College of Education and Human Services

School of Criminal Justice

Reserve Officer Training Corp (ROTC) Academic Program Review

Program Review Panel:

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MILITARY SCIENCE MINOR AS PART OF ROTC ANNUAL PROGRAM REVIEW

MILITARY SCIENCE MINOR
AS PART OF THE
ROTC PROGRAM

Section 1: Program Overview

Section 1:

A. Program Goals.

1) State the goals of the program.

The program goals are intended to help prepare quality future leaders by providing general guidelines of leadership in every facet of today's modern society. The Military Science Minor is offered to all students without regard to commissioning/contracting status and is available through the Criminal Justice department, while the instruction is sponsored by the Reserve Officer's Training Corps (ROTC) program. This minor in leadership is housed in the School of Criminal Justice. "Leadership Development" best describe the MSCI program goals, which include the following:

- Program graduate will possess strong leadership skills desired for leaders of the future.
- Program graduate will display ability to work within a multicultural environment employing proper attitude and respect for all.
- Program graduate will have ability to communicate effectively using verbal and written instructions techniques.
- Graduate will acquire and demonstrate management skills for success in a variety of career fields with emphasis on strengthening values and ethical leadership.
- Leadership potential will be developed through formal leadership assessment, feedback, mentorship and whole-student counseling.
- Program graduate will possess ability to develop, design and apply effective instructional and management techniques while in a leadership position.

2) Explain how and by whom the goals were established.

The goals were established as part of the process to ensure standardized, sequential and progressive leadership training experience for all Military Science/ROTC classes taught at all universities across the country. Army ROTC Cadet Command at Fort Monroe, Virginia is the national external accrediting organization for the ROTC/Military Science program. The curriculum stresses Leadership Development for future leaders. Although the basis for this curriculum is to prepare students for officership in the Army, students taking the Military Science Minor without seeking a commission can also benefit from this "leadership development" as they pursue civilian careers.

3) How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?

The goals above emphasize student leadership, developing their mental, physical, emotional capabilities and their conceptual / interpersonal skills. They learn how to communicate effectively, make good decisions, motivate others, as well as plan, execute and assess operations at several levels.

The goals directly relate to the preparation of students for leadership in both the military and civilian sectors of our global community. Those students pursuing commissioning are assured of a position when they graduate. Those who pursue only the Military Science minor acquire leadership and management skills which can enhance their resume and make them a sought after commodity in the civilian market.

4) Have the goals changed since the last program review? If so, why and how? If not, why not?

This is the first program review for the Military Science Minor since its inception. Currently the Military Science course content is being updated placing emphasis on leadership rather than

science and history. This past year (Fall 2007) the department submitted major curricular changes to all courses to include titles, content, and credit hours. This also necessitated changes in the Military Science Minor. These changes are currently going through the University Curricular review process. The proposed curriculum can be found in Appendix A.

The goals have changed with reference to placing much more emphasis on leadership development and less on the military "science" and "history" aspects of the program. It is meant to develop confident, competent, and adaptive leaders who have the opportunity to excel in positions in either the military or civilian organizations. The program has adopted a more hands on approach to instruction, featuring a two-hour lab where multiple opportunities exist for students to apply leadership concepts learned in the classroom during practical exercises. The curriculum is focused on student learning, rather than any specific subject matter. For effective instruction students need the opportunity to work with what has been taught; this is accomplished through experiential or participatory learning. Students are exposed to myriad levels of authority and gain experience in working in a multi-cultural environment.

5) Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans.

The mission statement for the university indicates that "Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education."

The Military Science Program goals directly relate to the university mission statement, in that the program:

1) Will prepare students utilizing innovative and effective instruction techniques.

2) Will provide learning centered educational opportunities to create a sustainable

organization.

3) Will develop problem solving skills to include effective communications through active learning.

B. Program Visibility and Distinctiveness

1) Describe any unique features or components of the program.

Several unique features distinguish the Military Science Minor and its classes. Among these are curriculum, delivery methods, and use of practical experience/participatory learning. Students in the program are referred to as cadets, but this does not reflect any obligation to the military.

Curriculum: The courses are specifically designed to develop a progressive approach to leadership development. The lower level courses lay the basic foundation and each subsequent course build's on this base. The focus of the curriculum is leadership development with the emphasis on both lecture and practical hand-on experience.

Methods of Delivery: The Military Science lecture classes are taught by active and reserve duty military personnel who lecture from personal experience and knowledge of the skills and abilities they are trying to develop in their students. The hands-on training aspect is accomplished in a two hour Leadership Lab each week. Students apply what they have learned in the classroom by filling positions as leaders and followers while performing a variety of scenarios.

Practical Experience/Field Training: The practical experience aspect of the course is highlighted during a three-day field-training event where the students participate and demonstrate what they have learned in the classroom and lab. Upper level courses include a leadership practicum where students apply their leadership abilities to real live situations. This

hand's on approach validates lessons learned in the classroom to real life through exercising leadership positions within the program.

2) Describe and assess the program's ability to attract quality students.

The Military Science classes are open to any full time student enrolled at Ferris State University pursuing a baccalaureate degree. Military Science offers a minor that is designed to provide students with an interdisciplinary approach to the study of leadership. Since the minor stresses leadership development, it might also appeal to students pursuing other careers. The minor is open to any student pursuing a baccalaureate degree with absolutely no military obligation requirement. The minor is designed to complement any Ferris major as long as the student qualifies to be admitted to the University; and is pursuing a degree. This program's ability to attract students is often limited by low visibility during orientations.

3) Identify the institutions that are the main competitors for prospective students in this program.

The institutions listed below are just those within Michigan. Actually a list of over 240 universities across the country could be compiled. The rational for that statement takes into account the fact that recipients of an ROTC scholarship can take that scholarship to any 4-year degree granting school which offers an ROTC/Military Science program. ROTC program will be referenced as Military Science Department in this Annual Program Review.

Competitors include Western Michigan, Eastern Michigan, Michigan State, University of Michigan, Northern Michigan University and Michigan Tech. Each of these universities has an on campus ROTC program and several of them are Host schools for local colleges for example CMU hosts guest students from SVSU, Alma, and Northwood. A Host school allows students to attend the military science/ROTC classes as a guest student, while retaining their status as a

student at their university. Scholarships can be used at these "participating" schools also. This increases the list of competitors.

a) How are these programs similar and different from the FSU program?

They are similar in the military science curriculum that is offered, but the difference is in the other programs and degrees that each university is noted for.

All universities with the ROTC/Military Science program have the same standardized curriculum as we have at Ferris. As stated above our courses have recently gone to curricular bodies to be updated as required by the national external accreditation agency at U.S. Army ROTC Cadet Command. Although standardized, the program allows for flexibility to meet the needs of the students and the university. Because of this standardization, the student seeking both a commission and a degree has the ability to choose any school that meets his or her other academic needs. FSU draws students bent on a technical, medical, business or educational field among others. The ROTC program can influence a student's choice to come to FSU especially if they are attracted by other programs offered at FSU

FSU has the advantage of having this program with instruction available on campus. This is more amenable to students who do not want to have to go to a nearby ROTC university as a guest while remaining at their school of choice. Those wishing to study at FSU do not have to register as guests at a host school. FSU has the advantage of being Hosted by CMU, but all the courses are taught at FSU and as a result these credits (and the financial monies) stay with FSU. Thus, allowing students to continue their path toward a chosen academic career, in any field, from education, to optometrist, to a business major.

b) What can be learned from them that would improve the program at Ferris?

The major improvement in the Military Science Minor program would rest on the ability of FSU to make the department and minor more visible. Although the program is small and limited in the number of graduates, the quality of these graduates is above average. Other universities have allowed more visibility for ROTC and access to incoming students during orientations.

C. Program Relevance.

1) Provide a labor market demand analysis: This activity is designed to assess the marketability of future graduates. Reports from the Department of Labor and from industry are excellent sources for forecasting demand on graduates. Request information from your Library Liaison.

The marketability of our graduates, especially those who commission is obviously without question. They are assured of a position in the military upon graduating and commissioning as a 2LT. The contracted student is branched before graduation and most know their first duty position before they graduate. Those who pursue the minor but do not commission know that their resume is enhanced by the fact of this military science leadership minor.

2) Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change.

To refer back to Section I, A4 the revision of the curriculum is the paramount example of responding to changes in the discipline and the labor force. Reflecting the need for an interdisciplinary, well-educated, well-rounded leader, the program has updated the focus of the classes to reflect the new trends.

3) Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.

a) How well does the program meet student expectations?

Although the graduate exit survey was not conducted, based on responses from Command Climate Surveys given each year, student expectations are being met. Students choose Ferris State University for two reasons: 1) FSU has a reputation for its ROTC program through the relationship with the Criminal Justice program and 2) Flexibility of the curriculum and the support of the faculty members that have one common goal to assist students in reaching their educational goals.

Once students discover that there is an ROTC program on campus and decide to take military science classes, they have several courses of action. They can pursue the courses with no obligation to the military and still complete a Minor or they may decide to complete the program as a contracted cadet and receive a commission as a Second Lieutenant in the U.S. Army. The department is flexible with either track the students choose. Student opinion responses are positive about the experiential learning opportunities in the labs, as well as at off-campus field training exercises. The students are taught by actual military personnel who have the common goal of assisting students to reach their educational best.

b) How is student sentiment measured?

Student sentiment is measured through peer evaluations, faculty counseling and some course surveys. The department has students participate in on-line "Command Climate surveys" which are posted by the ROTC Cadet Command Headquarters. These surveys are evaluated and student input at times has been instrumental in revisions to some aspects of the program. This "Command Climate Survey" measures satisfaction or dissatisfaction with areas from academics to availability for counseling to perceptions of students being treated with respect by instructors.

In addition students are counseled at least once per semester to judge their progress and their satisfaction with the program, allowing them to voice positive or negative views on the program.

D. Program Value.

1) Describe the benefit of the program, facilities, and personnel to the University.

This program is beneficial in that it offers interested students the option to pursue their academic degree at the same time they prepare for officership in the Army. Having an ROTC program on campus which is operated by military personnel gives the university the ability to meet the needs of those students wishing to pursue this career path along with their academic fields of endeavor. ROTC offers full tuition and fees scholarships to students to attend a university of their choice that "has the ROTC program on campus". Those who choose to attend FSU will bring the scholarship monies with them. Also veterans, national guard and reserve students who choose to attend FSU as they complete their education utilize their financial benefits at FSU. Another benefit to the University is the fact that the military teaching personnel are not paid by the University, but by the U.S. government, therefore again providing the University the financial advantage of not paying, yet still receiving the benefit of qualified, experienced instructors who teach the military science courses.

2) Describe the benefit of the program facilities, and personnel to the students enrolled in the program.

Students taking Military science classes have a distinct advantage over fellow college students in the civilian world. The leadership training is at the highest level, the training and experience they receive as students are assets—whether pursuing an Army or a civilian career. . To emphasize the above, the student receives instruction from military personnel who are experienced in the areas they teach. The program prepares students both mentally and physically

for leadership with both classroom work and adventure/leadership experiential training that is not normally found in other academic programs. A Military Science minor enhances a graduate's resume, since many civilian employers place high regard on the management and leadership skills that the Military Science/ROTC classes stress. In addition to scholarship opportunities to new students, the program also offers those veterans and national guard/reserve component students an option of returning to the military as officers, while completing their education at FSU.

3) What is the assessment of program personnel of the value of the program to employers? Explain how is this value is determined.

The program is invaluable to potential employers both in military and private organizations. The whole program is built around the core courses to develop the leadership abilities and skills of students. Completion of the courses usually ensures a competent, capable graduate with inherent leadership abilities to aid him in whatever job capacity.

Since this program curriculum is established by the "employer", by the completion of the commissioning program the prospective 2LT will have met those requirements necessary to be a member of the prospective employer, the U.S. Army. Upon completing the program the prospective 2LT is "evaluated" by the military science faculty and placed on an order of merit list. This list is compiled nationwide and the results of this Order of Merit List (OML) will help define the commissioning student's prospects for assignment to branches of their choice. The National OML uses the following criteria: Academic (40%) includes overall GPA; Leadership (45%) includes leadership attributes/skills/actions and performance in leadership positions as well the "experience based observations" of the department faculty, and Physical Fitness (15%). This assessment is based on the performance of the student over the period of his/her military

science classes. The ROTC program at Ferris has provided outstanding students who have ranked high on the OML and as a result often have received one of their top choices in branch assignments.

4) Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc.).

The benefit of this program and staff to external entities is best illustrated in the fact that upon completion of the program a student enters the field as a capable leader.
Without question the largest benefactor of this program is the U.S. Army as it is staffed with quality officers. For those who pursued the minor without the commission, the civilian sector receives a high quality, competent leader, with the ability to operate at various levels of the organization chain of leadership. The education they receive at FSU prepares them for their positions.

5) What services for extra-University general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these services benefit students, program, and community.

The students in the Military Science program have offered such services as "Color Guard Flag support" (Posting the U.S. Flag) at local community events. When called upon by community organizations, such as Boy Scouts, in the past students have presented classes in map reading, field crafts and other areas of interest to these youth groups. This benefits the community, but also the student who has yet another chance to demonstrate and improve their

leadership capability through teaching/training techniques. One military science student led an on campus student ministry for several years.

Area service organizations such as the American Legion in Morley have held special award ceremonies and dinners for military science students. The students are recognized for their leadership and academic abilities and FSU and the community benefit from these ceremonies by the exposure that FSU receives because of their outstanding students.

Section 2: Collection of Perceptions

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Collection of Perceptions.

The survey sections must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the surveying process, number and percent of respondents, and analysis of data in accordance with established methodologies. The survey instruments must be designed and distributed, in consultation with Institutional Research and Testing, to reflect general aspects of program review as well as the specific nature of the program itself. All comments should be included, but the names of individuals mentioned should be deleted.

A. Graduate follow-up survey: The purpose of this activity is to learn from the graduates their perceptions and experiences regarding employment based on program outcomes. The goal is to assess the effectiveness of the program in terms of job placement and preparedness of the graduate for the marketplace. A mailed or e-mailed questionnaire is most preferred; however, under certain conditions telephone or personal interviews can be used to gather the data.

Graduate follow-up surveys were emailed to 30 graduates of the Military Science ROTC program and Twenty-two graduates responded. A complete copy all questions on the survey and the results can be found at Appendix C. Listed below are specific questions from the survey, with results.

1. In general, how satisfied were you with your overall experience in the Military Science program?

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
32%	**64%**	**4%**	**0%**

2. When you reflect upon your time in the program, how frequently were you challenged to do the very best you could do?

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
32%	**64%**	**4%**	**0%**

3. Thinking back to when you **first** left the Military Science program, how did you rate the following?

a. Your academic experience	Excellent	Good	Fair	Poor
	32%	**45%**	**23%**	**0%**
b. Your social experience	Excellent	Good	Fair	Poor
	23%	**36%**	**36%**	**5%**
c. Your overall experience	Excellent	Good	Fair	Poor
	27%	**36%**	**36%**	**0%**

4. **Now,** how do you rate the following aspects of your Military Science program experience?

a. Your academic experience	Excellent	Good	Fair	Poor
	36%	**36%**	**23%**	**5%**
b. Your social experience	Excellent	Good	Fair	Poor
	23%	**32%**	**36%**	**9%**
c. Your overall experience	Excellent	Good	Fair	Poor
	36%	**32%**	**27%**	**5%**

5. Please indicate the response that best reflects the way you feel about each item using the following scale:

a. My undergraduate education gave me the practical skill to obtain employment in my field.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
45%	**23%**	**23%**	**9%**	**0%**

b. My general education gave me the skill to understand all types of people.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18%	**59%**	**14%**	**5%**	**5%**

c. My social experience gave me the skills to get along with all types of people.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23%	**59%**	**18%**	**0%**	**0%**

d. My education gave me the skills to grow and learn as a person.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
55%	**41%**	**5%**	**0%**	**0%**

e. My undergraduate education gave me the skills to adjust to new job demands.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
27%	**50%**	**18%**	**5%**	**0%**

f. The most important thing I received was the practical learning in my major (or minor)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
32%	**36%**	**23%**	**9%**	**0%**

g. Most of the electives I took outside my major were valuable to me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9%	**68%**	**9%**	**9%**	**5%**

h. I often think back to what I learned in particular classes.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
27%	**41%**	**14%**	**18%**	**0%**

i. My education gave me self-confidence in expressing my ideas.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
27%	**45%**	**27%**	**0%**	**0%**

6. Which of the following best represents how <u>you</u> feel about your degree from Ferris State University?

1. It is a degree of high quality. **59%**
2. It is a degree of average quality. **36%**
3. It is a degree of low quality. **5%**

7. Which of the following best represents how you think <u>others</u> feel about your degree from Ferris?

1. It is a degree of high quality. **23%**
2. It is a degree of average quality. **73%**
3. It is a degree of low quality. **5%**

8. Do you wish you had received your degree from another university?

1. No **(82%)**
2. Yes **(18%)** Why? (responses can be found in results in appendix).

9. What was your major? (responses can be found in results in appendix).

10. Did you have a Military Science minor? (responses can be found in results in appendix).

Please respond to the choice that best reflects the way you feel for the following questions in reference to the ROTC/Military Science program.

a. I chose this because I was interested in the subject matter.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
41%	**36%**	**5%**	**14%**	**0%**

b. I chose this because it offered me career opportunities.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
41%	**36%**	**18%**	**0%**	**0%**

c. I chose this because of the outstanding faculty.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
27%	**14%**	**55%**	**0%**	**0%**

d. I chose this because I wanted to make money.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5%	**32%**	**27%**	**23%**	**9%**

11. What is your current employment status?

1. Working full time **95%**
2. Working part time (more than 20 hrs per week) **0%**
3. Working 20 hours a week or less **0%**
4. Not working **5%**

12 Are you looking for another job?

1. No **(64%)**
2. Yes (**23%)** Why (responses can be found in results in appendix).
3. Not applicable **(14%)**

13. If you began your search for a position right after graduating from FSU, how long did it take to secure employment?

1. I had a position secured prior to leaving Ferris. **68%**
   (First duty assignment was known to me as a commissionee)
2. Less than two months. **5%**
3. Two-six months **9%**
4. Seven-twelve months **5%**
5. More than a year. **9%**
6. I still have not found a position. **0%**
7. I did not look for a position. **0%**
8. Not applicable/can't remember **0%**
9. I enrolled in a graduate program **5%**

14. How many times have you changed positions since taking your first job after graduation?

1. I still have the same position (still in Active Army) **50%**
2. One or two times. (National Guard/Reserve and Civilian careers) **32%**
3. Three or four times. **0%**
4. More than four times. **18%**
5. Not applicable/can't remember **0%**

15. How many of these job changes (if any) involved a change in your career?
    1. None, I still have the same job. **59%**
    2. None, I have the same career, but a different job. **23%**
    3. Once or twice. **9%**
    4. More than twice **5%**
    5. Not applicable/can't remember **5%**
16. How did you become aware of the opening, which became your first job after graduation?
    1. I was already working in the field. **14%**
    2. Through the Military Science department **32%**
    3. University Placement Office **0%**
    4. Direct contact with the employer **5%**
    5. Newspaper advertisement **18%**
    6. Other: Please specifiy (responses can be found in results in appendix).
17. What was the starting salary for your first position?
    1. Less than $20,000 **0%**
    2. $20,001-$25,000 **41%**
    3. $25,001-$30,000 **18%**
    4. $30,001-$35,000 **9%**
    5. $35,001-$40,000 **5%**
    6. Over 40,001 **27%**
18. How do you feel about the pay in your current job?

Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not applicable
41%	**41%**	**14%**	**0%**	**5%**

19. How do you feel about the type of work you do in your job?

Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied
41%	**45%**	**14%**	**0%**

20. If your first job was not in your major field, why did you accept it?
    1. I could not find a job in my field. **18%**
    2. I had developed new career interests since leaving FSU. **5%**
    3. There was insufficient pay and limited opportunities for advancement **0%**
    4. I was (am) employed in my major field. **5%**
    5. Not applicable / can't remember **73%**

21. If your present job is not in your major field, why did you accept it?

1. I could not find a job in my field.	**14%**
2. I had developed new career interests since leaving FSU.	**9%**
3. There was insufficient pay and limited opportunities for advancement	**0%**
4. I was (am) employed in my major field.	**9%**
5. Not applicable / can't remember	**68%**

22. What is your current salary?

Less than $20,000;	$20,001-$25,000;	$25,001-$30,000;	$30,001-$40,000;
0%	**0%**	**5%**	**14%**
$40,001-$50,000;	$50,001-$55,000;	$55,001-$60,000;	Over $60,001
14%	**9%**	**9%**	**50%**

23. What type of work do you currently do? (responses can be found in results in appendix).

24. What type of organization do you work for? Please note if self-employed. (responses can be found in results in appendix).

25. What is your marital status?

Single	Married	Divorced	Widowed
27%	**68%**	**5%**	**0%**

26. What is your race?

1. Asian	**0%**
2. African American	**5%**
3. Caucasian	**95%**
4. Hispanic	**0%**
5. Native American	**0%**
6. Other	**0%**

27. What is the size of the community where you now live?

1. Agricultural area	**5%**
2. Rural area but not an agricultural area	**5%**
3. Town (less than 2,500)	**9%**
4. Town (2,500-24,999)	**27%**
5. Small City (25,000-100,000)	**18%**
6. Large City (over 100,000)	**36%**

28. What is your sex?

1. Male	**86%**
2. Female	**14%**

29. Please enter your year of graduation and commissioning. (responses can be found in results in appendix).

30. Please indicate any advanced degrees you have earned.

Master's	Law Degree	Ph.D.	Other
59%	**0%**	**0%**	**9%**

31. What is your current rank if you are still in the military?

2LT	1LT	CPT	MAJ	LTC	COL
9%	**14%**	**45%**	**27%**	**0%**	**5%**

32. Overall how would you characterize the preparation you received at FSU for your subsequent employment.

Excellent	Good	Fair	Poor
36%	**41%**	**18%**	**5%**

33. Did you take ROTC classes on FSU campus?

Yes	No, traveled to CMU	Other
55%	**27%**	**18%**

34. Please comment on any suggestions for changes in the program that you feel would benefit our future graduates. (Comments/responses can be found in results in appendix).

B. Employer follow-up survey: **This activity is intended to aid in assessing the employers' experiences with graduates and their perceptions of the program itself. A mailed or e-mailed instrument should be used to conduct the survey; however, if justified, telephone or personal interviews may suffice.** This survey was not initiated due to the nature of the employer (U.S. Army). Graduates entering the Army will encounter additional branch specific training prior to reaching their initial assignments. Therefore, employer surveys were are not feasible.

C. Graduating student exit survey: Not applicable this time. This has not been done in the past; however, in the future surveys can be administered as part of the military science minor program for use in future program reviews.

D. Student program evaluation: Current students are surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations.

Twenty-four students currently in the program were given program evaluation surveys. Surveys gathered information on student background, current academics and satisfaction with program. There are seventeen males and four females that are Caucasian, one Hispanic female and two mixed males currently participating in the program. Respondents' age ranges from 18-28 with a mean age of 21 and all are full time students taking on-campus classes. Twenty-two of these students are residents of Michigan and two are out-of-state residents. Their grade point average (GPA) ranges from 2.5 – 3.93 with a mean GPA of 3.1.

- Fourteen students plan to take the Military Science minor and three are undecided.

Eighteen are interested in pursuing a commission through the Reserve Officers' Training Corps (ROTC) program. Other reasons for taking the Military Science class was students desire for learning about the military and to gain leadership experience. Ten students hold outside jobs in addition to taking classes.

- Responses to the question on what program or degree presently/or planning to be enrolled in were varied.

The largest group density responding is enrolled in Criminal Justice (9). Additional responses are as follows: HVACR had (2), Pre-professionals included Radiology, Pre-Pharmacy, Nursing

and Medical Technology. Other programs included Biology, Mechanical Engineering, Business Administration, History Education (2), Television and Digital Media production, Integrated Studies and Automotive Management.

- Twelve students have met with their advisors several times and rated the availability of instructors as being fair to good.
- When asked "If you could start college again would you choose Ferris State University (FSU)?", eighteen students replied with *"yes",* three said *"no"* and three were undecided.
- Overall satisfaction with the program was shown in the question "If you could start college again would you take Military Science?". Twenty-one replied "*yes"*, two said "*no"* and one was undecided. These responses show a high level of satisfaction with both FSU and the Military Science program.
- When asked "What is most important reason for attending FSU and taking Military Science classes?" a high percentage of students listed being interested in the ROTC commissioning program. Results of the 24 surveys are as follows:

Eleven (11) listed the reason as to obtain a degree and a commission;

Four (4) remarked on quality of FSU education and Military Science classes;

Five (5) listed career enhancement with commissioning as main reason;

Three (3) favored high quality of hands on training as being important

One (1) took classes just for fun.

The data reported above indicates that the military science program obviously meets the needs of students seeking quality education and career enhancement.

Other significant survey results showed that:

- Eighteen respondents have plans to pursue a master's degree or other post graduate

education.

- Six have no plans to pursue post graduate work.
- Of those planning to pursue post graduate work: Eight plan to continue

graduate work in the Criminal Justice field; while four plan to work in the medical field; two in teaching field; one will seek an MBA; and *one* each in history, engineering and computer fields.

E. Faculty perceptions: The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey.

Six military science faculty who have taught courses at FSU were surveyed. Complete survey results can be found in Appendix. All of the responses rated the overall quality of the military science program as "good". When considering overall ability of the program to provide practical job knowledge, 50% chose "very good"; 33% said "good" and 17% said "fair". Quality of instruction provided by faculty was listed as 17% "very good"; 50% "good" and 33% "acceptable". The majority of the responses on resources and facilities support including quality and size of classrooms and available technology were listed as "good" to "very good". Mentoring/advising for the freshman and sophomore students was shown as 50% "good" and 17% "very good"; while advising listed for junior and seniors was ranked as 33% "very good"; 33% "good", and 33% as "fair". Comments from faculty on the <u>strengths</u> of the program included: Curriculum provided by Cadet Command; instructor to student mentoring interaction; superb experiential learning; great capstone learning assessment between junior and senior year; and instructors and field training exercises. The comments on <u>weaknesses</u> in the program

included: visibility and recruiting; low enrollment hinders student diversity interaction; limited cadre on site; distance from "host" university; budget support from university.

F. Advisory committee perceptions: The purpose of this survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro- and mega-trends that might affect job placement (both positively and adversely), and other relevant information. Recommendations for improvement must be sought from this group. In the event that a program does not have an advisory committee, a group of individuals may be identified to serve in that capacity on a temporary basis.

No advisory committee exists at our level.

Section 3: Program Profile

Section 3:

Program Profile: Include Administrative Program Review document in this section. Provide the number and percentage for the variable addressed for each of the years since inception (for new programs) or the last program review.

A. Profile of Students. No actual administrative program review documents are available for this program. The following chart includes a "total enrollment" line for *all* Military Science classes since 1997, but the chart only has profile information for actual graduates who commissioned through the Military Science/ROTC program.

1) Student Demographic Profile. (for graduates only)

a) Gender, race/ethnicity, age (data gathered with aid of Dean's office.)

Demographics	Year 97	%	98	%	99	%	00	%	01	%
Gender										
Male	2	100	5	83	3	100	0	0	1	100
Female	0	0	1	17	0	0	0	0	0	0
Mean Age	23		24		25				24	
Ethnicity										
African American	0		0		0		0		0	
Hispanic	0		0		0		0		0	
Caucasian	2		6		3		0		1	
Total Graduates	2		6		3		0		1	
Total Enrollment*	10		25		9		25		14	

*NOTE: Only numerical data was available for Total Enrollment.

Total Enrollment is the total student enrollment for all classes as reflected in the Spring each year.

Demographics	Year 02	%	03	%	04	%	05	%	06	%
Gender										
Male	2	100	0	0	2	100	3	100	0	
Female	0	0	0	0	0	0	0	0	1	
Mean Age	26		0		25		26		29	
Ethnicity										
African American	0		0		0		0		0	
Hispanic	0		0		0		0		0	
Caucasian	2		0		2		3		1	
Total Graduates	2		0		2		3		1	
Total Enrollment*	16		16		10		15		27	
*NOTE: Only numerical data was available for Total Enrollment. Total Enrollment is the total student enrollment for all classes as reflected in the Spring each year.										

b) In-state and out-of-state. Since 1997 only one graduate was an out-of-state student from California. The other 19 were in-state students.

c) Full-time and part-time. All students attended the program while full time students pursuing a degree.

d) Attend classes during the day, in the evenings, and on weekends. The Military Science courses were offered at various time periods. Students enrolled have taken courses offered at multiple time periods throughout the day. Occasionally the Senior courses were taught in an evening time slot.

e) Enrolled in classes on- and off-campus. Students were enrolled in courses taught on campus. The only exception is for several semesters the senior students attended class at CMU one evening a week.

f) Enrolled in 100% on-line and/or mixed delivery courses. The program at this time is not available for online or mixed delivery. Classes are taught using lecture and lab methods.

g) Discuss how the information presented in (a) through (f) impacts the curriculum, scheduling, and/or delivery methods in the program. Course offerings in the program are flexible and scheduled to meet the needs of the student. Leadership labs are required for all students to reinforce learning and are scheduled in late afternoon to accommodate all classes. Flexibility is allowed for **s**cheduling conflicts, which are addressed as needed.

2) Quality of Students.

a) What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data.

Survey was administered to 24 currently enrolled students. The GPA range for 19 students enrolled in the program ranges from 2.5 – 3.93 with the mean GPA of 3.1. Five students are freshmen with no FSU GPA established. Data on ACT scores was unavailable for this report.

b) What are the range and average GPA's of students graduating from the program? ACT? Comment on this data. ACT data was not available for graduates who commissioned through the Military Science ROTC program. GPA data for 33 graduates was reviewed for this report. Twenty-eight male and five female graduates were evaluated. The males GPA ranged from 2.18 to 3.96 with a mean of 3.05. The females GPA ranged from 2.8 to 3.72 with a mean of 3.29. When combined the 33 graduates mean GPA is 3.09. It should be understood that all these graduates had a variety of majors and degrees in addition to their commission.

c) In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program. The program has the same requirements for course enrollment as the standards for admission to FSU. However, students choosing to pursue a commission must meet Army physical fitness and weight control standards.

d) Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program and students. Over the past ten years Army ROTC scholarships were awarded to 5 of the 19 graduates in A. above. The ROTC scholarship allowed students to pursue their chosen academic area while at the same time obtaining a commission. The program and FSU benefited by gaining high quality, dedicated students.

e) What scholarly/creative activities (e.g., symposium presentations, other presentations or awards) have students in the program participated in? Comment on the significance of these activities to the program and students. Each spring students are honored at an awards ceremony where local organizations provide ribbons or medals recognizing academic and leadership excellence. The Veterans of Foreign Wars, Military Officers of America Association and Sons of American Revolution are some of the organizations supporting the program. Cadet Command also has forty ribbons which the cadets can earn for various reasons to wear on their dress uniforms. These forty ribbons focus on the following areas Academics, Athletic Awards and Group Activity awards such as: Fraternity / Sorority groups, Color Guards, Cannon Clubs etc.

f) What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and students.

Students are assigned leadership positions during their Junior / Senior year within this program. These duty assignments are designed to teach them military leadership responsibilities mirroring the Army. Furthermore, they are evaluated on how they utilize lecture and lab teaching as they perform leadership roles and responsibilities to manage the ROTC program. Students who successfully complete the program may commission and pursue Army career, whereas, students who do not wish to commission can still gain experience in leadership which can be utilized within the civilian sector of employment.

3) Employability of students.

a) How many graduates have become employed full-time in the field within one year of receiving their degree? Comment on this data.

Evaluation of the twenty-one respondents showed nineteen of the twenty-two respondents were employed within one year of receiving their degree. Two claim more than one year to find employment and one respondent went directly to graduate school. These respondents were commissioned as second lieutenants in the Army and fifteen knew their first duty assignment prior to graduation.

b) What is the average starting salary of graduates who became employed full-time in the field since inception (for new programs) or the last program review? Compare with regional and national trends. Salary data in this report spans a fourteen year period. The results of data showed six respondents reported starting annual salaries over $40,000, three reported salaries ranging $30,000-$40,000 and thirteen reported salaries between $20,000-$30,000 dollars. Variance in amounts may be as a result of a graduate's career path. It should be noted, for example, that commissioned officers' salaries are set and do not change until they are promoted to next military rank or receive annual cost of living increases. However, those

graduates who commission and are assigned duty in the Army National Guard (NG) or Army Reserve (AR) will most likely have a duel income. Example of duel income: Graduate is gainfully employed within the civilian sector in their career path (i.e. Engineering, Nursing etc.) while also being an officer in the NG or AR and receiving military pay which supplements their civilian salaries.

c) **How many graduates have become employed as part-time or temporary workers in the field within one year of receiving their degree? Comment on this data**. All graduates reported employment within their first year following graduation. Those who followed the ROTC commissioning program and were assigned Active Duty were guaranteed full time employment for their first three to four years following graduation. Those who followed the ROTC commissioning program and entered the National Guard or Army Reserve may have had some delay in employment but would eventually be recipients of the duel income mentioned in b above. Surveys returned for this report did not have any replies specifically identifying part-time or temporary employment.

d) Describe the career assistance available to the students. What is student perception of career assistance? Students are provided information and career opportunities available to them. The commissioning program is explained early in the program as students are made aware of career options available to them in the military. Those students who pursue the commission track are assisted by faculty advisors. The application process includes selections for branching (specific career area of interest) options which is done at the beginning of the senior year. Students who ask for active duty appointments may not always receive their first choice branch selection. Active duty option students branching desires are managed through Department of the Army (DA) based on demand and needs of the Army at the time. Therefore,

these students will select their three top choices for a branch they would like to receive and apply knowing that DA will place them using the following criteria to determine their branch assignment: Academic GPA, Leadership evaluations throughout the ROTC years, performance at leadership development assessment course (LDAC) and their physical fitness scores.

e) How many graduates continue to be employed in the field? Comment on this data. Sixteen respondents are still employed in the military field performing duties in the following areas: Aviation (2), Operations and Training (5), Infantry (4), Transportation (1), Medical (2) Engineer (1), Recruiting (1) and retired (1). Five are employed in the civilian sector following their career paths of Automotive (1), Design Engineering (1), Law Enforcement (1) and Research and Development (2).

f) Describe and comment on the geographic distribution of employed graduates. The geographic distribution of employed graduates is world wide. Graduates may be assigned to duty at various military bases, National Guard / Army Reserve units anywhere inside (USA) or outside (Overseas) of the United States. No specific geographic information was provided by civilian employees.

g) How many students and/or graduates go on for additional educational training? All newly commissioned officers are required to complete additional training in their specific branch upon graduation from the ROTC. Training consists of two levels, first being basic officer training followed by branch specific training. This training and education is part of their career track. Many of these new officers may also receive specialty training prior to or during their initial assignments.

