

Academic Senate
Agenda
Tuesday, December 4, 2018
UCB 202A and B

10:00 AM: Business Session

1. Call to Order and Roll Call
2. Approval of Minutes: November 6, 2018
2. Open Forum: items of importance to the Academic Senate
(Please notify President Alspach)
4. Reports
 - A. Senate President – Sandy Alspach
 - B. Senate Vice President – Charles Bacon
 - C. Senate Secretary – Melinda Isler
5. Senate Standing and Task Force Committee Reports
 - A. University Curriculum Committee – Rusty Leonard
19-002 HIST361 Racism in the Modern World (Pending)
19-012 English BA Curriculum Clean-Up
19-018 ISYS Course Curriculum Clean-Up
 - B. Academic Program Review Council – Gary Todd
 - C. Data-Driven Decision-Making Task Force – Kemi Fadayomi
6. Old Business: requiring Senate action
7. New Business: requiring Senate action
 - A. University Curriculum Committee – Rusty Leonard
 - B. Academic Minors Ad Hoc Committee – Mike Berghoef
 - C. Academic Policies and Standards Committee – Jim Nystrom
 1. Academic Affairs Policy Creation and Revision Procedure
 2. Academic meeting Schedule
 3. Awarding Credit
 4. Compensation and Budget Policy

11:00 AM: Information Session

1. Announcements
 - A. President David Eisler
 - B. Provost Paul Blake
2. University Committees and Other Reports
 - A. General Education – Victor Piercey
 - B. Higher Learning Commission (HLC) Steering Committee – Mark Thomson
 - C. Student Government – President Bobby Gill
3. [eta 11:15] “Conversation with the Senate” – David Eisler
The State of the University Budget (postponed from September meeting)
4. [eta 11:45] Open Forum: items of interest to the University community
 - A. FSU Emeriti Association President Doug Haneline
Memorial Sketch of an Emeritus
 - B. Open Forum
(Please notify President Alspach)

5. **Adjournment to Monthly Meeting**
10:00 AM Tuesday, January 15, UCB 202A and B
11:00 AM: "Conversation with the Senate": Strategic Planning Initiative – Spence Tower

**Minutes
Ferris State University
November 6 2018- 10:00 a.m.**

Members in Attendance: Aslakson, Alspach, Axford, Bajor, Baran, Berghoef, Bright, Calkins, Dawson, Daubert, Desmond, Emerick, Epps, Fadayomi, Foulk, Gray, Herrington, Isler, Johnson, Lotoczky, Moore, Rumpf, Shimko, th, Swinkunas, Thomson, Todd, Waters, Zube, Zyla,

Members absent with cause: Drake, Hanna, Inabinett, Smith, Wyss

Members absent:

Ex-Officio and Guests: Blake, Breitenwischer, Durst, Eisler, Ek, Franklund Carrie, Franklin Cliff, Garrison, Gibbs, Haik, Haneline, Jackson, Johnson L, Johnson M, Leonard, Martin, Nicol, Piercey, Seiferlein, Teahan

| | |
|-------|--|
| 1. | President Alspach called the meeting to order at 10:05 a.m. |
| 2. | Approval of Minutes. Senator Zyla moved to approve the minutes. Senator Desmond seconded. The motion passed 97% to 0% with 3% abstaining. |
| 3. | Open Forum Senator Thomson gave a public thank you to whoever the individual was in Academic Affairs who has set an automatic email notification of instructors when a student in a class has dropped it. Several other senators agreed. |
| 4. | Officer Reports/ President Report President Alspach noted that the Academic Minors Task Force report would be deferred until the December meeting. She also reported on her attendance at the first national meeting of a group of Academic Senate presidents and has volunteered for the conference planning committee. She hopes to attend the meeting of the Michigan state group in the spring. Many of our issues are not unique to Ferris. Vice President Bacon reported that the committees are not yet full and most are functioning. Secretary Isler had no report. |
| 5. | Senate Committee Reports University Curriculum Chair Rusty Leonard said that the packet included 9 proposals which are for informational purpose only. They included several new pharmacy course and some changes to the social work and nuclear technology programs. Academic Program Review Chair Gary Todd said that committee has met with the Senate Executive Committee and the Provost and will be bringing forward recommendations at the November 20 th meeting. Secretary Isler thanked those Senators for agreeing to sit on the Rules Committee comprising of David Hanna, Rose Baran, David Bright and Vanessa Wyss. |
| 7a-c. | Senate Action The University Curriculum Committee had no proposals which required Senate action. The Minors task force report was moved to December meeting as was the Academic Standards and Policy Committee. |
| 7d. | Modification of DIV classification. Senator Foulk, representing the General Education subcommittee brought forward a motion to redefine the diversity classification as a DIV—U (representing understanding diversity, race, ethnicity and gender). Seconded by Senator Gray. Foulk noted that this was really a form rather than content. Senator Gray added that this was a coding issue that was being cleaned up. Senator Johnson asked why it had be listed as a Div-D and how the change in terminology would impact courses about diversity solely within the United States. |

