

Academic Program Review Panel Report  
Multicultural Relations in the U.S. Minor  
August 2017

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## Executive Summary

The Multicultural Relations in the U.S. Minor (MCRM) was created in 1991 and last updated in 2010 when it underwent its first academic program review. Several courses were added to it in years since as needed or by faculty request. While this was a very popular degree in the past, in recent years, there has been very little activity in the MCRM and this minor has been relatively dormant. This seems to be due to two primary reasons.

The first reason for the decline in enrollment was the enforcement of the Academic Senate's UCC rule change of the amount of coursework that can overlap between a student's major and between other academic minors. It had been commonplace for students to apply for the MCRM when half or more of the required courses had been completed in their major and/or another minor.

The second factor was the loss of its early faculty and administrative creators and champions. When those employees retired or left FSU there was no further promotion of the minor and it became relatively obscure. Currently few students or faculty even know of its existence and the only place it can be found online is at the bottom of the Arts and Science Social Science webpage and in the FSU catalog.

As with any academic programming arising out of dormancy this minor will need to be championed by new faculty, will need to increase its visibility, and will need to be reviewed by a newly formed Program Advisory Board for programmatic updating and subsequent UCC proposal.

The last APR self-study was completed in 2010 (Appendix F) and did not address many of the APR requirements, simply listing that they were not applicable or unattainable. This means that elements such as Student Learning Outcomes, curriculum mapping or logging data in TracDat have never existed prior to this current self-study and needed to be created from scratch.

## Membership of Program Review Panel

Chair & Program Coordinator:

Michael Berghoef, Professor of Social Work, MCRM Advisor

Administrative Representative:

Trinity Williams, Art & Science Associate Dean

Program Faculty:

Stephanie Thomson, Associate Professor of Communication &  
Eric Warner, Assistant Professor of Spanish

Individual with Special Interest in the Program:

Kaylee Moreno, Director of Center for Latin@ Studies &  
Michael Wade, Assistant Director of the Office of Multicultural Student Services

Faculty Member from Outside the College:

Abdi Ferdosi, Professor of Economics

FLITE Liaison:

Stacy Anderson, Associate Professor in FLITE

Student Representative:

Jenna Liszewski, MSW

Additional faculty, staff, students, and administrators were consulted for specific information as needed.

## Program Name and History

### Program Name

This document pertains to the “Multicultural Relations in the U.S.” Minor in the Social Sciences Department, which is housed in the College of Arts and Sciences at Ferris State University.

### Program History

The Multicultural Relations in the U.S. Minor (MCRM) was created in 1991 and last updated in 2010 when it underwent its first academic program review. Several courses were added to it in years since as needed or by faculty request. While this was a very popular degree in the past, in recent years, there has been very little activity in the MCRM and this minor has been relatively dormant. This seems to be due to two primary reasons.

The first reason for the decline in enrollment was the enforcement of the Academic Senate’s UCC rule change of the amount of coursework that can overlap between a student’s major and between other academic minors. It had been commonplace for students to apply for the MCRM when half or more of the required courses had been completed in their major and/or another minor.

The second factor was the loss of its early faculty and administrative creators and champions. When those employees retired or left FSU there was no further promotion of the minor and it became relatively obscure. Currently few students or faculty even know of its existence and the only place it can be found online is at the bottom of the Arts and Science Social Science webpage and in the FSU catalog.

While most minors have a “home” in that they are closely affiliated with a corresponding major, i.e. the Biology minor with the Biology major, the Psychology minor with the Psychology major, the MCRM is one of a few interdisciplinary minors that do not have an obvious home program with which they are affiliated. This has been problematic in that

once the program originator left FSU there was no obvious successor and though the MCMR resided in the Social Science department, the faculty advisor is actually in the relatively newly formed Social Work department - which was previously housed under Social Sciences. While this is not a serious obstacle, it is worth noting for reasons of faculty workload and clerical support. This minor was another that was “on the chopping block” for closure prior to the current chair taking on the MCRM advisor responsibilities for initiated by the need for an Academic Program Review (APR) self-study.

While this is not the first time this minor has been through an APR review, prior self-studies did not contain much of the requested APR content, such as materials relating to TracDat data, curriculum maps, etc. nor were previous recommendations acted upon.

## Program Mission

The mission of the MCRM overlaps substantially with the mission, vision, values, and strategic plans of Ferris State University, the College of Arts and Sciences, and its Social Sciences Department as is evidenced by the highlighted sections below.

**The Ferris State University Mission Statement** states:

“Ferris State University prepares students for successful careers, *responsible citizenship*, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our *rapidly changing global economy and society*.”

**The Ferris State University's Vision Statement & Core Values** states:

“Ferris State University will be: The recognized leader in *integrative education*, where theory meets practice throughout the curriculum, and where *multi-disciplinary skills important in a global economy* are developed with the result that Ferris State University will also be:

The preferred choice for students who seek specialized, innovative, career- and life-enhancing education

The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures

A stimulating, student-centered *academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development*

A university that *aligns its practices and resources in support of its Core Values of Collaboration, Diversity, Ethical Community, Excellence, Learning, and Opportunity*.”

**The College of Arts and Sciences Strategic Plan:**

Be a demonstrable and relevant center of excellence in educational quality, student engagement, and student learning.

Be a collaborative college that fosters partnerships using the unique strengths of Arts and Sciences.

Be a college with a clear and recognizable identity.

Be a college that *promotes the values of diversity and inclusion*.

**The Social Sciences Department Mission Statement** states:

“The Social Sciences Department, *through excellence in instruction, readies students to effectively navigate the increasingly complex, diverse, and globally connected world by providing them with knowledge of themselves, others, and the dynamic social environment*. By means of hands-on exposure to scientific theory, research, and practice, the Department of Social Sciences strives to *develop socially responsible students* who are engaged and prepared for both work and continuing education in the social/behavioral sciences and related fields.

**The MCRM Mission**

United States society is becoming more diverse. Consequently, the people being hired and promoted in corporate America are those able to understand and adapt to this diversity. Employers seek applicants who are adept at negotiating multiple differences, who can move back and forth across boundaries that normally separate people, and who understand the historical and persistent structural inequalities that threaten communities.

“The Multicultural Relations in the US Minor will prepare students for an ever-growing range of careers that will provide students with a holistic vision of the multicultural realities of the United States. This interdisciplinary minor includes a core of required courses in communication, social sciences, history, and sociology. Students then select additional directed electives with the particular focus they wish to learn more about. This would be an exceptionally helpful minor for students with a major in business, or any arts and sciences discipline.”



## Program Goals

The program goals for this minor are reflected in the following Student Learning Outcomes

- Students will be able to understand and identify the ways that varying cultural differences influence a society, both currently and historically, developing a holistic vision of the multicultural realities of America.
- Students will learn to exhibit professional behaviors and articulate ideas that cultivate teamwork, communication skills, and critical thinking it takes to function in a diversified, global community from an integrated disciplinary perspective, attaining practical communication and collaborative skills to function effectively in culturally diverse work environments.
- Students will learn how to act as a socially responsible citizen in an increasingly diverse environment, while promoting global tolerance and the acceptance of other ethnicities and cultures having a broad understanding of the cultural complexity of contemporary America.

## Curriculum

The structure of the curriculum for this minor is similar to most other FSU minors. It has changed little over the years and seems to work well. The composition of courses is rich and varied. Once a Program Advisory Board is established, a review of new candidate courses for possible future inclusion will be initiated.