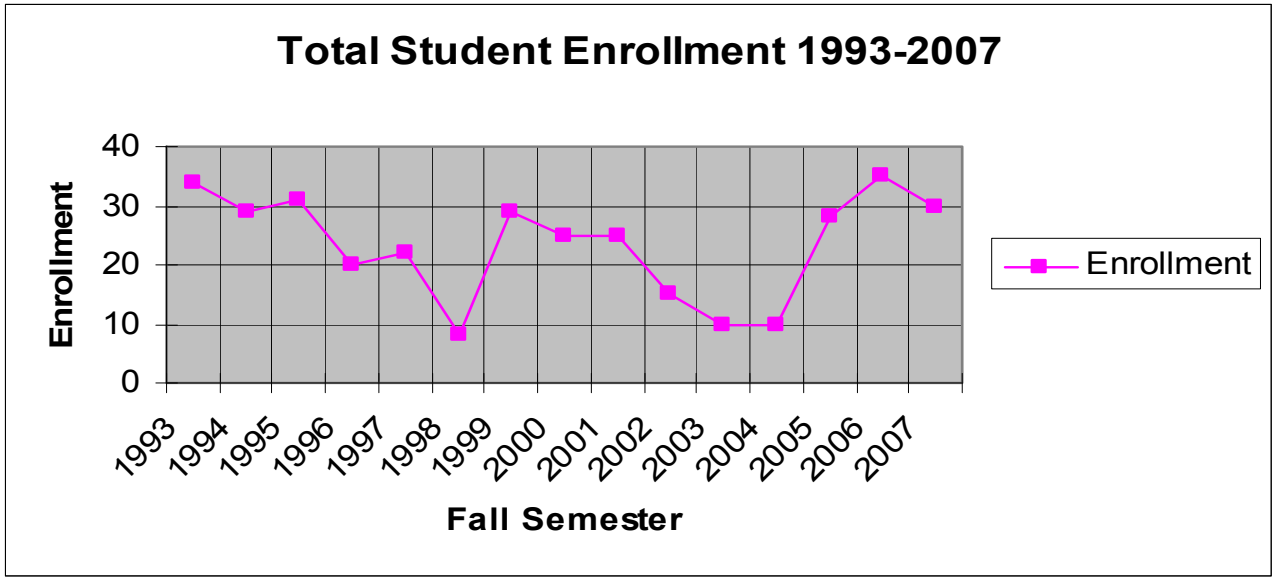
h) Where do most students and/or graduates obtain their additional educational training? Graduates / Officers obtain their officer basic courses and advanced training at various

military bases throughout the United States contingent on their branching. Some graduates attend additional courses at colleges or universities near their duty assignment, or may pursue areas of interest with on-line correspondence courses.

B. Enrollment.

1) What is the anticipated fall enrollment for the program? This is the first program review. Enrollment trends can be reviewed in 2) below that tracks enrollment since fall 1993 to the present. Based on the trends, an anticipated enrollment of 25 to 30 is forecast.

2) Have enrollment and student credit hour production (SCH) increased or decreased since the last program review?



As stated above, this is the first program review for the military science program and minor. The chart above addresses Fall Enrollments since 1993 (Appendix C has complete enrollment data for all courses in Military Science). Data shows a gradual decrease in 1993 from 34 students taking military science courses to an all time low of 8 students in fall of 1998. This low enrollment could be attributed to the lack of recruiting the summer of 1998 (active resources were not heavily concentrated during that summer orientation period) and those students in that

enrollment period were mostly contracted cadets pursuing the commissioning track. Concentrated efforts in summer 1999, resulted in a rise during the Fall enrollment to 29 students, then averaged 25 students for the next 6 semesters. Enrollment declined again from Fall 2002 to another low of 10 in Fall 2004. Again, this was a period of difficulty providing sufficient instructors for classes, as well as a weak drive to drop the military science classes at FSU. During summer 2004 new leadership arrived in the Military Science Department and were dedicated to continuing and strengthening the FSU program, making it a strong, viable program. As a result, once again the enrollment increased as follows: Fall 2005 to 28, 35 in Fall 2006 and leveled off in Fall 2007 to 30.

3) Since the last program review, how many students apply to the program annually? Students may sign up for Military Science Course Instruction (MSCI) courses just like registering for any other course. See graph in 2 above for enrollment numbers from 1993 – present.

4) Of those who apply, how many and what percentage are admitted? Any student may take military science courses, therefore 100% of the students who register for courses meeting basic academic and university requirements are admitted.

5) Of those who are admitted, how many and what percentage enroll? Everyone meeting requirements for class may register and attend military science classes and pursue the minor. However when any of those students choose to pursue an officer's commission through the military science/ROTC program, there are additional requirements of meeting contracting and physical fitness standards. Information on graduating commission track students is addressed in Part A of this section.

6) What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? Please explain. Current enrollment goals, call for increase in student numbers but with "quality" being an important discriminator with more attention to retention of those quality students. The use of faculty advisors as mentors has benefited student learning and contributes to higher retention. Also, students enjoy learning when they train with real life experiences, receive immediate feedback and have a good ratio of student to mentor numbers. The goal for FSU cadre is to increase the number of students graduating with a commission to five quality officers annually.

C. Program Capacity

1) What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.

It is difficult to state an enrollment capacity. Depending on enrollments and class sizes, the option to offer multiple sections of the same class is always available (given facilities and space). We try to maintain a limit of 25-30 per section. The program presently operates efficiently with a ratio of 30 students supported with 1 full time and 3 part time faculty. Not all students in the military science classes will pursue a minor in military science, but the knowledge gained is useful in any degree field. Also, for the program to be feasible, there must be sufficient students to enable efficient operation and teaching in the leadership lab portion of the courses. Since textbooks as well as faculty are provided by the ROTC Program, resources are sufficient to support the current enrollment. Physical resources (space limited) and equipment (again provided by the ROTC) are sufficient to operate the current level of enrollment. Concerning

accreditation requirements up to the national level, the on-going curricular revision is a direct result of our external academic regulatory advisors continuing to meet federal regulations**.** **Limits** and **Difference** in capacity and present enrollment. We are rebuilding the program from its low enrollment in 2003/2004. Capacity and enrollment are stable at this time and will be addressed as needed in the future.

D. Retention and Graduation

1) Give the annual attrition rate (number and percent of students) in the program. Attrition is difficult to address when applied to retention and graduation. When looking at the actual figures of overall enrollment compared to actual graduates (see chart in A. 1 a), we must take into account uniqueness of this program and that we are only looking at students who graduate with a commission as well as their academic degree. Other students who attend the military science courses and pursue the minor without the commission will still graduate from FSU with their chosen degree. In the past data on those students has not been gathered or maintained. This trend and data will be compiled in the future for use in the next program review.

2) What are the program's current goals, strategy and efforts to retain students in the program?

The program's current goals are concentrating on creating an interesting program with a variety of experiences, continuing mentorship of students, building esprit de corps among the classes (especially in labs, which enables team building), and the production of confident, quality leaders. Current goals are to emphasize to students the importance of a leader with competent, qualified skills. Strategy is to develop a program to assist students in identification and improvement of leadership skills needed in all areas of employment.

3) Describe and assess trends in number of degrees awarded in the program. This is a difficult question to answer, since those taking the military science minor come from a wide variety of degree fields. See question 9 on the Graduate Survey synopsis in appendix C for a list of the different majors or degree paths the students chose.

4) How many students who enroll in the program graduate from it within the prescribed time? Comment on any trends. Ninety percent of those who pursue the actual commissioning track graduate in the prescribed time and begin their careers. An exception is that student who may need an "extension" of the normal time period to finish an academic "internship" to complete that degree. These students are considered "completion cadets" and are not actually commissioned until they graduate. This may help to explain some of the anomalies that appear when considering enrolled seniors and actual number of graduates commissioning that year.

5) On average how long does it take a student to graduate from the program? Please comment. On average a normal four year progressing student completes this minor along with his/her major degree requirements without difficulty. However, this minor can be accomplished in two or three years, depending on when a student decides to pursue the minor. It is feasible for students entering the program during their sophomore or junior year to complete the minor in two or three years, since the requirements for the minor consist of the four upper level military science core courses with a military history class plus nine hours of electives, chosen from a variety of courses and areas. The average remains at four years for normal progressing students.

E. Access

1) Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses or other types of flexible learning, use

of summer courses, multiple program entry points, e-learning, mixed delivery courses, scheduling.

The military science courses are not approved to be advertised at off-campus locations at this time. The department does offer a variety of sections at each academic level on campus each semester. Because of restrictions on participating in yearly "new student orientations", the department has a low visibility. They do attempt to make the program more visible by setting up information tables when appropriate during orientations. There is also a four week summer program at a military installation which some students may attend. This program incorporates the subject areas and information that reflects what is taught on campus in the freshman or sophomore student courses. Attendance at this summer leadership program can allow the student to enter the Junior level courses on campus without having to enroll in the MSCI freshman and sophomore courses. Another method of being accessible to students is our "lateral entry" program, where prior service/ veterans can enter the program at an accelerated level. They are given credit for their military experience, therefore meeting requirements to enter the upper level courses without having to take the freshman and sophomore courses. The Leadership Lab, a requirement for all courses, is held during late afternoon hours to accommodate more of the students' schedules. All military science students meet together once a week for this Lab. Another type of flexible learning is apparent during a semester "field training exercise" when students train off campus. This event lets the students practice what they have been learning in the classroom and labs.

2) Discuss what effects the actions described in (1) have on the program. Use examples such as program visibility, market share, enrollment, faculty load, computer and other resources. At present the department has sufficient computer support for a small office.

Military Science students in leadership positions have some access to computers. The low visibility of the program has been one of the contributing factors to past low enrollment. The program, although small in enrollment, is high in quality students. As the program becomes more visible on campus it is growing. The military science program can be found at over 280 universities across the nation. Students receiving an ROTC scholarship can take that scholarship to any of those schools and we are attempting to attract some of these "scholarship" students to FSU. The department is making an intense effort to maintain full time military science faculty on campus. The faculty load is ideal, since current class sizes are small, more face to face contact time with the instructor is possible. At present the department has sufficient computer support for a small office. Of course, as the program grows we envision the need for additional space. This will be addressed as needed in the future. Most of the equipment and supplies used in the Leadership Labs and the faculty office is provided by the federal government and is a minimal expense to the university.

3) How do the actions described in (1) advance (students interested in new exciting type experiences and in financial help when entering program at various entry levels….or hinder program goals and priorities? Space, though sufficient for classes is scattered and space for Leadership Lab is often at a premium with the Lab being held in areas not-easily accessible to all. The programs goals are advanced when we enroll those students interested in different, interesting areas of study and have a desire for leadership experience. Scholarship students who chose to attend FSU are another source of quality students. The lateral entry process helps us to gain quality, committed students whose past military experience also enriches the program. One hindrance is the lack of access to new students during summer orientation which does affect department's visibility.

F. Curriculum. The military science minor check sheets and example syllabi are attached at appendix A. This data consists of the current curriculum changes that are undergoing revision and the approval processes through the university's curricular authority. Note that in the following discussion all references to the course requirements for the minor incorporate the new course designators.

1) Program requirements for Military Science Minor.

a) Required courses are the four 4-credit hour core courses in the advanced (Junior-Senior) level classes (MSCI 311, 312, 411, and 412) and a three credit military history course (HST 385, 320 or an equivalent history course approved by the department). Plus six credits of electives. The minor's elective courses are drawn from a variety of classes with emphasis on computer skills and written and oral communication. These electives are beneficial in any major or minor field.

b) Students may also take MSCI 211 or 212 class as an elective in place of an elective listed on the check sheet. These MSCI basic level leadership courses can also prove useful in a variety of other career fields.

2) Has the program been significantly revised since the last review, and if so, how? This is our first program review. See discussion in number 3 below.

3) Are there any curricular or program changes currently in the review process? If so, what are they? An overall revision of the military science curriculum is currently going through the university curricular review process. This is the first major revision of the courses. This revision was necessary to meet the requirements of our national external accrediting organization to update our courses by placing more emphasis on "leadership development." As stated above,

this curricular revision is now undergoing the university's curricular review process. Please note that all courses referred to in this report reflect the new MSCI designators, credits, and titles.

4) Are there plans to revise the current program within the next 3-5 years? If so, what plans are envisioned and why? After this revision, there are no plans to change the program within the next three to five years.

G. Quality of Instruction

1) Discuss student and alumni perceptions of the quality of instruction.

If we refer to the graduate surveys for alumni perceptions we find that in the question on overall experience in the Military Science program 32% claimed "Very Satisfied" and 64% claimed they were "Satisfied." In question 4 they rated their academic experience in the Military Science program. Data results showed "Excellent"-- 36%; "Good"-- 36%; "Fair" -- 23%; with only 5% as "Poor". Graduates perception of whether their education gave them the skills to grow and learn as a person was very positive with 55% saying they "Strongly Agreed"; while 41% said they "Agree." When asked if their education gave them self-confidence in expressing their ideas, 27% said they "Strongly Agreed", 45% said "Agree" and 27% were "Neutral" on the question. None "Disagreed" with either of the last two skills just covered. If job satisfaction is used as a criterion for quality of education, it can be reported that 41% are "Very Satisfied" with their current job, while another 45% report they are "Satisfied." When examining another question on overall perception of how graduates would "characterize the preparation they received at FSU for their subsequent employment", we find positive results in the responses of "Excellent" -- 36% and Good -- 41% . Written comments from the graduates (which are included in the survey results in Appendix C) include very positive attitudes and feelings for the program at FSU. A few of these comments follow: "Keep the program at Ferris. The program

was and is an essential part of FSU. Ferris has traditionally been a "non-traditional" program for non-traditional students. Ferris attracts these individuals." "The FSU program suffered during my time (2002-204) due to the fact that FSU did not have any dedicated instructors and the cadets had to travel to CMU for class and labs. This was a burden to students. I truly believe that the FSU program will be successful if it has dedicated staff and resources." "FSU has a great program." "Great program, don't change." "I thought it was an excellent program and would do it all over again if given the chance. My experience and training seemed above average of other programs I have talked to people about." "The only worthwhile courses at FSU were the ROTC classes, they were the most formative."

The current student perceptions of quality of instruction can best be addressed by looking at results of several questions on the student survey. The question on "if you could start college again, would you take Military Science" showed a high level of satisfaction with the program in the number of those who responded "Yes"—21of the 24 respondents said yes. Two said, "no" while one was undecided. Also, 18 of the 24 say they plan to stay in the Military Science program and 14 of these plan to take the military science minor. The above results indicate support of a perception of "quality instruction".

2) Discuss advisory committee and employer perceptions of the quality of instruction. Not applicable, there was no advisory committee set up since this program is standardized across the nation. Again, there were no employer surveys sent, because of the nature of the program. Students finishing the program and commissioning as Second Lieutenants are placed in leadership positions in the U.S. Army at various levels and sites. Employer Surveys are not feasible in this situation.

3) What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.? As stated in the Access Section above, the addition of more permanent on-campus faculty has improved the learning atmosphere; mentorship and advising is more accessible to the students. Curriculum is being updated to reflect today's standards. The department does not use graduate assistants; however, military provided computers and minimal office/meeting space is available to student leaders, as well as a system of video teleconferencing with the CMU Military Science student leaders. The use of the webcam system makes possible combined staff and training meetings without involving travel time.

4) Describe the types of professional development faculty have participated in, in efforts to enhance the learning environment (e.g. Writing Across the Curriculum; Center for Teaching and Learning, etc.). Military Science instructors continue to attend courses at both the university and military level. Instructors are required to meet both military and civilian education levels as they progress through their careers. Therefore, attendance at "military" schools is ongoing and keeps them updated on current tactics, techniques and procedures. This also allows instructors to share trends and improve training experiences with the students based on current areas of expertise. The faculty also attempts to continue taking university level courses to improve their abilities.

5) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium. The Leadership Lab is the main vehicle for all military science students to interact. The Labs range

from training sessions led by upper class students to competitions among the structured groups. Hands-on exercise of subjects taught in lecture involves the students at many levels. Special events consist of Awards Ceremonies (fall and spring); Drill Team participation at events; Military Ball (Spring); Commissioning Ceremonies (May & December) where students participate in the program, learning some of the customs and courtesies of the military, as well as experiencing esprit de corps.

6) Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program. The Military Science curriculum is designed to focus on student learning, rather than on any specific subject matter. Focusing on the student requires student-centered objectives and conscious attention to how students react to the instruction received. For effective instruction, students need the opportunity to work with what has been taught. Too often, instruction is limited to the delivery of information, either through reading assignments, lectures or slide presentations. Active, student-centered learning, in contrast, is founded on the belief that interaction is central to the learning process. Leaning occurs during class in the same way it does outside the classroom: through unstructured and structured experiences in which the student interacts with faculty, with the instructional material, and with other students. This student-centered approach which could be called experiential learning, direct experience, discovery learning, or participatory learning is the pedagogical cornerstone of the Leadership Lab concept.

7) What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program? The faculty responsible for teaching the courses each year come directly out of the Army active duty or reserve components. Their experience and up to date knowledge in teaching and training enhances student learning with time sensitive techniques,

tactics and procedures. The approaches above center on five basic steps: (1) Readiness for and openness to the experience; (2) the experience itself; (3) reflection upon the experience; (4) analysis, application of theory, or additional explanation of information to clarify the relationship between theory and actions, with an understanding of lessons learned regarding needed changes; (5) the opportunity to re-experience (practice in new situations/practical exercises). In addition to classroom instruction, these steps enhance student learning by providing multiple opportunities for them to apply military science and leadership concepts in field environments.

H. Composition and Quality of Faculty. **Describe and assess the composition of the faculty teaching courses in the program**. Annex B contains faculty biographies or official records of accomplishments for your review.

1) List the names of all tenured and tenure-track faculty by rank.

a) Identify their rank and qualifications. Teaching faculty in the Military Science courses are not on a tenure track. FSU Military Science department is staffed by Active Duty and National Guard military personnel and the staff is as follows:

Professor of Military Science: Major Gregg A. Mays (Battalion Commander/Department Chair)

Freshman MSCI course: Instructor SFC William Pummill, Army National Guard

Sophomore MSCI courses: Instructor SFC Clifford A. Ellis, U.S. Army

Junior MSCI courses: Instructor MSG Joe D. Postler, U.S. Army

Senior MSCI courses: Instructor MAJ Kevin L. Babcock, Army National Guard

b) Indicate the number of promotions or merit awards received by program faculty since the last program review. Academic promotions are not applicable for military science faculty.

c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc.). Not applicable to unique faculty in military science. However, military science faculty have participated in university meetings and committees on occasion. During the summer some military science faculty are assigned to teach at the national Leadership Development Assessment Course (LDAC) at Fort Lewis, Washington.