| | |
|-----|--|
| | <p>Senator Gray noted that the original D was a placeholder which Coordinator Franklund put in to keep the conversion process moving. Senator Berghoef noted that courses with the Multicultural Relations Minor were US based but still could work with this designation. Motion passed 97% to 3% with 0% abstaining.</p> |
| 8. | <p>Data Driven Task Force The Data-Driven Task Force chair Kemi Fadayomi reported that they are identifying gaps in practice and figuring out how to use that data. They are currently comparing them with the Higher Learning Commission identified gaps for accreditation and looking at outside practices.</p> |
| 9. | <p>Announcements / Campus Committee Reports. President Eisler reported on a history 6.1 million gift from pharmacy alumni DeWaine Robinson which will greatly assist students in the Pharmacy school. He noted the extension of the capital campaign continuing through 2022 and the resetting of the goal to \$115 million. He noted that Governor Snyder has appointed two alumni to the board. They are Kurt Hoffman an alumni in the Welding program and Kari Sederburg. This appointment still need to be approved by the Michigan Senate. He continues to work with the legislative on capital priorities such as the virtual learning center.</p> <p>Provost Blake had no report.</p> <p>The senate adjourned at 10:35 until 11:00 a.m.</p> <p>General Education assessment coordinator Cliff Franklund noted that he continues to work on a sustainable process. Right now they have 3 of 9 reports complete and only 2/3 report the data. The schedule has 25% of courses reviewed annually. Results will be made publically available. Senator Gray noted it was difficult because some course are not offered yearly and may miss the period when that particular criteria may be assessed.</p> <p>Student Government President Bobby Gill was not present.</p> |
| 10 | <p>Conversations with the Senate- HLC and Accreditation Senator Thomson who represents the Academic Senate on the HLC Steering Committee notes that Ferris has just concluded a separate accreditation visit focused on offsite programs. The group is working to document any known gaps so that they can be addressed. Issues of compliance and policies, including Academic Affairs policies which will be going through the Senate continue to be addressed.</p> <p>Co-Chairs Kristi Haik and Jeff Ek came to the senate to discuss the status of the process. The visit has been set for October 5-6 in 2020. This will be shorter visit than in the last accreditation visit. As the subcommittees are writing their assurance arguments further gaps are being identified. These include: program and course level data being utilized to make decisions, student complain policies, and documenting scholarly and creative activity. Criterion committee are completing the first drafts of the assurance arguments in December 2018.</p> <p>Senator Zube asked what was needed beyond a cv to document scholarly/creative activity. Haik noted it does not document all scholarly activity and research and available through Digital Measures. Vice President Bacon asked if this included all faculty and adjuncts. Haik noted that this is now a part of a current demand to bargain action. Provost Blake agreed with this statement.</p> |
| 11. | <p>Open Forum Senator Epps noted that the Political Engagement Project had a table outside the meeting which would drive student votes to the polls. There would be a party at the polls to watch results later on.</p> |
| 12. | <p>Emeriti Memorial Emeriti Association President Doug Haneline read the obituary emeriti English professor Lynn Chrenka who passed away in October 2018. She had written this prior to her death.</p> |
| 13. | <p>The meeting was adjourned at 11:45 a.m.</p> |

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Form A
Effective FALL 2018

Proposal Number: 19-002

Proposal Title: Modify HIST 361

Type of Curriculum Action ([Click here for Definitions](#)): Curriculum Cleanup

Proposer's College: **AS - College of Arts & Sciences**

Proposer's Department: **HUMN - Humanities**

Proposer: **Barry Mehler**

Contact Person's Name: _____ Phone: **231-349-1303**

Email Original Form A and completed Forms E/F & G (when applicable) to fsucurriculum@ferris.edu

| | Received | Reviewed | Proposer approved Packet | Complete | The proposal is "complete," once all consultation responses have been received. |
|---|---|----------|--------------------------|--|---|
| FSU Curriculum Review Dates: | 7/24/18 | 9/17/18 | 10/12/18 | 10/12/18 | |
| | Electronic Signature of Representative | | | | ACTION - Enter Vote Count |
| Program Faculty Chair | Barry Mehler <small>Digitally signed by Barry Mehler Date: 2018.10.25 15:09:02 -04'00'</small> | | | <input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns * <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain | |
| Department Faculty (if applicable) Chair | John Scott Gray <small>Digitally signed by John Scott Gray Date: 2018.11.12 11:30:31 -05'00'</small> | | | <input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns * <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain | |
| School Faculty (if applicable) Chair | NA | | | <input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns * <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain | |
| Department/School Administrator R. Scott Cohen | Richard Scott Cohen <small>Digitally signed by Richard Scott Cohen Date: 2018.10.25 16:59:20 -04'00'</small> | | | <input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns* <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain | |
| College Curriculum Committee Mark Thomson Mark Thomson | Mark Thomson <small>Digitally signed by Mark Thomson Date: 2018.11.14 11:18:32 -05'00'</small> | | | <input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns * <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain | |
| Dean Kristi Haik | Joseph Lipar <small>Digitally signed by Joseph Lipar Date: 2018.11.15 14:41:29 -05'00'</small> | | | <input type="checkbox"/> For Information Only <input type="checkbox"/> Approve <input type="checkbox"/> Approve with Concerns <input type="checkbox"/> Not Approved | |
| University Curriculum Committee Rusty Leonard | Russell A. Leonard Jr. <small>Digitally signed by Russell A. Leonard Jr. DN: cn=Russell A. Leonard Jr., o, ou, email=rleonard@ferris.edu, c=US Date: 2018.11.29 13:39:13 -05'00'</small> | | | <input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns * <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain | |
| Senate Sandy Alspach | | | | <input type="checkbox"/> For Information Only <input type="checkbox"/> % Support <input type="checkbox"/> % Not Support* <input type="checkbox"/> % Abstain | |
| Academic Affairs Leonard Johnson | | | | <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved <input type="checkbox"/> Hold | |