The two required courses for this six course/18 credit minor are:

COMM 365 Intercultural Communication and

SSCI 450 Intercultural Competence

with COMM 305, COMM 310, or SCWK 330 as possible substitutes for COMM 365, with the approval of the minor advisor and the Social Sciences Department,

One of the three following courses is required:

HIST 361 Racism in the Modern World

HIST 315 Modern Civil Rights Movement

SOCY 340 Race and Ethnicity in the U.S.

And three of the directed electives from the list below:

ANTH 122 Intro Cultural Anthropology

GEOG 112 Cultural Geography

HIST 201 African-American History

HUMN 230 Women-the Arts-and Society

LITR 170 Intro to Women's Literature

LITR 202 Black Literature

LITR 203 Intro-African Literature

LITR 204 Native American Literature

SOCY 230 Gender Roles in Society

ANTH 310 North American Indians

ANTH 320 Contempt American Indian Issues

ARTH 325 Women and Art

ECON 331 Labor Economic Labor Relations

FILM 360 Gender and Race in Film

GEOG 202 Geography of Latin America, Africa & Asia

HIST 320 US and the Vietnam War

HIST 325 American Women's History

HIST 371 Modern China, Japan, & Korea

HIST 372 Middle East in Modern Era

HIST 375 Latin American History

LITR 371 Topics in Women's Literature

RELG 325 Eastern Religions

RELG 326 Western Religions

PLSC 221 American Political Parties

PLSC 301 Perspective- Developing World

PSYC 325 Social Psychology

PSYC 430 Interpersonal-Cultural Percept

SOCY 341 Community Studies  
SOCY 443 Social Stratification-Inequality  
SPAN 201 Intermediate Spanish 1  
SPAN 202 Intermediate Spanish 2  
SPAN 333 Contempt Culture & Society in Hispanic America

### Assessment of Student Learning Outcomes

Most of the courses that comprise the MCMR are now in TracDat and can be viewed at the following link:

<http://fsutrcd2.ferris.edu/tracdat/faces/assessment/home/dashboard.xhtml>

However, some of the courses are not listed correctly and some are missing. Several others are listed but do not have outcomes listed or updated. Due to the interdisciplinary and unaffiliated status of this minor, it is not obvious how to best address these deficits with such a wide variety of faculty, with wide ranging expertise in course outcomes and the TracDat software itself. However, once a formal Program Advisory Board is established, this will be tasked to that group to explore the best way to get the outcomes relating to this minor updated as a starting point.

Due to small number of students in the MCRM at this time, additional qualitative and quantitative measures will be used.

#### **Qualitative:**

While the enrollment is still low, qualitative interviews will be conducted with students enrolled in the ISM at completion of minor to assess goal achievement. Areas to be explored in these interviews will include how the curricular changes worked for that individual, what barriers they encountered, the quality of the course they selected in the minor, how they found out about the minor, and suggestions for improvement.

**Quantitative:**

Cumulative and Individual GPA will be tracked in the chosen MCRM courses. Enrollment and completion rates in the MCRM will be monitored by semester. Academic majors of the students who choose the MCRM will be monitored as well as total credits at graduation. An alumni survey will be developed by the MCRM advisory board and emailed to the addresses collected during the qualitative interviews. The advisory board will review this data and collect best practices for assignments that best illustrate the successful achievement of SLOs.

### Program Profile

The MCRM began in 1991, grew slowly, and had its peak enrollment of 35 students in 2000. After 2001, enrollment declined, due to changes in academic policy regarding overlap between majors and minors, gradually at first then more rapidly in recent years, to the point where very few students were enrolled as the faculty and administrators involved in the minor left the university and the MCRM sank into relative obscurity. In the last year, the reassignment of a new minor advisor and the activity around the APR self-study have given the minor some visibility and students are again asking for and signing up for the MCRM.

This interdisciplinary minor is composed of 41 courses from a wide variety of disciplines and departments. These courses are taught by an even wider variety of faculty. Structurally the program is sound but needs targeted promotion to attract potential students.

### Program Value beyond Productivity and Enrollment Numbers

The MCRM is an educational and professional asset to the college of Arts and Sciences, students, faculty, and to the public in that it aligns well with university, college, department mission, values and goals. Graduate admissions committees and employers would be likely to see this as a distinguishing feature that would occasion an opportunity for the prospective student or employee to initiate a conversation about the importance of multicultural expertise in education and the workplace and their specialized course of study.

### Program Flexibility and Access

This program generally is highly flexible and accessible for students. The only obstacle regarding flexibility has been the development and enforcement of the “one third-overlap rule” approved by the Academic Senate on March 13, 2001. This led to a severe decrease in students seeking the minor. The only issue regarding access is a general lack of awareness of the existence of the MCRM. While little can be done about the first obstacle, the second one can be dealt with by raising the visibility of the minor in advising and on the FSU website.

## Visibility and Distinctiveness

The MCRM is a very distinct minor with no other major or minor like it at FSU. Its closest counterpart would be the equally distinct and interdisciplinary International Studies Minor. However, though it is distinct, its chief problem is that it lacks visibility. At its peak in the early 2000s it was well known and sought after but for reasons noted elsewhere in this document it has fallen into extreme obscurity. It has only recently emerged to both students and faculty as a possibility for those seeking a minor. Future efforts will be made to increase its visibility by enhancing its web presence and educating faculty and students of its existence and advantages.

## Demand

Currently the utility of any academic minor is subject to reevaluation due to financial pressures of student debt. It is not always obvious what the benefit of an academic minor is for students heading straight to graduate school. There is surprisingly little being written about this change in the academic landscape. However, it is not obvious that a “business as usual” approach to academic minors is wise. Therefore, it is increasingly important to be able to articulate why any minor, and the MCRM in particular is worth a student’s time, money and effort.

There are a number of considerations relating to student completion of degrees and the role any minor can play, including the MCRM. Many though not all students are required to declare a minor to accompany their major field of study. In this time of increased diversity and globalization, many majors would be enhanced by the MCRM. Additionally, some students are in a holding pattern in terms of their degree completion and need to take courses, for example those on a particular program’s waiting list. Still others may not quite have the minimum number of credits for graduation, which occurs increasingly with students who have a “head start” from dual enrollments. Others may need to course to add to a semester’s load to get them to a required 12-credit minimum for financial aid reasons. Student athletes may need additional course for these and other reasons during their years at FSU. Moreover, there may be a role to play for academic minors for those in between baccalaureate and graduate studies.

The MCRM may be a high quality solution for those students, especially those with an interest in diversity issues. Graduate programs and employers may well see this minor as a mark of distinction and as an asset that will afford our graduates an advantage in the job market.

### Student Achievement

While they are very few at this point, the students enrolled in the MCRM currently seem highly motivated and generally are going beyond their major courses of study as is fitting of someone who is pursuing a minor. No formal study of past MCRM students has been done. It is worth noting that students who are currently pursuing this minor have found it despite the relative obscurity and lack of promotion of the minor.

### Employability of Graduates

Clearly, having evidence of extra expertise in Multicultural Relations will be of value to many employers who seek employees:

Ready to work in a “*rapidly changing global economy and society*”

(The Ferris State University Mission Statement)

Who possess “*multi-disciplinary skills important in a global economy*”

(Ferris State University's Vision Statement)

Who understand the “*values of diversity and inclusion*”

(College of Arts and Sciences Strategic Plan)

And who are ready to “*effectively navigate the increasingly complex, diverse, and globally connected world.*” (Social Sciences Department Mission Statement)

Teasing out exactly how the addition of this minor may impact the employment of various graduates with a wide variety of academic majors may not be possible at this point.