2) Workload

a) What is the normal, annualized teaching load in the program or department? Indicate the basis of what determines a "normal" load. On a semester-by-semester basis, how many faculty have accepted an overload assignment? In respect to the "normal" faculty load the military science faculty may be unique. The usual procedure is one faculty member for each class level (we have freshman, sophomore, junior and senior level courses). Each faculty normally teaches both the fall and spring semester (i.e. MSCI 111-112; 211-212; 311-312; 411-412). In addition to the lecture contact time for each section, faculty are responsible for the following: a weekly 2-hour Leadership Lab; early morning PT (physical training); advising student clubs (ranger club; color guard); advising/mentoring their students; attending the 2-3 day field training exercises twice a year with the classes; and attendance and/or organizing other events as assigned.

b) List the activities for which faculty receive release time. Generally not applicable; however, faculty instructors are federal employees, thus are entitled to all nationally recognized federal holidays. Faculty instructors are required to support the university class schedules which may conflict with some federal holidays, therefore, compensation time can be arranged through program manager.

3) Recruitment

a) What is the normal recruiting process for new faculty? Faculty positions are filled by one of three entities: COMTek a civilian contracting agency, U.S. Army Cadet Command, and Reserve Components whether pulling from Michigan Army National Guard or U.S. Army Reserve agencies. All agencies will post vacancies on their networks advertising positions. Position vacancies are posted, applicants are screened by all agencies and interviews conducted with military science/ROTC department chair acting as a member. All agencies conduct interviews, and decision is made after all associated agencies and Chair provide input on applicants. Assignments may be requested by active duty officers and Noncommissioned Officers (NCO) and considered, however, if it becomes necessary Department of the Army may direct Active duty assignments as needed to meet the needs of the Army.

b) What qualifications (academic and experiential) are typically required for new faculty? COMTek requires officers to have a master's degree or equivalent and NCO's to have Associates degree or equivalent, as well as to belong to the specialty branch position being filled. Active Duty and Reserve positions are dependent on the individuals' civilian and military school requirements. Presently, FSU Officer positions require civilian education of having a bachelor degree and/or working on a master's degree. Military education should be Combined Arms Exercise level completed and pursuing Intermediate Level Education. NCO's civilian education requirement is to hold an associate degree and/or working on a bachelor. NCO Military education is also dependent on the rank they hold.

c) What are the program's diversity goals for both gender and race/ethnicity in the faculty? Diversity is a key component of the military system and the department strives to meet the standard. At present we are requesting a female to fill our next vacancy.

d) Describe and assess the efforts being made to attain goals in (c). ROTC department has submitted request, however, we can only request, and hope that applicant is available. Assignments depend on who is available and applies within the system.

4) Orientation. Describe and assess the orientation process for new faculty. New faculty members receive orientation with staff and are provided a sponsor to assist transition to new assignment. The ideal situation for new faculty is for them to be assigned and arrive prior to predecessor's departure. Overlapping duty would allow mentoring, on-the-job training, university contact introductions for incoming faculty, thus enhancing program sustainment abilities.

5) Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money. ROTC faculty is not paid by the university; therefore, questions a) through d) are not addressed.

a) Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria. Not applicable.

b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty? Not applicable

c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation? Not applicable

d) Is enhancing diversity and inclusion a component of the reward structure? Please explain. Not applicable

6) Graduate Instruction: **(if applicable)**. Not applicable. Questions a) through d) are not addressed.

a) List all faculty teaching graduate courses.

b) What percentage of graduate courses is taught by non-tenure-track faculty? Please comment.

c) What are the program's (or department's) criteria for graduate faculty?

d) Have all graduate faculty (including non-tenure-track faculty) met the criteria? Please comment.

7) Non-Tenure-Track and Adjunct Faculty.

a) Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program. For full-time non-tenure track faculty, indicate the length of their appointments and the number of years of service at the University. Comment on the program's ability to retain non-tenure-track faculty. Basically this is not applicable to our department program. However, our faculty has the benefit of being considered full time military science faculty and instructors although not paid by FSU.

b) What percentage of program courses is taught by the faculty in (a)? What courses are they teaching? Please comment. All military science courses are taught by the military faculty. The military science minor has several electives outside the military science department and a military history requirement which are taught by regular FSU tenure-track faculty.

c) Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all the faculty have met the criteria, and if not, what is being done to resolve the situation? Military personnel are screened before being assigned and do meet both academic and experiential qualifications.

d) Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not? In our unique situation, we feel it appropriate to have non-tenure track.

e) If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty? Not Applicable

I. Service to Non-Majors. **Describe and assess the impact that delivery of service courses offered by the program or the department has on the program.** Not Applicable. Questions a through d are not addressed.

a) Identify and describe the General Education service courses provided by the program faculty for other departments at FSU.

b) Identify and describe any non-General Education service courses or courses required for other programs. Comment on your interaction with the departments or programs for which the courses are provided.

c) Discuss the impact of the provision of General Education and non-General Education courses has on the program.

d) Does the program plan to increase, decrease, or keep constant its level of service courses? Explain.

J. Degree Program Cost and Productivity Data. **Submit Institutional Research and Testing data. Comment on the data.** Data not available at this time.

K. Assessment and Evaluation. **Describe and evaluate the program's assessment mechanisms.**

1) List and describe what variables are tracked and why when assessing the effectiveness of the program (e.g. mastery of essentials of subject area, graduation rates, employment rates, pass rates on professional exams). See below**.**

2) Provide trend data for the variables listed in (1). Compare the data to accreditation benchmark standards if applicable, or provide some other type of assessment of the data. See below**.**

3) Describe how the trend data in (2) is used to assess the rigor, breadth, and currency of the degree requirements and curriculum. See below**.**

4) Describe how the trend data in (2) is used to assess the extent to which program goals are being met. See below**.**

Due to the uniqueness of the program the following is offered in place of questions 1 through 4. FSU Military Science /ROTC program receives feedback from a myriad of sources, both internal and external. Military Science faculty provides feedback to students through a number of mechanisms. This feedback is used to improve their performance and streamline operations in the program. In addition to the normal classroom tests used for academic assessment, the following assessment tools are used:

*Note that the student is referred to as cadet and the faculty as cadre as participants in a Battalion format.

1. Field Exercises

Twice a year contracted CMU cadets participate in field training exercises at Camp Grayling and Fort Custer. These events usually include land navigation, infantry tactics (squad and platoon level), and leadership reaction course training. Field exercises usually begin on a Friday and end Sunday. Third year cadets also conduct one-day, weekend training exercises four to

five times a year. Cadet performance is captured using leadership development program assessments

2. After Action Review Comments

Following every training event, both cadre and cadets conduct an After Action Review. These reports are placed in a continuity file maintained for each staff function. The general format is as follows: (1) Identify the task and standards; (2) Discuss what was supposed to happen; (3) Discuss what actually happened; (4) Make any recommendations for improvement. Based upon feedback from cadre and cadets, adjustments can be made for future training schedules.

3. Performance Counseling

At the beginning and ending of each semester, instructors counsel contracted cadets regarding performance on the Army Physical Fitness Test, assigned duty responsibilities, and academics. Cadets are also counseled on a case-by-case basis throughout the year, when they significantly exceed or fail to meet performance standards. This counseling has proven to be most effective to inform cadets of expectations, current performance level and recommended actions to follow optimizing their performance.

4. Equal Opportunity

Cadets receive a standardized brief regarding the Army Equal Opportunity Program twice a year. Throughout the year instructors discuss issues with their students and solicit feedback regarding the ROTC Battalion climate. As issues arise they can be handled formally or informally.

5. Army Values Instruction

Cadets are taught Army Values in the classroom during lecture. Beyond knowledge of Army values, cadets are also taught ethical reasoning using several different models. The seven Army Values (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage) are specifically addressed in their leadership development courses.

6. Cadet Troop Leader Training (CTLT) Feedback

CTLT is a three to four week leadership program. Ideally, cadets serve as platoon leaders, but they sometimes serve in other positions. This gives them an opportunity to conduct on-the-job training. Cadets attend CTLT at Army units in the United States and abroad. At the end of training, the commander of each cadet's unit prepares an Officer Evaluation Report (similar to a Cadet Evaluation Report), that is sent back to the ROTC Battalion.

7. Leadership Evaluations

Cadets receive leadership evaluations for assigned tasks, field exercises, and duty positions held within the cadet battalion. Prior to counseling by an evaluator, each cadet prepares a self-assessment. To standardize the system, ROTC cadre members participate in a "calibration" at the beginning of each school year. During a workshop, cadre members evaluate scenarios, which constitute various levels of performance. The most experienced evaluator presents the instruction. This helps ensure performance assessment is equitable between cadre. Evaluations are tracked on a Cadet Evaluation Sheet and a Cadet Evaluation Report, which are used to provide feedback for the entire MS III year.

8. Leadership Development Assessment Course (LDAC)

The MS-IIIs (3rd year cadets) attend advanced camp at Fort Lewis, Washington. Evaluators assess each cadet's leadership performance according to the Leadership Development Assessment Course. At the completion of advanced camp, each cadet is counseled and receives

a Cadet Evaluation Report. Each ROTC Battalion gets a copy of their cadets' performance. After LDAC, each cadet also completes an After Action Review to assist instructors in preparing the next year's students. LDAC is thirty-five days long and cadets are evaluated in the following areas: Physical fitness; Rifle marksmanship; Leadership positions-garrison: Cadets must ensure their assigned units (ranging between ten and 120 cadets) accomplish various administrative tasks; Field Leadership Reaction Course: Cadets must lead a squad through a number of different obstacles; Leadership positions-field: Using Situational Training Exercises (STXs), cadets are evaluated on their ability to accomplish a variety of tactical missions; and Peer evaluations.

L. Administration Effectiveness

1) Discuss the adequacy of administrative and clerical support for the program. The department operates under the School of Criminal Justice as part of the College of Education and Human Services. The military science department at FSU does not have dedicated clerical support. Faculty of the Military Science is responsible for conducting their own administrative and class needs. However, the College of Education and Human Services staff and the School of Criminal Justice are very supportive of the Military Science program and provide administrative help when requested.

2) Are the program and/or department run in an efficient manner? Please explain. The military science department has an office in Bishop Hall. This office is covered by one of the military science instructors during business hours. An answering machine provides coverage when office is closed. Advisors for the military science minor are available to students for consultation.

3) Are class and teaching schedules effectively and efficiently prepared? Please comment. Scheduling is done through the School of Criminal Justice administrative offices with consultation with teaching faculty.

4) Are students able to take the courses they need in a timely manner? Please comment. Courses are scheduled to meet needs of the majority of students. There is some flexibility in the order of taking freshman and sophomore courses. Most students can take the courses in a timely manner. Military Science Advisors work with students to ensure their classes are available and assist in alignment of the classes to ensure smooth progressive transition through the program.

Section 4: Facilities and Equipment

Section 4:

Facilities and equipment

A. Instructional Environment

1) Are current classrooms, labs, and technology (both on-campus and at off-site locations) adequate? Explain. Current classrooms meet the instructional and technological needs of the course. Classroom space is adequate for the lecture classes, with projection or computer access available if needed. The Lab space is adequate, although current location is somewhat inconvenient. It should be noted here, that if the department's goals to increase enrollment in the military science program should come to fruition, additional classroom and lab space will need to be requested.

2) How does the condition of current facilities impact program delivery? Explain. The condition of the current facilities is acceptable. There is no significant impact on program delivery that can be attributed to the current facilities. Under special circumstances accommodations and special arrangements are made for instruction of a specific area of study; i.e. a course may have a "special technology" requirement or space requirement for adequate delivery of that subject matter.

3) Describe the program's projected needs with respect to instructional facilities. No significant projected needs at this time. Significant increases in class size might necessitate requesting larger classrooms which is just a normal scheduling procedure. Although "storage space" may not be considered part of the instructional facilities, it is an important aspect of the military science program. Storage space is required for equipment and materials provided by Cadet Command for operation of the program. This includes instructional training aids for class and lab use. At the present time only a small "caged" area is available for storage of small items.

A small "closet" in the department office is available to store office supplies and equipment. Another item for consideration is storage of cadet "uniforms and accessories." Students are issued uniforms for wear in Leadership Labs. Presently all uniforms and accessories must be transported from CMU to FSU. Occasionally students are transported to CMU for fitting and issue. Either method is inconvenient for all concerned--faculty/staff/student. Proper storage facilities would allow all issue and return of items to take place at FSU.

4) Describe current plans for facilities improvements and indicate their status. There are no current plans for facilities improvement at this time. However, Cadet Command will occasionally update computer technology. This is minimal cost to the university (cost for power source). As noted in 3 above, as the numbers increase in the program, more effort will be made to find additional space.

5) Describe how proposed changes or improvements to facilities would enhance program delivery. Greater storage space would enhance availability of resources to support classroom instruction and hands-on-training in the Leadership Labs. Currently, although there are limited resources stored on FSU campus; all uniforms, clothing issue and large equipment items must still be transported from CMU to FSU. Sufficient storage space would enhance program delivery. The largest advantage would be in the more efficient use of time and energy by the faculty/staff. As the program continues to grow, time and energy can be concentrated on teaching, retention, and recruiting efforts.

B. Computer Access and Availability.

1) Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program. The university provides no specific computer resources to the program. Students use computer labs available to other

programs (perhaps in their Major area). The military does provide two computers in the Military Science office for use by those students who are in leadership positions in the classes.

2) Discuss how these resources are used. Students use the computers to access internet resources as needed for class (including databases, military Blackboard, videos, support materials for class), word processing, and email to communicate with faculty and other students in the class at FSU and CMU.

3) Discuss the adequacy of these resources and identify needed additional resources. Presently the technological resources meet the needs of the program and no additional resources are needed at this time. However, with new upgrades in software packages, systems will require updates for compatibility purposes. For example: Microsoft Office 2007 is now being used by some agencies, while others continue with the 2003 version. This hinders the ability to sustain day to day operations when current computers can not open documents because they are still operating with the 2003 software packages.

4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents? No plan exists at this time.

5) Discuss the efficacy of online services (including WebCT) available to the program. The ROTC does not conduct online classes as part of the curriculum. However, many of the students are currently members of the reserve units within Michigan and occasionally may use online services to sustain training requirements external to the ROTC program. These training requirements are important to students simply because, they gain valuable experience performing duties that are directly related to the program and it affords students additional income. Additionally, ROTC uses the Blackboard program to support administrative actions such as

posting assignments, grades, etc. in which the student body may access whether from the office or any other site. This affords students flexibility to move around the state and still manage their curricular responsibilities.

6) Discuss the adequacy of computer support, including the support for on-line instruction if applicable. The Technology Assistance Center (TAC) helpline and staff has been useful in support of the Military Science department. Current computer systems in the Military Science department are Army property, which is not necessarily compatible to the FSU system. Therefore, FSU TAC has loaded necessary software required to allow the Military Science program to function and communicate within the university environment.

C. Other Instructional Technology.

1) Identify other types of instructional technology resources that are allocated or available to the program. Program has not been allocated other resources. Cadet Command funds provided a webcam to be used for leadership conferencing and training.

2) Discuss how these resources are used. Military provided webcam is used by student leaders for teleconferencing and staff meetings with students at Central Michigan University. Special combined training is also accomplished occasionally. The webcam is often used for weekly meetings between FSU and CMU faculty/staff.

3) Discuss the adequacy of these resources and identify needed additional resources. Current resources are adequate for the purpose they serve.

4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents? Not applicable.

5) Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program. Not applicable.

D. Library Resources.

1) Discuss the adequacy of the print and electronic and other resources available through FLITE for the program. The FLITE print and electronic data resources are and have been adequate for the needs of the program. In addition to the FLITE program, if needed, students can make use of the interlibrary loan process.

2) Discuss the service and instruction availability provided by the Library faculty and staff with respect to the needs of the program. Not enough information is available for what use our students actually make of the Library resources. Most of the resources used for the classes are programmed and available on the Military Blackboard System. Students needing more in-depth or full-text materials are encouraged to use the Library.

3) Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate? Explain. We are not aware of any budget allocation to the program from FLITE. In fact, currently the program is not in any need of additional resources from FLITE than that which it already has access to.

CONCLUSIONS

Section 5: Conclusions

A. Relationship to FSU Mission

The program relates directly with the FSU mission: "Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education." The Military Science program and minor embraces the mastery of leadership and technical skills to produce quality leaders. The program is active in adopting innovative methods of teaching including experiential and participatory learning techniques in both classroom and laboratory settings. The minor is directly career-oriented as students have the opportunity and choice to pursue a degree and a career as an officer.

B. Program visibility and Distinctiveness

Visibility: Students can make informed career choices when they are aware of the choices that exist. Their career choices are made for a variety of reasons from personal interest, from wanting to make some contribution to society, to employment potential. However, the military science program and minor have limited visibility on campus and many are not aware of the program or it's potential.

Distinctiveness: The military science program and minor is distinct and unique in the aspect of allowing students to pursue an academic or professional degree while concurrently taking courses leading to a commission as an officer in the United States Army upon graduation. In addition, a student may choose to take the military science minor without any commitment or obligation to the military and thus gain leadership training and skills which can be adapted and used to enhance chances for success in their chosen civilian career field.

C. Program Value

The military science program minor offers quality students an opportunity to choose a career that can be a life-time or a dual position. A commissioned officer, after serving his commitment,

may decide to make the military his career, or may leave the Army and pursue his academic civilian career. His prior service and leadership skills will prove very valuable to him as these skills are highly regarded and sought after in civilian business and industry fields.

D. Enrollment

Enrollment in the military science program has fluctuated over the years since 1993. Although limited in numbers at times, it has consistently had quality students. A review of trends addressed in Section 3 has shown a consistent upward swing in enrollment numbers over the past three years. Concentrated efforts to allow more visibility, effective promotional activities, and targeted recruiting by the faculty, indicates that FSU definitely has the potential for increasing enrollment in the future.

E. Characteristics, Quality and Employability of Students

The current student population and the graduates of the program who were surveyed all possess strong academic and leadership skills and abilities. The largest percentage of the population has been male, Caucasian, living in Michigan. However, the two most recent graduates were both Caucasian females. Graduates do not have a difficult time finding employment, since those who graduate with an officer's commission are assured employment within the military. The current student population is again primarily Caucasian, male and Michigan residents. Those who stated a desire to pursue the military commission will also have the advantage of being assured a military position upon graduation.