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale
To be completed by Academic Affairs:

| | | |
|-----------------------------------|---|------------------------|
| NA | NA | |
| Board of Trustees (Date Approved) | Academic Officers of MI (Date Approved) | Date of Implementation |

Proposer to complete 1-6

1. If a PCAF is required, the President's Council must approve it *prior* to submitting this proposal to the UCC. Provide a link to the Academic Affairs website of the approved PCAF.

Provide link here, when applicable

2. Proposal Summary: Summarize the rationale, curriculum action, desired effective date.

This revision more clearly identifies the core curriculum of the course, which focuses on genocide. The current name of the course is "racism in the modern world," and we want to change it to "genocide in the modern world." The change of the title clearly narrows the focus of the course from its previous more general focus on racism.

3. Summary of All Course Action Required - Complete a Form E/F for each course. Add more rows if needed.

| Prefix | Course Number | Course Title (Existing, or Newly Created Course Title) | Action | General Education Attribute* |
|--------|---------------|--|------------------------|-------------------------------------|
| HIST | 361 | Racism in the Modern World | Modify Existing Course | <input checked="" type="checkbox"/> |
| | | | Choose an item. | <input type="checkbox"/> |
| | | | Choose an item. | <input type="checkbox"/> |
| | | | Choose an item. | <input type="checkbox"/> |
| | | | Choose an item. | <input type="checkbox"/> |
| | | | Choose an item. | <input type="checkbox"/> |
| | | | Choose an item. | <input type="checkbox"/> |

*Course has or will have a General Education attribute

4. Are there plans to offer blended or online courses? No
5. Will External Accreditation be sought? (For new programs or certificates only) No

If yes, name the organization involved with accreditation for this program.

Accrediting Organization name, when applicable

6. Email Original Form A and completed Forms E/F (when applicable) to FSU Curriculum (fsucurriculum@ferris.edu).

STOP HERE

To be completed with RAM Consultation

7. Summary of All Consultations – RAM will provide a list of other units affected

| Form | Unit | Contact | Banner Program Title | Banner Program Code | Date Sent |
|----------------|---|-------------|-------------------------------|---------------------|-----------|
| Form B - UG | ED - SCED - School of Education | Liza Ing | History Education | HISE-BS-ED | |
| Form B - UG | AS - SBSC - Social & Behavioral Sciences | Meral Topcu | Multicultural Relations in US | MREL-MNR | |

8. Summary of Program/Degree Action Affecting Department Checksheets

RAM will provide **CURRENT** Checksheet(s) & **PROPOSED** checksheet(s) for each.

| Action | Degree Type | Banner Program Title | Banner Program Code |
|--------------|--------------------------|------------------------------|---------------------|
| Modification | BS - Bachelor of Science | Applied Speech Communication | APSC-BS |
| Modification | Minor | History | HIS-MNR |
| Modification | Minor | Public Advocacy | PBAD-MNR |

19-012

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: English B.A. Curriculum Revision