However, this question will be posed to the Program Advisory Board when it is formalized to see if the means to do this kind of analysis exist. The offices of Institutional Research and Alumni Relations may be able to assist with this kind of specific question.

## Faculty Composition and Engagement

Unlike most minors, the interdisciplinary MCRM has faculty from a wide variety of disciplines and departments. However, most faculty, even those with courses contained in the minor have been relatively unengaged or even unaware that the minor exists. Faculty who have recently discovered the minor are enthusiastic and see value in it. Efforts will be made to inform and engage faculty in the coming year, starting with those who teach courses within the MCMR. Since then there has been a renewed interest and many faculty have asked to be kept up to date on the developments of the MCRM.

## Program Administration and Support Services

At this point with so few students enrolled in the ISM, little clerical support has been needed. What was needed was provided by the departments of Social Sciences and Social Work and the ISM advisor/chair. If this minor were to grow in numbers substantially, this should be revisited. The Arts and Science and Social Science administration have been supportive of the ISM for the reasons articulated above, that this is a common and useful minor but one that has been neglected and is need of updating. It may be that a different structure can be developed where an unaffiliated interdisciplinary minor could be better situated but at this time an alternative structure does not exist, and given present enrollment this does not seem a pressing priority.

## Facilities and Equipment

No special facilities are need for this highly dispersed interdisciplinary minor.



## Perceptions of Overall Quality

Kaylee Moreno, Individual with Special Interest in the Program

“The Multicultural Relations in the U.S. minor allows students an opportunity to explore cultures, language, and religion in order to prepare for the rapidly changing global economy. This flexible seven credit minor grounded in Sociology, Communication, and the Social Sciences, allows students to gain exposure to the social, cultural and communicative communities around them. Developing an understanding of history, cultural practices, and communication norms will provide students a competitive edge in the diversifying job market in the United States and global economy. I support the continuation of the Multicultural Relations in the U.S. minor.”

Kaylee Moreno, LLMSW, Executive Director, FSU Center for Latin@ Studies

Michael Wade, Individual with Special Interest in the Program

Matthew Chaney, Individual with Special Interest in the Program

“The Office of Multicultural Student Services supports the continuation of the Multicultural Relations in the United States minor at Ferris State University. Part of our department’s mission is to “promote the intellectual understanding and appreciation of diversity, inclusion and social justice” and this minor compliments our mission. Additionally, the program addresses our university mission and core values. Students that take these courses will have a better understanding of history, culture, communications and intersectionality, which are core areas for success in today’s society. Our department is in support of Multicultural Relations in the U.S. minor, and we look forward in promoting the course opportunities to our students.”

Matthew Chaney, *Director* & Michael Wade, *Assistant Director*

Ferris State University Office of Multicultural Student Services

## Implementation of Findings

The MCRM has had very low enrollment since 2012 when overlap between academic majors and minors was enforced. The recommendations in the previous 2010 self-study were not implemented and most of those who originated or worked directly with the MCRM are no longer employed by FSU. The current chair inherited the minor just as it was being considered for closure. Though the minor has value to FSU students, it is relatively unknown on campus and no effort has gone into updating or promoting it. Word of the minor has gotten out recently due to the attention around the APR self-study and students are now asking about it and signing up for it.

The finding of the ubiquity of this minor and its sometimes accompanying major resulting in pulling the ISM off the chopping block and choosing to update it. The enthusiasm of the current students in the minor is further testament to the value of the ISM and the justification for retaining it in an updated form rather than closing it.

## Next Steps

During the next year a formal Advisory Board will be created consisting of some the willing MCRM APR panel members and other interested faculty. This group will review the minor at least annually to further develop its goals, update and refine SLOs, and enhance assessment practices. Part of this task will involve continued and more in-depth comparisons to our Carnegie comparable institutions who have a similar minor or major. They will also work with the FSU Office of Institutional Research to look for useful patterns and trends that can contribute to making this minor more useful to students. This group will also monitor and assist with determinations about updates and courses to add or drop on an annual basis. Future sources of information and consultation for the Advisory Board will include Alumni, Faculty, Employers, Graduate Programs, and Student interviews. Further literature review on academic minors in general and the MCRM in particular will be conducted in consultation with the MCRM library liaison Stacy Anderson. There will be continued discussion of the relevance of academic minors in general in the coming years and articulation of the justification given the current focus on student debt. In this light, it may also be helpful to elicit feedback from employers and graduate schools as to the importance of the MCRM and any other academic minors as it relates to hiring and admissions decisions.

This and other Program Advisory Boards may also be able to help the APR process, as it relates to academic minors in general and interdisciplinary minors in particular. Given the unique particulars of minors in general and interdisciplinary minors in particular, there may be reason to reinvestigate an expedited process for these academic programs. And if an expedited process is not warranted, tailored guidelines specific to minors, as many of the data requirements from APR are not supported by FSU (i.e. FTEs and ACHs) and would be difficult and onerous if not impossible for an APR panel to provide. Perhaps there could be some form of additional support for minors going through the APR process.

Requests have been made to both the Center for Center for Latin@ Studies and the Office of Multicultural Student Services for inclusion on their websites to increase visibility of the

minor. Requests are also being sent out to specific RSOs who may have membership particularly interested in the MCRM, e.g. HSO, DSAGA and other international or multicultural student groups. These groups will be asked to help articulate who else, for what other majors this minor might be a good fit, i.e. specific business, education or health profession majors.

Finally, it may also be beneficial to step back as a university and look at whether or not minors are good for the university, the college, individual departments, and especially the actual advisors of the minor who may not be compensated for this advising task, particularly with those interdisciplinary minors that are unattached to majors. This may well be a mixed picture as minors may well be good for FSU bringing in additional tuition, variety of offerings, and potentially increased enrollment, while not providing much reward, incentive or release for the faculty who advise the minors and shepherd them through APR and UCC processes when the time comes. There is some discussion in the College of Arts and Sciences about creating a new structure to organize the “orphaned” or “unaccompanied” interdisciplinary minors in a different way, those not necessarily housed under a specific major discipline. Since most FSU minors, and probably all interdisciplinary minors, are housed in the College of Arts and Sciences, it might make sense for that issue to be deliberated there and to investigate possible solutions and enhancements initially.

Respectfully submitted,

Michael Berghoef

Professor of Social Work

Advisor the Multicultural Relations in the US Minor

Ferris State University

Signature Pages

**Ferris State University - International Studies Minor**

My signature below indicates that I was a member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

**Chair:**

Michael Berghoef, Professor of Social Work & BSW Coordinator, MCRM Advisor

\_\_\_\_\_ Date: \_\_\_\_\_

**Administrative Representative:**

Trinity Williams, Associate Dean for Arts & Sciences

\_\_\_\_\_ Date: \_\_\_\_\_

**Program Faculty:**

Stephanie Thomson, Associate Professor of Communication

\_\_\_\_\_ Date: \_\_\_\_\_

Eric Warner, Assistant Professor of Spanish

\_\_\_\_\_ Date: \_\_\_\_\_

**Individuals with Special Interest in the Program:**

Kaylee Moreno, Director of the Center for Latin@ Studies

\_\_\_\_\_ Date: \_\_\_\_\_

And Michael Wade, Assistant Director of the Office of Multicultural Student Services