F. Quality of Curriculum and Instruction

The military science curriculum is specifically designed to develop a progressive approach to leadership development. The courses are taught by experienced, knowledgeable military personnel with delivery to students using lecture, hands-on-experience and participatory

learning. Upper level courses provide actual leadership opportunities for students in real life situations. Mentorship is a strong part of the learning process. The structure of the military science course enhances and develops leadership skills at all levels.

G. Composition and Quality of the Faculty

Faculty array is comprised of active duty or national guard/reserve officers and/or non-commissioned officers (NCO). FSU has one active duty Army officer, one National Guard officer, two active duty Army NCO's and one National Guard NCO. This military science faculty consists of three Caucasian males and two African American males. All officers and NCO's are experienced, knowledgeable in their respective specialties and have had training as instructors/teachers.

Annex A: Course Syllabi & Checksheets

A. Program Checksheets

B. Course Syllabi

C. Articulation Documents

Appendix B – Faculty Staff Vitae's

Major Gregg Mays - Professor of Military Science (ROTC program Director)
Major Kevin Babcock – Associate Professor Military Science
Master Sergeant – Joe Postler – Senior Military Instructor
Sergeant First Class Clifford Ellis – Senior Military Instructor
Sergeant First Class William Pummill – Senior Military Instructor / Recruiter

2 July 2007

BABCOCK, KEVIN L.
Spouse Name: Pamela (Pam)
Major, Ordnance, MIARNG

Date and Place of Birth: 16 December 1961, Alma, Michigan

Mandatory Removal Date: 01 Nov 2016

Home Address: 6186 NE Countyline Road, Coleman, MI 48618

Home Telephone: 989-465-9327

Present Assignment: Operations Officer (AGR), 272nd Regional Support Group (RSG), Michigan Army National Guard Jackson, Michigan.

Unit Phone: (517) 990-1103

Enlisted Service: 13 years

Source and Date of Commission: OCS, 06 September 1992

Years of Active Commissioned Service: Over 6 years

Military Schools Attended	Year Completed
Light Wheel Vehicle Mechanic (63B MOS)	1980
Equipment Records and Parts Specialist (76C MOS)	1981
Motor Sergeants Course	1981
Air Assault Course	1982
Maintenance Management Course	1982
Primary Leadership Development Course (RC)	1987
Michigan Training Management School	1989
Unit Administrator Course (75B MOS)	1989
Intermediate Enable Computer Training	1990
Unit Clerk Training	1990
Primary Leadership Development Course (AC)	1991
Michigan Military Academy (OCS)	1992
Ordnance Maintenance Management (OBC)	1993
Ordnance Maintenance Management (AOC)	2001
CSSAMMO Course	2001
Combined General Staff College (CAS3)	2002
Support Operations Course	2003
Electronic Security Systems Course	2004

Commanders Safety Course	2004
Range Operations Safety Course Level II	2005
Unit Anti-terrorism Course Level II	2005
Environmental Community Outreach Training	2005
Unit Status Reporting Course	2006

Civilian Education	Degree Received
High School, Coleman, Michigan	Graduated 1980
Spring Arbor College	BS (Arts)

U.S. Decorations/Badges

Meritorious Service Medal 1 OLC
Army Commendation Medal 5 OLC
Army Achievement Medal 6 OLC
Good Conduct Medal 2 Loop Bronze Clasp
Army Reserves Components Achievement Medal 3 OLC
National Defense Service Medal
Global War on Terrorism Service Medal
Armed Forces Reserve Medal 1 Bronze Hourglass
NCO Professional Service Ribbon
Army Service Ribbon
Army Reserve Component Overseas Training Ribbon Bronze #2
Michigan Legion of Merit Ribbon 1 OLC
Michigan Broadsword Ribbon Gold OLC
Michigan Overseas Ribbon Bronze #3
State Partnership Ribbon
Air Assault Badge
Michigan Stewart Medal

Chronological List of Appointments

Second Lieutenant	ARNG	06 Sep 1992
First Lieutenant	ARNG	05 Sep 1995
Captain	ARNG	18 Aug 2000
Major	ARNG	23 Aug 2006

Chronological Record of Duty Assignments

Active Duty	From	To
Enlisted (E4)	Jun 80	Jun 83

Not on Active Duty

Army National Guard

Enlisted (E4)	May 85	May 86
Parts Specialist (76C) 460th S&S Midland, MI		
Enlisted (E5)	Sep 86	Sep 88
Parts Specialist (76C) 460th S&S Midland, MI		

Active Duty

Enlisted (E5) (Active Duty) Special Project NGB ARA, Washington DC	Sep 88	Jan 89
Enlisted (E5) (Active Duty Special Work) Operations & Training, Lansing, MI	Jan 89	Apr 89
Enlisted (E5) (Active Duty) Unit Administrator, 1071st Maint. Co. Grayling MI	Apr 89	Sep 92

Not on Active Duty

Plt Ldr , Platoon Headquarters (ARNG) 1071st Maint. Co., Grayling MI	Sep 92	Aug 95
Commander, 1440th Firefighting Detachment (ARNG) Michigan Army National Guard	Aug 95	Apr 00
Range Officer (Multi-purpose Range MPRC) Maneuver Training Center, Grayling MI	Apr 00	Jul 00

Active Duty

Support Operation Officer, (Training S3 Technician) 146 Forward Support Battalion, Bay City, MI	Jul 00	Apr 01
Support Operation Officer, (Training S3 AGR) 146 Forward Support Battalion, Bay City, MI	Apr 01	May 04
Multi-purpose Range Officer (Operations Officer AGR) Range Control, Maneuver Training Center , Grayling MI	May 04	Jan 06
Assistant S3, (Training Officer AGR) 63rd Troop Command, Jackson, MI	Jan 06	Jun 06
Operations Officer, (S3 AGR) 272nd Regional Support Group, Jackson, MI	Jun 06	Sep 07
Associate Professor Military Science (APMS) Central Michigan University, Mt Pleasant, MI	Sep 07	Present

Appendix C: Supporting Research

Section 1

A. Historical FSU Student Enrollment Chart

B. Historical FSU Commissioning Graduate List

Section 2

A. FSU Commissioning Graduate Survey

B. FSU Commissioning Graduate Survey Roll-up

Section 3

A. ROTC Current Student Survey

B. ROTC Current Student Data

Section 4

A. ROTC Faculty Survey

B. ROTC Faculty Survey Roll-up

CREATE A NEW COURSE

FORM F

Course Date Entry Form

Create Course

rev. 2/14/05

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester Fall **b**. Year 2008 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI** **b**. Number **111** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture 1 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Leadership and Personal Development**

e. Abbreviated Course Title: Ldrshp and Personal Devel. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: F (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 2 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE**.**

Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time and stress management and physical fitness relate to leadership, officership, and the Army profession. The focus is on developing basic knowlege and comprehension of the Army leadership dimensions while gaining an understanding of ROTC, its purpose in the Army, and its advantages for the student.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. None.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F

Course Date Entry Form

Create Course
rev. 2/14/05

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester Fall **b**. Year 2008 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI** **b**. Number **111** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture 1 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Leadership and Personal Development**

e. Abbreviated Course Title: Ldrshp and Personal Devel. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: F (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 2 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☒ Yes ☐ No
p. Equivalent course: Prefix MSCI Number 101 See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time and stress management and physical fitness relate to leadership, officership, and the Army profession. The focus is on developing basic knowlege and comprehension of the Army leadership dimensions while gaining an understanding of ROTC, its purpose in the Army, and its advantages for the student.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. None.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F
Create Course
rev. 2/14/05

Course Date Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI** **b**. Number **112** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture 1 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Introduction to Tactical Leadership**

e. Abbreviated Course Title: Intro to Tactical Ldrship. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 2 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE**.**
Overviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactaive exercises. Student role models are implemented in order to build stronger relationships among the students through common experience and practical interaction are critical aspects of the MSCI 102 experience.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. None.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F
Create Course
rev. 2/14/05

Course Date Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI**

b. Number **112**

c. Enter Contact Hours or check Indepemndent Study (X).
LECture 1 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Introduction to Tactical Leadership**

e. Abbreviated Course Title: Intro to Tactical Ldrship. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 2 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☒ Yes ☐ No
p. Equivalent course: Prefix MSCI Number 102 See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
Overviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactaive exercises. Student role models are implemented in order to build stronger relationships among the students through common experience and practical interaction are critical aspects of the MSCI 102 experience.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. None.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F

Course Date Entry Form

Create Course
rev. 2/14/05

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester Fall **b**. Year 2008 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI**

b. Number **211**

c. Enter Contact Hours or check Indepemndent Study (X).
LECture 2 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Innovative Team Leadership**

e. Abbreviated Course Title: Innovative Tm Ldrship. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: F (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 3 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☒ Yes ☐ No
p. Equivalent course: Prefix MSCI Number 201 See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowldege of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of map reading, orienteering and squad tactics. Case studies provide tangible context for learning the Soldier's Creed, Army values, and ethics as they apply in the contemporary operating environment. Physical Fitness participation required once a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. None.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F
Create Course
rev. 2/14/05

Course Date Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI**

b. Number **212**

c. Enter Contact Hours or check Indepemndent Study (X).
LECture 2 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Foundations of Tactical Leadership**

e. Abbreviated Course Title: Foundatns Tactical Ldrshp. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 3 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Examines the challenges of leading tactical teams. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Physical Fitness participation required once a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 211 with C or better or permission of Department.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F
Create Course
rev. 2/14/05

Course Date Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI**

b. Number **212**

c. Enter Contact Hours or check Indepemndent Study (X).
LECture 2 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Foundations of Tactical Leadership**

e. Abbreviated Course Title: Foundatns Tactical Ldrshp. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 3 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☒ Yes ☐ No
p. Equivalent course: Prefix MSCI Number 202 See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Examines the challenges of leading tactical teams. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Physical Fitness participation required once a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 211 or permission of Department.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F
Create Course
rev. 2/14/05

Course Date Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI** **b**. Number **312** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture 3 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Leadership in Changing Environments**

e. Abbreviated Course Title: Ldrshp in Changing Environ. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 4 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☒ Yes ☐ No
p. Equivalent course: Prefix MSCI Number 302 See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE**.**
Intense situational leadership challenges used to build student skills in leading tactical operations. Builds on squad-level tactics learned in MSCI 311 for leading at the platoon level. Reviews aspects of combat, stability, and support operations. Conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision making, persuading, and motivating team members. Students are evaluated on what they know and do as leaders. Physical fitness required 3 - 5 days a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 311 or permission of Department.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F
Create Course
rev. 2/14/05

Course Date Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester Fall **b**. Year 2008 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI** **b**. Number **411** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture 3 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Developing Adaptive Leaders**

e. Abbreviated Course Title: Developng Adaptice Leaders. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: F (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 4 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
Develops proficiency in planning, executing, and assessing complex operations. Stresses active-student centered learning using complex scenarios to enhance development of self awarenss and critical thinking skills as a leader. Opportunities given to practice amd evaluate adaptive team leadership skills. including assessing risk, ethical decision making and mentoring subordinates. Physical fitness required 3 - 5 days a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 311 and MSCI 312 with C or permission of Department.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F
Create Course
rev. 2/14/05

Course Date Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester Fall **b**. Year 2008 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI** **b**. Number **411** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture 3 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Developing Adaptive Leaders**

e. Abbreviated Course Title: Developng Adaptice Leaders. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: F (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 4 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☒ Yes ☐ No
p. Equivalent course: Prefix MSCI Number 401 See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE**.**
Develops proficiency in planning, executing, and assessing complex operations. Stresses active-student centered learning using complex scenarios to enhance development of self awarenss and critical thinking skills as a leader. Opportunities given to practice amd evaluate adaptive team leadership skills. including assessing risk, ethical decision making and mentoring subordinates. Physical fitness required 3 - 5 days a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 311 and MSCI 312 or permission of Department.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

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CREATE A NEW COURSE

FORM F

Course Date Entry Form

Create Course
rev. 2/14/05

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI**

b. Number **412**

c. Enter Contact Hours or check Indepemndent Study (X).
LECture 3 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Leadership in a Complex World**

e. Abbreviated Course Title: Ldrshp in Complex World. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 4 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Course explores the dynamics of leading in the complex situations of current operations in the contemporary operating environment. Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovenrmental organizations, civilians on the battlefield, and host nation support. Course places significanat emphasis on preparing students for their first leadership positions. It uses case studies, scenarios, and exercises to prepare students to face the complex ethical and practical demands of leading as a commissioned officer. Physical fitness required 3 - 5 days a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 411 with C or better or permission of Department .

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F

Course Date Entry Form

Create Course
rev. 2/14/05

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI**

b. Number **412**

c. Enter Contact Hours or check Indepemndent Study (X).
LECture 3 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Leadership in a Complex World**

e. Abbreviated Course Title: Ldrshp in Complex World. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 4 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☒ Yes ☐ No
p. Equivalent course: Prefix MSCI Number 402 See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Course explores the dynamics of leading in the complex situations of current operations in the contemporary operating environment. Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovenrmental organizations, civilians on the battlefield, and host nation support. Course places significanat emphasis on preparing students for their first leadership positions. It uses case studies, scenarios, and exercises to prepare students to face the complex ethical and practical demands of leading as a commissioned officer. Physical fitness required 3 - 5 days a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 411 or permission of Department .

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CONTENTS

FORM A

College of Education and Human Services

Revised 11/4/02

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: ROTC/Military Science

Initiating Unit or Individual: College of Education

Contact Person's Name: Kevin L. Babcock e-mail: ROTC@ferris.edu phone: 5319

Date or Semester of Proposal Implementation: SPRING 2008

- ☒ **Group I - A – New degree/major or major, or redirection of a current offering**
- ☐ **Group I - B – New minors or concentrations**
- ☐ **Group II - A – Minor curriculum clean-up and course changes**
- ☐ **Group II - B – New Course**
- ☐ **Group III - Certificates**
- ☐ **Group IV – Off-Campus Programs**

Group/Individual	Signature	Date	Vote/Action *
Program Faculty			_____Support _____Support with Concerns _____Not Support
Department Faculty			_____Support _____Support with Concerns _____Not Support
Department Head			_____Support _____Support with Concerns _____Not Support
College Curriculum Committee			_____Support _____Support with Concerns _____Not Support
Dean			_____Support _____Support with Concerns _____Not Support
University Curriculum Committee			_____Support _____Support with Concerns _____Not Support
Senate			_____Support _____Support with Concerns _____Not Support
Academic Affairs			_____Support _____Support with Concerns _____Not Support

*** Support with Concerns or Not Support must include a list of concerns.**

To be completed by Academic Affairs

_____	_____	_____
President (Date Approved)	Board of Trustees (Date Approved)	President's Council (Date Approved)

FORM A CONT.

1. Proposal Summary

The primary justification for this proposal is to comply with the new directives of U.S. Army Cadet Command, the national external accrediting organization for our ROTC program. Cadet Command is responsible for the development and standardization of curriculum for all Army officer-commissioning sources.

Cadet Command has directed all Departments of Military Science/ROTC Programs to update their curricular documents to reflect the new curriculum. The new curriculum reflects a dramatic shift from Military Science (military skills training and military history) to Leadership Development. It also requires a two-hour leadership lab to accompany lectures. This necessitates an extensive revision for Military Science courses, to include title, content and credit hour changes.
The rationale for the change in course titles and bulletin descriptions is to communicate the new shift in focus, and to more accurately describe the additional material covered in the courses.

This curricular revision will affect the Minor in Military Science as well. The proposed increase in semester credit hours in the revised MSCI 311, 312, 411 and 412 will affect credits required presently for a Minor. Propose removal of the currently required courses (MSCI 101, 102, 201, 202) from the Minor and only include the 4 new (4 credit courses: MSCI 311, 312, 411, 412). We will keep a required Military History course (3 credits). This total of 19 required hours will be supplemented with 6 additional hours of electives as shown on Form D. The Revised Military Science Minor will thus have a total of 25 credit hours required .

The increase in credit hours is imperative to implement the 2 hour Leadership Lab required by our accrediting organization. The 300 and 400 level courses which are currently 3 credits (3 lec-1 lab) will be increased to 4 credits (3 lec-2 lab); 200 level courses currently 2 credits (2 lec-1 lab) will be increased to 3 credit hours (2 lec-2 lab); 100 level courses will remain 2 credit hours (1 lec-2 lab).

