Academic Senate
Agenda for the Meeting of
April 3rd, 2018
UCB 202 A
10:00 - 11:50 am Session

1. Call to Order and Roll Call

2. Approval of Minutes
    A. March 13th, 2018

3. Open Forum

4. Reports
    A. Senate President – Charles Bacon
    B. Senate Vice President – Sandy Alspach
    C. Senate Secretary – Melinda Isler

5. Senate Committee Reports
    A. University Curriculum Committee – Rusty Leonard
    B. Academic Policy and Standards Committee – Jim Nystrom
    C. Academic Minor Task Force – Michael Berghoef

6. Other Committee Reports
    A. Student Government – Patrick Maloney
    B. HLC Steering Committee – Mark Thomson
    C. Graduate Studies Committee – Mischelle Stone

6. Old Business

7. New Business
    A. UCC Proposal – 18-070: Forensic Psychology Minor and Concentration – Rusty Leonard
    B. UCC Proposal – 18-090: MBA Clean-Up and Reduce Credit Hours

8. Conversations with the Senate
    A. HLC Accreditation – Kristi Haik

9. Announcements
    A. FSU President - David Eisler
    B. Provost – Paul Blake
    C. Senate President – Charles Bacon

10. Open Forum

11. Athletics Recognition

Minutes
Ferris State University
March 13, 2018- 10:00 a.m.

Members in Attendance: Alspach, Aslakson, Axford, Bacon, Bajor, Baran, Berghoef, Bright, Conley, Daubert, Drake, Fadayomi, Gray, Hanna, Inabinett, Ing, Isler, Maike, Moore, Rumpf, Shimko, Stone, Thomson, Todd, VanLent, Wancour, Weaver, Wolfer, Zube,
 Members absent with cause: Wyss
Members absent:
Ex-Officio and Guests: Adeyaju, Beistle, Bentley, Blake, Bradley, Burns, Damari, Durst, Jackson, Ek, Garrison, Haik, Jackson, Johnson, Haneline, Hawkins, Leonard, Martin, Nicol

1.	President Bacon called the meeting to order at 10:06 a.m.
2.	**Approval of Minutes.** Senator Thomson moved to approve the minutes. Senator Epps seconded. The motion passed 91% to 0% with 9% abstaining.
3.	**Open Forum** Senator Conley gave information about an upcoming deliberative dialog which was going to be held as part of the economic inequality series of lecture. Senator Alspach noted the Red-Out event was very successful. They presented over $750 to the Spectrum Health Big Rapids hospital. Mary Gallagher-Eustice represented the Ferris community in accepting the award at the hockey game. She also noted that on the 135th there was a Caesar Chavez March on campus and that there will be on in Grand Rapids on Thursday March 15th. She also noted that basketball tickets are almost sold-out for the regional final that evening.
4.	**Officer Reports/ President Report** President Bacon summarized his report for the Board of Trustees and the important functions of the Senate. He also noted that Executive Committee is a vehicle to plan meeting agendas and the summer retreat. A recent question may result in a discussion about online course development and where the Senate falls into the process. Vice-President Alspach noted that the applications for committee membership for the University Curriculum Committee, Academic Program Review and the Athletic Advisory Committees will be due by early April. She encouraged members interested in Academic Program Review to know that there might be some changes upcoming that may spread out the workload over a longer period of time. Secretary Isler asked for speakers to identify themselves before speaking because of the configuration of the rom in the IRC and noted she was also handling the projection which may cause a few delays and thanked the group for their patience. She also noted for this meeting there was a sign-in sheet at the back of the room.
5.	**Senate Committee Reports** UCC Chair Rusty Leonard reported that 5 proposals have passed the UCC and three of them are coming up for a vote at this meeting. They continue to work on several ongoing proposals. Daisy Daubert, Senate Elections Chair gave a report. She noted the nominees who applied and the Senate elections list and instructions would be arriving in the mail later that day. The nominations deadline has passed so for anyone else interested in running for office, they need to organize a write-in campaign.
6.	**Other Committee Reports.** Student Government did not have a representative available to report.