\_\_\_\_\_ Date: \_\_\_\_\_

**Faculty Member from Outside the College:**

Abdi Ferdosi, Professor of Economics

\_\_\_\_\_ Date: \_\_\_\_\_

**FLITE Liaison:**

Stacy Anderson, Associate Professor in FLITE

\_\_\_\_\_ Date: \_\_\_\_\_

**Student Representative:**

Jenna Liszewski, BSW

\_\_\_\_\_ Date: \_\_\_\_\_



**Ferris State University - International Studies Minor**

2108 Arts & Science, Big Rapids, MI 49307 - 231.591.2735

My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

\_\_\_\_\_ Date: \_\_\_\_\_

**Department of Social Sciences Chair:** Meral Topcu

\_\_\_\_\_ Date: \_\_\_\_\_

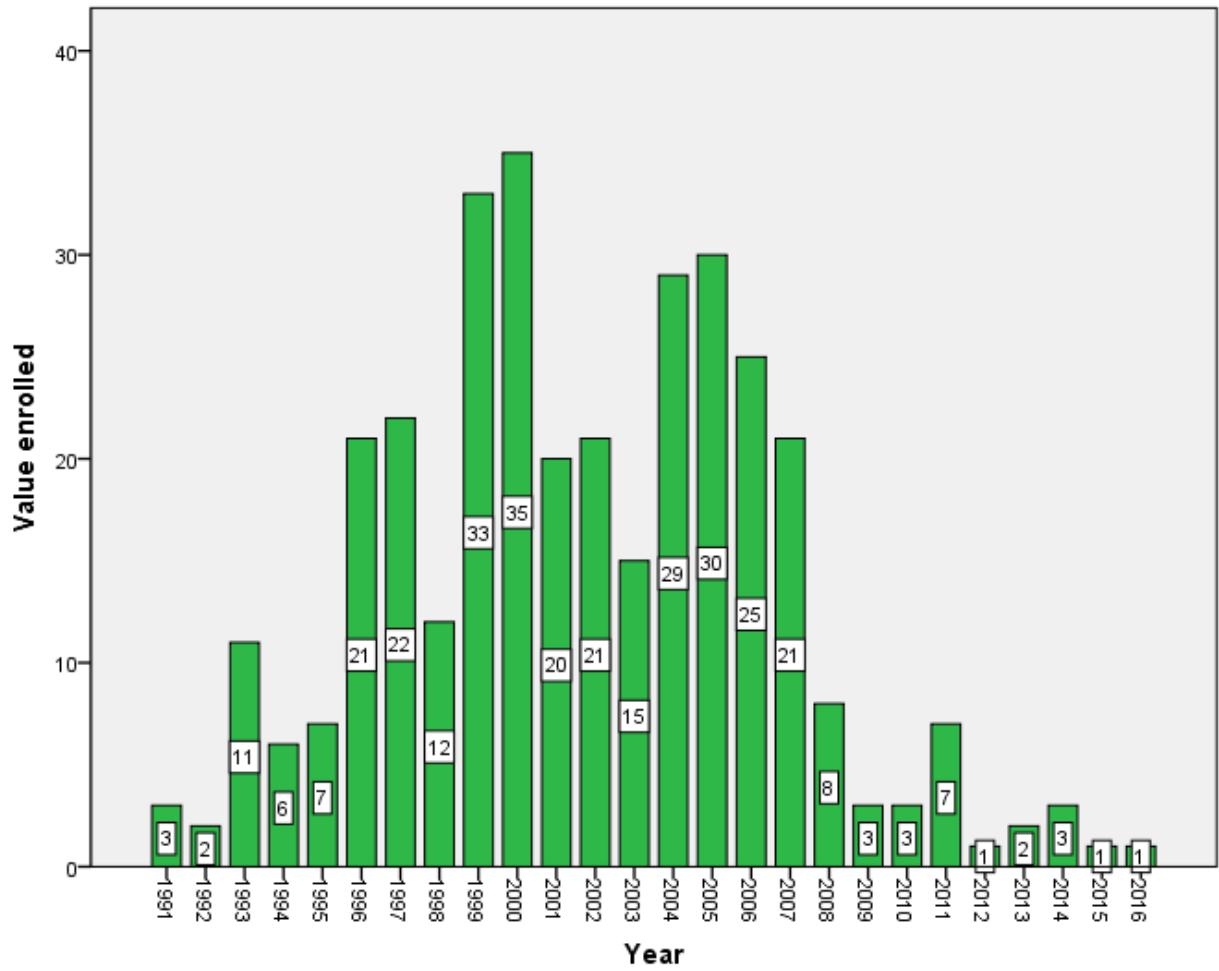
**Dean College of Arts & Sciences:** Kristi Haik

## Appendix A - Student Learning Outcomes (SLOs)

- Students will be able to understand and identify the ways that varying cultural differences influence a society, both currently and historically, developing a holistic vision of the multicultural realities of America.
- Students will learn to exhibit professional behaviors and articulate ideas that cultivate teamwork, communication skills, and critical thinking it takes to function in a diversified, global community from an integrated disciplinary perspective, attaining practical communication and collaborative skills to function effectively in culturally diverse work environments.
- Students will learn how to act as a socially responsible citizen in an increasingly diverse environment, while promoting global tolerance and the acceptance of other ethnicities and cultures, having a broad understanding of the cultural complexity of contemporary America.



Appendix B - Recent enrollment & history



Year	# Declared
1991	3
1992	2
1993	11
1994	6
1995	7
1996	21
1997	22
1998	12
1999	33
2000	35
2001	20
2002	21
2003	15
2004	29
2005	30
2006	25
2007	21
2008	8
2009	3
2010	3
2011	7
2012	1
2013	2
2014	3
2015	1

2016	1
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## Multicultural Relations in the US (MREL) - 18 Credits

MREL-MNR\_2017\_2018

Minor

College of Arts and Sciences

### ADMISSION REQUIREMENTS

#### New Students

- Student must be admitted to the university and pursuing a baccalaureate degree.

#### Transfer Students

- Student must be admitted to the university and pursuing a baccalaureate degree.

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
<b>MINOR REQUIREMENTS – 18 Credits Required</b>			
COMM	365	Intercultural Communication (with department approval, COMM 305, 310 or SCWK 330 can be substituted for COMM 365)	3
SSCI	450	Intercultural Competence	3
CHOOSE ONE	HIST 361	Racism in the Modern World	3
	HIST 315	Civil Rights Movement	
	SOCY 340	Race and Ethnicity in the U.S.	
<b>DIRECTED ELECTIVES – 9 Credits Required – Choose 3</b>			
ANTH	122	Intro to Cultural Anthropology	3
GEOG	112	Cultural Geography	3
HIST	201	African – American History	3
HUMN	230	Women, the Arts, and Society	3
LITR	170	Intro to Women’s Literature	3
LITR	202	Black Literature	3
LITR	203	Introduction to African Literature	3
LITR	204	Native American Society	3
SOCY	230	Gender Roles in Society	3
ANTH	310	North American Indians	3
ANTH	320	Contemporary American Indian Issues	3
ARTH	325	Women and Art	3
ECON	331	Labor Economics & Labor Relations	3
FILM	360	Gender and Race in Film	3
GEOG	202	Geography of Latin America, Africa, Asia	3
HIST	320	The U.S. and Vietnam War	3
HIST	325	American Women’s History	3
HIST	371	East Asia in 20 <sup>th</sup> Century	3
HIST	372	Middle East in Modern Era	3
HIST	375	Latin American History	3
LITR	371	Topics in Women’s Literature	3
PLSC	221	American Political Parties	3
PLSC	301	Perspectives – Developing World	3
PSYC	325	Social Psychology	3
PSYC	430	Interpersonal & Intercultural Perception	3
RELG	325	Eastern Religions	3
RELG	326	Western Religions	3
SOCY	341	Community Studies	3
SOCY	443	Social Stratification/Inequality	3
SPAN	201	Intermediate Spanish 1	4
SPAN	202	Intermediate Spanish 2	4
SPAN	333	Contemporary Culture and Sociology of Hispanic America	3

**ADDITIONAL GRADUATION REQUIREMENTS**

- Students must maintain a minimum 2.0 GPA in minor courses
- This minor requires a minimum of 18 credits
- No more than 50% of the credits in this minor may be transferred from another institution.
- A maximum of 1/3 of the credits, but no more than 7 credits in a minor, may overlap the student's major.
- At least 50% of the credits of the minor must be numbered 300 or higher
- Students may apply 6 credit hours of overlap between minors
- Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree

SECTION A DECLARATION OF MINOR	Signatures		Date
	Student		
	Advisor		
	Department		
SECTION B MINOR COMPLETE	Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)		Date
	Department		
	CAS Dean	<input checked="" type="checkbox"/> Degree Verified	
	Registrar		

Appendix D – Previous Check Sheet – 2010 - 2016

MREL 2015-2016

FERRIS STATE UNIVERSITY – COLLEGE OF ARTS AND SCIENCES  
 MULTICULTURAL RELATIONS IN THE US (MREL) MINOR  
 CREDITS REQUIRED: 18

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.