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
MSCI	111	LEADERSHIP AND PERSONAL DEVELOPMENT
MSCI	112	INTRODUCTION TO TACTICAL LEADERSHIP
MSCI	211	INNOVATIVE TEAM LEADERSHIP
MSCI	212	FOUNDATIONS OF TACTICAL LEADERSHIP
MSCI	311	ADAPTIVE TEAM LEADERSHIP

MSCI	**312**	**LEADERSHIP IN CHANGING ENVIRONMENTS**
MSCI	**411**	**DEVELOPING ADAPTIVE LEADERS**
MSCI	**412**	**LEADERSHIP IN A COMPLEX WORLD**

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
MSCI	101	BASIC MILITARY SKILLS I
MSCI	102	BASIC MILITARY SKILLS II
MSCI	201	MILITARY LEADERSHIP I & TACTICS
MSCI	202	MILITARY INSTRUCT & UNIT TACTICS
MSCI	301	MILITARY TACTICS & LEADERSHIP
MSCI	302	MILITARY TRAINING & OPERATIONS
MSCI	401	MILITARY ADMIN & LOGISTICS
MSCI	402	MILITARY JUSTICE & LEADERSHIP

c. Existing Course(s) to be Modified:

Prefix	Number	Title

d. Addition of existing FSU courses to program

Prefix	Number	Title

e. Removal of existing FSU courses from program

Prefix	Number	Title

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

FORM A

College of Education and Human Services

Revised 11/4/02

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: ROTC/Military Science

Initiating Unit or Individual: College of Education

Contact Person's Name: Kevin L. Babcock e-mail: ROTC@ferris.edu phone: 5319

Date or Semester of Proposal Implementation: SPRING 2008

- ☐ **Group I - A – New degree/major or major, or redirection of a current offering**
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Group/Individual	Signature	Date	Vote/Action *
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*** Support with Concerns or Not Support must include a list of concerns.**

To be completed by Academic Affairs

_____	_____	_____
President (Date Approved)	Board of Trustees (Date Approved)	President's Council (Date Approved)

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MSCI	401	MILITARY ADMIN & LOGISTICS
MSCI	402	MILITARY JUSTICE & LEADERSHIP

c. Existing Course(s) to be Modified:

Prefix	Number	Title

d. Addition of existing FSU courses to program

Prefix	Number	Title

e. Removal of existing FSU courses from program

Prefix	Number	Title

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

FORM D
CURRENT CHECKLIST

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
Military Science Minor

29 Semester Hours

REQUIRED		COURSE TITLE	S.H.	GRADE
MSCI	101	Basic Military Skills I	2	
MSCI	102	Basic Military Skills II	2	
MSCI	201	Military Leadership I and Tactics	2	
MSCI	202	Military Instruction and Unit Tactics	2	
MSCI	301	Military Leadership II and Tactics	3	
MSCI	302	Military Training and Operations	3	
MSCI	401	Military Administration and Logistics	3	
MSCI	402	Military Justice and Leadership	3	
		Military History		
Choose 3 credits from the following:				
HIST	320	The U.S. and the Vietnam War	3	
HIST	385	American Military History	3	

NOTE: A 2.50 GPA IS REQUIRED FOR SATISFACTORY COMPLETION OF THIS MINOR

10/00

Choose 3 credits from the following:			
ISYS	**105**	**Micro Computer Applications**	**3**
CPSC	**150**	**Programming in Basic**	**3**
CPSC	**205**	**Computer Science I**	**3**
CPSC	**320**	**Computer Simulations**	**3**
CPSC	**326**	**Computer Graphics**	**3**
ISYS	**101**	**Intro to Computer Info Systems**	**3**
ISYS	**202**	**Principles of Information Systems**	**3**
ISYS	**204**	**Basic Programming**	**3**
EDUC	**260**	**Micro Computers in Education**	**3**
Choose 3 credits from the following:			
ADVG	**334**	**Fundamentals of Media**	**3**
COMM	**105**	**Interpersonal Communication**	**3**
COMM	**252**	**Speech Activities**	**3**
ENGL	**211**	**Industrial and Career Writing**	**3**
ENGL	**311**	**Advanced Technical Writing**	**3**
ENGL	**321**	**Advanced Composition**	**3**
ENGL	**322**	**Creative Writing**	**3**
PREL	**340**	**Public Relations Principles**	**3**
OSYS	**310**	**Business Report Writing**	**3**
APPROVED		POSITION/TITLE	DATE

10/00

FORM D (PROPOSED)

PROGRAM, MAJOR/ MINOR CHECK SHEET

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
Military Science Minor

25 Semester Hours

REQUIRED		**COURSE TITLE**	**S.H.**	**GRADE**
MSCI	311 [1]	Tactical Leadership	4	
MSCI	312 [2]	Applied Leadership	4	
MSCI	411 [1]	Developmental Leadership	4	
MSCI	412 [2]	Adaptive Leadership	4	
Choose 3 credits from ONE of the following:				
HIST	385	American Military History*G C	3	
HIST	320	The U.S. and the Vietnam War*G C	3	

NOTE: A 2.00 GPA IS REQUIRED FOR SATISFACTORY COMPLETION OF THIS MINOR

NOTE: All superscript number [1] beside course number means course taught in the Fall and superscript [2] are taught in the Spring each year.

Choose 3 credits from the following:			
ISYS	**105**	**Intro Micro Sys & Software**	**3**
CPSC	**150**	**Programming in Basic**	**3**
CPSC	**320**	**Computer Simulations**	**3**
CPSC	**326**	**Computer Graphics**	**3**
ISYS	**202**	**Principles of Information System**	**3**
ISYS	**204**	**Visual Basic Programming**	**3**
MATH	**115**	**College Algebra**	**3**
PSYC	**150**	**Introduction to Psychology**	**3**
PSYC	**325**	**Social Psychology * RS**	**3**
PSYC	**331**	**Psychology of Personality * RS**	**3**
STQM	**200**	**Introduction to Data Mining**	**3**
STQM	**260**	**Intro to Statistics**	**3**
Choose 3 credits from the following:			
ADVG	**222**	**Principles of Advertising**	**3**
ADVG	**334**	**Fundamentals of Media**	**2**
BUSN	**209**	**Business Presentations**	**3**
COMM	**105**	**Interpersonal Communication**	**3**
COMM	**252**	**Speech Activities**	**2**
ENGL	**150**	**English I**	**3**
ENGL	**211**	**Industrial and Career Writing**	**3**
ENGL	**311**	**Advanced Technical Writing**	**3**
ENGL	**321**	**Advanced Composition**	**3**
ENGL	**222**	**Introduction to Creative Writing*C**	**3**
MSCI	**211**	**Innovative Team Leadership**	**3**
MSCI	**212**	**Foundations of Tactical Leadership**	**3**
PREL	**240**	**Public Relations Principles**	**3**
APPROVED		POSITION/TITLE	DATE

NOTE: All superscript number [1] beside course number means course taught in the Fall and superscript [2] are taught in the Spring each year.

FORM D (PROPOSED)

PROGRAM, MAJOR/ MINOR CHECK SHEET

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
Military Science Minor

25 Semester Hours

REQUIRED		**COURSE TITLE**	**S.H.**	**GRADE**
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MSCI	411	Developmental Leadership	4	
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NOTE: A 2.00 GPA IS REQUIRED FOR SATISFACTORY COMPLETION OF THIS MINOR

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MSCI	**212**	**Foundations of Tactical Leadership**	**3**
PREL	**240**	**Public Relations Principles**	**3**
APPROVED		POSITION/TITLE	DATE

DELETE COURSE

Course Date Entry Form

FORM F
Delete Course
rev. 2/14/05

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Semester [FALL] Year [2008] See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix **b**. Number **c**. Enter Contact Hours or check Independent Study (X).

[MSCI] **[101]** LECture [1] hr/week LAB [1] hr/week INDependent Study [ ]

Practicum: [ ] hr/semester Seminar: [ ] hr/week

d. Full Course Title: **[BASIC MILITARY SKILLS I]**

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___, 1D4 ___ 12R___ 131___]

DELETE COURSE

Course Date Entry Form

FORM F
Delete Course
rev. 2/14/05

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Semester Spring Year 2009 See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix **MSCI**

b. Number **102**

c. Enter Contact Hours or check Independent Study (X).
LECture 1 hr/week LAB 1 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **BASIC MILITARY SKILLS II**

UCC Chair Signature/Date:

_____ ___/___/___

Academic Affairs Approval Signature/Date:

_____ ___/___/___

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___, 1D4 ___ 12R___ 131___]

DELETE COURSE

Course Date Entry Form

FORM F
Delete Course
rev. 2/14/05

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Semester FALL Year 2008 See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix **MSCI**

b. Number **201**

c. Enter Contact Hours or check Independent Study (X).
LECture 2 hr/week LAB 1 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **MILITARY LEADERSHIP 1 AND TACTICS**

UCC Chair Signature/Date:

_____ ___/___/___

Academic Affairs Approval Signature/Date:

_____ ___/___/___

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___, 1D4 ___ 12R___ 131___]

DELETE COURSE

Course Date Entry Form

FORM F
Delete Course
rev. 2/14/05

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Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Semester Spring Year 2009 See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix **MSCI**

b. Number **202**

c. Enter Contact Hours or check Independent Study (X).
LECture 2 hr/week LAB 1 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **MILITARY INSTRUCT AND UNIT TACTICS**

UCC Chair Signature/Date:

_____ ___/___/___

Academic Affairs Approval Signature/Date:

_____ ___/___/___

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___, 1D4 ___ 12R___ 131___]

DELETE COURSE

Course Date Entry Form

FORM F
Delete Course
rev. 2/14/05

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Semester FALL Year 2008 See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix **MSCI**

b. Number **301**

c. Enter Contact Hours or check Independent Study (X).
LECture 3 hr/week LAB 1 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **MILITARY TACTICS AND LEADERSHIP**

UCC Chair Signature/Date:

_____ ___/___/___

Academic Affairs Approval Signature/Date:

_____ ___/___/___

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___, 1D4 ___ 12R___ 131___]

DELETE COURSE

Course Date Entry Form

FORM F
Delete Course
rev. 2/14/05

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Semester Spring Year 2009 See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix **MSCI**

b. Number **302**

c. Enter Contact Hours or check Independent Study (X).
LECture 3 hr/week LAB 1 hr/week INDependent Study ☐
Practicum: _____ hr/semester Seminar: _____ hr/week

d. Full Course Title: **MILITARY TRAINING AND OPERATIONS**

UCC Chair Signature/Date:

_____ ___/___/___

Academic Affairs Approval Signature/Date:

_____ ___/___/___

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___, 1D4 ___ 12R___ 131___]

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Course Date Entry Form

FORM F
Delete Course
rev. 2/14/05

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Note: Complete each section.

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II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix **b**. Number **c**. Enter Contact Hours or check Independent Study (X).

[MSCI] **[401]** LECture [3] hr/week LAB [1] hr/week INDependent Study [ ]

Practicum: [ ] hr/semester Seminar: [ ] hr/week

d. Full Course Title: **[MILITARY ADMIN AND LOGISTICS]**

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___, 1D4 ___ 12R___ 131___]

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FORM F
Delete Course
rev. 2/14/05

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Note: Complete each section.

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a. Term Effective: Semester Spring Year 2009 See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix **MSCI**

b. Number **402**

c. Enter Contact Hours or check Independent Study (X).
LECture 3 hr/week LAB 1 hr/week INDependent Study ☐
Practicum: _____ hr/semester Seminar: _____ hr/week

d. Full Course Title: **MILITARY JUSTICE AND LEADERSHIP**

UCC Chair Signature/Date:

_____ ___/___/___

Academic Affairs Approval Signature/Date:

_____ ___/___/___

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___, 1D4 ___ 12R___ 131___]

FORM E

NEW COURSE INFORMATION FORM

See Sample: Limit to One Page.

Course Identification:

Prefix:	**Number**	**Title**
MSCI	**111**	**Leadership and Personal Development**

Course Description:
Introduces students to the personal challenges and competencies critical for effective leadership. To include critical thinking, goal setting, time and stress management and physical fitness.

Course Outcomes:
Course focus will stress leadership theory (science) in the classroom and the application (art) of leadership during Leadership Labs. Focus is on develping basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. After completion of this course students should meet the following objectives in each area:

Leadership
- Desribe the relationship between leading character and competence
- Identify the sixteen dimensions of the Army Leadership Model

Values and Ethics
- List and define the seven Army values

Personal Development
- Define standards for the Army Physical Fitness Test (APFT)
- Define the basic elements of time and stress management

Officership
- Explain the importance of being a model citizen as an Army officer
- React to passing colors, Natinal music, and approaching officers

Tactics and Techniques
- Find on-campus locations by reading a campus map

Course Outline including Time Allocation:
CLASSES: 15 at 50 minutes LEADERSHIP LABS: 15 at 110 minutes

Week	Lecture Subject	Lab Subject
1	Course Overview	Drill and Ceremony
2	Rank Structure	Water survival training
3	Time Management	Fieldcraft and Preparation for Tactical Exercise
4	Orienteering/ land navigation	Orienteering/ land nav Exercise I
5	Military Customs	Orienteering/ land nav Exercise II
6	Health and Fitness	Tactical Drills (Squad Level)
7	Mid-term Exam	Squad Leadership Practical Exercise I
8	Officership as a Profession	Squad Leadership P.E. II
9	Health and Fitness	Squad Leadership P.E. III
10	Stress Management	First Aid
11	Intro to Army Values	Rappelling and Ropes Courses
12	Intro to Leadership	Senior Led Team Building Exercises
13	Introduction to Values and Ethics	Uniform & Equipment Turn-in
14	Army Values	Awards Ceremony/EO Sensing Session
15	Final Exam	No Lab

FORM E

NEW COURSE INFORMATION FORM

See Sample: Limit to One Page.

Course Identification:

Prefix:	**Number**	**Title**
MSCI	**112**	**Introduction to Tactical Leadership**

Course Description:
Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing. Students explore leadership values, attributes, and actions

Course Outcomes:
Course will stress leadership theory (science) in the classroom and the application (art) of leadership during Leadership Labs.The building of stronger relationships among cadets through common experience and practical interaction are critical aspects of the MSL 102 experience. After completion of this course students should meet the following objectives in each area:

Leadership
- Distinguish between leadership values, attributes, skills and actions
- Illustrate leader influencing, operating, and developing actions

Values and Ethics
- Explain how values impact leadership
- Describe the importance of credibility for effective leadership

Personal Development
- Develop personal mission statement and goals
- Explain the basic elements of Army communication

Officership
- Explain the importance of personal development for officership

Tactics and Techniques
- Describe the components of the Army squad
- Describe the three individual movement techniques
- Identify and use a topographic map

Course Outline including Time Allocation:
CLASSES: 15 at 50 minutes LEADERSHIP LABS: 15 at 110 minutes

Week	**Lecture Subject**	**Lab Subject**
1	Course Overview	Intro to Formations (Drill and Ceremony)
2	Goal setting	Platoon Movements
3	Effective Communication	Leadership Reaction Course
4	Intro to Map Reading	Water Survival Training
5	Intro to Orienteering/ land nav	Platoon Leadership P.E. I
6	Intro to Tactical Leadership	Platoon Leadership P.E. II
7	Mid-term Exam	Platoon Leadership in the Offense
8	Tactical Leadership II	Platoon Leadership in the Defense
9	Leadership Values and Attributes	Orienteering/Land Nav I
10	Leadership Skills	Orienteering/Land Nav II
11	Leadership Actions	Rappelling and Ropes Courses
12	Student Presentations on Leaders	Weapons- Pre-Marksmanship Instruction
13	Student Presentations on Leaders	Readiness Assessment
14	Student Presentations on Leaders	Uniform & Equipment Turn-in
15	Final Exam	Award Ceremony/ EO Sensing Session

FORM E

NEW COURSE INFORMATION FORM

See Sample: Limit to One Page.

Course Identification:

Prefix:	**Number**	**Title**
MSCI	**211**	**Innovative Team Leadership**

Course Description:

Explores creative and innovative tactical leadership strategies and styles by examining team dynamics and trait and behavior leadership theories, which form the Army leadership framework.

Course Outcomes:

Course will stress leadership theory (science) in the classroom and the application (art) of leadership during Leadership Labs. After completion of this course students should meet the following objectives in each area:

Leadership

- Describe the four basic phases of team building;
- Illustrate sigmificant traits and behaviors of historical military leaders;

Values and Ethics

- Illustrate the four tenets of the Army Ethos
- Recongize the historical basis of Army Values

Personal Development

- Deliver a formal information briefing
- List the types and elemeents of interpersonal communication

Officership

- Describe rank, structurem duties, and traditions
- Explain the principles of tactical leadership

Tactics and Techniques

- Practice land navigational techniques
- Lis the seven steps of problem solving;
- List the eight troop leading procedures.

Course Outline including Time Allocation:

CLASSES: 15 at 50 minutes LEADERSHIP LABS: 15 at 110 minutes

Week	Lecture Subject	Lab Subject
1	Overview/Rank/Customs	Drill and Ceremony
2	Values/Principles of Tactics	Water survival training
3	Map Reading/Orienteering	Fieldcraft and Preparation for Tactical Exercise
4	Problem Solving	Orienteering/land nav Exercise I
5	Leading Process	Orienteering/ land nav Exercise II
6	Army Ethos Case Studies	Tactical drills (Squad Level)
7	Mid-term Exam	Squad Leadership Practical Exercise I
8	Offensive/Defensive Operations	Squad Leadership P.E. II
9	Army Briefing Style	Squad Leadership P.E. III
10	Interpersonal Communication	First Aid
11	Team Building and P.E.	Rappelling and Ropes Courses
12	Leader Traits and Behaviors	Senior Led Team Building Exercises
13	Intro to Checks and Inspections	Uniform & Equipment Turn-in
14	Culture in the Operational Area	Awards Ceremony/EO Sensing Session
15	Final Exam	No Lab

FORM E

NEW COURSE INFORMATION FORM

See Sample: Limit to One Page.

Course Identification:

Prefix:	**Number**	**Title**
MSCI	**212**	**Foundations of Tactical Leadership**

Course Description:

Examines tactical leadership. Highlights dimensions of terrain analysis, patrolling, and operation orders. Further study on Army leadership explores adaptive leadership in context of military operations.

Course Outcomes:

Course will stress leadership theory (science) in the classroom and the application (art) of leadership during Leadership Labs. After completion of this course students should meet the following objectives:

Leadership

- Explain the situational, transformational, and adaptive leadership theories and their relationship to the Army leadership framework
- Describe methods of assessing leadership styles

Values and Ethics

- Explain the Army values and the Army's Consideration of Others program

Personal Development

- Write in accordance with the Army standard for effective writing
- Explain how to set goals and manage time at the team level

Officership

- Explain the relationship between leadership, values, and officership

Tactics and Techniques

- Distinguish between an operation order, a fragmentary order, and a warning order
- Demonstrate terrain analysis and route planning skills
- Explain the five-paragraph format for an operations order
- Describe the characteristics and techniques of defensive operations
- Explain how squads and platoons plan for and conduct patrols

Course Outline including Time Allocation:

CLASSES: 30 at 50 minutes LEADERSHIP LABS: 15 at 110 minutes

Week	**Lecture Subject**	**Lab Subject**
1	Overview/Values/E.O.	Into to Formations (Drill and Ceremony)
2	Team Goals/ Time Management	Platoon Movements
3	Terrain Analysis Intro./TA Exercise	Leader Reaction Course
4	Intro to Patrolling/Lead a Patrol	Water Survival Training
5	Patrol Base Operations/ Defensive Operations	Platoon Leadership- P.E. I
6	Mid-term Exam/ Effective writing	Platoon Leadership P.E. II
7	Operations Orders I/ Operations Orders II	Platoon Leadership in the Offense
8	Route Planning/ Land Navigation	Platoon Leadership in the Defense
9	Transformational Ldship I/ T Lrdship II	Orienteering/land nav I
10	Situational Leadership/ Adaptive Ldship	Orienteering/land nav II
11	Leadership Analysis I/ Ldship Analysis II	Weapons- Pre-Marksmanship Instruction
12	Leadership Presentations I/ Presentations II	Tactical Communications Reporting
13	Leadership Self-Assessment	Readiness Assessment
14	Leadership Capstone Briefings I /& Briefings II	Uniform & Equipment Turn-in
15	Final Exam	Award Ceremony/ EO Sensing Session

FORM E

NEW COURSE INFORMATION FORM

See Sample: Limit to One Page.