		Mark Thomson gave a report on the HLC accreditation process. He showed a digital version of all of the criteria which will also be made part of the packet for a presentation which will be on the April 3rd meeting.
7a.		**New Program- B.S. in Dental Hygiene.** Senator Alspach moved to support the creation of a B.S. in Dental Hygiene. Senator Wancour Seconded. Sandra Burns and Kim Beistle were there to answer questions. Burns noted that we are of 14 schools statewide, only the third to have this bachelors program approved by the state. It will bring resources to associates graduates to come back and further their education. Much of this can be done through online courses. Beistle noted it also will improve time to completion and allows for two summer semesters. Senator Stone asked the explanation about the exception to the Math 110 requirement. Beistle explained it actually required a higher math level of 115 or 120. Motion passed 93% to 7%.
7b		**New Program- Honors Program- Bachelors Certificate** Senator Ing moved to support the creation of an Honors Program Bachelors Certificate. Senator Berghoef Seconded. Honors Program Peter Bradley gave a brief history of a process by which a group was formed in 2013 to review the honors program. They recommended an honors curriculum task force and the recommendations of that group was supported by the Senate in Spring 2015 and implemented in Fall 2015. The program contains both honors seminars and sections. However, they cannot show up in the records. The registrar's office proposed creating a certificate which would allow them to show up. Senator Wancour noted she has seen it. Senator Rumpf said he had seen it in course title. Senator Hanna asked what the benefit is to the student. Bradley noted it was a recruiting tool for higher achieving students. Senator Hanna asked about the difference in credit. Bradley said only 40%. Senator Rumpf asked if they still register early. Bradley said yes. Senator Todd noted that while accreditation listed in apr roprt it doesn't actually accredit. Senator Maike asked how many required courses. Bradley said 2 are non-general education but some could be taken. Senator Fadayomi noted this was why the proposal was tabled last year. Senator Johnson noted this provides a formalized space on a transcript to document their work. Senator Hanna asked if the intention is to eventually create a separate Honors College. Bradley said yes. Senator Moore asked what criteria were used to determine if it is an Honor section. Associate Vice-Provost Johnson noted Academic Affairs makes final decisions. Senator Balanda asked what determines an enriched course. Bradley said that must be approved by the individual faculty member. Senator Alspach noted that there are meant to be 6 individual course which are separate from requirements of the degree. Senator Maike noted other certificates have been rejected for duplication. Senator Moore said he supported the concept but wished to know if the senate could vote on it. Senator Berghoef noted that the reading of it was not a credit per say but a section of material which left more gray area. Senator Alspach agreed it was a gray area but felt the proposal should be supported. Senators Marion, Johnson and Thomson agreed with that. Motion passed 76% to 24% with no abstentions.
7c.		**New Program- Honors Program- Associates Certificate** Senator Wolfer moved to support the creation of a Honors Program Associates Certificate. Senator Berghoef seconded. There was no discussion. Motion passed 73% to 24% with 3% abstaining.
7d		**Senate Charter Approval Proposal** Rules Committee chair Isler explained that amendments have been proposed for five Charter articles. The changes will be voted on by article. She noted that some ideas brought to the committee are not necessarily the ideas of the committee but have support from Senators and merit a discussion by the Senate as a whole. Isler moved to accept the changes to Article III. Senator Zube seconded. Isler explained these changes would limit membership in the senate to tenured faculty. Senator Gray noted that he has chaired a tenure committee of an untenured Senator and he has never pressured the individual. Emeriti Association President Haneline noted that he felt the experience of untenured "not lifer" employees can provide a valuable perspective for university issues. Motion failed 13% to 87% with no abstentions. Isler moved to accept the changes to Article IV. Seconded by Senator Baran. This change clarifies that there are 3 non tenure-track senators and the term goes through September of the following year. Motion passed 90% to 10% with no abstentions. Isler moved to accept the changes to Article VI. Seconded by Senator Zube. This amendment adds an additional Executive Committee member (so that the numbers are not even) and limits the number from a

	single college to 2, unless no others have run. Senator Gray offered an amendment to strike the final sentence limiting the number from a single college. Seconded by Senator Berghoef. Senator Todd noted that they have a similar process for filing seats on committees such as Academic Program Review Council. Senator Thomson noted his support for the amendment. The amendment passed 56% to 44%. There was no further discussion on the amendment. The motion passed as amended 75% to 22% with 35 abstaining. Isler moved to accept the changes to Article IX. Seconded by Senator Baran. This amendment clarifies that the ex-officio members of the Senate committees are non-voting. Motion passed 88% to 9% with 3% abstaining.
7e	**Creation of Ad-Hoc committee on Assessment** Senator Fadayomi made a motion to create a committee on assessment. Motion seconded by Senator Thomson. Senator Fadayomi said that information from NSSE reports to the senate she feel need to made accessible to everyone on campus, as do other data sets. She would like to create an ad-hoc committee which will review these data sets and discuss the best way to make them accessible. Senator Thomsom provided a friendly amendment with different working for the charge statement which was accepted by Senator Fadayomi. Thomson noted that shis helps to accomplish data that is scattered in different systems and needs to be managed effectively. He was supported by Senators Zube and Johnson who noted it wa s a sustainable practice. Senator Wancour asked if it was more an ongoing committee. Senator Thomson noted that may come out as a recommendation by the ad-hoc group. Emeriti president Haneline noted that some of this may parallel what the UCC and APRC processes do. Motion passed 88% to 12% with no abstentions.
8.	**Announcements** President Eisler gave comments on the visit by Edward Chavez, who was a grandson of Caesar Chavez and who how many students are not familiar with his story. He also noted that the Legislature in Lansing has a series of 10 bills related to sexual assault which would greatly increase the length of a time to report an assault to 30 years. This has lead to objections from several groups including universities and the ACLU. The Vritual Center is now 4th on the capital outlay project and may get voting approval. Finally, he encouraged all those that could get tickets to come to the regional final game at Wink Arena on that night. Provost Blake had no report
9.	**Open Forum** Chief Technology Officer Jake Martin spoke about an increased number of phishing attacks that asks for login information that can be used to access university system. Approximately 80% of those who have responded to the email are faculty. He encouraged any area to go through the online training available and IT will also send people out to departmental meetings to discuss ways they can protect themselves.
10.	The meeting was adjourned at 11:50 a.m.

Please consider the following a formal statement on the attached Academic Amnesty Policy from the Academic Policy and Standards (APS) Committee to the Academic Senate.

The Senate APS committee revisited the Academic Amnesty Policy during its last two committee meetings. The discussions, and some minor updates of the draft policy, included many issues that have been raised before concerning the proposed Academic Amnesty policy. Specifically because many of the same concerns come up over and over again, the Senate APS committee decided to include a Frequently Asked Questions (FAQ) attachment to this cover letter. In the attached Academic Amnesty Policy FAQ you will find, for example in item 4, a recap of the last time this policy was under consideration by the Senate in the Fall of 2014.