Initiating Individual: Heather Pavletic

Initiating Department or Unit: ELWL

Contact Person's Name: Jody Ollenquist

Email: Jody.Ollenquist@ferris.edu

Phone: 591.2519

| NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee. | | FORM (checkboxes indicate typically required forms specific to the curricular action) | | | | | | |
|--|---|--|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| | | PCAF Link | A | B-UND B-GRA | C | D | EF | FIN |
| PROPOSAL GROUP: See Table B-7 in the UCC Manual for description. | | | | | | | | |
| I-A: New Degree, major, concentration, minor, or redirection of a current offering | | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| I-B: Deletion of a degree, major, concentration, or minor | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| II-A: New Course, modification of a course, deletion of a course Check here if deleting a course | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| II-B: Minor Curriculum Clean-up | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| III: Certificate (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit <input type="checkbox"/> New Certificate) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IV: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IV: Off Campus: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IV: Non-degree Offering: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Program Representative ** | PLEASE PRINT and SIGN YOUR NAME | DATE | VOTE/ACTION * Number Count | | | | | |
| | Heather Pavletic, Program Coordinator <i>Heather Pavletic</i> | 4-19-18 | <input checked="" type="radio"/> Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support <input type="radio"/> Abstain | | | | | |
| Department/School/Faculty Representative Vote ** | Melissa Smith, ELWL Curriculum Committee <i>Melissa Smith</i> | 4/19/18 | <input checked="" type="radio"/> Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support <input type="radio"/> Abstain | | | | | |
| Department/School Administrator | Jody Ollenquist, ELWL Chair <i>Jody Ollenquist</i> | 4/19/18 | <input type="radio"/> Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support <input type="radio"/> Abstain (no reason noted) | | | | | |
| College Curriculum Committee/Faculty | Mark Thomson <i>Mark Thomson</i> | 9/11/18 | <input checked="" type="radio"/> Support 5 <input type="radio"/> Support with Concerns <input type="radio"/> Not Support <input type="radio"/> Abstain | | | | | |
| UCC Representative Rusty Leonard | Russell A. Leonard Jr. <small>Digitally signed by Russell A. Leonard Jr. DN: cn=Russell A. Leonard Jr., o=ferris.edu, email=Russell.A.Leonard@ferris.edu, c=US Date: 2018.11.29 13:44:33 -0500</small> | | <input type="radio"/> Support <input type="radio"/> Hold <input type="radio"/> Not Support | | | | | |
| Dean | <i>Joseph Lipar</i> Joseph Lipar | 9/17/18 | <input checked="" type="radio"/> Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support | | | | | |
| University Curriculum Committee ** Rusty Leonard | Russell A. Leonard Jr. <small>Digitally signed by Russell A. Leonard Jr. DN: cn=Russell A. Leonard Jr., o=ferris.edu, email=Russell.A.Leonard@ferris.edu, c=US Date: 2018.11.29 13:44:33 -0500</small> | | <input type="radio"/> Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support <input type="radio"/> Abstain | | | | | |
| Senate ** Sandra Alspach | | | <input type="radio"/> Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support <input type="radio"/> Abstain | | | | | |
| Academic Affairs Leonard Johnson | | | <input type="radio"/> Support <input type="radio"/> Hold <input type="radio"/> Not Support | | | | | |

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

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

To be completed by Academic Affairs

Date of Implementation: _____

President (Date Approved)

Board of Trustees (Date Approved)

Academic Officers of MI (Date Approved)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)

According to the Digest of Education Statistics provided by the National Center for Education Statistics (NCES) national English major numbers have declined from 50,569 in 2000-2001 to 45,847 in 2014-15. Although Ferris English Major numbers despite yearly ups and downs, have shown limited growth, we have been aware that we must face the challenge to provide a curriculum that is appealing and prepares students for the next century. The Modern Language Association, in a February 2009 Report to the Teagle Foundation on the Undergraduate Major in Language and Literature, recommended that degree programs in English offer curriculum designed to give students "the opportunity to acquire tools and hone skills that expand their intellectual capacities, enhance their personal well-being, and appropriately serve their professional ambitions in today's society" by developing reading and writing literacy, engaging in in-depth study of an artistically great work or works, studying disciplinary issues and scholarly debates, the attending at least one small seminar, team-taught, and/or interdisciplinary class. Such a curriculum requires a coherent program of study, teamwork among program faculty; interdepartmental cooperation and departmental formative assessment. It also requires that we understand what we are preparing majors for. If we are preparing some for graduate school, Kent Cartwright, the chair of the Association of Departments of English (ADE) committee studying changes made to undergraduate and graduate English programs points out a dilemma facing many English studies programs: "the curriculum of the English major, like the faculty, has traditionally been organized according to a principle of literary history, and the profession in all sorts of ways continues to embrace the values of that model..." despite the fact that at "Ph.D.-granting institutions that educate the majority of undergraduates, the curricular structure that enshrines literary history is being progressively abandoned" (Redden). However, many English majors do not go into traditional English studies graduate programs. Rather, according to a 2016 ADE blog "What Can I Do with an English Major?", the American Community Survey of 2010-2012 of all students who graduate with a BA in English, 22.6% enter teaching, training or library professions, 17.2% become managers, almost 8 % go into legal professions, and another nearly 8% go into sales. This variation can be seen in our own surveys of work or educational pursuits of Ferris State University English B.A. graduates (See Tables A and B).

Due to this changing landscape of English studies and to the changing demographics of English majors, the department determined that a revision of the core curriculum and directed electives was necessary for future student success. The core curriculum shifts from 7 literary survey based courses to 4 textual studies courses, and the directed electives become more flexible in order for students to tailor the courses towards their interest and educational/career pursuits. The new core will be: ENGL 260: Introduction to English Studies, which provides a framework for students to study texts in a variety of forms and genres; ENGL 382: Rhetorical Genres and Literacy Studies, which offers critical reading practices by interrogating how genres evolve and function in various social systems that account for ideology, purpose, and power; ENGL 416: Advanced Critical Theory and Practice which will focus on critical approaches --rhetorical and literary theory-- to textual production, consumption, and reception and ENGL 495: Senior Transition, which will focus on individual assessment and professional development as students prepare for career or graduate school.