Course Identification:

Prefix:	**Number**	**Title**
MSCI	**311**	**ADAPTIVE TEAM LEADERSHIP**

Course Description:

Students study, practice, and evaluate adaptive leadership skills as they are presented with tactical scenarios. Students receive individual assessment to develop leadership abilities.

Course Outcomes:

After completion of this course students will be able to:

Leadership

- Explain the Leadership Development Program (LDP) evaluation cycle
- Write a self evaluation of leader actions taken during Leadership Labs

Values and Ethics

- Recognize the Army Ethos in historical scenarios
- Embody the Army Ethos in Leadership Labs and cadet interactions

Personal Development

- Define standards for the Army Physical Fitness Test (APFT)
- Write short-term and long-term goals to prepare for the APFT
- Describe the dimensions of stress management for Soldiers

Officership

- Apply the Army risk management process

Tactics and Techniques

- Apply the leading process to accomplish squad tactical missions
- Apply orienteering/ land navigation and terrain analysis to small unit operations

Course Outline including Time Allocation:

CLASSES: 15 at 50 minutes LEADERSHIP LABS: 15 at 110 minutes

Week	Lecture Subject	Lab Subject
1	Overview/Team Dynamics	Drill and Ceremony (plan and lead)
2	Briefings/Army Ethos/Risk Mgmt	Water survival training (plan and lead)
3	Map Reading/Terrain Analysis	Fieldcraft and Prep for Tactical Exercise (plan and lead)
4	Problem Solving/Tactical Orders	Orienteering/ land nav Exercise I (plan and lead)
5	Army Leading Process	Orienteering/ land nav Exercise II (plan and lead)
6	Squad Tactics	Tactical drills
7	Mid-term Exam	Squad Leadership P.E. I (plan and lead)
8	Leadership in the Offense	Squad Leadership P.E. II (plan and lead)
9	Leadership in the Defense	Squad Leadership P.E. III (plan and lead)
10	Capstone Practical Exercise	First Aid (plan and lead)
11	Intro to Leadership Styles	Rappelling and Ropes Courses (plan and lead)
12	Leadership and Culture/Peer Evals	Senior Led Team Building Exercises (plan and lead)
13	Leadership Practical Exercise	Uniform & Equipment Turn-in (plan and lead)
14	Stress Management/Review	Awards Ceremony/EO Sensing Session
15	Final Exam	No Lab

Form PCAF

Ferris State University

Preliminary Curriculum Approval Form

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal initiator(s):	
Department(s)/College(s):	_____

Type of curriculum change (check one)

☐	New degree/major
☐	New minor requiring new courses/resources
☐	New track or concentration in existing degree program
☐	Curricular customization of existing program for off-campus cohort group
☐	New certificate requiring 3 or more new courses and/or new resources
☐	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, track, concentration, certificate, or minor. Briefly describe the curriculum plan/template.

2. Target date for implementation.

3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.

4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs?

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs:

6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.

8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs?

9. Approximately how many students are expected to enroll?

   _ in the first year? __ after three years?

10. At which FSU campuses/regional centers or other sites will the initiative be offered?

11. Will Internet or other distance learning technology be used for course/program delivery? Describe.

12. Provide a rough estimate of the resources needed to implement the initiative: **Complete questions 12, 13, 14 in consultation with department head/chair and/or dean.**

	Start-up	After Three Years
Supply and expense	$	$
Equipment	$	$
Full-time faculty	$	$
Overload/adjunct faculty	$	$
Other		

Estimate of Library Resources	Adequate	Some new resources needed	Significant number of resources needed

13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation?

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback?

Department Head/Chair's signature: _____ Date_____
If this is an interdepartmental initiative, include additional Department Head/Chair signatures

Comments:

Dean's or KCAD President's signature: _____Date_____

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For KCAD initiatives, include KCAD President's signature
- For existing FSU-Big Rapids programs customized for off-campus delivery to a cohort group, include College and UCEL Deans' signatures

Comments:

Vice President for Academic Affairs' signature: _____Date_____
or Chancellor/VP of FSU/GR's signature

☐Approved Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions:

☐Not approved

Explanation:

c. Initiator(s)
Department Head/Chair(s)
Deans' Council and KCAD President
FSU University Curriculum Council
FSU Academic Senate and KCAD Senate
VPAA or Chancellor/VP of FSU/GR
FSU Intranet

Program Details

Title **Military Science Minor**

Degree Type Minor

Why Choose the Military Science Minor?

Our curriculum and faculty are completely focused on the students and their development as world-class leaders. By completing our curriculum, students may qualify to become Army Officers and lead in one of America's most respected professions. Military Science academic programs are open to all students, without any obligation for military service. The program helps students to acquire leadership and management skills that make them a sought after commodity in the civilian job market. Emphasis is placed on strengthening values and ethical leadership. Students develop their mental, physical and emotional capabilities. They also develop their conceptual and interpersonal skills. Finally, they learn how to communicate effectively; make good decisions; motivate others; plan, execute and assess operations; develop and build teams; and improve themselves and the organizations they lead. It is the most comprehensive leadership development program in the nation.

Admission Requirements

The Military Science minor is open to any student admitted to Ferris State University and pursuing a baccalaureate degree. The minor is designed to complement any Ferris major.

Graduation Requirements

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State University. An average GPA of 2.0 or higher must be achieved for the courses to count toward the minor. The minor requires **16** hours of Military Science and **3** hours of Military History, With 6 hours of electives.

More Information

For more information about the Military Minor or ROTC, contact:

Ferris State University
Military Science Department (ROTC)
1349 Cramer Circle, BIS 6727
Big Rapids, MI 49307
Phone: 231-591-5319
Email: rotc@ferris.edu

Required Courses		**Credit Hours**
MSCI 311	Tactical Leadership	4
MSCI 312	Applied Leadership	4
MSCI 411	Developmental Leadership	4
MSCI 412	Adaptive Leadership	4

One of the following:

HIST 385	American Military History	3
Or		
HIST 320	The U.S. and the Vietnam War	3

Or comparable History course with permission of Department.

Minimum semester credit hours required for Military Science minor:	**19**
Electives	**6**

For total of **25** hours.

CURRENT MILITARY SCIENCE PROGRAM STUDENT SURVEY

Demographic Information:

Name:
Home City, State:
Gender:
Ethnicity:
Age:

Questions:

1. Why did you take Military Science?

2. a. What program or degree are you presently enrolled in or plan to enroll in?
b. Do you plan to take a Military Science Minor ?

3. At FSU are you a part time or full time student?

4. How many credits have you completed at FSU?

5. What is your overall GPA?

6. Do you currently work at an outside job this semester?

7. a. How often have you met with a military science advisor (outside the classroom)?
b. What was the availability of the advisor?

8. If you could start college again, would you choose to attend FSU?

9. If you could start college again, would you choose the Military Science program?

10. What is your Most important reason for attending FSU and taking Military Science classes?

11. Where do you plan to work after graduation?

12. If you plan to pursue a Master's Degree, what field are you interested in?

Faculty Survey	Poor	Fair	Acceptable	Good	Very Good
1. The FSU Library holdings in Military Science	1	2	3	4	5
2. The overall ability of the program to provide practical job knowledge.	1	2	3	4	5
3. The amount of technology incorporated into the program.	1	2	3	4	5
4. The quality of classrooms.	1	2	3	4	5
5. The size of classrooms.	1	2	3	4	5
6. The degree to which the program emphasizes the communication skills of students.	1	2	3	4	5
7. The culminating academic knowledge of graduates of the program.	1	2	3	4	5
8. The written communication skills of graduates of the program.	1	2	3	4	5
9. The social / human relations skills of graduates of the program.	1	2	3	4	5
10. The desire of the typical Military Science student to learn.	1	2	3	4	5
11. The degree of professional development provided, such as: training, travel funds to conferences, etc.	1	2	3	4	5
12. The quality of laboratory facilities used by the program (e.g. driving range, firearms range, computer labs, etc.).	1	2	3	4	5
13. The quality of advising provided to MSCI freshman and sophomore students.	1	2	3	4	5
14. The quality of advising provided to upper-level (Junior-Senior) students.	1	2	3	4	5
15. The amount of resources provided, by the administration, for the program.	1	2	3	4	5
16. The quality of instruction provided to students by Military Science faculty.	1	2	3	4	5
17. The quality of office equipment (e.g. computers, space, etc.).	1	2	3	4	5
18. The opportunities for interaction between faculty and MSCI students.	1	2	3	4	5
19. Overall quality of the MSCI program.	1	2	3	4	5

20. Strengths of the program:

_____

_____

_____

21. Weaknesses of the program:

_____

_____

_____

22. Comments:

_____

_____

_____

FERRIS STATE UNIVERSITY
MILITARY SCIENCE DEPARTMENT
FACULTY SURVEY

[As a faculty member who has taught classes on the FSU campus, your are requested to answer the following survey questions reflecting your perception and experience.]

The undergraduate Military Science Minor is undergoing an academic program review. Your input is needed to help evaluate the program. Please take a moment to complete the enclosed survey and return it to MAJ Babcock at FSU ROTC in Bishop Hall or to Denise's mailbox at CMU ROTC.

Thank you.

PLEASE CIRCLE YOUR CHOICE FOR EACH QUESTION ON THE FOLLOWING SURVEY USING THE FOLLOWING RATING SCALE

RATING SCALE

1 = POOR
2 = FAIR
3 = ACCEPTABLE
4 = GOOD
5 = VERY GOOD

Ferris State University
Military Science Department

Survey of Graduates

The Military Science Minor/ROTC department is undergoing a program review. Your input is an important part of this review. In this questionnaire, you will frequently be asked to think back to your days at FSU. We would like you to respond in regard to your undergraduate experiences. For most questions, please indicate the number corresponding to the response with which you most agree.

1. In general, how satisfied were you with your overall experience in the Military Science program?

1. Very Satisfied
2. Satisfied
3. Dissatisfied
4. Very Dissatisfied

2. When you reflect upon your time in the program, how frequently were you challenged to do the very best you could do?

1. Very Satisfied
2. Satisfied
3. Dissatisfied
4. Very Dissatisfied

3. Thinking back to when you **first** left the Military Science program, how did you rate the following?

a. Your academic experience 1. Excellent 2. Good 3. Fair 4. Poor
b. Your social experience 1. Excellent 2. Good 3. Fair 4. Poor
c. Your overall experience 1. Excellent 2. Good 3. Fair 4. Poor

4. **Now,** how do you rate the following aspects of your Military Science program experience?

a. Your academic experience 1. Excellent 2. Good 3. Fair 4. Poor
b. Your social experience 1. Excellent 2. Good 3. Fair 4. Poor
c. Your overall experience 1. Excellent 2. Good 3. Fair 4. Poor

5. Please indicate the response that best reflects the way you feel about each item using the following scale:

1. Strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strongly Disagree

a. My undergraduate education gave me the practical skill to obtain employment in my field.
b. My general education gave me the skill to understand all types of people.
c. My social experience gave me the skills to get along with all types of people.
d. My education gave me the skills to grow and learn as a person.
e. My undergraduate education gave me the skills to adjust to new job demands.
f. The most important thing I received was the practical learning in my major (or minor)
g. Most of the electives I took outside my major were valuable to me.
h. I often think back to what I learned in particular classes.
i. My education gave me self-confidence in expressing my ideas.

6. Which of the following best represents how you feel about your degree from Ferris State University?

1. It is a degree of high quality.
2. It is a degree of average quality.
3. It is a degree of low quality.

7. Which of the following best represents how you think <u>others</u> feel about your degree from Ferris?

1. It is a degree of high quality.
2. It is a degree of average quality.
3. It is a degree of low quality.

8. Do you wish you had received your degree from another university?

1. No
2. Yes Why?_____

9. What was your major?_____

10. Did you have a Military Science minor?

Please respond to the choice that best reflects the way you feel for the following questions in reference to the ROTC/Military Science program.

1. Strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strongly Disagree

a. I chose this because I was interested in the subject matter.
b. I chose this because it offered me career opportunities.
c. I chose this because of the outstanding faculty.
d. I chose this because I wanted to make money.
e. Other Please specify_____

11. What is your current employment status?

1. Working full time
2. Working part time (more than 20 hrs per week)
3. Working 20 hours a week or less
4. Not working

12 Are you looking for another job?

1. No
2. Yes Why_____
3. Not applicable

13. If you began your search for a position right after graduating from FSU, how long did it take to secure employment?

1. I had a position secured prior to leaving Ferris.
   (First duty assignment was known to me as a commissionee)
2. Less than two months.
3. Two-six months
4. Seven-twelve months
5. More than a year.
6. I still have not found a position.
7. I did not look for a position.
8. Not applicable/can't remember
9. I enrolled in a graduate program

14. How many times have you changed positions since taking your first job after graduation?

1. I still have the same position (still in Active Army)
2. One or two times. (National Guard/Reserve and Civilian careers)
3. Three or four times.
4. More than four times.
5. Not applicable/can't remember

15. How many of these job changes (if any) involved a change in your career?
    1. None, I still have the same job.
    2. None, I have the same career, but a different job.
    3. Once or twice.
    4. More than twice
    5. Not applicable/can't remember

16. How did you become aware of the opening, which became your first job after graduation?
    1. I was already working in the field.
    2. Through the Military Science department
    3. University Placement Office
    4. Direct contact with the employer
    5. Newspaper advertisement
    6. Other: Please specifiy_____

17. What was the starting salary for your first position?
    1. Less than $20,000
    2. $20,001-$25,000
    3. $25,001-$30,000
    4. $30,001-$35,000
    5. $35,001-$40,000
    6. Over 40,001

18. How do you feel about the pay in your current job?
    1. Very satisfied
    2. Satisfied
    3. Dissatisfied
    4. Very Dissatisfied
    5. Not applicable

19. How do you feel about the type of work you do in your job?
    1. Very satisfied
    2. Satisfied
    3. Dissatisfied
    4. Very Dissatisfied

20. If your first job was not in your major field, why did you accept it?
    1. I could not find a job in my field.
    2. I had developed new career interests since leaving FSU.
    3. There was insufficient pay and limited opportunities for advancement
    4. I was (am) employed in my major field.
    5. Not applicable / can't remember

21. If your present job is not in your major field, why did you accept it?
    1. I could not find a job in my field.
    2. I had developed new career interests since leaving FSU.
    3. There was insufficient pay and limited opportunities for advancement
    4. I was (am) employed in my major field.
    5. Not applicable / can't remember

22. What is your current salary?
    1. Less than $20,000; 2. $20,001-$25,000; 3. $25,001-$30,000; 4. $30,001-$40,000;
    5. $40,001-$50,000; 6. $50,001-$55,000; 7. $55,001-$60,000; 8. Over $60,001

23. What type of work do you currently do?

_____

24. What type of organization do you work for? Please note if self-employed.

_____

25. What is your marital status?
    1. Single
    2. Married
    3. Divorced
    4. Widowed

26. What is your race?
    1. Asian
    2. Black
    3. Caucasian
    4. Hispanic
    5. Native American
    6. Other

27. What is the size of the community where you now live?
    1. Agricultural area
    2. Rural area but not an agricultural area
    3. Town (less than 2,500)
    4. Town (2,500-24,999)
    5. Small City (25,000-100,000)
    6. Large City (over 100,000)

28. What is your sex?
    1. Male
    2. Female

29. Please enter your year of graduation and commissioning.

30. Please indicate any advanced degrees you have earned.
    1. Master's
    2. Law Degree
    3. Ph.D.
    4. Other

31. What is your current rank if you are still in the military?
    1. 2LT 2. 1LT 3. CPT 4. MAJ 5. LTC 6. COL

32. Overall how would you characterize the preparation you received at FSU for your subsequent employment.
    1. Excellent 2. Good 3. Fair 4. Poor

33. Did you take ROTC classes on FSU campus? 1. Yes 2. No, traveled to CMU 3. Other

34. Please comment on any suggestions for changes in the program that you feel would benefit our future graduates.

THANK YOU

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	**Courses**	**Years (Semesters)**																			
2		93/08	94/01	94/08	95/01	95/08	96/01	96/08	97/01	97/08	98/01	98/08	99/01	99/08	00/01	00/08	01/01	01/08	02/01	02/08	03/01
3	MSCI101	19		15		17		5		10		3		24		12		15		2	
4	MSCI102		27		25		12				16		6		17		4		2		3
5	MSCI197	1				1	2	2		1	1		1	1							
6	MSCI201	4		9		7		2		2		2		2		7		4		4	
7	MSCI202		4		8		7		3		1		1		6		5		4		2
8	MSCI293	1				2															
9	MSCI297																				
10	MSCI301	7		1		6		10		5		1		3		4		4		7	
11	MSCI302		6		1		4		7		3				2		3		4		7
12	MSCI401	4		4		1		3		5		2				2		2		2	
13	MSCI402										5		2				2		6		4
14	**TOTALS**	**36**	**37**	**29**	**34**	**34**	**25**	**22**	**10**	**23**	**26**	**8**	**10**	**30**	**25**	**25**	**14**	**25**	**16**	**15**	**16**
15																					
16																					