The APS committee approved the updated policy on 15 March 2018. This Policy, as now written, provides a fair process for students who may want to return to Ferris State University with a "fresh start" rather than go to another university where their past records at Ferris will not weigh down their academic standing. Implementation details are still not in place, but as described in FAQ item 1, the APS committee looks at this as a separate issue altogether.

This packet has now been submitted for the Senate's consideration at the April 2018 meeting. APS committee members will be in attendance at the Senate Meeting (with the Chair, Jim Nystrom, to arrive after his 9:30-10:45 class) to answer any questions and/or concerns that may arise.

dr. J.F. (Jim) Nystrom
APS Committee Chair

Ferris State University
Academic Standards and Policies Committee

Academic Amnesty Policy – Frequently Asked Questions (FAQ)

1. How will this policy be implemented?

   The Academic Policies and Standards (APS) committee understands that this policy will introduce some technical issues for the Registrar's Office operations as it pertains to student records. The APS committee has had some suggestions, such as creating a new student ID for students using this policy, and then transferring old classes into the record as if they are transfer classes. However, the APS committee feels that the need for an Academic Amnesty Policy at Ferris State University is a separate issue from how the policy is to be implemented. (See FAQ item 4 for more details associated with the history of this policy and associated concerns about implementation.)

2. What if the student has taken community college courses since last attending Ferris State University?

   While the policy is for students who have not attended college since previously leaving Ferris State University, there is an **Exception** clause on page 2 of the policy that provides the Dean of the College with the authority to override certain provisions. For example, maybe a student has not attended Ferris State University for 5 years, but started to take some community college courses in preparation for returning to Ferris State University without knowing that these extra courses could disqualify them for Academic Amnesty at Ferris State University. The Dean, in conjunction with the Program Coordinator, can still grant Academic Amnesty to this student.

3. Can a student "game the system" by using Academic Amnesty to graduate with honors?

   Upon readmission and the granting of Academic Amnesty, the student is required to complete at least twelve (12) credits at FSU if pursuing an Associate's Degree, or twenty four (24) credits at FSU if pursuing a Bachelor's degree. The student, while getting what is essentially transfer credit for previous courses at Ferris State University with a C- or better, still must meet all other provisions, including minimum GPA requirements of the program. If the student then makes A's in all their courses, it is the APS committee's understanding that the student would qualify for various honors designations at graduation which would reflect the students' performance upon return to Ferris State University.

4. An initial draft of this policy was presented to the Academic Senate on November 4, 2014 by Peter Balanda and Susan Wancour. The Academic Policies and Standards Committee at that time responded to senate discussion by (i) Changing:

   "Have not attended Ferris State University, or any other university, for at least four years." to "Have not attended Ferris State University (FSU), or any other college or university, for at least four years."

(ii) Adding: "To be eligible for graduation with honors, the student must have completed 45 hours of FSU coursework by the beginning of his/her final semester, of which 33 were graded."

(iii) Changing: "Advisor Comments/Recommendations" to "Program Coordinator's Comments/Recommendations."

(iv) Adding: "College Dean Approval Signature

The revised draft was presented December 2, 2014. Comments from the senate resulted in removal of the newly added statement regarding graduation with Honors. Concern was expressed that since FSU policy dictates that 15 hours of FSU coursework is required of transfer students for an associates, and 30 hours is required for a bachelors, that this requirement should be added to the policy. The AP&S Committee felt that because prior coursework is taken at FSU, this requirement was not necessary. However, this year the AP&S committee determined to raise the post-amnesty credit hour requirement to 24 hours for a bachelor's degree.

NOTE: The motion to approve the proposal at that time was withdrawn in response to concerns over implementation that was expressed.

Ferris State University
Academic Standards and Policies Committee

Academic Amnesty Policy – Proposed (Draft *3/15/18*)

I. Principles and Purposes

Not all students admitted to Ferris State University are immediately successful in the academic program. Students struggle academically for a variety of reasons. On occasion, students enter Ferris State University lacking the readiness necessary for achieving academic success, find themselves on academic probation, and exit the university to pursue other life options. After several years in the work force, military service, or other focused activity, many of these students recognize that they have experienced significant personal and intellectual growth. Often, they wish to return to college. Whether having been dismissed from the university, or having left on their own accord, these students may find themselves unable or unwilling to return to Ferris State University due to obstacles presented by their previously poor academic performance. They begin their new academic career in a hole, perhaps on academic probation, or with a grade point average too difficult to overcome. Such students, being in a sense new persons, may apply for academic amnesty. Their prior performance will remain visible, but will not directly hinder progress at the university.

II. Academic Amnesty Policy – General

Application: A student, having determined to apply for academic amnesty, either of his/her own accord, or through consultation with their academic advisor, may request academic amnesty by filling out and signing the Request for Undergraduate Academic Amnesty form. The student will then bring the signed Request for Academic Amnesty form to their Program Coordinator for discussion, written comment and approval. If the Program Coordinator recommends amnesty be granted, the student will shall seek approval from the Dean of their college and submit the approved application form to the Office of the Registrar for implementation. The Office of the Registrar shall notify the Office of Scholarships & Financial Aid.

> *The Request for Undergraduate Academic Amnesty form* will be available to students through the Admissions pages of the Ferris State University web site.[1] The application form will contain the key terms and conditions of the policy, as follows:

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[1] A suggested application form is included with this packet. Approval of this policy implies approval of the content of the application form, which may reformatted as necessary for electronic implementation.