As you will see in the following Form E/Fs, ENGL 260 will replace LITR 250; ENGL 382 will be revised; ENGL 416 will replace LITR 416; and ENGL 495, a one-hour course will be added as a capstone experience. LITR 250 and LITR 416 will still remain on record as electives until later review in order to accommodate English Education students. We have sent Form B to the Humanities department and Education department, as only Communication courses and English Education majors will be affected by the changes to this major.

Table A: Work or Education Pursuits of English B.A. Graduates According to Exit Interviews 2006-2017

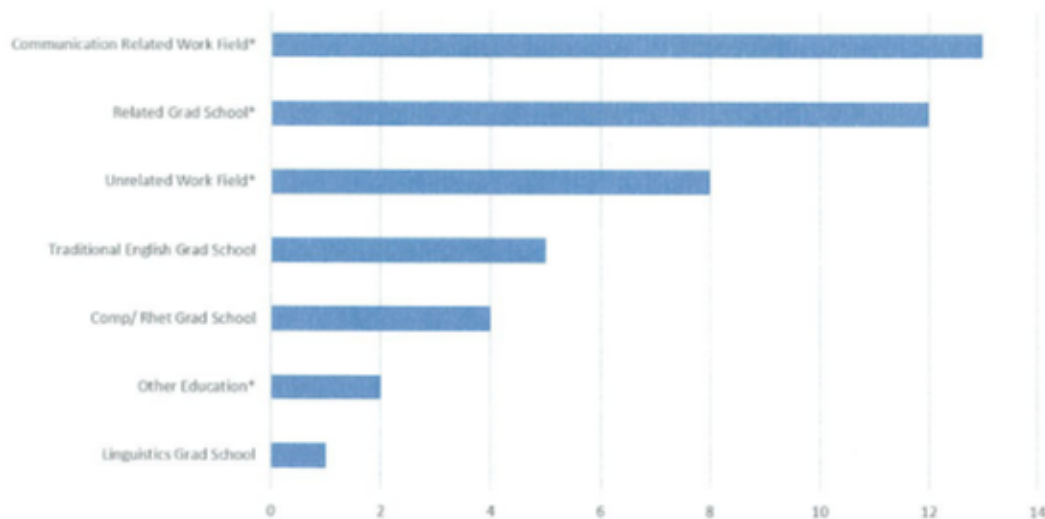


Table B: Breakdown of "Other" and Related Fields

| | |
|----------------------------------|---|
| Other Education | Graphic Design, Bread Loaf, Publishing Institute |
| Unrelated Work Field | Construction Supervision, Work, Nursing, Marketing |
| Related Graduate School | Political Science, Law, Education, Seminary |
| Communication Related Work Field | Advertising, Alumni Relations, Grant Writing, Admissions, Teaching English Abroad, Publishing, Copy Editing Writing |

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

- Degree Major Minor Concentration Certificate Course
 New Modification Deletion

Name of Degree, Major, etc.: English B.A.

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

| Prefix | Number | Title |
|--------|--------|---------------------------------------|
| ENGL | 260 | INTRODUCTION TO ENGLISH STUDIES |
| ENGL | 416 | ADVANCED CRITICAL THEORY AND PRACTICE |
| ENGL | 495 | SENIOR TRANSITION |

B. Courses to be Deleted from FSU Catalog

| Prefix | Number | Title |
|--------|--------|-----------------|
| LITR | 416 | LITERARY THEORY |

C. Existing Courses to be Modified

| Prefix | Number | Title |
|--------|--------|--------------------------------|
| ENGL | 382 | HIST – STRUCTURE ENGL LANGUAGE |

D. Addition of existing FSU courses to program

| Prefix | Number | Title |
|--------|--------|-------------------------------------|
| COMM | 325 | SPEECHWRITING |
| COMM | 383 | MASS AND SOCIAL MEDIA COMM |
| COMM | 385 | BROADCAST WRITING |
| COMM | 387 | BROADCAST PRESENTATION |
| ENGL | 222 | INTRO TO CREATIVE WRITING |
| ENGL | 411 | PROF TECHNICAL COMMUNICATION |
| ENGL | 415 | THEORY OF COMPOSITION |
| ENGL | 417 | VISUAL RHETORIC AND DOCUMENT DESIGN |
| ENGL | 422 | ADVANCED CREATIVE WRITING WORKSHOP |
| FREN | 280 | LITERATURE OF THE FRENCH WORLD |
| JRNL | 330 | PUBLICATION EDITING |
| LITR | 415 | TEACHING LITR-SECONDARY SCHOOL |
| SPAN | 323 | SURVEY OF SPANISH LITERATURE |

E. Removal of existing FSU courses from program

| Prefix | Number | Title |
|--------|--------|---------------------|
| LITR | 250 | PRACTICAL CRITICISM |
| LITR | 416 | LITERARY THEORY |

