill in the details necessary to implement these recommendations, and update them on an ongoing basis.
- Further to this recommendation, we recommend that Academic Affairs establish an appropriate amount of compensation for the director, the length of the term the director would serve, a competitive selection process for the director, and determine where the director will be housed within the organizational structure.
5. Academic Affairs sponsor an award to recognize academic interdisciplinary collaboration.

II. Definition

In the literature, there are many definitions of “academic interdisciplinary collaboration” and its offshoots (multidisciplinarity, crossdisciplinarity, collaboration, interdisciplinary thinking, etc.). Broadly speaking, interdisciplinarity is “a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession” (Klein & Newell, 1997, p. 393). When the concept is linked to education, interdisciplinarity is:

a mode of curriculum design and instruction in which individual faculty or teams identify, evaluate, and integrate information, data, techniques, tools, perspectives, concepts, and or theories from two or more disciplines or bodies of knowledge to advance students’ capacity to understand issues, address problems, appraise explanations, and create new approaches and solutions that extend beyond the scope of a single discipline or area of instruction. (Rhoten, Mansilla, Chun, & Klein, 2006, p. 3)

For the purposes of our work as a task force, we have tentatively adopted the following description of “interdisciplinarity”:

When two or more academic disciplines or professions combine their expertise to jointly address one or more areas of common concern, such as problems that are too complex or cannot be addressed by a single discipline or profession. Such interdisciplinary work encompasses curricular, instructional, scholarly, and creative work and service (such as with community partners). (adapted from Davies and Devlin, 2007):

Our focus is on curricular and instructional work, and to the extent that it involves students, scholarly and creative work.

Models that operationalize academic interdisciplinary collaboration in the classroom include team-teaching, linked classrooms, and team-designed courses.

III. Benefits

The benefits of academic interdisciplinary collaboration to students are myriad, and the following benefits are supported by the literature identified in the references:

- Opportunities for students to engage in complex, 21st century problems
- Improved student outcomes, especially concerning critical thinking, problem solving, appreciation of ethical considerations, and tolerance of ambiguity
- Improved student motivation and enthusiasm
- Students become more innovative thinkers
- Deeper learning (as opposed to rote learning)
- Early opportunities for students to participate in scholarly or creative work
- Improved student attitudes toward responsible citizenship and lifelong learning.

In addition, the literature listed in the references also provides evidence of the following benefits for faculty:

- A wider variety of design, teaching, and assessment methods
- Increased production of scholarly and creative works
- Increased campus collegiality
- A more self-conscious approach to teaching, learning, and assessment
- More accurate and authentic assessment
- An atmosphere of risk and experimentation that tends to generate student engagement and learning
- Deeper trust between students and instructors.

IV. Examples and Models

John Aldrich (2014) argues that, in higher education, modern interdisciplinary teaching takes three major forms. In the first form, one instructor teaches one course by bringing “together methods, perspectives, evidence, and texts from several disciplines to bear on a question or course topic” (p. 136). This may take the form of team-designed courses, where an interdisciplinary group of faculty contributes to the design and materials for a course intended to be taught by one faculty member (Bass, 2012). In the second form, multiple educators teach one course in sequential sections or multiple courses that are linked. The third and most integrated form of interdisciplinary teaching involves multiple instructors from multiple disciplines teaching one course as a team (also known as team-teaching).

Aldrich also contrasted different ways of promoting interdisciplinary teaching and coursework. The first is a “bottom up” (p. 144) method that is commonly employed across the country. This approach starts with faculty members that begin the process themselves. The example that is explored in some detail comes from the Women’s Studies program at Amherst College (p. 144). The program evolved over several years into a department in which every course is interdisciplinary. The faculty were motivated by their experiences in the women’s liberation movement, and led to a re-structuring of the traditionally separated departments in political science and women’s studies into an integrated “Women’s and Gender Studies” department that has control over hiring decisions and course offerings at both the undergraduate and graduate levels.

The second example of the development of interdisciplinarity was the “top down” approach used at Lafayette College to establish a “Policy Studies Program” following an external review of the Department of Economics (p. 146). Support for the program came from the administration, alumni, and the board of trustees. Faculty support came from an interdepartmental committee and a faculty member hired specifically to implement the new program. There were several key components to the process that led to its success. First, every unit involved gave input during the development of the program, which may have been aided by the small size (less than 200 faculty) of the institution. Second, the faculty were presented the opportunity at a public meeting to comment during the process, which led to the disappearance of any opposition from the Faculty Senate. A third factor was the use of “existing courses and restraint in creating new courses that might prompt ‘turf wars’ [which] permitted a relatively easy process and integrated the program fairly well within the existing curricular framework” (p. 147). Physical proximity of the involved faculty members was cited as an important factor as well.

The third example was described as the “top down and bottom up” approach (p. 147) used at the Kahn Liberal Arts Institute at Smith College. An endowment was established by an alumna to support “interdisciplinary teaching on contemporary issues” (p. 148). The college has a “Coordinating Committee” and “Organizing Fellows” that review individual proposals from faculty members that desire to “participate in a project shared with other faculty and students” (p. 148). One remarkable feature of the program is that students are heavily involved in the process, becoming “nearly equal participants” (p. 148). Course release is given to participating faculty.

There are many examples of successful initiatives across the country. Northern Illinois University offers “themed learning communities” (TLCs) to their first-year students. These learning communities function as an extended first-year seminar. They consist of more than one (ideally 3) course where the faculty work together to establish a common theme. Examples of themes from Fall 2013 include:

- Business and Society
- Calculus and Physics
- Competing Global Perspectives
- Conflict and Creativity: The Impact of War on Art
- Health Psychology
- Service in Society
- Making your Case for Law School
- Growing a Mindset of Success
- Teachers as Ambassadors for Social Change

A team from the NIU’s Office of Student Engagement and Experiential Learning coordinates the TLC program. Faculty who wish to create a TLC must submit a proposal to the coordinating team. Requirements for approval include, among other details, a minimum number of specific, integrated

assignments that cross course boundaries. Faculty who teach TLCs coordinate closely to plan an integrated curriculum and are provided with stipends and professional development. A handbook was produced to guide faculty through the process. In addition to helping faculty, the university course schedule and catalogue help students by indicating specifically which courses are connected as TLCs. For example, in Fall 2013, one section of the course “COMS 100” (Fundamentals of Oral Communication”) in the schedule included the following note:

This course is part of the Making your case for Law School themed learning community. To enroll in this class you must also be enrolled in UNIV 101 (section T104 class number 4699) and PHIL 231 (section T105 class number 7542). Freshmen ONLY.

Themed learning communities were introduced at NIU in the Fall of 2010, and grew from having 46 student participants in that initial term to 335 by Fall of 2013. NIU noted that in Fall 2013, students in the TLC had an average first semester GPA of 2.85 compared to an average GPA of 2.6 among a group of similar students (based on ACT and HSGPA) who did not participate in TLCs. Similarly, 93% of first-year students who participated in a TLC were retained from Fall 2013 to Spring 2014 compared to 89% among the comparison group. Finally, MapWorks surveys indicated that students who participated in the TLC tended to have a lower risk level than those who did not participate.

Other institutions have a less controlled, more bottom-up approach. A “thought piece” written by the University of Wisconsin-Madison Associate Vice Chancellor for Teaching and Learning in March 2004 showed the variety of interdisciplinary programming that was developed by faculty over the years. These included interdisciplinary curricular programs such as Afro-American Studies and Women’s Studies as well as organizations such as the Institute for Cross-College Biology Education. While opportunities for interdisciplinary graduate research is commonplace at the University of Wisconsin-Madison, they also have interdisciplinary initiatives for undergraduate students including courses that simultaneously satisfy communications and quantitative reasoning requirements and a “writing across the curriculum” program.

There are many other examples in the literature cited in the references.

At Ferris, a survey of deans, directors, and coordinators in the fall of 2015 yielded a list of 22 distinct interdisciplinary teaching initiatives currently in process (although there are some overlaps).

V. Assets and Obstacles

FSU has many assets that support academic interdisciplinary collaboration as well as several obstacles. Aldrich (2014) found that successful implementation of an interdisciplinary approach to undergraduate education requires a combination of motivated faculty, support from the institution, and “properly designed incentives” (pg. 139).

Among our assets, first and foremost is the interest of faculty. Our findings from a fall 2015 survey show an interest and enthusiasm from some administrators and faculty, despite the evident response bias. In addition, the mission of Ferris as a career-oriented institution whose core values include collaboration, along with a strategic plan that encourages collaboration, depict the value of academic interdisciplinary collaboration at Ferris. The size of our student population and the small classes that we typically offer support interdisciplinary collaboration. We have a well-organized and respected Faculty Center for Teaching and Learning with resources for faculty professional development to help instructors cross disciplinary lines. Finally, while easy to overlook, our Big Rapids campus is relatively small and multiple departments are often housed together. For example, all three of the colleges related to health are

located in the same part of campus. The floors housing offices for most of the Arts and Sciences faculty include two or three different departments. Aldrich found that this physical proximity is a valuable asset in encouraging collaboration across disciplines.

Our obstacles tend to fall into one of two categories: incentives (identified by Aldrich) and logistics. These obstacles are not unique to FSU. Among incentive-related obstacles are recognition, workload and compensation, and department and college funding mechanisms. Promotion and tenure decisions are based mostly on recommendation of faculty, and faculty often reward contributions at the department level. This is common in academic culture, and was identified by Sapiro as an issue at the University of Wisconsin-Madison (2004). The work required to participate in an interdisciplinary teaching experience is nontrivial. McCoy and Gardner (2012) listed questions that universities must consider in order to implement interdisciplinary collaboration, and the first question concerns whether faculty have sufficient time to dedicate to projects. The annual 24-credit teaching load required of most faculty at Ferris and similar institutions needs to be considered in light of this question. Finally, departments and colleges are funded based on student-credit hours. As a consequence, administrative support may be withheld for interdisciplinary courses where the student credit hours are awarded to a different department or college.

There are also logistical obstacles. These obstacles include communication, sustainability, and scheduling. While FSU is small and has the benefit of housing faculty from different disciplines near one another, there isn't necessarily a mechanism for different departments to communicate with one another in order to identify student needs that they can work together on. Sometimes conversations start, but there isn't continuing support to turn initial conversations into operational plans that can be acted on. Courses and programs that are initially started with enthusiasm may lose the support of the administration or the interest of the faculty involved. We also do not have the "institutional memory" to revive previous initiatives or learn the lesson of projects that didn't work. Finally, many who responded to the fall 2015 survey indicated that scheduling classes or finding time to work together was a challenge.

It should be noted that some faculty have raised the possibility that the FFA contract may pose an obstacle to interdisciplinary collaboration, but we found no clauses or language in the contract that would raise such barriers.

VI. Recommendations, Elaborations, and Justifications

Based on the discussion above, the benefits of interdisciplinary education are important enough to encourage and support faculty-driven endeavors to collaborate across disciplinary boundaries. The following recommendations we believe will make a significant impact, as indicated in the justifications.

Recommendation 1: Academic Affairs set aside a fixed amount of funding annually to be used as an internal grant program to support proposals specifically for collaborative, interdisciplinary academic projects that fit the mission of the university and do not overlap with existing internal grant opportunities.

Further to this recommendation, we recommend that Academic Affairs establish a simple and observable method to insure that funded proposals represent collaboration between two or more

different disciplines and to make sure that the funding is justified based on the required effort in the proposal.

Elaboration: The following are examples of the types of proposals or projects we envision this funding could support:

- Team-teaching an interdisciplinary course: funding would allow for the faculty members who are a part of the team-teaching effort to each have the course count fully toward “load.” The team-teaching would involve more than one faculty teaching an interdisciplinary course at the same time and in the same place
- Linked courses with some measure of a shared interdisciplinary focus: funding could support, for example, the development and implementation of the shared interdisciplinary focus, and/or enabling the faculty to sit in on one another’s classes.
- Team-designed interdisciplinary courses: funding could support the development of a new interdisciplinary course that could be taught by a single faculty member or by a team.

It will be up to Academic Affairs to determine the amount of annual funding available for the proposed internal grant program.

The second paragraph asks that Academic Affairs make certain stipulations to insure that the grant funding is used for the intended purpose. This purpose is to involve students in interdisciplinary and collaborative learning environments in which there are at least two disciplines involved where the work of the disciplines is integrated. Any proposal should involve faculty from at least two distinct disciplines. As an example, we might not consider mathematics and applied mathematics distinct. How this is defined must be easy to identify (“observable”). Definitions of a “discipline” found in the literature tend to be based on “common cultures” or “common methods of inquiry” which are difficult to detect. On the other hand, defining features have to be operational at Ferris. While two faculty from different departments are likely to be from distinct disciplines, we may have faculty members within a department that really do represent different disciplines. For example, art history and philosophy are both housed in the Department of Humanities. In the task force, we discussed including a justification in proposals that makes the argument that the faculty really are from different disciplines. We also discussed including in the proposal a list of features distinguishing disciplines (different departments, different colleges, different professional societies, different course prefixes, for example) that proposers could check off.

Finally, proposals need to include a justification for the funding based on the effort required for the project. The example we considered in our discussions was a “team-teaching” among 3 faculty where one faculty teaches the first five weeks, the second teaches for the second five weeks, and the third teachers for the final five weeks, with no further collaboration. Such a project does not merit special funding, and each faculty member should be allocated 1/3 of the total credit load for the course.

Justification: An obstacle raised consistently in the literature and in conversations address the time required to engage in the collaborative process. This time should be compensated, and this compensation should depend on the needs of the proposed project. A team-designed course to be taught by a single faculty member may need stipends, while team-teaching may require reassign time.