Undergraduate students seeking academic amnesty must meet the following criteria:

1. Have not earned an undergraduate degree.
2. Have not attended Ferris State University (FSU), or any other college or university, for at least four years.
3. Have applied for re-admission to FSU.

Terms of Academic Amnesty:

1. Prior coursework still applicable to your program will be counted toward graduation requirements, provided a grade of CR, or C- or higher was received, and that the grade meets current program requirements.
2. The student will resume coursework at FSU with no cumulative grade point average (GPA). Prior grades will remain on the transcript with notation indicating that academic amnesty was granted, but will not be used in calculating GPA. However, prior grades and attempted course hours will continue to be used in Student Academic Progress (SAP) calculations for federal student aid. The restoration of financial aid may require successful appeal.
3. After readmission, the student must complete a minimum of twelve (12) credit hours at FSU before an associate degree can be awarded or twenty-four (24) credit hours before a bachelor degree can be awarded.
4. The student will be governed by current academic probation and dismissal policies, and must meet the graduation requirements in place at the time of their readmission to FSU.
5. Academic amnesty can be granted only one time, and once granted, will not be reversed.

A signature line that states: I am requesting academic amnesty be applied to my FSU transcript. I acknowledge that I meet the criteria for academic amnesty and accept the terms listed above.

Instructions for the student: Academic amnesty will be applied to the student's record only if the Program Coordinator and the Dean of the college in which the student is re-entering sign the application form. Following approval by the Dean, the student shall bring the signed form to the Office of the Registrar for implementation.

Signature lines for the Program Coordinator and the Dean.

Exception: This policy sets the criteria by which academic amnesty may be applied, but provides the Dean of the College to which the student has applied, in consultation with Program Coordinator, authority to make exceptions to these criteria should special cases arise.

Request for Undergraduate Academic Amnesty

Undergraduate students seeking academic amnesty must meet the following criteria:

➢ Have not earned an undergraduate degree.
➢ Have not attended Ferris State University (FSU), or any other college or university, for at least four years,
➢ Have applied for re-admission to FSU.

Re-entry term: ☐ Fall ☐ Spring ☐ Summer Year: _____ *Please Print Clearly:*

Please return completed form to: FERRIS STATE UNIVERSITY, REGISTRAR'S OFFICE, 1201 SOUTH STATE STREET, CSS 201, BIG RAPIDS MI 49307-2714. *Please secure all required signatures. Incomplete forms will result in a delay.*

Admissions and Records Office Only

Processed by:_____

☐ Approved
☐ Approved Pending Readmission   Date:_____
☐ Denied

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FERRIS STATE UNIVERSITY

Core Steering Committee

Jeff Ek[1]	Associate Professor & Chair	College of Business
Kristi Haik[1]	Dean	College of Arts & Sciences
Mitzi Day	Director	Institutional Research
Steve Durst	Dean	College of Pharmacy
Donna Green[2]	Associate Professor	College of Business
Mike Grandy	Associate Vice President	Administration and Finance
Jennifer Hegenauer[3]	Executive Director	Extended & International Operations
Alison Konieczny	Librarian/Associate Professor	FLITE
Mark Thomson[4]	Professor	College of Arts & Sciences
Jeanine Ward-Roof[2]	Vice President	Student Affairs
Charles Wright	Dean of Academic Affairs	Kendall College of Art and Design
Ex Officio: Roberta Teahen[2]	Associate Provost - Accreditation, Assessment, Compliance, & Evaluation	
Ex Officio: Angela Hollister	Assistant to the Associate Provost	

Criterion/Assumed Practices/Federal Compliance Committee Co-Chairs

Ron McKean	Associate Dean	College of Engineering Technology
Kendall Representative		Kendall College of Art and Design
Tom Dowling	Director	Research & Sponsored Programs (ORSP)
Susan Owens	Associate Professor	College of Health Professions
Gayle Lopez	Professor and Chair	College of Business
Steve Reifert	Dean	Extended & International Operations
Mandy Seiferlein	Director of Assessment	College of Pharmacy
Olukemi Fadayomi[2]	Professor	College of Arts & Sciences
Jason Bentley	Dean	Retention & Student Success
Melinda Isler	Professor	FLITE
Heidi Wisby	Director	Financial Aid
Jim Woolen	Associate Dean	College of Business
Leah Monger	Assistant Dean	FLITE
Amy Dinardo	Associate Professor	Michigan College of Optometry

The goals of the **HLC steering committee** are to assure a positive reaffirmation of accreditation and to improve the University through the process. The activities to accomplish this include:

- communicate with internal and external stakeholders,
- provide guidance for the criterion committees,
- review evidence of criteria that are successfully met and identify areas for improvement,
- work with appropriate stakeholders on improvement efforts, and
- assemble evidence and submit comprehensive materials for reaffirmation of accreditation.