4. Summary of All Consultations

| Form Sent (B/B-UGPC or C) | Date Sent | Responding Department | Date Received & By Whom |
|--|----------------|-----------------------|-------------------------|
| Form B Click here to enter text. | April 23, 2018 | Humanities | |
| Form B Click here to enter text. | April 23, 2018 | School of Education | |

5. Form C [Click here to enter text.](#) April 23, 2018 FLITE

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

Yes No

If yes, name the organization involved with accreditation for this program. [Click here to enter text.](#)

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

8. Program Checksheets affected by this proposal (Check all that apply to this proposal) **REQUIRED**

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

9. List all Checksheets affected by this proposal:

| College | Department | Program |
|------------------------------|--|--------------------|
| Arts and Sciences | English, Literature, and World Languages | ENGB |
| Arts and Sciences | English, Literature, and World Languages | ENLI minor |
| Education and Human Services | School of Education | EEDU |
| Education and Human Services | School of Education | ENG teaching minor |

1. ENGB-BA
2. ENLI-MNR
3. EEDU-BS
4. ENG-MNR

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Form A
Effective FALL 2018

Proposal Number: 19-018

Proposal Title: ISYS Course Curriculum Clean-Up

Type of Curriculum Action ([Click here for Definitions](#)): Curriculum Cleanup

Proposer's College: BU - College of Business

Proposer's Department: AFIS - Account, Finance, Info Systems

Proposer: Hira Herrington

Contact Person's Name: _____ Phone: (231) 591-3143

Email Original Form A and completed Forms E/F & G (when applicable) to fsucurriculum@ferris.edu

| | Received | Reviewed | Proposer Approved Packet | Complete | The proposal is "complete," once all consultation responses have been received. |
|---|--|----------|--------------------------|----------|---|
| FSU Curriculum Review Dates: | 9/27/18 | 10/9/18 | 10/29/18 | | |
| | Electronic Signature of Representative | | | | ACTION - Enter Vote Count |
| Program Faculty Chair | Jimmie L. Joseph <small>Digitally signed by Jimmie L. Joseph DN: cn=Jimmie L. Joseph, o=AFIS COB Ferris State University, ou=COB/AFIS, email=Jimmie.L.Joseph@ferris.edu, c=US Date: 2018.11.06 14:07:22 -0500</small> | | | | <input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns * <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain |
| Department Faculty (if applicable) Chair | | | | | <input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns * <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain |
| School Faculty (if applicable) Chair | | | | | <input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns * <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain |
| Department/School Administrator Lawrence Bajor | Lawrence Bajor <small>Digitally signed by Lawrence Bajor Date: 2018.11.05 16:39:06 -0500</small> | | | | <input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns* <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain |
| College Curriculum Committee Chair | | | | | <input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns * <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain |
| Dean David Nicol | David Nicol <small>Digitally signed by David Nicol Date: 2018.11.07 13:39:10 -0500</small> | | | | <input type="checkbox"/> For Information Only <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Approve with Concerns <input type="checkbox"/> Not Approved |
| University Curriculum Committee Rusty Leonard | Russell A. Leonard Jr. <small>Digitally signed by Russell A. Leonard Jr., s. dn, DN: cn=Russell A. Leonard Jr., o. dn, email=rleonard@ferris.edu, c=US Date: 2018.11.29 14:00:07 -0500</small> | | | | <input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns * <input type="checkbox"/> Not Support* <input type="checkbox"/> Abstain |
| Senate Sandra Alspach | | | | | <input type="checkbox"/> For Information Only <input type="checkbox"/> % Support <input type="checkbox"/> % Not Support* <input type="checkbox"/> % Abstain |
| Academic Affairs Leonard Johnson | | | | | <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved <input type="checkbox"/> Hold |

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale
To be completed by Academic Affairs:

| | | |
|-----------------------------------|---|------------------------|
| | | |
| Board of Trustees (Date Approved) | Academic Officers of MI (Date Approved) | Date of Implementation |

1. If a PCAF is required, the President's Council must approve it *prior* to submitting this proposal to the UCC. Provide a link to the Academic Affairs website of the approved PCAF.
Provide link here, when applicable
2. **Proposal Summary:** Provide a detailed rationale including all curriculum action and desired date of implementation.

Outcomes to ISYS 431 need to be updated to reflect changes in course content and final project used for assessment. Pre-requisite to ISYS 431, ISYS 371 needs to be changed to ISYS 372 to reflect course number change.

Outcomes to ISYS489 need to be updated to reflect changes in course content and final project used for course and program assessment.