<b>SECTION A DECLARATION OF MINOR</b>	<b>General Requirements:</b>				
	1) At least 50% 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 2.0 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**.				
	<b>Required Courses</b>		<b>Credit Hours</b>	<b>Grade</b>	<b>Semester Completed</b>
	COMM 365 Intercultural Communication* (page 2)		3		
SSCI 450 Intercultural Competence		3			
Choose one: HIST301 Racism in the Modern World HIST315 Civil Rights Movement SOCY340 Race and Ethnicity in the U.S.		3			
Directed Elective See page 2		3			
Directed Elective See page 2		3			
Directed Elective See page 2		3			
<b>Signatures</b>			<b>Date</b>		
Student					
Advisor					
Department					

Appendix E – Curriculum map and Timeline for Assessment

**Curriculum Map**

Program Level SLOs	SSCI 450	SOCY 340	COMM 365	HIST 351
1. Apply geographic perspective to major contemporary global issues	I	R		R
2. Identify key global trends (economic, social, historical, political, technological)	I	I		R
3. Compare cross-cultural approaches to communication and scholarly inquiry		I	I	R
4. Compare the various elements of responsible global citizenship		I	I	R

**Timeline for Assessment**

Time	SLO1	SLO2	SLO3	SLO4
Fall 2017	SSCI 450	SOCY 340	COMM 365	HIST 351
Spring 2018	HIST 351	SSCI 450	SOCY 340	COMM 365
Fall 2018	COMM 365	HIST 351	SSCI 450	SOCY 340
Spring 2019	SOCY 340	COMM 365	HIST 351	SSCI 450
Fall 2019	SSCI 450	SOCY 340	COMM 365	HIST 351

Appendix F – 2010 APR Report for the MCMR - pages 1 -13 (excluding syllabi)

**MULTICULTURAL RELATIONS IN THE UNITED STATES:  
ACADEMIC MINOR**

**REVIEW PANEL**

Minor Advisor:	Kali Majumdar, Ph.D.
Department Head:	J. Andy Karafa, Ph.D.
Department Member:	Bonnie Wright, Ph.D.
Outside (of Department) Member:	Jana Pisani, Ph.D.
Outside (of College) Member:	Shirish Grover, Ph.D.



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**MULTICULTURAL RELATIONS IN THE UNITED STATES  
ACADEMIC MINOR**

**SECTION 1**

**A. PROGRAM GOALS**

- As indicated by the Ferris Catalog, student outcomes include:
  - Developing a “holistic vision of the multicultural realities of America.”
  - Attaining “practical communication and collaborative skills to function effectively in culturally diverse work environments.”
  - Having “a broad understanding of the cultural complexity of contemporary America.”
- It is not known who developed the description of this minor. This existed before the advisor and the department head.
- The primary purpose of this minor is to prepare students for the multicultural workplaces found in the United States. Given the increasingly globalized world, the need for such a minor is greater now than it was at its inception.
- This minor has not undergone a review before now.
- This minor fits well with the department, college, and university mission statements and goals. Specifically:
  - University Mission and Goals:
    - This minor is consistent with the portion of the University’s mission that refers to serving “our rapidly changing global economy and society.” The focus on diverse groups and its interdisciplinary structure are also in line with the core values of diversity and collaboration, respectively.
  - College of Arts & Sciences Mission and Goals:
    - This minor is in line with the portion of the Arts & Science mission statement that refers to preparing “students to contribute to a complex and diverse world.” The minor is also aligned with the goal that graduates be “successful in their careers and in their role as citizens in a diverse and changing world.”
  - Social Sciences Department Mission:
    - This minor is aligned with the Social Sciences mission statement as it readies students to “effectively navigate the increasingly complex, diverse and globally connected world.”

**B. PROGRAM VISABILITY AND DISTINCTIVENESS**

1. This minor is unique because it examines the variety of cultural experiences here in the United States via an interdisciplinary approach.
2. This has not been formally assessed. Many Social Work students have declared this minor because its requirements overlap significantly with the Social Work curriculum. (Since fall 2005, 63% of those declaring this minor have been Social Work majors. All but 3 have been from Arts & Sciences.)
3. A review of other Michigan institutions failed to find similar minors. Other minors either focus on specific cultures within the United States (e.g., Native American Studies) or look beyond the U.S. boarder (e.g., Global and International Studies). In only one case was such a minor *moderately*

interdisciplinary in nature. Specifically, American Ethnic Studies incorporates anthropology, social work, and sociology courses. The breadth of our Multicultural Relations minor is both a strength and a potential weakness. The multidisciplinary approach provided by the minor encourages students to understand multicultural relations via a variety of lenses and methods. The danger is that it is too broad, diluting the students' experience. This has been addressed via a recent review of its structure. Specifically, the minor has been restructured in order to ensure that students are exposed to certain types of classes. The current minor is structured too loosely (see Sections 1, C.2. and 3, F.4.).

#### C. PROGRAM RELEVANCE.

1. Because this is a unique minor and not associated with a specific area, no market demand analyses are available.
2. Members of the program review panel have recently met to discuss changes to the program in light of the increasing importance of understanding globalization and its impact on multicultural relations in the United States. The new structure can be found below: Section 3, F.4. The changes include creating categories of classes that address:
  - social structure and experiences,
  - social change and achievement,
  - multicultural relations,
  - and exposure to various cultures found in the United States.
3. Because of the relatively small enrollment, no data have been collected regarding student impressions of the program. Given the likely response rate, the resulting sample would be too unreliable.

#### D. PROGRAM VALUE

1. As indicated above, this minor is consistent with the mission and values of the University. It is also consistent with the recently implemented globalization initiative.
2. Because of the diverse collection of courses associated with this minor, there is not a core faculty from which to collect data. However, because Social Work students are the most frequent recipients of this minor, Social Work faculty members were invited to provide feedback. Impressions included the following:
  - Past social work graduates have indicated that the minor helped them interview for graduate programs.
  - One professor suggested that the minor is "pertinent and necessary" given the present day workforce.
  - Another professor indicated that the minor presents a "real value for Social Work students." This is especially true as "they do not get this kind of exposure" elsewhere.
3. Faculty perceptions have not been assessed. Because of the diverse collection of courses associated with this minor, there is not a core faculty from which to collect data.
4. As noted in #3, there is no faculty.
5. To the best of our knowledge, no services have been provided by way of this minor. In addition, there are no plans to provide any in the future.