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[1] Co-Chairs
[2] HLC Peer Reviewer
[3] Quality Initiatives Project Manager
[4] Representative of the Academic Senate

Criterion One - Mission
Co-Chairs: Ron McKean (CET) and KENDALL Admin
Mark Dunneback, Engineering Technology
Jeremy Mishler, University Advancement & Marketing
Heather Girand, Pharmacy
Danyelle Gregory, Multicultural Student Services
Debbra Curtiss, Extended & International Operations
Bahodir Siddikov, Arts & Sciences
Angela Roman, Student Leadership & Activities
SC Liaison: Jeanine Ward-Roof[1]

Criterion Two – Integrity: Ethical Responsibility and Conduct
Co-Chairs: Tom Dowling (ORSP) and Susan Owens (CHP)
Maureen Wawsczyk, Research & Sponsored Programs
Jody Ollenquist, Arts & Sciences
Nick Campau, Student Life
Kylie Piette, Governmental Relations & General Counsel
Mandy Serly, Human Resources
Fran Rosen, FLITE
Emily Franstead, Business
Kendall Faculty
SC Liaison: Donna Green[1]

Criterion Three - Teaching and Learning: Quality, Resources, & Support
Co-Chairs: Gayle Lopez (COB) and Steve Reifert (EIO)
Brooke Moore, Retention & Student Success and DCCL
Rich Goosen, Engineering Technology
Greg Wellman, Pharmacy
Joy Pufhal, Student Life
Vanessa Wyss, Education & Human Services
Wendy Samuels, Arts & Sciences
Kristy Motz, FLITE
Sara Bush, Optometry
Jocelyn Goheen, Extended & International Operations
Emmanuel Jadhav, Health Professions
Anne Norcross, Kendall
SC Liaison: Mark Thomson

Criterion Four - Teaching and Learning: Evaluation & Improvement
Co-Chairs: Olukemi Fadayomi[1] (CAS) and Mandy Seiferlein (COP)
Clifton Franklund[1], General Education Coordinator, Arts & Sciences
Kathryn Wolfer, Business
Angela Buys, Retention & Student Success
Amy Greene, Extended & International Operations
Todd Stanislav, Faculty Center for Teaching & Learning
Lisa Meny, Pharmacy
Gareth Todd, APR & Engineering Technology
Bob Ewigleben, Education & Human Services
David McClendon, Arts & Sciences
Stacy Anderson, FLITE
Fathima Wakeel, Health Professions
Kristen Salomonson, Enrollment Services
Kendall Faculty
SC Liaison: Kristi Haik

Criterion Five - Resources, Planning, and Institutional Effectiveness
Co-Chairs: Jason Bentley (RSS) and Melinda Isler (FLITE)
Gheretta Harris, Auxiliary Enterprises
Sally DePew, Budget Office
Joe Haupt, Physical Plant
Mary Holmes, IT Services
Erin Militzer, Arts & Sciences
Marie Yowtz, Educational Counseling & Disabilities Services
Greg Zimmerman, Health Professions
Tracy Hilty, Extended & International Operations
Deanna Goldthwait, Student Affairs
John Globoker, Kendall
SC Liaison: Mike Grandy, Roberta Teahen[1]

Assumed Practices
Co-Chairs: Leah Monger (FLITE) and Amy Dinardo (MCO)
Kevin Carmody, Title IX Coordinator, Student Life
Jody Greco, Governmental Relations & General Counsel
Elise Gramza, Registrar
Trinidy Williams, Arts & Sciences
Samantha Schultz, Registrar-Kendall
Amy Buse, MyDegree
SC Liaison: Jeff Ek

Federal Compliance
Co-Chairs: Heidi Wisby (Financial Aid) and Jim Woolen (COB)
Gary Maike, Engineering Technology
David Baker, Education and Human Services
Mark Vanlet, Counseling Center
Chris Swank, Arts & Sciences
Susan Cook, Governmental Relations & General Counsel
Kristin Conley, Retention & Student Success
Kristy Myers, Business Office
Mischelle Stone, Arts & Sciences
Kendall
SC Liaison: Steve Durst