3. **Summary of All Course Action Required** - Complete a Form E/F for each course, email fsucurriculum@ferris.edu for more rows.

| Prefix | Course Number | Course Title (Existing, or Newly Created Course Title) | Action | General Education Attribute* |
|--------|---------------|--|------------------------|-------------------------------------|
| ISYS | 431 | Systems Analysis and Design 2 | Modify Existing Course | <input checked="" type="checkbox"/> |
| ISYS | 431 | Systems Analysis and Design 2 | Modify Existing Course | <input checked="" type="checkbox"/> |
| ISYS | 489 | Senior Capstone | Modify Existing Course | <input checked="" type="checkbox"/> |
| | | | Choose an item. | <input type="checkbox"/> |
| | | | Choose an item. | <input type="checkbox"/> |
| | | | Choose an item. | <input type="checkbox"/> |
| | | | Choose an item. | <input type="checkbox"/> |

*Course has or will have a General Education attribute

4. Are there plans to offer blended or online courses? **No**
5. Will External Accreditation be sought? (For new programs or certificates only) **No**
If yes, name the organization involved with accreditation for this program.
Accrediting Organization name, when applicable
6. Email Original Form A and completed Forms E/F & G (when applicable) to FSU Curriculum (fsucurriculum@ferris.edu).

To be completed with RAM Consultation

7. Summary of All Consultations – RAM will provide a list of units affected; proposer is responsible for the completion of consultation form(s) required.

| Form | Unit | Contact | Banner Program Title | Banner Program Code | Date Sent |
|--------|---------------|---------|----------------------|---------------------|-----------|
| Select | Select a Unit | | | | |
| Select | Select a Unit | | | | |
| Select | Select a Unit | | | | |
| Select | Select a Unit | | | | |
| Select | Select a Unit | | | | |
| Select | Select a Unit | | | | |
| Select | Select a Unit | | | | |
| Select | Select a Unit | | | | |
| Select | Select a Unit | | | | |

8. Summary of Program/Degree Action Affecting Department Checksheets

RAM will provide CURRENT Checksheet(s) & PROPOSED checksheet(s) for each.

| Action | Degree Type | Banner Program Title | Banner Program Code |
|-----------------|--------------------------|--|---------------------|
| Modification | BS - Bachelor of Science | Accountancy/Computer Information Systems | ACIS-BS |
| Modification | BS - Bachelor of Science | Computer Information Systems | CIS-BS |
| Choose an item. | Choose an item. | | |
| Choose an item. | Choose an item. | | |

ACADEMIC AFFAIRS POLICY CREATION AND REVISION PROCEDURE

Following discussion and preparation of draft language for a new or revised policy, the following process will be followed, with the specified individuals or groups involved in the review and approval process:

1. Where applicable*, Academic Leadership Council, Academic Senate, Deans' Council, and/or President's Council will be invited to review a proposed new or revised policy. Draft policies will be sent to all simultaneously. Reviews must be completed within 45 days of receipt of the document.
2. The Associate Provost of Academic Operations integrates any acceptable recommended changes and approves for University-wide review
3. The Office of Governmental Relations will communicate the availability of the policy for university-wide review and provide the Provost's office with any feedback provided during the 30-day review period immediately after the 30 days have passed.
4. The Associate Provost of Academic Operations will integrate any accepted recommended changes that emerged from the university-level reviews and make a recommendation to the Provost.
5. Once the Provost and Vice President for Academic Affairs has approved, the approved policy will be posted to the Academic Affairs Policy web page, in the format established for policies and procedures, and communicated to all University stakeholders through University-Wide Notices.
6. The "owner" of policies (typically the Academic Affairs office or a dean or director of the relevant unit) is responsible for reviewing all policies and procedures at least every three years and providing any required updates

*Whenever a policy would impact wages, hours, or working conditions that are covered by a collective bargaining agreement, the appropriate bargaining unit representatives will be involved in the discussions. As a general rule, policies would be reviewed by any relevant academic groups. Procedures may be updated as needed by Academic Affairs.

Academic Affairs**ACADEMIC MEETING SCHEDULE POLICY**

Committed to the principles of shared governance in academic matters, and recognizing the importance of shared responsibilities associated with these principles, the University sets aside specific times for the conduct of important university business to facilitate the faculty's participation in these service and professional activities. Meeting planners are encouraged to observe the academic meeting schedule as they plan other activities.

Established Meeting Schedules

Tuesdays and Thursdays at 11:00 AM meeting schedule:

- 1st Tuesdays – Academic Senate or Committee Meetings
- 2nd Tuesdays – All-University Meetings
- 3rd Tuesdays – Department Meetings
- 4th Tuesdays – College-wide Meetings
- Thursdays at 11 a.m. Faculty Development through the Faculty Center for Teaching and Learning

Academic Affairs

AWARDING CREDIT POLICY

Ferris State University awards academic credit to a student upon successful completion of an approved instructional course, or by demonstration of competency, demonstration of proficiency, or satisfactory achievement of learning objectives. Each College is responsible for demonstrating that these requirements are met for all courses.

Ferris State University's policy, which is in compliance with the federal definitions regarding the assignment of credit, reflects the current practices of all colleges, schools and program.