For this reason, we feel that a competitive grant process that requires proposers to justify their requested funds and how they will serve the needs of their project is the best mechanism to fund collaborative efforts.

In addition, internal grant awards are typically recognized in the promotion and tenure process.

Recommendation 2: Academic Affairs establish logistical procedures to support interdisciplinary teaching and learning, including but not limited to:

- (a) a plan to sustain interdisciplinary teaching projects beyond initial funding from the internal grant program from recommendation 1;
- (b) a mechanism to resolve competing faculty load and student credit hour calculations between different departments and between different colleges;
- (c) an appropriate way to identify linked and team-taught courses in banner;
- (d) a plan to advertise to students courses that result from or involve academic interdisciplinary collaboration; and
- (e) a mechanism to house interdisciplinary programs.

Elaboration: The points that are specifically mentioned in the recommendation are the logistical issues that we have identified ourselves and in conversation with faculty. The most significant of these challenges for classroom teaching is a sustainability plan (although this could be required in each proposal). Sustainability is particularly challenging with team-teaching. One way to sustain team-teaching after an initial grant expires is to establish a schedule matching course caps to load in order to sustain funding for team-teaching in the long term. For example, if two people team-teach an interdisciplinary course, then the initial creation, pilot, and assessment would be funded by a grant using funds from recommendation 1. In this case, the course would have a course cap typical for such a course (say, 25, for example) and the load of the faculty members involved in team-teaching the course would be funded by grant funds. Once the provisional period is over, the course cap could be increased in order to compensate for the load of the team-teaching faculty members. The multiplier (i.e., the number by which we multiply the course cap) should be less than 2 (so 25 might increase to 40, but not 50, for example).

Another way to compensate team-teaching in the long-run is to allocate a portion of the credit load to each faculty member. For example, if two faculty members are team-teaching a 3-credit course, each could be compensated with 2 credits of load. The additional credit would be a continued investment by academic affairs in the collaboration between the faculty.

In addition, the task force observed that while there have been collaborative interdisciplinary initiatives at the program level, it is unclear where those programs should be housed. Some programs are housed in one of the departments or colleges in the collaboration. Others, such as the program in integrative studies, are housed directly in deans' offices. This means program revision, curriculum proposals, and faculty appointments are tricky. In cases in which a faculty member's appointment is split between different units, there are obstacles to the promotion, tenure, and merit process. Finding a mechanism to resolve these issues would clear the way for interdisciplinary programs that could become a hallmark of the university.

Justification: Logistical details can strangle innovation before it has an opportunity to take hold. By instituting solutions to logistical obstacles to interdisciplinary teaching, Academic Affairs is providing necessary support to interested faculty by removing logistical burdens and allowing them to focus on the content of their collaboration.

Recommendation 3: Academic Affairs sponsor an annual conference at Ferris State University dedicated to interdisciplinary teaching and learning.

Elaboration: The original idea was to sponsor an annual showcase for faculty to share their interdisciplinary teaching work with the rest of the campus community. This may be how we want to begin. But as the scope of interdisciplinary teaching grows at Ferris (which we hope it does), we may consider a statewide or even a national conference. This would help Ferris become a leading voice in interdisciplinary and collaborative post-secondary education.

Justification: An event such as an annual showcase or an annual conference will serve as a way to recognize faculty for their interdisciplinary work. This event is a way to bring attention to the community of innovative and collaborative efforts at Ferris. In addition, such recognition is often viewed positively in the tenure and promotion process.

Recommendation 4: Faculty should coordinate academic interdisciplinary collaboration through an Interdisciplinary Collaboration Director funded by Academic Affairs along with a supporting committee. The director would bring interested faculty together to work through projects and identify connections, lead faculty learning communities to facilitate the creation of interdisciplinary academic projects, regularly assess the state and impact of academic interdisciplinary collaboration, and with the support of the committee, review grant proposals in accordance with recommendation 1 and plan the conference in recommendation 3. The director would also maintain an office containing records to serve as the “institutional memory.” Finally, the director and the committee can work with Academic Affairs to fill in the details necessary to implement these recommendations, and update them on an ongoing basis.

Further to this recommendation, we recommend that Academic Affairs establish an appropriate amount of compensation for the director, the length of the term the director would serve, a competitive selection process for the director, determine where the director will be housed within the organizational structure, and the structure of the committee.

Elaboration: We left much of the details to be worked out by Academic Affairs. One reason for leaving this to be determined by Academic Affairs is because the workload may evolve, especially if interdisciplinary, collaborative teaching becomes popular on the campus (which we hope occurs!). However, we would like to note the following:

- Compensation that is less than ¼ FTE may not attract candidates for the director position that will invest the time to help our interdisciplinary collaboration program grow.
- One location to house the director organizationally is in the Faculty Center for Teaching and Learning. The FCTL is one of our strongest assets at Ferris and would provide valuable support for the director. In addition, much of the director’s work is either implicitly or explicitly faculty development.

- The supporting committee should, at a minimum, include one faculty member from each college (not counting the director).

Justification: We are specifically recommending a mixture of the “bottom-up” and “top-down” approaches described by Aldrich (2014), but at every level the faculty directs the process. This approach is a good fit for the culture of Ferris and takes advantage of the enthusiasm of some faculty while not forcing other faculty to participate. Having a single director serve as a point person will help to improve the communication and sustainability obstacles while also helping to implement other recommendations. Other institutions have used similar approaches, such as the use of the Office of Student Engagement and Experiential Learning to coordinate the Themed Learning Communities endeavor at Northern Illinois University. Another approach described by Pharo et al. (2012) involves funding a “network facilitator” to serve a role similar to the proposed director. This approach was designed to overcome institutional obstacles to interdisciplinary collaboration.

We feel that what is described in recommendation 4 would replace the “Academic Incubator” which is viewed as too limited in its scope and too tied to a single individual. Having a faculty committee that supports a faculty director, and having the director serve a fixed number of years, increases the participation and faculty-buy in.

Recommendation 5: Academic Affairs sponsor an award to recognize academic interdisciplinary collaboration.

Elaboration: This award would be one of several Academic Affairs Awards that are solicited and awarded in the spring semester each year.

Justification: An award will encourage and incentivize collaborative work. In addition, Academic Affairs Awards are looked favorably upon in the promotion and tenure process.

VII. A Future Direction

The vision of this task force is to support the interdisciplinary and collaborative spirit of Ferris State University in academics. As noted, our recommendations request Academic Affairs to resolve some details. This is in response to a request from the Provost, who expressed a hope that the program envisioned within these recommendations will grow in scope over time.

To that end, one direction for the future growth of this program is establishing a unit (department or college) specifically for academic interdisciplinary collaboration. Such a unit could house programs, hire faculty specifically for interdisciplinary purposes, manage and promote interdisciplinary and collaborative courses, facilitate faculty development to support interdisciplinary collaboration, host conferences, and fund internal grant award programs. We view our recommendations as a first step that could lead to the creation of a unit.

VIII. Process

Members of the entire university were invited to join the Task Force on Academic Interdisciplinary Collaboration. Early in the process, we had a meeting with all members. Given the size of the group, this required two separate meetings. During these two initial meetings, we brainstormed all of the dimensions to the task. As a result of this brainstorming, the task force divided itself into the following subgroups:

1. Literature Review

Description: Identify defining features, potential benefits to students, and potential downsides of academic interdisciplinary collaboration found in scholarly literature.

Group Members: Virginia Hines, John Scott Gray, Sarah Rescoe, and Victor Piercey

2. Market Analysis (“environmental scanning”)

Description: Identify how interdisciplinary collaboration helps our students meet employer demands and expectations along with societal needs.

Group Members: Matt Wagenheim, Dave Nicol, and Daniel Cronk

3. What Other Institutions are Doing

Description: Identify examples and models for academic interdisciplinary collaboration at other institutions, along with those institutions’ assets that support that model.

Group Members: Peter Balanda, Anil Venkatesh, and Andy Karafa

4. Accreditation

Description: Describe how academic interdisciplinary collaboration may improve our standing with HLC and other accreditors, and potential accreditation-related obstacles.

Group Members: Roberta Teahen, Wendy Samuels, and Rebecca Sammel

5. What FSU Already Does

Description: Identify instances in which academic interdisciplinary collaboration already has or currently does take place at FSU, along with assets that enhance that collaboration and lessons learned from those experiences.

Group Members: Michele Harvey, Daniel deRegnier, Steve Reifert

6. Faculty, Staff, and Administration Input

Description: Identify attitudes, beliefs, and perceptions of stakeholders from Ferris regarding the academic interdisciplinary collaboration, specifically regarding interest and willingness to engage in collaborative projects, whether this is valued, and whether this is supported.

Group Members: Vanessa Wyss, Todd Stanislav, and Piram Prakasam

7. Internal Logistics

Description: Identify assets supporting and obstacles to academic interdisciplinary collaboration in the policies, contracts, procedures, practices, and funding models at FSU, along with suggesting potential ways to overcome those obstacles.

Group Members: Peter Bradley, Kirk Weller, and Jim Rumpf

Early in the discussion we noted overlaps between these subgroups, so they were encouraged to communicate with one another and collaborate, furthering by example our underlying charge!

During the course of the academic year 2016-17, we met as a task force 3 times to update one another on our subgroups' work. This resulted in a draft of preliminary recommendations that have not changed substantially from what is presented in this document.

During the fall 2016 semester, we shared our preliminary recommendations to the university community and ask for their input. This was shared at the Academic Senate Retreat, in several college meetings, and in November with the Provost.

During the spring 2017 semester, we finalized this document and present it to the Academic Senate for endorsement.

Upon approval, this document represents the recommendations of the Academic Senate to the Provost and Vice President for Academic Affairs as well as the broader university community.

IX. Task Force Members

We are grateful to one another for our contributions. The following served on this task force:

1. Peter Belanda, Faculty, College of Arts and Sciences
2. Megan Biller, Staff, Doctorate in Community College Leadership, Academic Affairs
3. Peter Bradley, Director, Honors College
4. David Cronck, Faculty, College of Business
5. Daniel DeReigner, Faculty, College of Health Professions
6. John Scott Gray, Faculty, College of Arts and Sciences
7. David Griffith, Faculty, College of Arts and Sciences
8. Kristi Haik, Dean, College of Arts and Sciences
9. Michele Harvey, Faculty, College of Engineering and Technology
10. Virginia Hines, Faculty, College of Education and Human Services
11. Andy Karafa, Interim Dean, College of Arts and Sciences
12. Dave Nicol, Dean, College of Business
13. Victor Piercey (chair), Faculty, College of Arts and Sciences
14. Piram Prakasam, Director, International Office
15. Steve Reifert, Dean, College of Education and Human Services

16. Sarah Rescoe, Faculty, College of Arts and Sciences
17. Jim Rumpf, Faculty, College of Engineering and Technology
18. Rebecca Samel, Faculty, College of Arts and Sciences
19. Wendy Samuels, Department Chair, College of Arts and Sciences
20. Todd Stanislav, Director, Faculty Center for Teaching and Learning
21. David Scott, Faculty, FLITE
22. Robbie Teahan, Associate Provost for Accreditation, Assessment, Compliance, and Evaluation, Academic Affairs
23. Anil Venkatesh, Faculty, College of Arts and Sciences
24. Matt Waggenheim, Faculty, College of Education and Human Services
25. Kirk Weller, Interim Associate Provost for Academic Operations, Academic Affairs
26. Vanessa Wyss, Faculty, College of Education and Human Services

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PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: MCC Sports Communication Program

Initiating Individual: S. Alspach **Initiating Department or Unit:** Communication/Humanities

Contact Person's Name: S. Alspach **Email:** SandraAlspach@ferris.edu **Phone:** 231-591-2779

☒ **Group I-A** – New Degree, major, **concentration**, minor, or redirection of a current offering

☐ **Group I-B** – Deletion of a degree, major, concentration, or minor

☒ **Group II-A** – New Course, modification of a course, deletion of a course

☒ **Group II-B** – Minor Curriculum Clean-up

☒ **Group III** – Certificate (☒ College Credit ☐ Non-credit ☐ New Certificate)

☐ **Group IV** – Other site location (☐ College Credit ☐ Non-credit)

	PLEASE PRINT AND SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Sandy Alspach <i>Sandy Alspach</i> <i>Stephenie Thomson</i> <i>S. Thomson</i>	<i>12/15</i> <i>9/29/16</i>	<i>7</i> Support <i>0</i> Support with Concerns <i>0</i> Not Support <i>0</i> Abstain
Department/School/Faculty Representative Vote **	<i>John Scott Gray</i> <i>J. Scott Gray</i>	<i>12-13-16</i>	<i>8</i> Support <i>0</i> Support with Concerns <i>0</i> Not Support <i>0</i> Abstain
Department/School Administrator	<i>Trinity Williams</i> TRINITY WILLIAMS	<i>12/14/16</i>	<i>1</i> Support <i>0</i> Support with Concerns <i>0</i> Not Support <i>0</i> Abstain
College Curriculum Committee/Faculty	<i>Mark Thomson</i> <i>Mark Thomson</i>	<i>2/6/17</i>	<i>5</i> Support <i>0</i> Support with Concerns <i>0</i> Not Support <i>0</i> Abstain
UCC Representative	<i>Olukemi Fadayomi</i> <i>Olukemi Fadayomi</i>	<i>2/8/17</i>	<i>1</i> Support <i>0</i> Hold <i>0</i> Not Support
Dean	<i>Joseph Lipar</i> Joseph Lipar	<i>2/8/17</i>	<i>X</i> Support <i>0</i> Support with Concerns <i>0</i> Not Support <i>0</i> Abstain
University Curriculum Committee **			<i>0</i> Support <i>0</i> Support with Concerns <i>0</i> Not Support <i>0</i> Abstain
Senate **			<i>0</i> Support <i>0</i> Support with Concerns <i>0</i> Not Support <i>0</i> Abstain
Academic Affairs			<i>0</i> Support <i>0</i> Hold <i>0</i> Not Support

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs

Date of Implementation: Click here to enter text.