## SECTION 2

- A – F. Given the relatively small sample of past and current students available to the panel, it was not feasible to conduct graduate, employer, student exit, and student program evaluation surveys.

As noted above, the nature of the minor makes it difficult to collect meaningful data from faculty.

There is no advisory board from which to collect data. However, the proposed changes will be discussed within the Department of Social Sciences after at least one follow-up meeting with the review panel.

## SECTION 3

### A. PROFILE OF STUDENTS

1. Student Demographics:
  - a. Gender, race, ethnicity, and age: These data are not tracked for minors.
  - b. State residency: These data are not tracked for minors.
  - c. Full-time status: These data are not tracked for minors.
  - d. Time of classes: Approximately 20% of declared students take or have taken predominantly evening classes. The remaining students take or have taken daytime, weekday courses.
  - e. Enrolled in classes on and off campus: Approximately 20% take or have taken their coursework in Traverse City. This also explains the percentage provided above in d.
  - f. Course delivery: This varies. Because this minor cuts across multiple departments and areas, no clear pattern exists.
  - g. This minor is administered by Social Sciences. Little has been done to coordinate with other departments, in large part, because they have their own program priorities (e.g., majors and Education-related programming).
2. Student Quality: As this is not a program, such data have not been tracked and are not readily available.
3. Employability data are not available for this minor. As indicated elsewhere, Social Work majors most frequently declare this minor. It is expected that this assists them with their work in the human services; however, no formal data have been collected.

### B. ENROLLMENT

1. Based on new declarations for fall 2011 and current students, we expect approximately 10 students for fall 2011 – 2012. This is based on enrollment trends over the past few years. Nothing is in place to track minors.
2. Regarding SCHs, the size of this minor makes determining such trends difficult. Also, this is not provided by the Fact Book.
3. Annually, approximately 2 – 5 students are likely to declare this minor.
4. There are no requirements associated with declaring this minor.
5. Admission and enrollment data do not apply to minors.
6. There have been no formal attempts to address recruitment or retention. Such efforts are better directed toward programs; however, the minor could be better advertised given its relevance to American society (e.g., the workplace).

C. PROGRAM CAPACITY

1. Because this is an interdisciplinary minor, there is no good way of determining enrollment capacity. This is influenced by major requirements (e.g., SSCI 450 is required by Social Work and may fill, leaving no seats), general education demands (e.g., RELG 325 is used by Social Work, in part, to fulfill general education requirements), and courses listed as options for other minors (e.g., LITR 202 is an option for African American Studies).

In order to remain flexible, additional course will be proposed for the "required" section of the checksheet. Specifically, the following changes will be proposed:

*Current:* COMM 365 and SSCI 450 are required.

*Proposed:* At least two of the following must be taken.

- SSCI 450
- HIST 301
- MGMT 377
- PSYC 430
- SOCY 341

D. RETENTION AND GRADUATION

1. Although these data are not readily available for minors, it appears that most students who declare the minor complete the minor. As noted previously, over half of those declared are or have been Social Work majors. Because this minor overlaps significantly with Social Work requirements, many students declare it just before graduation when they realize they have met the necessary conditions.

E. ACCESS

1. To the best of the panel's knowledge, no systematic efforts have made to effect accessibility, outside of adding flexibility as noted above in C.1.

F. CURRICULUM.

1. Students are expected to complete the following requirements:

Choose One (3 credits):

- ANTH 122 Intro Cultural Anthropology
- GEOG 112 Cultural Geography
- HIST 201 African-American History (ENGL 150)
- HUMN 230 Women in the Arts and Society
- LITR 170 Women in Contemp Culture
- LITR 202 Black Literature (ENGL 150)
- LITR 203 Intro African Literature (ENGL 150)
- LITR 204 Native American Literature (ENGL 150)
- SOCY 230 Gender Roles in Society (SOCY 121, 122, or ANTH 122)

Prerequisites:

Choose One (3 credits):

- HIST 301 Racism in the Modern World (ENGL 250)
- HIST 315 Civil Rights Movement (ENGL 250; HIST 122)
- SOCY 340 Minority Groups in America (SOCY 121, 122, or ANTH 122)

Required (6 credits):

- COMM 365 Intercultural Communication
- SSCI 450 Intercultural Competence

Choose two (6 credits):

- ANTH 310 North American Indians (SOCY 121/122 or ANTH 121/122)
- ANTH 320 Contemp American Indian Issues(SOCY 121/122 or ANTH 121/122)
- ARTH 325 Women and Art
- ECON 331 Economic Labor Relations (ECON 222)
- GEOG 202 Geog Latin America-Africa-Asia
- HIST 320 US and the Vietnam War
- HIST 325 American Women's History (ENGL 250; HIST 121 or 122)
- HIST 371 East Asia in the 20<sup>th</sup> Century (ENGL 250)
- HIST 372 Middle East in Modern Era (ENGL 250)
- HIST 375 Latin American History (ENGL 250)
- LITR 371 Topics in Women's Literature (ENGL 250)
- RELG 325 Eastern Religions (ENGL 150)
- RELG 326 Western Religions (ENGL 150)
- FILM 360 Gender and Race in Film (ENGL 150)
- PLSC 221 American Political Parties
- PLSC 301 Perspective – Developing World
- PSYC 325 Social Psychology (PSYC 150)
- PSYC 430 Interpersonal-Cultural Percept (PSYC 150)
- SOCY 341 Community Studies (SOCY 121, 122, or ANTH 122)
- SOCY 443 Soc Stratification-Inequality (SOCY 121, 122, or ANTH 122)
- SPAN 201 Intermediate Spanish 1
- SPAN 202 Intermediate Spanish 2
- SPAN 332 Contemp Culture-Soc of Mexico (SPAN 202)
- SPAN 333 Contem Cult-Soc Hispanic Amer (SPAN 202)

2. To the best of our knowledge, this minor has not been revised since its creation.

3. No part of this minor is currently in the curricular review process.

4. Following a review by members of the program review panel, the following changes are proposed:

- Require students to take at least one Social Sciences course and at least one Humanities or Literature course. In this way, students are provided with at least two ways in which to approach and understand multicultural relations in the U.S.
- Require students to take at least two courses that directly address multicultural relations. (The remaining courses are often more about understanding other cultures.)

Choose One Social Sciences Course (3 credits):

- ANTH 122 Intro Cultural Anthropology
- SOCY 230 Gender Roles in Society (SOCY 121, 122, or ANTH 122)
- SOCY 340 Minority Groups in America (SOCY 121, 122, or ANTH 122)
- SOCY 443 Soc Stratification-Inequality (SOCY 121, 122, or ANTH 122)

Prerequisites:

Choose One Humanities/Literature Course (3 credits):

- HIST 201 African-American History (ENGL 150)
- HUMN 230 Women in the Arts and Society
- LITR 170 Women in Contemp Culture
- LITR 202 Black Literature (ENGL 150)
- LITR 203 Intro African Literature (ENGL 150)
- LITR 204 Native American Literature (ENGL 150)
- HIST 315 Civil Rights Movement (ENGL 250; HIST 122)

Choose Two Relations Courses (6 credits):

- HIST 301 Racism in the Modern World (ENGL 250)
- MGMT 377 Managing a Global Workforce (MGMT 373)
- PSYC 430 Interpersonal-Cultural Percept (PSYC 150)
- SOCY 341 Community Studies (SOCY 121, 122, or ANTH 122)
- SSCI 450 Intercultural Competence

Choose Two Directed Electives (6 credits):