The goals of the **criterion committees** are to work with the steering committee to assure a positive reaffirmation of accreditation and to improve the University through the process. The activities to accomplish this include:
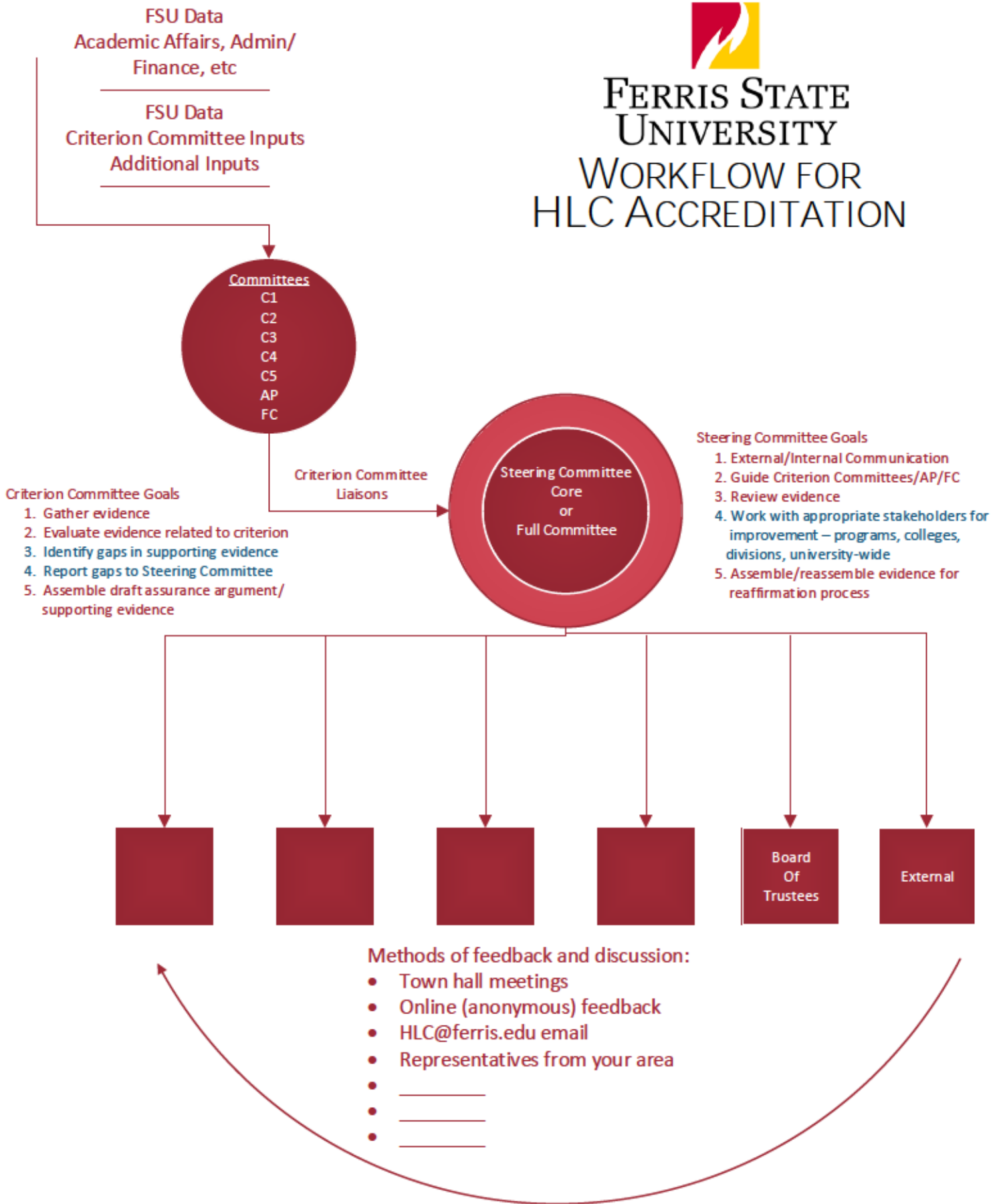- regularly communicate with the steering committee,
- gather evidence in support of their criterion,
- evaluate the University's alignment with the standards and identify gaps, and
- assemble the draft assurance argument and supporting evidence for their criterion to present to the steering committee.

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[1] HLC Peer Reviewer

FSU Data
Academic Affairs, Admin/
Finance, etc
_____

FSU Data
Criterion Committee Inputs
Additional Inputs
_____

FERRIS STATE UNIVERSITY
WORKFLOW FOR
HLC ACCREDITATION

Committees
C1
C2
C3
C4
C5
AP
FC

Criterion Committee
Liaisons

Steering Committee
Core
or
Full Committee

Steering Committee Goals
1. External/Internal Communication
2. Guide Criterion Committees/AP/FC
3. Review evidence
4. Work with appropriate stakeholders for improvement – programs, colleges, divisions, university-wide
5. Assemble/reassemble evidence for reaffirmation process

Criterion Committee Goals
1. Gather evidence
2. Evaluate evidence related to criterion
3. Identify gaps in supporting evidence
4. Report gaps to Steering Committee
5. Assemble draft assurance argument/ supporting evidence

Board
Of
Trustees

External

Methods of feedback and discussion:
- Town hall meetings
- Online (anonymous) feedback
- HLC@ferris.edu email
- Representatives from your area
- _____
- _____
- _____

To be completed prior
to 06/05/18

3

OPEN PATHWAY 10-YEAR CYCLE

Transition Map for Institutions with PEAQ Reaffirmation Visits in 2020-21

2012-13 Year 2			
2013-14 Year 3	Institution may contribute documents to Evidence File		
2014-15 Year 4	*Assurance Review Waived*		
2015-16 Year 5	Institution may contribute documents to Evidence File	Period to submit Quality Initiative Proposal	Review Quality Initiative Proposal
2016-17 Year 6			
2017-18 Year 7		Period to submit Quality Initiative Report	Review Quality Initiative Report
2018-19 Year 8			
2019-20 Year 9			
2020-21 Year 10	Submit Comprehensive Evaluation Materials[5]	Conduct Comprehensive Evaluation (with visit)	Action on Comprehensive Evaluation and Reaffirmation of Accreditation[6]
2021-22 Year 1	Institution may contribute documents to Evidence File		
2022-23 Year 2			
2023-24 Year 3			
2024-25 Year 4	Submit Assurance Filing (Assurance Argument and Evidence File)[2]	Conduct Assurance Review (no visit)[3]	Acceptance of Assurance Review[4]

COLOR KEY

- ■ Required institutional activities
- ■ Optional institutional activities
- ■ HLC decision-making actions
- ■ Peer Review activities

HIGHER LEARNING COMMISSION

ABRIDGED CRITERIA FOR ACCREDITATION, ASSUMED PRACTICES & FEDERAL COMPLIANCE

The Higher Learning Commission (HLC) Open Pathway is one of three options institutions have for maintaining their accreditation with HLC. It follows a 10-year cycle, has multiple checkpoints and, like all pathways, is focused on quality assurance and institutional improvement. The Open Pathway is unique in that its improvement component, the Quality Initiative, affords institutions the opportunity to pursue improvement projects that meet their current needs and aspirations.

- **Criterion One: Mission and Integrity**: The institution's mission is clear and articulated publicly; it guides the institution's operations.

- **Criterion Two: Integrity - Ethical and Responsible Conduct**: The institution acts with integrity; its conduct is ethical and responsible.