President (Date Approved)

Board of Trustees (Date Approved)

Academic Officers of MI (Date Approved)

1. RMLS 250 Introduction to Sports Management has been taught to over 20 students in spring semesters 2013, 2015, and 2016. It is an excellent option for students pursuing a career in the Sports Industry. We have discussed with the College of Education and Human Services and they have agreed to offer this course at least on a biennial basis as long as there is student demand, waiving the prerequisite of RMLS 121 for Sports Communication majors. We wish to offer RMLS 250 as an option for the core requirement in organizational communication with COMM 380 Organizational Communication, which is currently offered on a biennial basis (even falls.) We wish to remove COMM 381 Communication in Sports Organizations from the program requirements, but retain it in the Catalog for maximum scheduling flexibility in future years.

2. We wish to delete the Broadcasting/Journalism Concentration and offer the Multi-Media Journalism minor as a Workplace Concentration for students interested in careers in Sports broadcasting/journalism. To provide training in audio and "front of the camera" broadcasting, we wish to offer COMM 387 Broadcast Presentations and TDMP 136 Audio Production as requirements for Sports Communication majors who select the Multi-Media Journalism minor.

COMM 387 Broadcast Presentations was successfully offered in spring 2015 with a revised curriculum that incorporated key features of COMM 385 Broadcast Writing. We wish to delete COMM 385 Broadcast Writing from the program and Catalog and modify the Course Outcomes and Assessment for COMM 387 Broadcast Presentations to reflect that curriculum revision.

3. Media and Marketing Concentration: we wish to identify this concentration by requiring students to complete the Integrated Marketing Techniques (IMT) minor. From this minor, students can focus on one aspect of marketing by completing the minor in Advertising (AIMC), Digital Marketing (DMKT), Marketing and Sales (MKTG), or Public Relations (PREL) with only 4-5 additional courses, increasing time to degree and reducing costs.
4. The Hospitality Management program has significantly changed their curriculum, necessitating a change in the Sports Communication concentration in Operations / Facilities Management. We wish to delete the Operations/Facilities Management Concentration and offer the Event Planning minor as a Workplace Concentration for students interested in careers in event planning in the Sports industry. In addition, we wish to delete FMAN 321 and FMAN 322 as options for this concentration.

- The impact of #2, 3, and 4 is that students will complete a "hard skills" minor in the area of their career choice to compliment the "soft skills" communication core. These minors are managed and assessed by their host departments.

5. To accommodate student interest in a concentration that will prepare them for careers as managers or leaders in the Sports industry, including coaches or athletic directors, we wish to add a Management and Leadership concentration to the BS in Sports Communication. This concentration will include courses in leadership, ethics, and management from three colleges: Arts and Sciences, Business, and Education and Human Services. Sports Communication majors and minors have successfully completed the Secondary Education-Physical Education (EDPE) courses listed, with approval of the School of Education.

Students choosing the Management and Leadership Concentration will complete the following courses:

Required:		
COMM 421	Leadership and Communication	3 cr. hrs.
COMM 460	Communication Rights and Responsibilities	3 cr. hrs.
MGMT 305	Managerial Leadership	3 cr. hrs.
MGMT 350	Management Metrics and Decision Making	3 cr. hrs.
RMIN 200	Foundations Risk Mgmt & Insur	3 cr. hrs.
Select one:	MGMT 373	Negotiations
	MGMT 375	Human Resource Management
	EDPE 426	Issues in Physical Education - Sport
	EDPE 436	Exercise Psychology in Physical Education - Sport

Students who select this Workplace Concentration will be required to select RMLS 250 Introduction to Sports Management or equivalent as their organizational communication core course.

Students who select this Workplace Concentration will be in position to complete either the minor in Leadership and Project Management or the minor in Human Resource Management (College of Business) by taking 4 additional courses.

6. We wish to add an Application to the Workplace option to permit a transferring student to capture up to 18 earned credits of work, as approved by the program coordinator, in lieu of an Academic Minor or concentration.

7. We wish to modify COMM 493 Internship in Communication to become a Practicum offering either internship or research options. Students preparing for advanced degrees especially will benefit from directed research experience.
8. We wish to modify the prerequisites to COMM 299 Theories of Human Communication to require that 2 of the 3 foundation courses: COMM 105 Interpersonal Communication, COMM 121 (or COMH 121) Fundamentals of Public Speaking, COMM 221 Small Group Decision Making, be completed prior to enrollment. This modification will accommodate the Sports Communication majors who are only required to complete either COMM 105 Interpersonal Communication or COMM 221 Small Group Decision Making. This modification will also facilitate Applied Speech Communication majors and Communication minors enrolling in the course in a timely fashion, since it is currently only offered in the Fall semester.

2. Summary of Curricular Action (Check all that apply to this proposal)

- ☐ Degree
 ☒ Major
 ☒ Minor
 ☒ Concentration
 ☒ Certificate
 ☒ Course
☐ New
 ☒ Modification
 ☒ Deletion

Name of Degree, Major, etc.: **BS Sports Communication, Sports Communication Minor, Sports Communication Certificate**

3. Summary of All Course Action Required: Click here to enter text.

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
COMM	385	Broadcast Writing

C. Existing Courses to be Modified

Prefix	Number	Title
COMM	299	Theories of Human Communication
COMM	387	Broadcast Presentation
COMM	421	Leadership and Communication
COMM	460	Communication Rights/Resp
COMM	493	Internship in Communication

D. Addition of existing FSU courses to program

Prefix	Number	Title
COMM	421	Leadership and Communication
COMM	460	Communication Rights/Resp
EDPE	426	Issues in Physical Edu – Sport
EDPE	436	Exercise Psyc in Ph Ed – Sport
MGMT	305	Managerial Leadership
MGMT	350	Mgmt Metrics and Decision Making
MGMT	373	Negotiations
MGMT	375	Human Resource Management
RMLS	250	Intro to Sports Management
RMIN	200	Foundations Risk Mgmt & Insur

E. Removal of existing FSU courses from program

Prefix	Number	Title
COMM	381	Comm in Sports Organizations
COMM	385	Broadcast Writing
FMAN	321	Principles of Facility Mgmt
FMAN	322	Project Management

4. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Department	Date Received & By Whom
B		Facilities Management	D. Nagelkirk
B		Hospitality Management	J. Doyle
B		Humanities	T. Williams
B		Languages & Literature	D. Courtright-Nash
B		Management	G. Lopez
B		Marketing	J. Ek
B		School of Education	L. Johnson
C		FLITE	M. Kermit Canfield

5. Will External Accreditation be sought? (For new programs or certificates only)

☐ Yes ☒ No

If yes, name the organization involved with accreditation for this program. Click here to enter text.

6. Is a PCAF required? ☒ Yes ☐ No Is the PCAF approved? ☒ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.

http://www.ferris.edu/HTMLS/administration/academicaaffairs/Forms_Policies/Documents/PCAFs/2016_Sports_Comm_BS.pdf

7. Program Checksheets affected by this proposal (Check all that apply to this proposal)

☒ Add Course ☒ Delete Course ☒ Modify Course ☒ Change Prerequisite ☐ Move from required to elective
☒ Move from elective to required ☒ Change Outcomes and Assessment Plan ☐ Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
AS	Humanities	BS Sports Communication
		Sports Communication Minor
		Sports Communication Certificate

CURRICULUM CONSULTATION FORM

FORM B

Effective Fall 2015

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to ensure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Minor Curriculum Cleanup BS in Sports Communication

Initiator(s): S. Alspach

Proposal Contact: S. Alspach Date Sent: 11/16/2016

Department: Humanities Campus Address: 1009 Campus Dr.
(Please type)

Responding Department: Facilities Management

Administrator: D. Nagelkirk Date Received: 11/16/2016 Date Returned: 11/22/2016

Based upon department faculty review on 11/21/2016 (Date) we:

- ☒ Support the above proposal.
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. Click here to enter text.

CURRICULUM CONSULTATION FORM

FORM B

Effective Fall 2015

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

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The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Minor Curriculum Cleanup BS in Sports Communication

Initiator(s): S. Alspach

Proposal Contact: S. Alspach Date Sent: 11/16/2016

Department: Humanities Campus Address: 1009 Campus Dr.
(Please type)

Responding Department: Hospitality Management

Administrator: J. Doyle Date Received: Click here to enter text. Date Returned: Click here to enter text.

Based upon department faculty review on Click here to enter text. (Date) we:

- ☐ Support the above proposal.
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. Click here to enter text.

CURRICULUM CONSULTATION FORM

FORM B

Effective Fall 2015

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to ensure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Minor Curriculum Cleanup BS in Sports Communication

Initiator(s): Sandy Alspach

Proposal Contact: Sandy Alspach Date Sent: 11/16/, 2016

Department: Humanities Campus Address: 1009 Campus Drive
(Please type)

Responding Department: Humanities

Administrator: T. Williams Date Received: 11/16/2016 Date Returned: 12/14/2016

Based upon department faculty review on 11/27/2016 to 12/13/16 (Date) we:

- ☒ Support the above proposal.
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. [Click here to enter text.](#)

CURRICULUM CONSULTATION FORM

FORM B

Effective Fall 2015

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to ensure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title MCC Sports Communication Program

Initiator(s): Sandy Alspach

Proposal Contact: Sandy Alspach Date Sent: October 10, 2016

Department: Humanities Campus Address: JOH 119
(Please type)

Responding Department: Languages and Literature

Administrator: D. Courtright-Nash Date Received: 10-11-16 Date Returned: 11-7-16

Based upon department faculty review on Click here to enter text. (Date) we:

- ☒ Support the above proposal.
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. Click here to enter text.

CURRICULUM CONSULTATION FORM

FORM B

Effective Fall 2015

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to ensure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

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Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Minor Curriculum Cleanup BS in Sports Communication

Initiator(s): Sandy Alspach

Proposal Contact: Sandy Alspach Date Sent: Oct. 20, 2016

Department: Humanities Campus Address: 1009 Campus Drive
(Please type)

Responding Department: Management

Administrator: G. Lopez Date Received: Click here to enter text. Date Returned: Click here to enter text.

Based upon department faculty review on Click here to enter text. (Date) we:

- ☒ Support the above proposal. 10-27-16
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. Click here to enter text.

CURRICULUM CONSULTATION FORM

FORM B

Effective Fall 2015

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
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The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Minor Curriculum Cleanup BS in Sports Communication

Initiator(s): S. Alspach

Proposal Contact: S. Alspach Date Sent: 11/16/2016

Department: Humanities Campus Address: 1009 Campus Dr.
(Please type)

Responding Department: School of Education

Administrator L. Johnson Date Received: 11/16/16 Date Returned: 11/28/16

Based upon department faculty review on 11/16 – 11/28/16 (Date) we:

- ☒ Support the above proposal.
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. [Click here to enter text.](#)

CURRICULUM CONSULTATION FORM

FORM B

Effective Fall 2015

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to ensure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Minor Curriculum Cleanup BS in Sports Communication

Initiator(s): Sandy Alspach

Proposal Contact: Sandy Alspach Date Sent: Oct. 20, 2016

Department: Humanities Campus Address: 1009 Campus Drive
(Please type)

Responding Department: Marketing

Administrator: J. Ek Date Received: October 20, 2016 Date Returned: October 28, 2016

Based upon department faculty review on October 21 – 28, 2016 (Date) we:

- ☐ Support the above proposal.
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☒ Do not support the proposal for the reasons listed below.

The department is concerned that this degree path is trying to circumvent the business core critical to student success in the Sports Business field. The Sports Communication degrees is promoted as one that you can take the major classes without the business core including accounting, economics etc.

Because the Sports Communication BS degree requires a concentration AND a minor, students can and should package 30+ credits in Advertising/Marketing/PR with their Sports Communication major." Coaches need the ability to strategically plan and budget their teams recruiting, equipment, and travel budgets. Sports marketers need to understand strategic plans, advanced marketing tools to reach target markets, legal implications of business decisions, and basic budgeting necessary for event planning. Students have gone on to sports careers at major leagues from our business Marketing

program and they all cite the necessity of a business foundation for decision-making. The department is disappointed that we direct students into programs with the promise of Sports careers without teaching them the basics necessary to succeed.

The Form A states that "The impact of #2, 3, and 4 is that students will complete a "hard skills" minor of their career choice to complement the "soft skills" communication core." Students will complete General Education courses, a soft skills major core and then add their career skills from taking a minor or two.

The proposal directs a specific class to be included in the Integrated Marketing Techniques minor that is not among the choices in this minor.

Minors must be declared with the minor advisor and minor electives must be directed by the minor advisor. Minor classes should not be listed on the check sheet, only a list of acceptable minors. This will ensure that students declare the minor and receive appropriate advising.

Form B consultation on Sports Comm revision

Sandra L Alspach

Reply all |

Mon 11/14, 2:08 PM

Jeff A Ek; Laura F Dix

We've made the correction in the Form D checksheet. The IMT minor will show only the required 4 courses and 2 blank spaces to be filled in with the IMT advisor's direction.