Federal definitions and regulations regarding the assignment of credit hours appear as follows under Section 600.2 and 600.24(f) of the Higher Education Opportunity Act:

Credit hour. Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates no fewer than

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Procedures

Course Competency and Testing

Credit for Non-Credit

General Education Transfer Agreement (MACRAO)

Michigan Transfer Agreement (MTA)

Repeating an Undergraduate Course

Transfer Credits for Various Grades

*Adapted from Northwestern University "Policy on Awarding Academic Credit"

POLICY: COMPENSATION AND BUDGET

Ferris State University is committed to maintaining salary levels that are in compliance with all applicable laws and regulations, while striving to ensure internal equity and market competitiveness. All employees will be compensated fairly regardless of race, color, religion, sex or gender identity, sexual orientation, ethnicity or national origin, age, ability, veteran status or marital status.

DRAFT

**Adapted from Vanderbilt University*

December 3, 2018

To: Ferris State University Academic Senate

From: Michael Berghoef, Chair; Susan Morris, Heather D Pavletic, Rachel Foulk, Timothy Eklin, John Scott Gray, and David Marquard.

Subject: Final Report & Recommendations to Academic Senate Academic Minor Task Force 2018

Overview

We have reviewed the definitions and differentiations of minors¹, the history of minors, and current reporting and assessment requirements of minors. We have looked at these both internally and externally to see how other universities define these academic offerings. There is a fair amount of diversity in terms of both our internal policy language and what various universities do.

We have also reviewed policies, past and present, including the various and varied philosophy statements of HLC, UCC, and APR and the 2011 APR abbreviated "Manual for Minors." While this manual was short lived and didn't realize its goal to "right-size" our approach to reviewing minors, rather than clumping minors in with all of the majors in the "one size fits all" approach, it may be a good starting point for revising how minors are currently reviewed by APR. A streamlined approach to reviewing minor programs seems more in line with our Carnegie comparable institutions², as their procedures seem more efficient and worth reviewing for consideration for adoption at FSU.

Findings

Issues and questions relating to minors that have been generated by APR and previous senate conversations include:

- benefits of minors,
- cost of minors to students,
- benefits and costs to faculty, colleges and the university,
- identifying students required to have minors,
- students who are not required but still choose to obtain minors for a wide range of reasons,
- the context of the minor contrasted to other academic offerings (such as certificates or endorsements),
- and the minor's relation to general education at FSU.

We have also identified problems:

- inaccurate and undercounted numbers in the minors due to limitations in our WebFocus report capabilities,
- internal policy conflicts such as Tuition Incentive Program (TIP) student's inability to declare a minor in their first two years of undergraduate study due to the federal guidelines around this funding.

¹ i.e. minors, program minors, stand-alone minors, concentrations, certificates, endorsements, specializations, special programs, tracks, and add-ons

² Appalachian State University, Austin Peay State University, Central Michigan University, Eastern Kentucky University, Florida Gulf Coast University, Indiana University Purdue- University Indianapolis, James Madison University, Middle Tennessee State University, Saginaw Valley State University, Towson University, University of North Carolina-Wilmington, University of Tennessee at Chattanooga, University Southern Indiana, University Wisconsin-Oshkosh, University Wisconsin-Platteville, University Wisconsin-Whitewater, Weber State University, Western Kentucky University, Western Michigan University, Youngstown State University

In terms of stand-alone minors³, further issues include:

- compensation (the sole faculty “champion” takes on an uncompensated position),
- assessment, advising, promotion, and
- APRC self-study burden/load.

Furthermore, stand-alone minors have other concerns, including: oversight, succession planning, the interdisciplinary nature (minors can involve dozens of faculty in a wide variety of colleges and programs), and potentially lower enrollment numbers compared to other minors.

Issues that must be considered regarding minors moving forward at Ferris State:

- minors and student debt (cost/benefit analysis from the student’s perspective),
- degree programs that require minors,
- minors may be used in the future as a way to package additional courses required to meet the 120-credit minimum,
- minors used as an option for student on waiting lists to enter programs,
- service to athletes,
- using related minors as an opportunity to enhance a particular major, and
- the use of unrelated minors and the potential to explore an area completely different than the major.

Conclusion

Based on these findings, an audit of language, terminology, and definitions revealed that there are inconsistencies across the UCC and APRC, which should be addressed.

As decisions are made concerning the assessment of minors, it should be noted that that HLC does not have specific guidelines for the review of academic minors, which seems to give us considerable latitude in how we address them in our APRC process. We seek a dialogue with the APRC moving forward to arrive at a clarification of purpose of APRC oversight and current assessment requirements of minors.

Recommendations to APRC

As APRC moves forward with changes to its process, we recommend a joint meeting of this task force and the council to discuss ways in which the process might be improved for minors.

Recommendations to the Provost Office and Colleges

Review the value of offering a wide variety of academic minors from the college and Provost office’s perspective, and in doing so consider the need to compensate faculty according to the value they provide. We may also want to consider separating the various roles of advising the minor, program advisory board chair, assessment, recruiting, UCC updates, self-study author, review panel chair, and other APRC responsibilities.

³ African American Studies, Art History, Women and Gender Studies, Film Studies, French, International Studies, Multicultural Relations, and Philosophy.