- **Criterion Three: Teaching and Learning: Quality, Resources, and Support**: The institution provides high quality education, wherever and however its offerings are delivered.

- **Criterion Four: Teaching and Learning: Evaluation and Improvement**: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

- **Criterion Five: Resources, Planning, and Institutional Effectiveness**: The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

- **Assumed Practices:**
    o Integrity: Ethical and Responsible Conduct
    o Teaching and Learning: Quality Resources, and Support
    o Teaching and Learning: Evaluation and Improvement
    o Resources, Planning, and Institutional Effectiveness

- **Federal Compliance:** The following areas are addressed in the Federal Compliance Process:
    o Assignment of Credits, Program Length and Tuition, Assignment of Credit Hours and Clock Hours
    o Institutional Records of Student Complaints
    o Publication of Transfer Policies
    o Practices for Verification of Student Identity
    o Title IV Program Responsibilities
    o Required Information for Students and the Public
    o Advertising and Recruitment Materials and Other Public Information
    o Review of Student Outcome Data
    o Publication of Student Outcome Data
    o Standing With State and Other Accrediting Agencies
    o Public Notification of Opportunity to Comment (Third-Party Comment)
    o Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

HIGHER LEARNING COMMISSION

CRITERIA FOR ACCREDITATION (UNABRIDGED)

Policy Title: Criteria for Accreditation

Number: CRRT.B.10.010

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

1.B. The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.

2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

1.D. The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

2. Students are offered guidance in the ethical use of information resources.

3. The institution has and enforces policies on academic honesty and integrity.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its programs and the needs of its students.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

5. The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to

their student populations, but institutions are accountable for the validity of their measures.)

Criterion 5. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

4. The institution's staff in all areas are appropriately qualified and trained.

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Last Revised: June 2014 First Adopted: August 1992 Revision History: Criterion Three revised August 1998; revised February 2002; revised February 2007. New Criteria for Accreditation adopted February 2003, effective January 2005; New Criteria for Accreditation adopted February 2012, effective January 2013; Revised June 2013, June 2014.

Assumed Practices (Number: CRRT.B.10.020)

Foundational to the Criteria and Core Components is a set of practices shared by institutions of higher education in the United States. Unlike Criteria and Core Components, these Assumed Practices are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) unlikely to vary by institutional mission or context.

A. Integrity: Ethical and Responsible Conduct

1. The institution has a conflict of interest policy that ensures that the governing board and the senior administrative personnel act in the best interest of the institution.

2. The institution has ethics policies for faculty and staff regarding conflict of interest, nepotism, recruitment and admissions, financial aid, privacy of personal information, and contracting.

3. The institution provides its students, administrators, faculty, and staff with policies and procedures informing them of their rights and responsibilities within the institution.

4. The institution provides clear information regarding its procedures for receiving complaints and grievances from students and other constituencies, responds to them in a timely manner, and analyzes them to improve its processes.

5. The institution makes readily available to students and to the general public clear and complete information including:

   a. statements of mission, vision, and values

   b. full descriptions of the requirements for its programs, including all pre-requisite courses

   c. requirements for admission both to the institution and to particular programs or majors

   d. policies on acceptance of transfer credit, including how credit is applied to degree requirements. (Except for courses articulated through transfer policies or institutional agreements, the institution makes no promises to prospective

students regarding the acceptance of credit awarded by examination, credit for prior learning, or credit for transfer until an evaluation has been conducted.)

    e.   all student costs, including tuition, fees, training, and incidentals; its financial aid policies, practices, and requirements; and its policy on refunds

    f.   policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements (if any)

    g.   a full list of its instructors and their academic credentials

    h.   its relationship with any parent organization (corporation, hospital, or church, or other entity that owns the institution) and any external providers of its instruction.

6. The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.

7. The institution portrays clearly and accurately to the public its current status with the Higher Learning Commission and with specialized, national, and professional accreditation agencies.

    a.   An institution offering programs that require specialized accreditation or recognition by a state licensing board or other entity in order for its students to be certified or to sit for the licensing examination in states where its students reside either has the appropriate accreditation and recognition or discloses publicly and clearly the consequences to the students of the lack thereof. The institution makes clear to students the distinction between regional and specialized or program accreditation and the relationships between licensure and the various types of accreditation.

    b.   An institution offering programs eligible for specialized accreditation at multiple locations discloses the accreditation status and recognition of the program by state licensing boards at each location.

    c.   An institution that provides a program that prepares students for a licensure, certification, or other qualifying examination publicly discloses its pass rate on that examination, unless such information is not available to the institution.

8. The governing board and its executive committee, if it has one, include some "public" members. Public members have no significant administrative position or any ownership interest in any of the following: the institution itself; a company that does substantial business with the institution; a company or organization with which the institution has a substantial partnership; a parent, ultimate parent, affiliate, or subsidiary corporation; an investment group or firm substantially involved with one of the above organizations. All publicly-elected members or members appointed by publicly-elected individuals or bodies (governors, elected legislative bodies) are public members.[1]

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[1] *Institutions operating under federal control and authorized by Congress are exempt from these requirements. These institutions must have a public board that includes representation by individuals who do not have a current or previous employment or other relationship with the federal government or any military entity. This public board has a significant role in setting policy, reviewing the institution's finances, reviewing and approving major institutional priorities, and overseeing the academic programs of the institution.*

9. The governing board has the authority to approve the annual budget and to engage and dismiss the chief executive officer.[1]

10. The institution remains in compliance at all times with state laws including laws related to authorization of educational activities and consumer protection wherever it does business and state law applies.