Thanks!

Sandy A.

From: Jeff A Ek

Sent: Monday, November 14, 2016 9:32 AM

To: Sandra L Alspach

Cc: Laura F Dix

Subject: Re: Form B consultation on Sports Comm revision

Hello Sandy,

Specific minor courses should not be listed on the SPTC check sheet, only a list of acceptable minors. This will ensure that students declare the minor and receive appropriate advising from the IMT advisor.

Thanks,

Jeff

Jeff Ek

Marketing Department Chair

College of Business | Ferris State University

ferris.edu/business | 231.591.2442

Ferris State University, College of
Business

ferris.edu

Includes a listing of degrees, course descriptions, requirements, student organizations, and a listing of faculty.

Sandra L Alspach

Sat 10/29, 11:13 AM

SPTC BS checksheet uni...

51 KB

Download Save to OneDrive - Ferris State University

Thanks for the conversation this morning, Jeff.

Would your Marketing folks feel more comfortable if we simply list the four required courses for the Integrated Marketing Techniques minor and let the other two courses be selected by the IMT advisor and the student?

See attached checksheet revision.

Sandy

From: Jeff A Ek

Sent: Friday, October 28, 2016 2:39 PM

To: Sandra L Alspach

Cc: Laura F Dix; Trinidy D Williams

Subject: Re: Form B consultation on Sports Comm revision

Hello Sandy,

Attached is the Form B response from the Marketing Department faculty.

Thank you,

Jeff Ek

Marketing Department Chair

College of Business | Ferris State University

ferris.edu/business | 231.591.2442

Ferris State University, College of
Business

ferris.edu

Includes a listing of degrees, course descriptions,
requirements, student organizations, and a listing
of faculty.

Sandra L Alspach

Fri 10/28, 10:18 PM

Jeff,

Thanks for your thoughtful response to the consultation Form B for the proposed revision of the BS in Sports Communication. Could you share the vote count from the Department on the consultation? When the BS in Sports Communication was proposed in 2014, we followed your direction by making one of the Marketing minors a "concentration" for the Sports Comm majors to select as part of their major. The operation of this relationship has been very successful from our perspective. We have sent our students to your office for appropriate advising on course selection for the Marketing minors.

This consultation form was sent to you as a courtesy to advise you that in our current proposal we simply identify one of the Marketing minors: Integrated Marketing Techniques (IMT) as the "Marketing concentration." We appreciate the opportunity this minor provides to give our students a broad introduction to the business side of Sports Communication. Most of the students who have opted for the IMT have also pursued a second minor in one of the specified areas: Advertising and Integrated Communications, Marketing/Sales, or Public Relations. Your department already approved our program's using your minors as a concentration in the Sports Communication BS major in the consulting period prior to Fall 2014. This proposal simply identifies which minor they may select as their concentration.

Best,

Sandy A.

From: Jeff A Ek

Sent: Friday, October 28, 2016 2:39 PM

To: Sandra L Alspach

Cc: Laura F Dix; Trinidy D Williams

Subject: Re: Form B consultation on Sports Comm revision

Hello Sandy,

Attached is the Form B response from the Marketing Department faculty.

Thank you,

Jeff Ek

Marketing Department Chair

College of Business | Ferris State University

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Includes a listing of degrees, course descriptions,
requirements, student organizations, and a listing
of faculty.

Jeff A Ek

Fri 10/28, 2:39 PM

FormB Marketing.docx
43 KB

Download Save to OneDrive - Ferris State University

Hello Sandy,

Attached is the Form B response from the Marketing Department faculty.

Thank you,

Jeff Ek

Marketing Department Chair
College of Business | Ferris State University
ferris.edu/business | 231.591.2442

Sandra L Alspach

Thu 10/20, 11:42 AM

FormA and Checksheet ...
419 KB

Foi
411

2 attachments (460 KB) Download all
Save all to OneDrive - Ferris State University

Laura and Jeff,

Our Sports Comm BS is going through a revision this fall that affects you. Here's the recommendation: we identify the Integrated Marketing Techniques (IMT) as the "Workplace Concentration" for students interested in any aspect of advertising, marketing or PR in Sports. Then, if they are carefully advised (counting on you to do so), they can pick up the minor in any of the specific fields with 4-5 additional courses. Since the Sports Comm BS requires a concentration AND a minor, students could package 30+ credits in Advertising/Marketing/PR with their Sports Communication major.

See attached Form A, checksheet for the BS (using the new University template), and Form B consultation for your response. You can send the signed Form B directly to Paula Hadley in the Academic Senate, but please send me a copy too, especially if you have comments.

Please ask if you have questions,

Sandy A.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: MCC Sports Communication

Projected number of students per year affected by proposed change: 25

Initiator(s): Sandy Alspach

Proposal Contact: Sandy Alspach Date Sent: February 8, 2017

Department: Humanities Campus Address: 119 Johnson Hall
(Please type)

Liaison Librarian Signature: Mari Kermit-Canfield

Date Received: 2/10/17

Dean of FLITE Signature:  Click here to enter text.

Date Returned:  Click here to enter text.

Based upon our review on (date), FLITE concludes that:

- ☒ Library resources to support the proposed curriculum change are currently available.
- ☐ Additional Library resources are needed but can be obtained from current funds.
- ☐ Support, but significant additional Library funds/resources are required in the amount of \$. [Click here to enter text.](#)
- ☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary. [Click here to enter text.](#)

BACHELOR OF SCIENCE IN SPORTS COMMUNICATION

FERRIS STATE UNIVERSITY

PROGRAM COORDINATOR: Dr. Sandy Alspach

PHONE: (231) 591-2779 OFFICE: JOH 127 E-MAIL: alsbachs@ferris.edu

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements SPTC-BS-AS:

1. 2.0 CUMULATIVE grade point average in all courses with no grade lower than a "C" in any COMM or ENGL class.
2. 120 minimum semester credits including general education requirements.
3. Residency requirement: 30 minimum FSU semester credits.
4. Minimum of 40 credits numbered 300 or higher.

Number of 300+ Credits: _____

Program Requirements: for students entering Sports Communication Fall Semester 2016

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR (39 credit min) No grade lower than a "C" in any COMM or ENGL class (Prerequisites)				
COMM	101	Intro to Communication Study (F)	3	
Select one: COMM 105 or COMM 221 or MGMT 302		Interpersonal Communication (F,Sp,Su)	3	
		Small Group Decision Making (F,Sp,Su)		
		Team Dynamics – Org Behavior (F,Sp,Su)		
COMM	121	Fundamentals of Public Speaking (F,Sp,Su) (May substitute COMH 121)	3	
COMM	299	Theories of Human Communication (F,Sp) (COMM 221 and 105 and 121 or COMH121)	3	
COMM	300	Research Methods in Comm. (F) (COMM 299)	3	
Select one: COMM 301 or COMM 336		Interviewing (F,Su) (COMM 105 or COMM 121 or COMH 121)	3	
		Tech and Prof Presentation (Sp,Su)		
Select one: COMM 383 or TDMP 110 or JRNL 251		Mass and Social Media Com (Sp) (COMM 105 or COMM 121 or COMH 121 or COMM 221)	3	
		Intro to Video Productions (F,Sp,Su)		
		Understanding Mass Media (Sp)		
COMM	366	Diversity & Communication (F,Sp,Su) (COMM 105 or COMM 121 or COMH 121 with C or better)	3	
Select one: COMM 381 or MGMT 301		COMM in Sports Organizations (F) (COMM 105 or COMM 121 or COMH 121 with C or better)	3	
		Applied Management (F,Sp,Su)		
COMM	389	Sports Communication (Sp) (COMM 105 or COMM 121 or COMH 121 and ENGL 250 with C or better)	3	
COMM	493	Internship in Communication (total 6 credit minimum) (F,Sp,Su) (instructor consent)	1 – 8	CR/NC
COMM	489	Seminar in Sports Communication (Sp) (COMM 299 and 300 and 389)	3	
APPLICATION TO THE WORKPLACE OR ACADEMIC MINOR: Minimum 15 credits				
Select one option below				
Broadcasting and Journalism:			18 cr.	
Select one:		COMM 385 or TDMP 325	3	
COMM	387		3	
TDMP	243		3	
TDMP	136		3	
Select two:		JRNL 121, JRNL 122, JRNL 228	3 3	
Media and Marketing				
Select one of the following Minors: AIMC, ECOM, IMT, MKTG, PREL (See Catalog for course listing)			15 cr.	

Operations/Facility Management			
RFIM	110		3
Select one:	HOMT 301 or FMAN 321		3
Select one:	HOMT 401 or FMAN 322		3
Select one:	HOMT 302 or MGMT 321		3
Select one:	HOMT 305 or BLAW 321		3
Academic Minor:			18 – 24 cr.

ELECTIVES to total 120 credits hours (40 credits at 300 or above)			

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog: <http://www.ferris.edu/htmls/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS			
A. COMMUNICATION COMPETENCE 12 Sem Credits			
Course	Grade	Credits	
ENGL 150		3	
ENGL 250		3	
ENGL 311 or 321 or 323 or 325		3	
COMM (Achieved in program coursework)		(3)	
TOTAL			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category (one must be a lab course).			
Course	Grade	Credits	
Lab			
TOTAL			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CH EC K	Course	Grade	Credits
	MATH 115 or higher <i>or</i> (MATH 117 recommended)		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score ≥ 24	Score	
TOTAL			

D. CULTURAL ENRICHMENT 9 Sem Credits		
Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credits
200+ level COMM 231 recommended		
TOTAL		
E. SOCIAL AWARENESS 9 Sem Credits		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one 200+ level course		
Course	Grade	Credits
Foundation		
200+ level		
TOTAL		
F. GLOBAL CONSCIOUSNESS		
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
G. RACE/ETHNICITY/GENDER		
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		

SAMPLE COURSE SEQUENCE: The following chart depicts one strategy to begin program requirements. In order to complete this program in a four year plan, students must average 16 – 17 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

First Year Fall Semester		First Year Spring Semester	
COMM 101 Introduction to Communication Study	3	COMM 121 or COMH121 Public Speaking	3
COMM 105 Interpersonal Communication	3	COMM 221 Small Group Decision Making	3
Social Awareness Elective	3	Scientific Understanding	3
ENGL 150 English I	3	MATH 115 or higher or proficiency	3-4
Cultural Enrichment / Global Consciousness Elective	3	ENGL 250 English 2	3
	15		15-16

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

ADMISSION REQUIREMENTS

New Students

- First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process.

Transfer Students

- Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

Required	Course Title (Prerequisites shown in parenthesis)	Crs
----------	---	-----

TIER 1: FOUNDATION COMPETENCIES

COMMUNICATION COMPETENCY – 12 Credits Required (or their equivalent)

COMM		Met in major core: COMM 121 and COMM 105 or COMM 221	3
ENGL	150	English 1 (SAT 370 OR ACT 14 OR ENGL 074 with C- or better)	3
ENGL	250	English 2 (C- in ENGL 150)	3
ENGL		ENGL 311, 321, 323, or 325	3

QUANTITATIVE LITERACY COMPETENCY – 3 Credits Required

MATH			3
------	--	--	---

TIER 2: DISTRIBUTION COMPETENCIES

NATURAL SCIENCES COMPETENCY – minimum 6 Credits Required; at least one must be a class with a lab

		Lab class	

CULTURE COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines

		(200+)	

SELF AND SOCIETY COMPETENCY – 9 Credits Required *; Courses in this category must come from two different disciplines

		Foundation	
COMM	366	Diversity and Communication	3

TIER 3: FOUNDATION COMPETENCIES

COLLABORATION COMPETENCY – 2 courses Required **

COMM	389	Sports Communication	3
COMM	489	Seminar in Sports Communication	3

PROBLEM SOLVING COMPETENCY – 2 courses Required **

COMM	389	Sports Communication	3
COMM	489	Seminar in Sports Communication	3

Freshman Seminar Requirement, FSUS 100, or is satisfied by:

Diversity Requirement is satisfied by: COMM 366 Diversity and Communication

- * General Education Requirements - "Diversity (both Global and U.S. Diversity)" and "Self and Society Foundation" requirements must be met either through Culture or Self and Society or other courses | must have a 200 level course in both Culture and Self and Society Courses. | The Self and Society Foundation course can be your 200+ course.

- ** Some courses include both Collaboration and Problem Solving attributes

Sports Communication - Bachelor of Science - 120 Credits

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
CORE REQUIREMENTS – 39 Credits Required (minimum of C or higher in all COMM and ENGL courses)			
COMM	101	Intro to Communication Study (F)	3
Select one:			
COMM	105	Interpersonal Communication (F, SP, SU)	3
COMM	221	Small Group Decision Making (F, SP, SU)	
MGMT	302	Team Dynamics – Org Behavior (F, SP, SU) (Sophomore standing)	
COMM	121	Fundamentals of Public Speaking (F, SP, SU) (May substitute COMH 121)	3
COMM	299	Theories of Human Communication (F) (COMM 121 or COMH 121 and COMM 105 or COMM 221)	3
COMM	300	Research Methods (SP) (COMM 299)	3
Select one:			
COMM	301	Interviewing (F, SP, SU) (COMM 105 or COMM 121 or COMH 121)	3
COMM	336	Tech and Prof Presentation (F, SP, SU) (COMM 121 or COMH 121)	
Select one:			
COMM	383	Mass and Social Media Comm (F) (COMM 105 or COMM 121 or COMH 121 or COMM 221)	3
TDMP	110	Intro to Video Productions (F, SP, SU)	
JRNL	251	Understanding Mass Media (SP)	
COMM	366	Diversity and Communication (F, SP, SU) (COMM 105 or COMM 121 or COMH 121 or COMM 221)	3
Select one:			
COMM	380	Organizational Communication (F even) (COMM 105 or COMM 121 or COMH 121 or COMM 221)	3
RMLS	250	Intro to Sports Management (SP even) (department permit)	
MGMT	301	Applied Management (F, SP, SU)	
COMM	389	Sports Communication (SP) (COMM 105 or COMM 121 or COMH 121 or COMM 221 and ENGL 211 or ENGL 250, all with C or higher)	3
COMM	493	Communication Practicum (F, SP, SU) (total 6 credits minimum) (instructor permit)	1-8
COMM	489	Seminar in Sports Communication (SP) (COMM 300 and COMM 389)	3
Academic Minor – Minimum 18 Credits Required (these courses ARE used to calculate the major GPA requirement) 2 courses from the Major Core or Concentration may count towards an Academic Minor.			