- ANTH 310 North American Indians (SOCY 121/122 or ANTH 121/122)
- ANTH 320 Contemp American Indian Issues(SOCY 121/122 or ANTH 121/122)
- ARTH 325 Women and Art
- ECON 331 Economic Labor Relations (ECON 222)
- GEOG 202 Geog Latin America-Africa-Asia
- HIST 320 US and the Vietnam War
- HIST 325 American Women's History (ENGL 250; HIST 121 or 122)
- HIST 371 East Asia in the 20<sup>th</sup> Century (ENGL 250)
- HIST 372 Middle East in Modern Era (ENGL 250)
- HIST 375 Latin American History (ENGL 250)
- LITR 371 Topics in Women's Literature (ENGL 250)
- RELG 325 Eastern Religions (ENGL 150)
- RELG 326 Western Religions (ENGL 150)
- FILM 360 Gender and Race in Film (ENGL 150)
- PLSC 301 Perspective – Developing World
- PSYC 325 Social Psychology (PSYC 150)
- SPAN 201 Intermediate Spanish 1
- SPAN 202 Intermediate Spanish 2
- SPAN 332 Contemp Culture-Soc of Mexico (SPAN 202)
- SPAN 333 Contem Cult-Soc Hispanic Amer (SPAN 202)

*\*\*These proposed changes should be considered preliminary. Additional input will be sought from departments (e.g., Humanities) and schools (Education) in order to update the proposed list of courses.\*\**

G. QUALITY OF INSTRUCTION

1. – 7. These items do not readily apply to a minor. See the list of faculty members in H. Sample syllabi can be found in Appendix B.

#### H. COMPOSITION AND QUALITY OF FACULTY

1.-7. As noted, there is no core faculty associated with this minor; however, below is a list of faculty members often associated with the minor. It is notable that 93% of the professors listed have terminal degrees in their areas of expertise. The 7% without terminal degrees includes an instructor who is ABD and someone with two Masters degrees.

- ANTH 122 Kali Majumdar, Ph.D. & Thuy Karafa, M.S., M.A.
- GEOG 112 Renato Cerdena, Ph.D. & Justin Scheidt, ABD
- HIST 201 Kim Carlton-Smith, Ph.D.
- HUMN 230 N/A
- LITR 170 Tracy Webb, Ph.D. & Christine Persak, Ph.D.
- LITR 202 Phillip Middleton, Ph.D.
- LITR 203 Phillip Middleton, Ph.D.
- LITR 204 N/A
- SOCY 230 Melissa DeRosia, M.A. & Bonnie Wright, Ph.D.

#### Choose One (3 credits):

- HIST 301 Barry Mehler, Ph.D.
- HIST 315 N/A
- SOCY 340 Anthony Baker, Ph.D. & Carole McKenna, Ph.D.

#### Required (6 credits):

- COMM 365 Sandra Alspach, Ph.D. & Elizabeth Wilson, Ph.D.
- SSCI 450 Gerald Matthews, Ph.D.

#### Choose two (6 credits):

- ANTH 310 N/A
- ANTH 320 N/A
- ARTH 325 Kim Carlton, Ph.D.
- ECON 331 Abdollah Ferdowsi, Ph.D.
- GEOG 202 N/A
- HIST 320 Gary Huey, Ph.D.
- HIST 325 Lisa Guinn, Ph.D.
- HIST 371 N/A
- HIST 372 Barry Mehler, Ph.D.
- HIST 375 Jana Pisani, Ph.D.
- LITR 371 Christine Persak, Ph.D.
- RELG 325 Susan Morris, Ph.D.
- RELG 326 Randall (Randy) Groves, Ph.D.
- FILM 360 Susan Morris, Ph.D.
- PLSC 221 Richard Griffin, Ph.D.
- PLSC 301 N/A
- PSYC 325 Connie Meinholdt, Ph.D. & J. Andy Karafa, Ph.D.
- PSYC 430 Connie Meinholdt, Ph.D.
- SOCY 341 Anthony Baker, Ph.D.
- SOCY 443 Anthony Baker, Ph.D.
- SPAN 201 Ana Davila-Howard, Ph.D.
- SPAN 202 Steven Symmes, Ph.D.



- SPAN 332 N/A
- SPAN 333 Gustavo Rodriguez Moran

I. ASSESSMENT AND EVALUATION.

1. – 10. There are no TracDat data associated with this minor and learning outcomes have not been established beyond those found on the checklist. The existing outcomes were not written with measurement in mind. These should be revised if the proposed changes are submitted.

Although individual course outcomes exist, each is unique to its area and department. As a result, each does not correspond to a shared set of learning outcomes for this minor.

J. SERVICE TO NON-MAJORS.

1. Please see below for a list of general education requirements met by the individual courses where C = cultural enrichment, G = global consciousness, S = social awareness, and R = race, ethnicity, and/or gender:

<u>Choose One (3 credits):</u>	<u>General Education:</u>
• ANTH 122 Intro Cultural Anthropology	G, S, R
• GEOG 112 Cultural Geography	G, S, R
• HIST 201 African-American History	C
• HUMN 230 Women in the Arts and Society	C, R
• LITR 170 Women in Contemp Culture	C, R
• LITR 202 Black Literature	C, R
• LITR 203 Intro African Literature	C, R
• LITR 204 Native American Literature	C, R
• SOCY 230 Gender Roles in Society	S, R
<u>Choose One (3 credits):</u>	
• HIST 301 Racism in the Modern World	C, R
• HIST 315 Civil Rights Movement	C, R
• SOCY 340 Minority Groups in America	S, R
<u>Required (6 credits):</u>	
• COMM 365 Intercultural Communication	- - -
• SSCI 450 Intercultural Competence	S, R
<u>Choose two (6 credits):</u>	
• ANTH 310 North American Indians	S, R
• ANTH 320 Contem American Indian Issues	S, R
• ARTH 325 Women and Art	C, R
• ECON 331 Economic Labor Relations	S, R
• GEOG 202 Geog Latin America-Africa-Asia	G, S, R
• HIST 320 US and the Vietnam War	C, G
• HIST 325 American Women's History	C, R
• HIST 371 East Asia in the 20 <sup>th</sup> Century	C, G
• HIST 372 Middle East in Modern Era	C, G
• HIST 375 Latin American History	C, G
• LITR 371 Topics in Women's Literature	C, R

- RELG 325 Eastern Religions C, G
- RELG 326 Western Religions C
- FILM 360 Gender and Race in Film C, R
- PLSC 221 American Political Parties S, R
- PLSC 301 Perspective – Developing World G, S, R
- PSYC 325 Social Psychology S, R
- PSYC 430 Interpersonal-Cultural Percept S, R
- SOCY 341 Community Studies S, R
- SOCY 443 Soc Stratification-Inequality S, R
- SPAN 201 Intermediate Spanish 1 C, G
- SPAN 202 Intermediate Spanish 2 C, G
- SPAN 332 Contemp Culture-Soc of Mexico C, G
- SPAN 333 Contem Cult-Soc Hispanic Amer C, G

2. All of the courses listed above meet general education needs, except for COMM 365.
3. Because so many of the courses meet general education outcomes, students are able to meet both minor and general education learning outcomes.
4. There are no plans to increase or decrease general education offerings. However, given the nature of the minor, any changes would likely impact general education offerings.

K. DEGREE PROGRAM COST AND PRODUCTIVITY DATA.

1. These data exist separately for the various departments and units. It is not obvious how the panel might summarize these adequately for review purposes.