11. The institution documents outsourcing of all services in written agreements, including agreements with parent or affiliated organizations.

12. The institution takes responsibility for the ethical and responsible behavior of its contractual partners in relation to actions taken on its behalf.

B. Teaching and Learning: Quality, Resources, and Support

1. Programs, Courses, and Credits

    a. The institution conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's for master's degrees. Any variation from these minima must be explained and justified.

    b. The institution maintains structures or practices that ensure the coherence and quality of the programs for which it awards a degree. Typically institutions will require that at minimum 30 of the 120 credits earned for the bachelor's degree and 15 of the 60 credits for the associate's degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Commission. Any variation from the typical minima must be explained and justified.

    c. The institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (Cf. Criterion 3.A.1 and 2.) (An institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. In "4+1" or "2+3" programs, at least 50% of the credits allocated for the master's degree – usually 15 of 30 – must be for courses designed for graduate work.)

    d. The institution adheres to policies on student academic load per term that reflect reasonable expectations for successful learning and course completion.

    e. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education.

    f. The institution has a process for ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor.

    g. The institution has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student's program. Credit awarded for prior learning is documented, evaluated, and appropriate for the level of degree awarded. (Note that this requirement does not apply to courses transferred from other institutions.)

h. The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor's degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any variation is explained and justified.

2. Faculty Roles and Qualifications

    a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

    b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

    c. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.

    d. Faculty participate substantially in:

        1) oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;

        2) assurance of consistency in the level and quality of instruction and in the expectations of student performance;

        3) establishment of the academic qualifications for instructional personnel;

        4) analysis of data and appropriate action on assessment of student learning and program completion.

3. Support Services

    a. Financial aid advising clearly and comprehensively reviews students' eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.

b. The institution maintains timely and accurate transcript and records services.

C. Teaching and Learning: Evaluation and Improvement

1. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) have the authority for the assignment of grades. (This requirement allows for collective responsibility, as when a faculty committee has the authority to override a grade on appeal.)
2. The institution refrains from the transcription of credit from other institutions or providers that it will not apply to its own programs.
3. The institution has formal and current written agreements for managing any internships and clinical placements included in its programs.
4. A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.
5. Instructors communicate course requirements to students in writing and in a timely manner.
6. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.
7. Institutional data on student retention, persistence, and completion are accurate and address the full range of students who enroll.

D. Resources, Planning, and Institutional Effectiveness

1. The institution is able to meet its current financial obligations.

2. The institution has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years.

3. The institution has future financial projections addressing its long-term financial sustainability.

4. The institution maintains effective systems for collecting, analyzing, and using institutional information.

5. The institution undergoes an external audit by a certified public accountant or a public audit agency that reports financial statements on the institution separately from any other related entity or parent corporation. For private institutions the audit is annual; for public institutions it is at least every two years.[22]

6. The institution's administrative structure includes a chief executive officer, chief financial officer, and chief academic officer (titles may vary) with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight. (An institution may outsource its financial functions but must have the capacity to assure the effectiveness of that arrangement.)

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[2]*Institutions under federal control are exempted provided that they have other reliable information to document the institution's fiscal resources and management.*

Federal Compliance

As a federally recognized accrediting agency, HLC is required to assure that all of its member institutions are meeting their Title IV program responsibilities as well as complying with the expectations of specific regulations accreditors must enforce as a part of their recognition by the U.S. Department of Education. Compliance with these requirements by both institutions and HLC is necessary to ensure that institutions accredited by HLC are eligible for federal financial aid.

Federal Compliance Form Institutions are asked to complete a form when submitting information to HLC regarding Federal Compliance. The form notifies institutions of what information is required and ensures that Federal Compliance Filings are complete. The form is available on HLC's website at hlcommission.org/federal-compliance.

Areas Addressed in Federal Compliance

The following areas are addressed in the Federal Compliance Process:

- Assignment of Credits, Program Length and Tuition, Assignment of Credit Hours and Clock Hours

- Institutional Records of Student Complaints

- Publication of Transfer Policies

- Practices for Verification of Student Identity

- Title IV Program Responsibilities

  - General Program Responsibilities

  - Financial Responsibility Requirements

  - Default Rates

  - Campus Crime Information, Athletic Participation and Financial Aid and Related Disclosures

  - Student Right to Know/Equity in Athletics

  - Satisfactory Academic Progress and Attendance Policies

  - Contractual Relationships

  - Consortial Relationships

- Required Information for Students and the Public

- Advertising and Recruitment Materials and Other Public Information

- Review of Student Outcome Data

- Publication of Student Outcome Data

- Standing With State and Other Accrediting Agencies

- Public Notification of Opportunity to Comment (Third-Party Comment)

- Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

Good morning all,

Please find attached the agenda and packet for the April Senate meeting.

See the links below to view the UCC proposals ready for Senate review.

These proposals will be going up for vote for approval in the Senate meeting:

- 18-070: Forensic Psychology Minor and Concentration
- 18-090: MBA Clean-Up and Reduce Credit Hours

These proposals have been approved by the UCC, and are included for information only:

- 18-067: Remove ATSR Courses from Catalog
- 18-076: Checksheet Modification: General Studies
- 18-082: Modify Courses: PHAR 523 and PHAR 524
- 18-084: MATH 132 Revision

Let me know if you have any questions.

- Sylvia