ONE CONCENTRATION FROM NEXT PAGE REQUIRED
(Requires Advisor approval)
MUST BE 18 CREDITS OR MORE

ADDITIONAL GRADUATION REQUIREMENTS

Students must

- maintain a 2.00 cumulative GPA in all FSU courses
- have 40 credits at the 300/400 level
- have 30 credits of Ferris classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- have C or better in all COMM and ENGL courses

DEGREE OUTCOMES (the outcomes will be used in TracDAT)

1.	Students will describe the role of communication in the Sports industry	Participate in discussion, write short papers, complete quizzes and exams
2.	Students will apply communication skills valued in the Sports industry	Participate in individual and group projects resulting in written and oral reports
3.	Students will analyze how sports are integral to American and global culture	Write research-based critical essays
4.	Students will prepare for entry-level jobs in career fields in Sports-related organizations	Complete courses with a career-skills focus from the Concentration and Minor options for this major

Sports Communication - Bachelor of Science - 120 Credits

Required	Course Title (Prerequisites shown in parenthesis)	Crs	Gr
SELECT ONE CONCENTRATION FROM LIST BELOW – Must obtain advisor approval MUST BE 18 CREDITS OR MORE			

Multimedia Journalism Minor – 21 Credits Required [JRNL 121 required]				
COMM	387	Broadcast Presentation (SP odd)	(COMM 121 or COMH 121)	3
JRNL	121	Writing for Mass Media (F)		3
Select one				
JRNL	222	Reporting (SP)	(ENGL 150 and JRNL 121 with C or higher)	
JRNL	328	Feature and Opinion Writing (SP odd)	(ENGL 250 with C or higher)	
JRNL	330	Publication Editing (SP even)	(ENGL 250 with C or higher)	
DSGN	224	Web Design & Planning		
TDMP	136	Audio Production (F, SP, SU)		3
TDMP	243	Field Production (F, SP, SU)	(department permission)	3
TDMP	326	Script Writing (F, SP, SU)	(ENGL 211 or ENGL 250)	3
ENGL	417	Multimedia Design and Writers	(ENGL 3xx at C+ or higher)	3

Notes: select courses with advice of minor advisor.

Integrated Marketing Techniques Minor – 18 Credits Required				
AIMC	300	Principles of Advertising/IMC (F, SP, SU)	(ENGL 150 with C- or higher and Sophomore status or higher)	3
MKTG	231	Professional Selling (F, SP, SU)	(COMM 121 or COMH 121)	3
MKTG	321	Principles of Marketing (F, SP, SU)	(Sophomore status or higher)	3
PREL	240	Public Relations Principle (F, SP, SU)	(ENGL 150)	3
		Elective:		3
		Elective:		3

Notes: select courses with advice of minor advisor.

Event Management Minor – 18 Credits Required				
MKTG	321	Principles of Marketing [Directed Business Elective] (F, SP, SU)	(Sophomore status or higher)	3
HSMG	228	Banquet Management (SP)	(Sophomore status or higher)	3
HSMG	305	Convention Sales and Service	(HSMG 228)	3
HSMG	392	HSMG Internship II	(department approval)	array
HSMG	401	Event Management I (SP, SU)	(HSMG 305)	3
HSMG	402	Event Management II		3

Notes: select courses with advice of minor advisor.

Management and Leadership Concentration - 18 Credits Required [RMLS 250 required] [Leadership and Project Management Minor or Human Resource Management Minor highly recommended]				
COMM	421	Leadership (F)	(COMM 105 or COMM 121 or COMH 121 or COMM 221)	3
COMM	460	Comm-Rights Responsibilities (SP)	(COMM 105 or COMM 121 or COMH 121 or COMM 221)	3
MGMT	305	Managerial Leadership (F, SP, SU)	(Sophomore status or higher)	3
MGMT	350	Mgmt Metrics & Decision Making (F, SP, SU)		3
RMIN	200	Foundations Risk Management & Insurance (F, SP)		3
Select one:				
MGMT	373	Human Resource Mgmt (F, SP, SU)	(Sophomore standing or higher)	3
MGMT	375	Negotiations (SP)	(Junior standing or higher)	
EDPE	426	Issues in Physical Edu-Sport (F odd)	(SOCY 121 or instructor permission)	
EDPE	436	Exercise Psych in Ph Ed – Sport (F even)	(PSYC 150 and EDPE 220)	

Notes: select courses with advice of major advisor.

ELECTIVE CREDITS				

Sports Communication - Bachelor of Science - 120 Credits**Semester-by-Semester layout of classes****FIRST YEAR****Fall Semester**

Class	Credits
COMM 101	3
COMM 121	
Total Credits	

Spring Semester

Class	Credits
COMM 105/221	3
Total Credits	

Summer Semester

Class	Credits
Total Credits	

SECOND YEAR**Fall Semester**

Class	Credits
COMM 299	3
Total Credits	

Spring Semester

Class	Credits
COMM 300	3
Total Credits	

Summer Semester

Class	Credits
Total Credits	

THIRD YEAR**Fall Semester**

Class	Credits
COMM 301	3
Total Credits	

Spring Semester

Class	Credits
COMM 389	3
Total Credits	

Summer Semester

Class	Credits
Total Credits	

FOURTH YEAR**Fall Semester**

Class	Credits
COMM 383	3
Total Credits	

Spring Semester

Class	Credits
COMM 489	3
Total Credits	

Summer Semester

Class	Credits
COMM 493	6
Total Credits	

SPORTS COMMUNICATION MINOR (Fall 2016)

FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES

ADVISOR: Dr. Sandy Alspach

PHONE: (231) 591-2779

E-MAIL: alspachs@ferris.edu CAMPUS ADDRESS: JOH 127

Why Choose a Communication Minor?

The sports industry has become a major player in the national and world economy. Beyond the obvious competition events involving players, coaches and spectators, the industry requires many support personnel to manage market and broadcast events. At every level of involvement, appropriate and effective communication is required. This minor offers students pursuing careers in the sports industry an opportunity to acquire knowledge and develop skills and attitudes for achieving competent 'sports communication'.

Admission Requirements

This Sports Communication minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree except those pursuing a B.S. in Applied Speech Communication or B.S. in Sports Communication. The minor is designed to complement any Ferris major program. A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. The Sports Communication minor requires a minimum of 18 credits of course work in communication, nine of which are at the 300 level or above, and a minimum 2.0 grade average in all course work comprising the minor. Also, 50% of the credits for a minor must be taught by Ferris State University.

Required Courses – Pre-requisite: COMM 105 or COMM 121 or COMH 121 or COMM 221 and ENGL 250 all with C or higher

COMM 301 Interviewing
COMM 381 Comm in Sports Organizations
COMM 389 Sports Communication

Elective Courses – select 3

AIMC 300	Principles of Advertising/IMC	HOMT 401	Special Event Planning
BLAW 321	Contracts and Sales	JRNL 121	Writing for Mass Media
COMM 383	Mass and Social Media Comm	JRNL 251	Understanding Mass Media
COMM 385	Broadcast Writing	MGMT 375	Negotiations
COMM 387	Broadcast Presentation	MKTG 321	Principles of Marketing
FMAN 321	Principles of Facility Mgmt	MKTG 420	Sports Marketing
FMAN 322	Project Management	PREL 240	Public Relations Principles
GRDE 114	Design Survey	PREL 341	Public Relations Writing\Tools
GRDE 116	Computers in Visual Media	TDMP 110	Intro to Video Communications
GRDE 118	Desktop Publishing	TDMP 243	Field Production
HIST 285	History of Sport	TDMP 314	Remote TV Production
HOMT 305	Convention and Meeting Sales	TDMP 326	Script Writing

MINOR IN SPORTS COMMUNICATION

NAME _____ STUDENT NUMBER _____

STUDENT'S COLLEGE: _____ B.S/ B.A. PROGRAM: _____

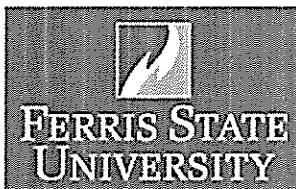
Procedures for declaring a minor: The student will meet with the minor advisor to create a plan for completion of the minor, sign Section A and receive a copy of the form. The minor advisor will route the form through the department office and the Dean's Office. The student is not enrolled in the minor until the Dean's Office submits the form to Records.

Procedures upon completion of a minor: The student will notify the minor advisor when requirements are complete. The department and the advisor will verify that the student has completed the minor, sign Section B and forward the form with copies of any approved substitutions or exceptions forms to the Dean's Office for signature. The Dean's Office will send a copy to Records for posting the completion of the minor.

SECTION A DECLARATION OF MINOR	General Requirements:			
	1) At least 9 of the credits of the minor must be numbered 300 or higher			
	2) At least 50% of the credits of the minor must be Ferris State University credits			
	3) This minor requires a minimum of 18 credits			
	4) This minor requires a minimum GPA of <u>2.0</u> in these courses:			
	5) Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.			
	6) A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major*.			
	7) Students may apply 6 credit hours of overlap between minors**.			
	Required Courses		Credit Hours	Grade
	COMM 301		3	
COMM 381		3		
COMM 389		3		
Elective Courses: Select 3 courses from the following: AIMC300 or BLAW321 or COMM383 or COMM385 or COMM387 or FMAN321 or FMAN322 or GRDE114 or GRDE116 or GRDE118 or HIST 285 or HONT305 or HONT401 or JRNL121 or JRNL251 or MGMT375 or MKTG321 or MKTG420 or PREL240 or PREL341 or TDMP110 or TDMP243 or TDMP314 or TDMP326		3		
		3		
		3		
Signatures				
Student		Date		
Advisor				
Department/Dean				
SECTION B MINOR COMPLETE	Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)			Date
	Department			
	CAS Dean			
	Registrar's Office			

*Approved by the Academic Senate, January 14, 2014 ** Approved by the Academic Senate, April 19, 2001

DECLARATION SENT TO RECORDS _____ COMPLETION SENT TO RECORDS _____
 C:\USERS\SPACHS\DOCUMENTS\SPORTS COMM MAJOR\SPORTS COMM MINOR F16.DOCX SPTC IMPLEMENTED FALL 2011 UPDATED FALL 2014



Proposed

Minor - 18 Credits

Sports Communication

College of Arts and Sciences

Student Name: _____ Student CWID: _____

Admission Requirements

New Students or Transfer Students

This Sports Communication minor is open to any student admitted to Ferris State University and pursuing a baccalaureate degree, except those pursuing a B.S. in Sports Communication.

MAJOR REQUIREMENTS – 18 Credits Required (these courses will be used in the major GPA requirement)				
Course			Credits	Grade
COMM	301	Interviewing	3	
COMM	389	Sports Communication	3	
Select one:			3	
COMM	380	Organizational Communication		
RMLS	250	Intro to Sports Management		
MGMT	301	Applied Management		
Select three courses upon consultation with Minor advisor. Two (2) courses from the Major may count towards this minor.				
			3	
			3	
			3	

ADDITIONAL REQUIREMENTS				
Prerequisites				
ENGL	250	English 2, with grade of C or higher	3	
Select one:		with grade of C or higher	3	
COMM	105	Interpersonal Communication		
COMM	121	Fundamentals of Public Speaking (may substitute COMH 121)		
COMM	221	Small Group Decision Making		
<ul style="list-style-type: none"> A minimum 2.0 grade point average in all course work comprising the minor 50% of the credits for the minor must be taught by Ferris State University faculty 				

DEGREE OUTCOMES	
1.	Describe the role of communication in the Sports industry
2.	Apply communication skills valued in the Sports industry
3.	Analyze how sports are integral to American and global culture
4.	Apply preparation in the academic major to issues in the Sports industry.

For Office Use Only

Banner Program Code:

Department/School:

231-591-2#### xxxx@ferris.edu

MyDegree Blocks

Test	Prod

Original Creation Date:

Effective Term:

Effective Catalog Year:

UCC Proposal Number:

SPORTS COMMUNICATION CERTIFICATE (FALL 2016)

NAME _____ STUDENT NUMBER _____

STUDENT'S COLLEGE: _____

The sports industry has become a major player in the national and world economy. Beyond the obvious competition events involving players, coaches and spectators, the industry requires many support personnel to manage market and broadcast events. At every level of involvement, appropriate and effective communication is required. This certificate offers students pursuing careers in the sports industry an opportunity to acquire knowledge and develop skills and attitudes for achieving competent 'sports communication'.

ADMISSION REQUIREMENTS

This Sports Communication certificate is open to any student admitted to Ferris State University except those pursuing a major in B.S. in Applied Speech Communication or B.S. in Sports Communication. The certificate is designed to complement any other Ferris major program, or to provide additional post-baccalaureate skills and training.