L. ADMINISTRATION EFFECTIVENESS

1. Both administrative and clerical support is sufficient.
2. The minor is administered by Social Sciences; however, as noted above in D.3, there is no core group of faculty associated with this minor. As a result, there is limited oversight of the minor.
3. Courses are scheduled by respective departments based on program and general education needs, not the needs of students who have declared the minor.
4. As indicated above, no student survey data were collected for this review. The panel is aware of the occasional need for course substitutions. This is sometimes the result of a required course not being available. Another cause is the last-minute declaration of the minor and the necessary “cobbling” together of courses by students.

**Section 4**

A. INSTRUCTIONAL ENVIRONMENT

1. The current instructional spaces are adequate. Most rooms provide instructors with the necessary equipment, including chalk/whiteboards, computers, Internet access, LCD projectors, document cameras, etc. The furniture in these spaces varies; some have tables, some have tablet chairs, and an increasing number have tablet chairs with wheels.

2. This is difficult to assess. Because the courses associated with the minor come from different departments (e.g., Social Sciences) and units (Political Science), instructional needs vary greatly. For example, a room with fixed chairs will facilitate a lecture format but interfere with a group-discussion format.
  3. See #2, above.
  4. Rooms will continue to be refurbished (e.g., painted and carpeted) and technology updated (e.g., Tegrity). This will vary from department to department and will not be driven by the needs of the minor.
  5. Again, this is difficult to judge.
- B. COMPUTER ACCESS AND AVAILABILITY
1. Computers are allocated to departments and respective programs, not minors. As described above, instructional spaces have networked computers.
  2. The above-described computers are used to enhance instruction. Such enhancements include video, the Internet, PowerPoint (and similar) presentations, etc.
  3. Overall, the computer resources available in the classrooms are adequate. However, some computers are very old (and, therefore, slow). In other cases, technology associated with classroom computers fails to work effectively (e.g., Tegrity and “clickers”).
  4. Each department handles its respective rooms. No minor-oriented planning has or will occur with respect to computers.
  5. Online services are used in varying degrees by the many faculty members associated with this minor. Despite the occasional glitches associated with this technology, it appears to facilitate instruction.
  6. Since the inception of the minor, technology support has improved.
- C. OTHER INSTRUCTIONAL TECHNOLOGY
- 1-5. Although referred to in the previous section, additional technology employed by professors includes Tegrity and “clickers.” These are best assessed by examining department and program needs and expectations.
- D. LIBRARY RESOURCES
1. If the FLITE resources are adequate for the areas associated with this minor (e.g., History), then they are adequate for the minor. This is best judged by reviewing major-related reports.
  2. The instruction availability of FLITE faculty and staff has been adequate.
  3. There is, of course, no budget associated with this minor. As noted in # 1, above, it is difficult to judge the adequacy of the budgets assigned to the various areas.

## Section 5

- A. RELATIONSHIP TO FSU MISSION: This minor is aligned with the missions of the University, the College of Arts & Sciences, and its “home” department, Social Sciences. In particular, it is an important minor for students heading into the diverse workplaces found within the United States. It provides students with the necessary understanding of the subcultures found within the U.S. and the human relations and dynamics associated with such cultures.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS: This is a very unique major for two reasons. First, it is interdisciplinary. Although many minors are, this minor taps at least a dozen different disciplines. Second, its focus on multicultural relations in the U.S. is unlike any other minors found in the state. In particular, this minor requires students to understand how globalization impacts (and has impacted) the U.S. in a way other minors do not.

This minor has not been marketed and, therefore, is largely unknown outside of the Department of Social Sciences. Given the importance of multicultural relations in the U.S. and the University's current emphases on diversity and globalization, the existence of this minor should be better shared with the campus community.

C. PROGRAM VALUE: As an interdisciplinary minor, it is indirectly supported by three departments. Specifically, the courses associated with the minor are offered for other programmatic needs; therefore, the minor does not cost anything beyond what is already needed.

D. ENROLLMENT: Enrollment has been low and largely limited to students in Arts and Sciences. Given the importance of understanding multiculturalism in the U.S., this is a useful minor to anyone graduating from Ferris. Hopefully both marketing (see B, above) and the inclusion of additional courses (e.g., MGMT 377) will increase students' interest in this minor.

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS: The purpose of this minor is to make students more effective employees and citizens. In addition, depending on a student's major, this might show prospective employers that she/he is prepared to face the multicultural workplace.

Unfortunately, too few students have been or are enrolled in this minor, making assessment difficult.

F. QUALITY OF CURRICULUM AND INSTRUCTION: The minor has not been adjusted since its inception, sometime before 2000. There are likely relevant courses now being offered that did not exist at the time it was created. Such additions will be investigated in the near future.

The panel has proposed a change to the structure of the minor that requires exposure to various disciplines while, at the same time, maintaining a focus on the relations associated with multiculturalism in the U.S. Additional changes will be considered if additional courses are found.

G. COMPOSITION AND QUALITY OF THE FACULTY: Although this is difficult to assess for the minor, the panel is confident that its colleagues in the various areas provide excellent instruction. Every class is taught by individuals with advanced expertise in their respective areas.

**Section 5**

A. Minor Checksheet

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# FERRIS STATE UNIVERSITY

## COLLEGE OF ARTS AND SCIENCES

**TO:** Gary Todd, Chair, Academic Program Review Council (APRC)

**CC:** Meral Topcu, Department Chair, Social & Behavioral Sciences  
Mike Berghoef, Chair, Program Review Panel

**FROM:** Kristi L. Haik, Dean, College of Arts & Sciences

A handwritten signature in black ink, reading "Kristi L. Haik".

**RE:** Multicultural Relations Minor

**DATE:** 09/12/2017

The Multicultural Relations in the U.S. Minor is housed in the College of Arts and Sciences and is supported by courses from several academic departments, including the Department of Social and Behavioral Sciences, the Department of Humanities, and the Department of English, Literature, and World Languages. This program was created in 1991 and was last updated in 2010, with the addition of some courses to the checksheet since that time. The current champion of the program, Mike Berghoef, is a professor in the Department of Social Work.

Overall, this minor promotes the understanding of multiculturalism and diversity so that students may apply what they have learned to their future workplace and to their personal lives. It also focuses on the development of communication skills, teamwork skills, and critical thinking skills. As such, it helps to develop the skills and qualities that potential employers might look for in applicants. It is a highly flexible program that allows students to tailor much of the minor to their specific needs.

At one time, the minor was much more robust with respect to enrollment in the program. During the past five years, only a handful of students have been enrolled. This has been due, primarily, to the lack of real promotion of the program and the value it holds to students. It is likely that enrollment could be increased with some simple marketing strategies.

With respect to program assessment, the collection of data has mostly come in the form of surveying both current students and alumni. Well-defined program outcomes do exist; in the near future, assessment of these outcomes will begin, as it will for all minors in the College of Arts and Sciences. The plan for all minors will include the development of program outcomes (already completed for this program), the mapping of those outcomes to selected courses, the creation of a timeline for assessment of particular outcomes in particular courses, and course-level assessment related to program outcomes. The college will guide this program through that process. The program will upload all appropriate assessment artifacts and findings into TracDat.

820 Campus Drive  
Big Rapids, MI 49307-2225

**Phone:** (231) 591-3660  
**Fax:** (231) 591-2618  
**Web:** [www.ferris.edu](http://www.ferris.edu)

The major goal for this program is to find a director and to create an Advisory Board that will review the minor on a regular basis, update and refine the program outcomes, modify the curriculum as deemed necessary, and carry out assessment of the program. This group will also be responsible for marketing the program to potential students.

The Dean's office supports the continuation of this program despite the fact that it currently has low enrollment. This minor is vital in today's global environment and could be valuable to a number of students, and it seems that a serious attempt to increase enrollment should occur before decisions about the viability of the program are explored more fully.