For further information, contact Dr. Sandy Alspach, Program Advisor, Department of Humanities, 127 Johnson Hall, 231-591-2779, alspachs@ferris.edu.

SECTION A	General Requirements:			
	1) This certificate requires a minimum of <u>12</u> credits			
	2) This certificate requires a minimum GPA of <u>2.0</u> in these courses.			
	3) English 250 with a grade of C or higher is required.			
	4) At least 50% of the credits of the certificate must be Ferris State University credits. No more than six credits from this certificate may count towards completion of an academic major.			
	Required Courses	(Prerequisites)	Credit Hours	Grade
	COMM 301	(COMM 105 or COMM 121 or COMH 121)	3	
	COMM 381	(COMM 105 or COMM 221)	3	
	COMM 389	(COMM 105 or COMM 121 or COMM 221 or COMH121 and ENGL 250 all with grades of "C" or higher)	3	
	Choose one course from: AIMC300 or BLAW321 or COMM383 or COMM385 or COMM387 or FMAN321 or FMAN322 or GRDE114 or GRDE116 or GRDE118 or HIST 285 or HONT305 or HONT401 or JRNL121 or JRNL251 or MGMT375 or MKTG321 or MKTG420 or PREL240 or PREL341 or TDMP110 or TDMP243 or TDMP314 or TDMP326		3	
Signatures			Date	
Student				
Advisor				
Department				
SECTION B	Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE CERTIFICATE)			Date
	Department			
	CAS Dean			
	Registrar			

DECLARATION SENT TO RECORDS _____

COMPLETION SENT TO RECORDS _____

Admission Requirements

New Students

This certificate requires a minimum GPA of 2.0 in these courses.

Transfer Students

At least 50% of the credits of the certificate must be Ferris State University credits.

REQUIRED COURSES – 9 Credits Required

COMM	301	Interviewing	3	
COMM	380	Organizational Communication	3	
COMM	389	Sports Communication	3	

ELECTIVE COURSE – 3 Credits Required

Elective course selected with advice from Certificate advisor.

DEGREE OUTCOMES

1.	Students will describe the role of communication in the Sports industry	Participate in discussion, write short papers, complete quizzes and exams
2.	Students will apply communication skills valued in the Sports industry	Participate in individual and group projects resulting in written and oral reports
3.	Students will analyze how sports are integral to American and global culture	Write research-based critical essays
4.	Students will prepare for entry-level jobs in career fields in Sports-related organizations	Complete at least one course with a career-skills focus

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ Prefix (current) COMM ☐ Number (current) 299 Contact Hours (current): 3

Lecture ☐ Lab ☐ Seminar ☐ Practicum ☐ Independent Studies ☐

[Enter contact hours per week in blank above.]

☐ Prefix (proposed) Click here to enter text. ☐ Number (proposed) Click here to enter text. Contact Hours (proposed): Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐ Practicum ☐ Independent Studies ☐

[Enter contact hours per week in blank above.]

☐ Title (current): Theories Human Communication

☐ Title (proposed): Click here to enter text.

☐ Credit Hours (current): 3 ☐ Prerequisites (current): COMM105 or COMM200 & COMM121 or COMM201 or COMH121 and COMM221. ☐ Co-requisites (current): Click here to enter text.

☐ Credit Hours (proposed): Click here to enter text. ☒ Prerequisites (proposed): COMM 121 or COMH 121 and COMM 105 or COMM 221, all with C or higher ☐ Co-requisites (proposed): Click here to enter text.

☐ Course Description (current) 125 words maximum: This course integrates the student's communication skills, critical thinking skills, and understanding of the interrelated concepts of communication in reference to the contemporary and classical theories of human communication. The course also serves as the capstone of the applied speech communication associate program

☒ Course Description (proposed) 125 words maximum: Students examine classical and contemporary theories of human communication. They exercise communication skills at the interpersonal, small group, and presentational levels. They investigate research in communication in their career area. This course serves as the capstone course for the Communication minor and the Associate in Arts in Applied Speech Communication. Typically offered Fall semester.

☐ Course Outcomes and Assessment Plan (current): Click here to enter text.

☒ Course Outcomes and Assessment Plan (proposed): Click here to enter text.

Outcomes: Students will

Explain at least one philosophical approach or "perspective" for studying human communication theories.

Class Activities, Quizzes, Exams

Summarize at least one report of research on a communication question, and identify its perspective area and the theory it is testing.

Exams, Oral Presentation, and Term Project

Explain and evaluate at least two significant theories for describing, interpreting, and evaluating human communication processes.

Quizzes, Exams

Apply various communication theories to personal experiences and communication events.

Class Activities, Exams, and Term Project

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

10% Defining Human Communication

20% The Rhetorical Perspective: Sender-focused Theories

20% The Scientific Perspective: Message/Variable-focused Theories

20% The Interpretive Perspective: Receiver-focused Theories

20% The Critical Perspective: Cultural and Power-focused Theories

10% Exams and Presentations

MODIFY A COURSE – Course Data Entry Form

FORM F-M

Effective Fall 2015

I. ACTION TO BE TAKEN: MODIFY A COURSE

Desired Term Effective (6 digit code): 201708 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. COURSE TO BE MODIFIED:

- A. Course Prefix: COMMB. Number: 299
C. Course Title: Theories Human Communication

LIST THE LETTER(S) OF ALL CHANGES FROM SECTION III BELOW: P,Q,S See Appendix E Instructions for Completing Forms.

III. MODIFICATIONS

- A. Course Prefix: Click here to enter text. B. Number: Click here to enter text.
B. Contact Hours: Click here to enter text. Lecture ☐ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
C. Practicum ☐ Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]
D. Course Title: Click here to enter text. [Limit to 30 characters including punctuation and spaces]
E. College Code: Click here to enter text. G. Department Code: Click here to enter text. H. Credit Hours: Variable ☐ Fixed ☐
I. Minimum Credit Hours: Click here to enter text. J. Maximum Credit Hours: Click here to enter text. [Enter number is space.]
K. Hours May be Repeated for Extra Credit: Yes ☐ No ☐ If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.
L. Levels: Undergraduate ☐ Graduate ☐ Professional ☐
M. Grade Method: Normal Grading ☐ Credit/No Credit (Pass/Fail) ☐
N. Does proposed new course replace an equivalent course? Yes ☐ No ☐
O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.
P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Click here to enter text.

Students examine classical and contemporary theories of human communication. They exercise communication skills at the interpersonal, small group, and presentational levels. They investigate research in communication in their career area. This course serves as the capstone course for the Communication minor and the Associate in Arts in Applied Speech Communication. Typically offered Fall semester.

- Q. Term Offered: F R. Max Section Enrollment: Lecture: Lab:
S. Prerequisites or Restrictions: If none, leave blank. COMM 121 or COMH 121 and COMM 105 or COMM 221, all with C or higher
T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

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

Basic Skill (BS) ☐ General Education ☐ Occupational Education ☐ G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Course Identification

☐ Prefix (current) COMM ☐ Number (current) 387 Contact Hours (current): 3

Lecture ☒ Lab ☐ Seminar ☐ Practicum ☐ Independent Studies ☐

[Enter contact hours per week in blank above.]

☐ Prefix (proposed) Click here to enter text. ☐ Number (proposed) Click here to enter text. Contact Hours (proposed): Click here to enter text.

Lecture ☒ Lab ☒ Seminar ☐ Practicum ☐ Independent Studies ☐

[Enter contact hours per week in blank above.]

☐ Title (current): Broadcast Presentation

☐ Title (proposed): Click here to enter text.

☐ Credit Hours (current): 3 ☐ Prerequisites (current): COMM 121 or COMH 121 or COMM 201 and COMM 385. ☐ Co-requisites (current): Click here to enter text.

☐ Credit Hours (proposed): Click here to enter text. ☒ Prerequisites (proposed): COMM 121 or COMH 121 ☐ Co-requisites (proposed): Click here to enter text.

☐ Course Description (current) 125 words maximum: Broadcast announcing, whether for radio or television, requires a unique knowledge base and a special set of skills. Vocal quality, word flow, camera presence (kinesics or body movement), timing to the second, the ability to attend to information from several sources simultaneously, and script writing are some of the skills that are needed. The knowledge base and practice in these skills are provided in the course. Typically offered Fall only odd.

☒ Course Description (proposed) 125 words maximum: Broadcast announcing, whether for radio or television, requires a unique knowledge base and a special set of skills. Vocal quality, word flow, camera presence (kinesics or body movement), timing to the second, the ability to attend to information from several sources simultaneously, and script writing are some of the skills that are needed. The knowledge base and practice in these skills are provided in the course. Typically offered Spring odd.

☐ Course Outcomes and Assessment Plan (current): The class will consist of lecture as well as performance. Each student will be responsible for a detailed 'log' that details the development of desired skills. This will be typed and handed in before midterm for evaluation by the instructor and again at the end of the semester. Each student will be required to produce a television program in which they will also play a role on-camera. A detailed explanation of this assignment will be handed out in class. One term paper will also be assigned to deal with some aspect of broadcast performance. Finally, there will be a variety of graded assignments, most involving on-camera work. There will be a final exam consisting of both written and oral sections.

☒ Course Outcomes and Assessment Plan (proposed): Click here to enter text.

Demonstrate the skill/art of broadcast announcing	Present in class (performances recorded for student self-evaluation)
Demonstrate the skill/art of broadcast kinesics	Present in class (performances recorded for student self-evaluation)
Apply critical thinking skills necessary for broadcast writing	Read various types of broadcast scripts
Compose scripts for the broadcast media	Write a variety of types of broadcast scripts
Demonstrate the ability to use time to the second in both broadcast speaking and writing	Present in class (performances recorded for student self-evaluation)

☒ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Week 1: Examination of the role the communication plays in modern media

Week 2: Study of the vocal mechanism and how it functions. In addition, the study of how one may improve their vocal quality

Week 3: Study of the tools that the broadcast announcer has at his disposal to transmit the message in a clear manner that will be understood by the audience

Week 4: Study of the tools that the broadcast announcer has to communicate his message including playing to the microphone and camera

Week 5: An examination of typical duties of the radio announcer

Week 6: An examination of the elements comprising broadcast news

Week 7: An examination of the typical duties of the television announcer

Week 8: A study of broadcast interviewing

Week 9: An examination of broadcast specialties (weather, sports, narration)

Week 10: A study of television commercials

Week 11: A study of broadcast careers (term paper due)

Week 12: Completion of major project and write up (Major project is hosting a half hour television show directed by television production majors in TVPR 345)

Week 13: Self-examination by each student of their strong and weak points as an announcer

Week 14: Wrap-up and review

Week 15: Preparation for the final exam

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Week 1: Examination of the role the communication plays in modern media

Week 2: Study of the vocal mechanism and how it functions. In addition, the study of how one may improve their vocal quality

Week 3: Study of the tools that the broadcast announcer has at his disposal to transmit the message in a clear manner that will be understood by the audience

Week 4: Study of the tools that the broadcast announcer has to communicate his message including playing to the microphone and camera

Week 5: An examination of typical duties of the radio announcer

Week 6: An examination of the elements comprising broadcast news

Week 7: An examination of the typical duties of the television announcer

Week 8: A study of broadcast interviewing

Week 9: An examination of broadcast specialties (weather, sports, narration)

Week 10: A study of television commercials

Week 11: A study of broadcast careers (term paper due)

Week 12: Completion of major project and write up

Week 13: Self-examination by each student of their strong and weak points as an announcer

Week 14: Wrap-up and review

Week 15: Preparation for the final exam

MODIFY A COURSE – Course Data Entry Form

FORM F-M

Effective Fall 2015

I. ACTION TO BE TAKEN: MODIFY A COURSE

Desired Term Effective (6 digit code): 201708 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. COURSE TO BE MODIFIED:

- A. Course Prefix: COMM B. Number: 387
C. Course Title: Broadcast Presentation

LIST THE LETTER(S) OF ALL CHANGES FROM SECTION III BELOW: B, P, Q, S See Appendix E Instructions for Completing Forms.

III. MODIFICATIONS

- A. Course Prefix: Click here to enter text. B. Number: Click here to enter text.
B. Contact Hours: 3 Lecture ☒ Lab ☒ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
C. Practicum ☐ Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]
D. Course Title: Click here to enter text. [Limit to 30 characters including punctuation and spaces]
E. College Code: Click here to enter text. G. Department Code: Click here to enter text. H. Credit Hours: Variable ☐ Fixed ☐
I. Minimum Credit Hours: Click here to enter text. J. Maximum Credit Hours: Click here to enter text. [Enter number is space.]
K. Hours May be Repeated for Extra Credit: Yes ☐ No ☐ If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.
L. Levels: Undergraduate ☐ Graduate ☐ Professional ☐
M. Grade Method: Normal Grading ☐ Credit/No Credit (Pass/Fail) ☐
N. Does proposed new course replace an equivalent course? Yes ☐ No ☒
O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.
P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Broadcast announcing, whether for radio or television, requires a unique knowledge base and a special set of skills. Vocal quality, word flow, camera presence (kinesics or body movement), timing to the second, the ability to attend to information from several sources simultaneously, and script writing are some of the skills that are needed. The knowledge base and practice in these skills are provided in the course. Prerequisites: COMM 121 or COMH 121. Typically Offered Spring Only, Odd Years
Q. Term Offered: SP odd R. Max Section Enrollment: 20 Lecture: 2 Lab: 1
S. Prerequisites or Restrictions: If none, leave blank. COMM 121 or COMH 121
T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

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

Basic Skill (BS) ☐ General Education ☐ Occupational Education ☐ G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ Prefix (current) COMM ☐ Number (current) 421 Contact Hours (current): 3

Lecture ☐ Lab ☐ Seminar ☐ Practicum ☐ Independent Studies ☐

[Enter contact hours per week in blank above.]

☐ Prefix (proposed) Click here to enter text. ☐ Number (proposed) Click here to enter text. Contact Hours (proposed): Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐ Practicum ☐ Independent Studies ☐

[Enter contact hours per week in blank above.]

☐ Title (current): Leadership and Communication

☐ Title (proposed): Click here to enter text.

☐ Credit Hours (current): 3 ☐ Prerequisites (current): COMM 221 with C or better. ☐ Co-requisites (current): Click here to enter text.

☐ Credit Hours (proposed): Click here to enter text. ☒ Prerequisites (proposed): COMM 105 or COMM 221, with C or higher ☐ Co-requisites (proposed): Click here to enter text.

☐ Course Description (current) 125 words maximum: Leadership expectations and responsibilities, leadership emergence and leadership techniques for meeting task and social needs of group members within a larger organization.

☐ Course Description (proposed) 125 words maximum: Leadership expectations and responsibilities, leadership emergence and leadership techniques for meeting task and social needs of group members within a larger organization. Typically offered Fall semester.

☐ Course Outcomes and Assessment Plan (current): Click here to enter text.

☒ Course Outcomes and Assessment Plan (proposed): Click here to enter text.

Outcomes: Students will

Explicate major contemporary theories of leadership and communication	Class Activities, Quizzes, Exams
Apply major theories of leadership and communication to leadership challenges and contingencies	Class Activities, Quizzes, Exams, Papers
Adapt and enhance leadership and communication to the particulars of time and circumstance	Class Activities, Quizzes, Exams, Papers
Evaluate, research, and improve leadership and communication behaviors	Class Activities, Quizzes, Exams, Papers

☐ Course Outline including Time Allocation (current): Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ Course Outline including Time Allocation (proposed): [Click here to enter text.](#)

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

2 weeks: Defining theories of communication and leadership in the literature

2 weeks: Leadership and follower styles

3 weeks: Crisis management

1 week: Leadership and power

1 week: Charismatic and transformative leadership

2 weeks: Leadership in groups

1 week: Leadership in organizations

2 weeks: Public leadership and rhetoric

2 weeks: Leadership, diversity and ethics

MODIFY A COURSE – Course Data Entry Form

FORM F-M

Effective Fall 2015

I. ACTION TO BE TAKEN: MODIFY A COURSE

Desired Term Effective (6 digit code): 201708 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. COURSE TO BE MODIFIED:

- A. Course Prefix: COMMB. Number: 421
C. Course Title: Leadership and Communication

LIST THE LETTER(S) OF ALL CHANGES FROM SECTION III BELOW: P,S See Appendix E Instructions for Completing Forms.

III. MODIFICATIONS

- A. Course Prefix: Click here to enter text. B. Number: Click here to enter text.
B. Contact Hours: Click here to enter text. Lecture ☐ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
C. Practicum ☐ Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]
D. Course Title: Click here to enter text. [Limit to 30 characters including punctuation and spaces]
E. College Code: Click here to enter text. G. Department Code: Click here to enter text. H. Credit Hours: Variable ☐ Fixed ☐
I. Minimum Credit Hours: Click here to enter text. J. Maximum Credit Hours: Click here to enter text. [Enter number is space.]
K. Hours May be Repeated for Extra Credit: Yes ☐ No ☐ If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.
L. Levels: Undergraduate ☐ Graduate ☐ Professional ☐
M. Grade Method: Normal Grading ☐ Credit/No Credit (Pass/Fail) ☐
N. Does proposed new course replace an equivalent course? Yes ☐ No ☐
O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.
P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Click here to enter text.

Leadership expectations and responsibilities, leadership emergence and leadership techniques for meeting task and social needs of group members within a larger organization. Typically offered Fall semester.

- Q. Term Offered: F R. Max Section Enrollment: Lecture: Lab:
S. Prerequisites or Restrictions: If none, leave blank. COMM 105 or COMM 221, all with C or higher
T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

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

Basic Skill (BS) ☐ General Education ☐ Occupational Education ☐ G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ Prefix (current) COMM ☐ Number (current) 460 Contact Hours (current): 3

Lecture ☐ Lab ☐ Seminar ☒ Practicum ☐ Independent Studies ☐

[Enter contact hours per week in blank above.]

☐ Prefix (proposed) Click here to enter text. ☐ Number (proposed) Click here to enter text. **Contact Hours (proposed):** Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐ Practicum ☐ Independent Studies ☐

[Enter contact hours per week in blank above.]

☐ Title (current): Comm Rights-Responsibilities

☐ Title (proposed): Click here to enter text.

☐ Credit Hours (current): 3 ☐ Prerequisites (current): COMM 105 or COMM 200 with a grade of C or better. ☐ Co-requisites (current): Click here to enter text.

☐ Credit Hours (proposed): Click here to enter text. ☒ Prerequisites (proposed): COMM 105 or COMM 121 or COMH 121 or COMM 221, with C or higher ☐ Co-requisites (proposed): Click here to enter text.

☐ Course Description (current) 125 words maximum: Freedom of speech as it applies to human communication. Students study legal and ethical responsibilities. Pre-Requisites: COMM 105 or COMM 200 with a grade of C or better. Typically Offered Spring Only.

☒ Course Description (proposed) 125 words maximum: Freedom of speech as it applies to human communication. Students study legal and ethical responsibilities. Prerequisites: COMM 105 or COMM 121 or COMH 121 or COMM 221 with grade of C or higher. Typically Offered Spring..

☐ Course Outcomes and Assessment Plan (current): Click here to enter text.

Outcomes: Students will	Assessments
present, review and enhance understanding of basic concepts of ethics and ethical behavior.	Case studies Reading Analysis Leadership of Case Study Analysis
learn that ethical judgments (right/wrong, good/bad, desirable/undesirable) are inherent components of (all human behavior – including communication), and that those judgments will produce commensurate outcomes.	Case Studies Reading Analysis
learn and understand typologies of ethical standards in speech. To be able to understand and/or develop our own ethical standards for communication choices/behaviors.	Exams Leadership of Case Study Analysis
recognize ethical issues, develop analytical skills, stimulate the moral criteria in judgments, and elicit a sense of moral obligation and responsibility.	Case Studies Reading Analysis

☒ **Course Outcomes and Assessment Plan (proposed):** Click here to enter text.

Outcomes: Students will	Assessments
Define basic ethics concepts = *key to beginning an educated dialogue of rights and responsibility	Reading Discussion Case Study Analysis and Discussion Develop a Personal Code of Ethics
Analyze the components of ethical judgement in all human communication = *key to thinking critically about our own ethical practices as well as others	Case Study Analysis and Discussion Develop a Personal Code of Ethics Real-World Scenario reaction and production of response
Apply theories of ethical standards to case studies = *key to assessment and identification of effective ethical practices	Case Study Analysis and Discussion Real-World Scenario reaction and production of response
Model criteria of ethical judgement and responsibility= *key to putting the pieces together in a meaningful way	Reading Discussion Group Presentation on Ethical Theory with Application to Real Life Event(s)

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

None Available

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

20%	Reading and Discussion of Leading Ethical Theories
30%	Case Study Analysis
30%	Develop Personal Code of Ethics
20%	Application to Real Life Events

MODIFY A COURSE – Course Data Entry Form

FORM F-M

Effective Fall 2015

I. ACTION TO BE TAKEN: MODIFY A COURSE

Desired Term Effective (6 digit code): 201708 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. COURSE TO BE MODIFIED:

- A. Course Prefix: COMM B. Number: 460
C. Course Title: Comm Rights-Responsibilities

LIST THE LETTER(S) OF ALL CHANGES FROM SECTION III BELOW: P, S See Appendix E Instructions for Completing Forms.

III. MODIFICATIONS

- A. Course Prefix: Click here to enter text. B. Number: Click here to enter text.
B. Contact Hours: Click here to enter text. Lecture ☐ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
C. Practicum ☐ Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]
D. Course Title: Click here to enter text. [Limit to 30 characters including punctuation and spaces]
E. College Code: Click here to enter text. G. Department Code: Click here to enter text. H. Credit Hours: Variable ☐ Fixed ☐
I. Minimum Credit Hours: Click here to enter text. J. Maximum Credit Hours: Click here to enter text. [Enter number is space.]
K. Hours May be Repeated for Extra Credit: Yes ☐ No ☐ If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.
L. Levels: Undergraduate ☐ Graduate ☐ Professional ☐
M. Grade Method: Normal Grading ☐ Credit/No Credit (Pass/Fail) ☐
N. Does proposed new course replace an equivalent course? Yes ☐ No ☐
O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.
P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Freedom of speech as it applies to human communication. Students study legal and ethical responsibilities. Prerequisites: COMM 105 or COMM 121 or COMH 121 or COMM 221, with grade of C or higher. Typically offered Spring.

Q. Term Offered: R. Max Section Enrollment: Lecture: Lab:
S. Prerequisites or Restrictions: If none, leave blank. COMM 105 or COMM 121 or COMH121 or COMM 221, with grade of C or higher
T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

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

Basic Skill (BS) ☐ General Education ☐ Occupational Education ☐ G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ Prefix (current) COMM ☐ Number (current) 493 Contact Hours (current): Variable 1-8

Lecture ☐ Lab ☐ Seminar ☒ Practicum ☐ Independent Studies ☐

[Enter contact hours per week in blank above.]

☐ Prefix (proposed) Click here to enter text. ☐ Number (proposed) Click here to enter text. Contact Hours (proposed): Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐ Practicum ☐ Independent Studies ☐

[Enter contact hours per week in blank above.]

☐ Title (current): Internship in Communication

☐ Title (proposed): Practicum in Communication

☐ Credit Hours (current): 1-8 ☐ Prerequisites (current): Instructor permit. ☐ Co-requisites (current): Click here to enter text.

☐ Credit Hours (proposed): Click here to enter text. ☐ Prerequisites (proposed): COMM 299 and COMM 300, all with C or higher ☐ Co-requisites (proposed): Click here to enter text.

☐ Course Description (current) 125 words maximum: Work experience with cooperating employer organizations in business, industry, government, and education. The work experience is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The intern must record 40 hours of work for each credit hour. May be repeated for a maximum of 8 credits. Prerequisites: Instructor permit. Typically offered Fall, Spring, Summer.

☒ Course Description (proposed) 125 words maximum: .Work experience or research with a cooperating employer or supervisor in organizations in business, government, non-governmental organizations, or education. The work or research experience is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The intern or researcher must record 40 hours of work for each credit hour. Enrollment may be repeated for a maximum of 8 credits. Prerequisites: Instructor permit. Typically offered Fall, Spring, Summer.

☐ Course Outcomes and Assessment Plan (current): Click here to enter text.

☒ Course Outcomes and Assessment Plan (proposed): Click here to enter text.

Student Learning Outcome	Assessment Strategies
Complete a job application process	Submit a résumé Submit a cover letter of application Interview with Practicum Director Communicate with prospective workplace supervisor or research supervisor
Conduct workplace activities	Establish a work schedule and log hours Participate in training (as needed) Plan, execute, present, and assess a project
Analyze workplace/career readiness	Complete at least one performance appraisal with supervisor Secure a letter of recommendation from supervisor

Write Application papers apply Communication principles to workplace experience

Apply Communication coursework to real life situations

Write Application papers apply Communication principles to workplace experience

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

40 hours of workplace contact per credit hour enrolled

☐ **Course Outline including Time Allocation (proposed):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

MODIFY A COURSE – Course Data Entry Form

FORM F-M

Effective Fall 2015

I. ACTION TO BE TAKEN: MODIFY A COURSE

Desired Term Effective (6 digit code): 201705 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. COURSE TO BE MODIFIED:

- A. Course Prefix: COMM B. Number: 493
C. Course Title: Internship in Communication

LIST THE LETTER(S) OF ALL CHANGES FROM SECTION III BELOW: D, P, S See Appendix E Instructions for Completing Forms.

III. MODIFICATIONS

- A. Course Prefix: Click here to enter text. B. Number: Click here to enter text.
B. Contact Hours: Click here to enter text. Lecture ☐ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
C. Practicum ☒ Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]
D. Course Title: Practicum in Communication [Limit to 30 characters including punctuation and spaces]
E. College Code: Click here to enter text. G. Department Code: Click here to enter text. H. Credit Hours: Variable ☐ Fixed ☐
I. Minimum Credit Hours: Click here to enter text. J. Maximum Credit Hours: Click here to enter text. [Enter number is space.]
K. Hours May be Repeated for Extra Credit: Yes ☐ No ☐ If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.
L. Levels: Undergraduate ☐ Graduate ☐ Professional ☐
M. Grade Method: Normal Grading ☐ Credit/No Credit (Pass/Fail) ☐
N. Does proposed new course replace an equivalent course? Yes ☐ No ☐
O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.
P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Work experience or research with a cooperating employer or supervisor in organizations in business, government, non-governmental organizations, or education. The work or research experience is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The intern or research must record 40 hours of work for each credit hour. Enrollment may be repeated for a maximum of 8 credits. Prerequisites: COMM 299 and COMM 399, all with C or higher, and Instructor Permit. Typically offered Fall, Spring, Summer.

Q. Term Offered: R. Max Section Enrollment: Lecture: Lab:
S. Prerequisites or Restrictions: If none, leave blank. COMM 299 and COMM 300, all with C or higher, and Instructor Permit
T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

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

Basic Skill (BS) ☐ General Education ☐ Occupational Education ☐ G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2017

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: COMM B. Course Number: 385
- B. Contact Hours: 3 Lecture ☒ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum ☐ Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Broadcast Writing

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

Basic Skill (BS) ☐ General Education ☐ Occupational Education ☐ G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

FINANCIAL AID FORM

FORM FIN

To be completed by the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted into the original proposal and a copy to the initiator (proposer). The DFA must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for this proposal.

Proposal Title: MCC Sports Communication Program

Initiators: S. Alspach

Proposal Contact: S. Alspach

Date Sent: 11/17/2016

Department: Humanities

Campus Address: 119 Johnson Hall

Director of Financial Aid Signature: Nancy Wenc

Date Returned: 11/17/16

Please check all that apply:

☐ The new program is remedial as it prepares students for study at the postsecondary level. This program is not an eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.

☐ The new program is considered a preparatory program as it prepares a student for a given program, i.e., they do not meet the academic criteria to be admitted into the program. Student is only eligible for Federal Direct Loans for one year.

☐ The new program is a certificate program. Certificate programs are not eligible programs per Federal requirements; therefore students in this program are not eligible to receive financial aid.

☐ The new program is a teacher certification program where it provides coursework required for a professional State credential necessary for employment as an elementary or secondary school teacher, but for which the institution awards no academic credential. Students are eligible for Federal Direct Loans only at an undergraduate level.

☐ The new program is a teacher certification program that will award a certificate credential. Certificate programs are not eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.

☐ The new program is a Bachelor Completion program; a two-year degree completion program that requires an associate degree or the successful completion of at least two years of college coursework as a prerequisite for admission. These are aid eligible programs and students may receive financial aid.

☐ The new program is a Master's, Professional, or Doctoral Degree/Major program that allows students to take some undergraduate courses where some deficiency exists. Please note, students are eligible to receive Federal loans for the program, but undergraduate courses will not be included in the total credit count to determine loan eligibility. Students must be half time (Graduate/Professional = 5 credits, Doctoral = 3 credits) in graduate level courses to receive Federal aid.

☒ The new program is an Associate's, Bachelor's, Master's, Professional, or Doctoral Degree/Major and is conferred upon graduation. Per Federal requirements, these are aid eligible programs and students may receive financial aid.

Please include the number of credit hours to earn the degree or credential being sought. This is required as it must be reported to the Department of Education as well as the National Student Loan Clearinghouse, regardless if students are receiving federal aid.

Credits Required to Earn Degree: 120

Revised June 2015 ph

Paula L Hadley-Kennedy

From: Amy L Buse
Sent: Tuesday, February 14, 2017 8:48 AM
To: Olukemi O Fadayomi; Leonard R Johnson; Michelle L Johnson; Elise M Gramza; Paula L Hadley-Kennedy; Rusty A Leonard
Subject: Concerns with Proposal 17-065 - Sports Communication

At the Pre-UCC meeting we decided that Elise and Amy would get together and review our concerns for the proposal. Here are those concerns. The numbered items are from Amy, Elise added her comments in the bold. Please let us know if you have any questions.

1. Do we already have a concentration like the Management and Leadership? (pg2 #5) Is this a new code?
No, this isn't already a concentration so a new code would be created. However, I am confused whether this is a true concentration or another minor selection.

2. Same place - What does the statement mean about "Students who select this Workplace Concentration will be required to select RMLS 250 or equivalent as their organizational communication core course.

3. pg 3 #6 - add an Application to the Workplace option. - how does this really work?

I agree with some confusion on what the Workplace Concentration is and whether it will be marked on the students' record.

4. pg 3 #7 - How does a course with two meanings work?

5. pg 3 #8 - are the three prerequisites AND or OR?

6. pg 11-13, Form B from Marketing - valid concern, they don't own the minors and should not be allowed to dictate the electives in the minors - specific courses should regarding a minor should not be listed, only the name of the minor
CHECKSHEETS

7. BS1 - do they really not care what math class is taken?

8. BS2 - the pre-req for COMM 299 is confusing based on the core requirements (pg 22) **from what I am reading I understand the preqs.**

9. BS3 - They do not list the approved minors, and they list that 2 courses from the Major Core or Concentration may count. I do not understand what they are trying to do

10. BS4- why are the classes in the major called the core?

11. BS5 - The classes from a minor should not be listed on another checksheet. They have a statement that a Concentration must be chosen, but then they list minors and concentrations. Are these actual concentrations with actual codes? **Ditto.**

12. BS6 - what is the Elective Credits section for? How many credits are needed here.

13. BS7 - the semester-by-semester layout is NOT complete (pg 24)

14. Minor1- what does the statement "Students may apply 6 credit hours of overlap between minors**" where the ** says "Approved by the Academic Senate April 19, 2001"?

15. Minor2 - what is the Additional Requirements all about (these are in the major and if required here would make a 24 credit minor and the ENGL 250 and the COMM classes are already in the major so then the other two classes can't be shared because these are already shared.

16. CERT1 - on the current they have a lot of classes to choose from for the electives. Are they no longer giving a list and all electives must be advisor approved?

17. Form F for COMM 299 - I do not understand the pre-req list

18. Form F for COMM 387 - I do not understand the pre-req list

19. Form F for COMM 460 - 4 pre-req with OR between each, am I reading that correctly?

I think I understood the preqs correctly.

Also, I believe it speaks of deleting just two of their current concentrations. I also show a third “Media and Marketing” which they refereced being complete by a minor therefore I am thinking really that concentration is being closed too? Overall, I am thinking they are doing away with concentrations and replacing that requirement by have the student select minors?



Dr. Amy L.R. Buse | Professor/ MyDegree Project Director

College of Business | Academic Affairs | Ferris State University

119 South Street | Big Rapids, MI 49307

(231) 591-5435 AmyBuse@ferris.edu

Bachelor of Science in Sports Communication
Semester-by-Semester Plan

First Year, Fall			First Year, Spring		
COMM 101	Intro to Comm Study	3	COMM 105 or COMM 221	Interpersonal Communication Small Group Decision Making	3
COMM 121	Public Speaking	3	Self/Culture		3
ENGL 150	English 1	3	Science		3/4
Self/Culture		3	C / M**		3
Math		3	C / M		3
Second Year, Fall			Second Year, Spring		
COMM 299	Communication Theories	3	COMM 300	Research Methods in Comm	3
COMM 383*	Mass and Social Media Comm	3	COMM 366	Diversity and Comm	3
ENGL 250	English 2	3	Self/Culture		3
Science		3/4	C / M		3
C / M		3	C / M		3
Third Year, Fall			Third Year, Spring		
COMM 301*	Interviewing	3	COMM 389	Sports Communication	3
COMM 380*	Organizational Comm	3	Self/Culture		3
ENGL 323*	Proposal Writing	3	Self/Culture		3
C / M		3	C / M		3
C / M		3	C / M		3
Fourth Year, Fall			Fourth Year, Spring		
COMM 493	Practicum	3/4	COMM 489	Seminar in Sports Comm	3
Self/Culture		3	COMM 493	Practicum	3/4
C / M		3	C / M		3
C / M		3	Elective***		3
Elective***		3	Elective***		3

*Suggested Selection from array

** "Workplace Concentration" or Academic Minor I (C) and Academic Minor II (M): 30-36 credit hours

*** Elective Courses as needed to reach 120 credit hours

Paula L Hadley-Kennedy

From: Sandra L Alspach
Sent: Tuesday, February 28, 2017 12:38 AM
To: Olukemi O Fadayomi
Cc: Paula L Hadley-Kennedy; Stephanie J Thomson; Harry J Dempsey
Subject: Re: Proposal 17-065
Attachments: Suggested Four Year Plan.docx

See responses in **red and attached**.

I would be happy to come to the UCC meeting to answer any questions regarding this proposal.

Sandy A.

From: Olukemi O Fadayomi
Sent: Monday, February 27, 2017 12:53 AM
To: Sandra L Alspach
Cc: Paula L Hadley-Kennedy
Subject: Proposal 17-065

Hi Sandy,

Your proposal: MCC Sports Communication Cleanup, Proposal 17-065 was reviewed by UCC on Wednesday, February 22, 2017 and we are holding it for the following corrections and/or suggestions:

Form A

What is Workplace Concentration? Is it a declared concentration? If so, how would you like it scribed in MyDegree?

The "Workplace Concentration" already exists in the current BS in Sports Communication. It is a set of courses (minimum 18 credit hours) designed to provide "hard skills" to compliment the student's Communication coursework. It is "declared" and can be searched using a WebFocus query.

This proposal changes the current "Workplace Concentration" options from an array of designated courses (or choice of Academic Minors, in the case of Media and Marketing) to an existing specified Academic Minor:

1-Broadcasting / Journalism Concentration becomes Multimedia Journalism Minor

2-Media and Marketing Concentration becomes Integrated Marketing Techniques Minor

3-Operations/Facilities Management Concentration becomes Event Management Minor

We are creating a new Management and Leadership Concentration that is not an existing Academic Minor to add to the student's list of options to meet this major requirement. It should be scribed as a CONCENTRATION in MyDegree.

CHECKSHEETS

- Any preference for MATH classes? P. 21

The current Gen Ed requirement for MATH 115 Intermediate Algebra or above is fine with us. Historically, we worked with the Math Dept. to create MATH 117 Contemporary Mathematics for our majors who struggle with Math. It is still an acceptable course for us, but no longer our "preference". If our students can fit MATH 117 into their schedules, we still encourage it over MATH 115.

- The classes from another program's minor should not be listed on your checksheet p. 23a

With the exception of the proposed "Management and Leadership Concentration", this proposal replaces a designated array of courses we called "concentrations" with existing Academic Minors. We have found that it is a convenience for advising our students to see the courses in the Academic Minor they are taking for the "Workplace Concentration" all in one place on our checksheet. Placing the "Workplace Concentration"/Minor courses on our checksheet also makes clear that these courses are counted as part of our major.

- What is the Elective Credits section for? How many credits are needed here? P. 23a

We created a table for recording Electives because the student who completes the Sports Communication major (39 credit hours), "Workplace Concentration/Minor" (minimum 18 credit hours), Academic Minor (minimum 18 credit hours) and General Education (40 credit hours) at the minimum level will still need 5 credit hours to complete the 120 credit hours necessary for graduation with this BS degree. This space on the checksheet allows us to record these 5+ "elective" credits which can be any "earned credits", including non-degree courses like FSUS 100, MATH 110, CARE, and READ.

- The semester-by-semester layout is NOT complete p. 23b

see attached

- Are the Additional requirements on p. 28 admission or graduation requirements?

The additional requirement that a student in the major must have a C or better in all COMM and ENGL courses to graduate with the BS in Sports Communication already exists. All other requirements listed are consistent with graduation requirements for any Bachelor of Science degree.

Please send the requested material directly to Paula Hadley in the Senate Office. Feel free to contact me if you need further assistance.

Kemi

Olukemi Fadayomi, Ph. D

Professor of Biology

Faculty-in-Residence, Faculty Center for Teaching & Learning

Chair, University Curriculum Committee

Ferris State University

ASC 2009, 820 Campus Drive

Big Rapids, MI 49307-2225

fadayok@ferris.edu

Phone: (231) 591-5628

Fax: (231) 591-2540

Nominees by College

Health Professions – 3 seats

Emily Zyla

Antionette Epps

Margaret Wan

Emmanuel Jadhav

Gary Moore

Arts and Sciences – 8 seats

Dan Cronk

Mark Thomson

Sandy Alspach

Charles Bacon

Michael Berghoef

John Scott Gray

Daisy Daubert

Janice Weaver

Jennifer Johnson

Business – 3 seats

Kathryn Wolfer

Ted Mattis

Counselors/Librarians – 1 seat

Melinda Isler

Education & Human Services – 1 seat

Vanessa Wyss

Optometry – 1 seat

None

Pharmacy – 2 seats

Katie Axford

David Bright

Engineering Technology – 2 seats

Khagendra Thapa

Christiaan Desmond

James Rumpf

Date: March 14, 2017

To: Academic Senate

From: Chuck Drake, Chair, Senate Elections Committee

Re: Senate Elections Committee Report, March 14, 2017

- A. With major thanks to Paula Hadley-Kennedy, elections in each college will take place Thursday, March 23 to Friday, March 24, 2017.
- B. Thanks to Election Committee members for soliciting candidates from their respective colleges.
- C. At the beginning of the first meeting of the 2017-18 Academic Senate, the Elections Committee will run elections for officers and executive board members of the new Senate.
 - a. The first meeting of the 2017-18 Senate is scheduled for 11 AM Tuesday, April 25, 2017.
 - b. The procedure will begin with a review of pertinent articles in the Senate Charter.
 - c. Depending on the number of nominees, each nominee for officer can expect to have 3 minutes to make a statement. Each candidate for executive board member can expect to have up to 2 minutes for a statement.

Respectfully,

Chuck Drake

SENATE ELECTION COMMITTEE, 2016-2017

College/Unit	Last Name	First Name	Office	Ext.
Allied Health	Wancour	Susan	VFS 312	2398
Arts & Sciences	Balanda	Peter	ASC 3012	5870
Business	Shimko	James	IRC 212Q	3157
Counselors/ Librarians	VanLent	Mark	BHC 210	5968
Education	Ing	Liza	BIS 410	5362
Engineering Technology	Drake	Chuck	SWN 405	2788
Optometry	Dinardo	Amy	MCO 231	2202
Pharmacy	Baran	Rose	PHR G	616-463-1134