	A	V	W	X	Y	Z	AA	AB	AC	AD	AE
1	**Courses**										
2		03/08	04/01	04/08	05/01	05/08	06/01	06/08	07/01	07/08	**TOTALS**
3	MSCI101	1		5		13		15		9	**165**
4	MSCI102		1		8		10		11		**142**
5	MSCI197										**10**
6	MSCI201	1		1		9		9		11	**74**
7	MSCI202		2		3		11		4		**61**
8	MSCI293										**3**
9	MSCI297										**0**
10	MSCI301	5		1		5		8		3	**70**
11	MSCI302		4		1		5		6		**53**
12	MSCI401	3		3		1		3		7	**42**
13	MSCI402		3		3		1		2		**28**
14	**TOTALS**	**10**	**10**	**10**	**15**	**28**	**27**	**35**	**23**	**30**	
15								Total Column AE			648
16								Total Row 15			648

Courses	Years (Semesters)									
	93/08	94/01	94/08	95/01	95/08	96/01	96/08	97/01	97/08	98/01
MSCI101	19		15		17		5		10	
MSCI102		27		25		12				16
MSCI201	4		9		7		2		2	
MSCI202		4		8		7		3		1
MSCI301	7		1		6		10		5	
MSCI302		6		1		4		7		3
MSCI401	4		4		1		3		5	
MSCI402										5
Total Students enrolled by Semester	34	37	29	34	31	23	20	10	22	25

Courses	Years (Semesters)									
	98/08	99/01	99/08	00/01	00/08	01/01	01/08	02/01	02/08	03/01
MSCI101	3		24		12		15		2	
MSCI102		6		17		4		2		3
MSCI201	2		2		7		4		4	
MSCI202		1		6		5		4		2
MSCI301	1		3		4		4		7	
MSCI302				2		3		4		7
MSCI401	2				2		2		2	
MSCI402		2				2		6		4
Total Students enrolled by Semester	8	9	29	25	25	14	25	16	15	16

Courses	Years (Semesters)								
	03/08	04/01	04/08	05/01	05/08	06/01	06/08	07/01	07/08
MSCI101	1		5		13		15		9
MSCI102		1		8		10		11	
MSCI201	1		1		9		9		11
MSCI202		2		3		11		4	
MSCI301	5		1		5		8		3
MSCI302		4		1		5		6	
MSCI401	3		3		1		3		7
MSCI402		3		3		1		2	
Total Students enrolled by Semester	10	10	10	15	28	27	35	23	30

FSU Survey of Graduates

	1. In general, how satisfied were you with your overall experience in the Military Science Program?				2. When you reflect upon your time in the program, how frequently were you challenged to do the very best you could do?				3. Thinking back to when you first left the Military Science program, how did you rate the following?											
									Your academic experience?				Your social experience?				Your overall experience?			
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
TOTALS	7	14	1	0	7	14	1	0	7	10	5	0	5	8	8	1	6	8	8	0
PERCENTAGE	32%	64%	5%	0%	32%	64%	5%	0%	32%	45%	23%	0%	23%	36%	36%	5%	27%	36%	36%	0%

	4. **Now**, how do you rate the following aspects of your Military Science program experience?												5. Please indicate the response that best reflects the way you feel about each item using the following scale									
	Your academic experience?				Your social experience?				Your overall experience?				My undergraduate education gave me the practical skill to obtain employment in my field.					My general education gave me the skill to understand all types of people.				
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree
TOTALS	8	8	5	1	5	7	8	2	8	7	6	1	10	5	5	2	0	4	13	3	1	1
PERCENTAGES	36%	36%	23%	5%	23%	32%	36%	9%	36%	32%	27%	5%	45%	23%	23%	9%	0%	18%	59%	14%	5%	5%

	5. Please indicate the response that best reflects the way you feel about each item using the following scale																									
	My social experience gave me the skills to get along with all types of people.					My education gave me the skills to grow and learn as a person.					My undergraduate education gave me the skills to adjust to new job demands.					The most important thing I received was the practical learning in my major (or minor).					Most of the electives I took outside my major were valuable to me.				
	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree
TOTALS	5	13	4	0	0	12	9	1	0	0	6	11	4	1	0	7	8	5	2	0	2	15	2	2	1
PERCENTAGES	23%	59%	18%	0%	0%	55%	41%	5%	0%	0%	27%	50%	18%	5%	0%	32%	36%	23%	9%	0%	9%	68%	9%	9%	5%

FSU Survey of Graduates

	5. Please indicate the response that best reflects the way you feel about each item using the following scale										6. Which of the following best represents how you feel about your degree from Ferris State University?			7. Which of the following best represents how you think others feel about your degree from Ferris.			8. Do you wish you had received your degree from another university?		9. What was your Major?
	I often think back to what I learned in particular classes.					My education gave me self-confidence in expressing my ideas.											YES	NO	Remark: See Remarks Page
	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree	It is a degree of high quality.	It is a degree of average quality.	It is a degree of low quality.	It is a degree of high quality.	It is a degree of average quality.	It is a degree of low quality.	Remark: See Remarks Page		
TOTALS	6	9	3	4	0	6	10	6	0	0	13	8	1	5	16	1	4	18	
PERCENTAGES	27%	41%	14%	18%	0%	27%	45%	27%	0%	0%	59%	36%	5%	23%	73%	5%	18%	82%	

	10. Please respond to the choice that best reflects the way you feel for the following questions in reference to ROTC/Military Science program. e. Other - Please Specify:																				11. What is your current employment status?			
	I chose this because I was interested in the subject matter.					I chose this because it offered me career opportunities.					I chose this because of the outstanding faculty.					I chose this because I wanted to make money.								
	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Stronly Disagree	Working Full Time	Working Part Time (More than 20 hours per week)	Working 20 hours a week or less	Not Working
TOTALS	9	8	1	3	0	9	8	4	0	0	6	3	12	0	0	1	7	6	5	2	21	0	0	1
PERCENTAGES	41%	36%	5%	14%	0%	41%	36%	18%	0%	0%	27%	14%	55%	0%	0%	5%	32%	27%	23%	9%	95%	0%	0%	5%

	12. Are you looking for another job?			13. If you began your search for a position right after graduating from FSU, how long did it take to secure employment?									14. How many times have you changed positions since taking your first job after graduation?					
	YES - Why	NO	Not Applicable	I had a position secured prior to leaving Ferris. (First duty assignment was known to me as a commissionee)	Less than two months	Two - Six Months	Seven - Twelve Months	More than one year	I still have not found a position	I did not look for a position	Not applicable / Can't Remember	I enrolled in a graduate program	I still have the same position (Still on Active Duty)	One or Two times (National Guard / Reserve and Civilian Careers)	Three or Four times	More than Four times	Not applicable / can't remember	
	Remark: See Remarks Page																	
TOTALS	5	14	3	15	1	2	1	2	0	0	0	1	11	7	0	4	0	
PERCENTAGES	23%	64%	14%	68%	5%	9%	5%	9%	0%	0%	0%	5%	50%	32%	0%	18%	0%	

FSU Survey of Graduates

	15. How many of these job changes (if any) invovle a change in your career?						16. How did you become aware of the opening, which became your first job after graduation? Other - Please specify: See Remarks Page					17. What was the starting salary for your first position?						18. How do you feel about the pay in your current job?								
	None, I still have the same job	None, I have the same career, but a different job		Once or Twice	More than Twice	Not applicable / can't remember	I was already working in the field	Through the Military Science Department	University Placement Office	Direct contact with the employer	Newspaper Advertisement	Less than $20,000	$20,001 - $25,000	$25,001 - $30,000	$30,001 - $35,000	$35,001 - $40,000	Over $40,001	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable			
TOTALS	13	5		2	1	1	3	7	0	1	4	0	9	4	2	1	6	9	9	3	0	1			
PERCENTAGES	59%	23%		9%	5%	5%	14%	32%	0%	5%	18%	0%	41%	18%	9%	5%	27%	41%	41%	14%	0%	5%			

	19. How do you feel about the type of work you do in your job?				20. If your first job was not in your major field, why did you accept it?					21. If your present job is not in your major field, why did you accept it?															
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	I could not find a job in my field	I had developed new career interests since leaving FSU		There was insufficient pay and limited opportunities for advancement	I was (am) employed in my major field	Not applicable / can't remember	I could not find a job in my field	I had developed new career interests since leaving FSU		There was insufficient pay and limited opportunities for advancement	I was (am) employed in my major field	Not applicable / can't remember									
TOTALS	9	10	3	0	4	1		0	1	16	3	2		0	2	15									
PERCENTAGES	41%	45%	14%	0%	18%	5%		0%	5%	73%	14%	9%		0%	9%	68%									

	22. What is your current salary?								23. What type of work do you currently do? **** 22 Total responses to surveys can be seen in remarks below**	24. What type of organization do you work for? Please note if self-employed **** 22 Total responses to surveys can be seen in remarks below**	25. What is your marital status?						
	Less than $20,000	$20,001 - $25,000	$25,001 - $30,000	$30,001 - $40,000	$40,001 - $50,000	$50,001 - $55,000	$55,001 - $60,000	Over $60,001	Remark: ** ARMY * Aviation = 2 , Ops & Training = 5, Infantry = 4, Transportation = 1, Medical = 2, Engineer = 1, Recruiting = 1, Retired=1 ****CIVILIAN * Automotive = 1, Law Enforcement = 1, Research & Development = 2, Design Engineer = 1 (Dual Empl = 2)**	Remark: * Active Duty = 11 (Retired = 1) * National Guard = 5 (Two having Civilian Employment & 3 Working Full Time for the National Guard) * Army Reserve = 1 (Individual has Full time DOD employment) *** Civilian Employment = 5 + 2 ARNG = 7 total civilian employed**	Single	Married	Divorced	Widowed			
TOTALS	0	0	1	3	3	2	2	11			6	15	1	0			
PERCENTAGES	0%	0%	5%	14%	14%	9%	9%	50%			27%	68%	5%	0%			

FSU Survey of Graduates

	26. What is your ethnic?						27. What is the size of the community where you now live?						28. What is your sex?		29. Please enter your year of graduation and commissioning	30. Please indicate any advanced degrees you have earned.					
	Asian	African American	Caucasian	Hispanic	Native American	Other:	Agricultural area	Rural area but not an agricultural area	Town (less than 2,500)	Town (2,500 - 24,999)	Small City (25,000 - 100,000)	Large City (Over 100,000)	Male	Female	Remark: 1992, 1993, 1994, 1998, 1999, 2001, 2002, 2004, 2005	Master's	Law Degree	Ph.D.	Other #:		
TOTALS	0	1	21	0	0	0	1	1	2	6	4	8	19	3		13	0	0	2		
PERCENTAGES	0%	5%	95%	0%	0%	0%	5%	5%	9%	27%	18%	36%	86%	14%		59%	0%	0%	9%		

	31. What is your current rank if you are still in the military?						32. Overall how would you characterize the preparation you received at FSU for your subsequent employment?				33. Did you take ROTC classes on FSU campus?		
	2LT	1LT	CPT	MAJ	LTC	COL	Excellent	Good	Fair	Poor	Yes	No, traveled to CMU	Other:
TOTALS	2	3	10	6	0	1	8	9	4	1	12	6	4
PERCENTAGES	9%	14%	45%	27%	0%	5%	36%	41%	18%	5%	55%	27%	18%

FSU Survey of Graduates

34. Please comment on any suggestions for changes in the program that you feel would benefit our future graduates.

Remark: See Remarks Page

FSU Survey of Graduates

FSU Survey of Graduates

FSU Survey of Graduates

FSU Survey of Graduates

Cell: AA2
Comment: kevin l babcock:
Question #34 - Comments

* FSU had a great program

* Great Program don't change a thing

* Although I was commissioned through the ROTC program at FSU, I felt that the split between CMU and FSU did not necessarily build up a cohesive ROTC program. The FSU cadets were outsiders in the CMU program. If FSU had a full-time cadre, perhaps the program would have been more challenging, and the cadets more involved. I would not attribute my success post FSU to be solely due to the educationalmerits of the classes I took, but more so to the Army Values with which I still live and work for today.

* Keep the program at Ferris. The program was and is an essential part of FSU. Ferris has traditionally been a "non-traditional" program for non-traditionalstudents. When I went through, we had 5-9 contracted cadets... All with the exception of maybe two, were prior service. Ferris attracts these individuals.

* I traveled to CMU on occasion for 1 year for labs. Recommendation: If FSU on campus ROTC is terminated provide government transportation to and from CMU to FSU.

* Treat FSU students and the program the same as CMU students. The time I was there (96-98) we were treated as 2nd class cadets by the PMS and some cadre. We were without a Representative at FSU for a year.

* The FSU ROTC community maintained stationary on the Ferris campus for my freshman and sophmore years. However, the enrollment went down and we were forced to travel to CMU during my Junior and Senior years of ROTC.

* I feel that to make an ROTC program successful at FSU, it should be conducted by and from FSU.

* The FSU ROTC program suffered durin my time (2002 - 2004) due to the fact that FSU did not have any dedicated instructors and the cadets had to travel to CMU for classes and Labs. This proved to be a significant burden on students. I truly believe that the FSU program will be successful if it has dedicated staff and resources.

* I often feel as if I could have just spent the money and bought a degree while working a real job for the 4 years I attended Ferris. The only worthwhile courses were the ROTC classes, they were the most formative.

* More classes on EO, Sexual Harassment, Protocol, OPORD's (writing and Conducting), Land Navigation

* I thought it was an excellent program and would do it all over again if given the chance. My experience and training seemed above average of other programs I have talked to people about.

* From my experiences whil serving in the Active Duty US Army, its often acceptable to produce mediocre planning poducts; I believe the leadership and discipline of the Soldier is what makes us excel. ROTC/The Army (in general) will give you an opportunity to excel or fail long before any other civilian organization will...its your personality and ethics that will determine the endstate (both goodand bad). And finally, not all Soldiers are good Soldiers...we all join(ed) the Army for our reasons, while serving its up to you to adapt to the Army standard. The challenge lies with motivating other Soldiers (both subordiante and superior) to adhere and adapt those same standards.

Cell: V20
Comment: kevin l babcock:
Question #9. What was your Major?

* Accounting (1)
* Automotive & Heavy Equipment (1)
* Business (1)
* Business Adminsitration (2)
* BAS Engineering HVACR (1)
* Criminology (6)
* English Education (1)
* Environmental Health & Safety Management (1)
* Health Systems Management (1)
* Heavy Equipment Service Engineering (1)

* Marketing and Sales (3)
* Pre-Optometry (1)
* Product Design and Engineering Technology (2)

Cell: R21
Comment: kevin l babcock:
Question #8 - Do you wish you had received your degree from another university?

* Ferris not an accredited engineering degree
* FSU Business Administration degree not very marketable
* Social life bad (A suitcase college needed more in depth instruction.
* Needs more credibility.

Cell: B33
Comment: kevin l babcock:
Question #12 - Are you looking for another job?

* Not very satisfying
* Looking for follow on assignment after command deployment cycle
* USA Jobs

Cell: H37
Comment: kevin l babcock:
Question #16 - How did you become aware of the opening, which became your first job after graduation?

* Family Influence
* Branch Assignment
* Chain of Command

Cell: J50
Comment: ats:
Question #23 - What type of work do you currently do?

Active Duty

* Army Aviation (2)
* Infantry Officer (3)
* Optometrist
* Recruiting Command Officer
* S3 Operations & Training Officer
* National Director of Operations Medical
* Engineer Officer

Civilian

* Civilian Automotive Parts/Supplies
* Research & Development (2)
* Design Engineer
* City Policeman

Army National Guard

FSU Survey of Graduates

* AGR Assistant Operations & Training Officer
* AGR Transportation Officer
* AGR Operations & Training Officer
* ARNG Title 10 Rear D Operations & Training Officer

Army Reserve

* Army Reserve Operations & Training Officer / Unit Administrator
* Title 10 Rear D - Current employment until deployment unit returns.

Dual Employment

* Automotive Manufacturing / ARNG Infantry Executive Officer

Retired Active Duty

FSU Faculty Survey Rollup

	1. The FSU Library holdings in Military Science.					2. The overall ability of the program to provide practical job knowledge.					3. The amount of technology incorporated into the program.					4. The quality of classrooms.					5. The size of classroooms.					6. The degree to which the program emphasizes the communication skills of students.					7. The culminating academic knowledge of graduates of the program.				
	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good
TOTALS	0	0	4	0	1	0	0	1	2	3	0	0	2	3	1	0	1	0	5	0	0	0	0	4	2	0	0	0	3	3	0	0	0	6	0
PERCENTAGE	0%	0%	67%	0%	17%	0%	0%	17%	33%	50%	0%	0%	33%	50%	17%	0%	17%	0%	83%	0%	0%	0%	0%	67%	33%	0%	0%	0%	50%	50%	0%	0%	0%	100%	0%

	8. The written communication skills of graduates of the program.					9. The social/human relations skills of graduates of the program.					10. The desire of the typical Military Science student to learn.					11. The degree of professional development provided, such as: training, travel funds to conferences, etc.					12. The quality of laboratory facilities used by the program (e.g. driving range, firearms range, computer labs, etc.).					13. The quality of advising provided to MSCI freshman and sophomore students.					14. The quality of advising provided to upper-level (Junior-Senior students.				
	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good
TOTALS	0	0	2	4	0	0	0	2	2	2	0	0	1	3	2	0	0	2	3	1	1	0	0	4	1	0	0	2	3	1	0	0	2	2	2
PERCENTAGE	0%	0%	33%	67%	0%	0%	0%	33%	33%	33%	0%	0%	17%	50%	33%	0%	0%	33%	50%	17%	17%	0%	0%	67%	17%	0%	0%	33%	50%	17%	0%	0%	33%	33%	33%

	15. The amount of resources provided, by the administration, for the program.					16. The quality of instruction provided to students by Military Science faculty.					17. The quality of office equipment (e.g. computers, space, etc.).					18. The opportunities for interaction between faculty and MSCI students.					19. Overall quality of the MSCI progam.														
	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good	Poor	Fair	Acceptable	Good	Very Good										
TOTALS	0	1	1	3	1	0	0	2	3	1	1	1	2	2	0	0	0	0	4	2	0	0	0	6	0									
PERCENTAGE	0%	17%	17%	50%	17%	0%	0%	33%	50%	17%	17%	17%	33%	33%	0%	0%	0%	0%	67%	33%	0%	0%	0%	100%	0%									

FSU Faculty Survey Rollup

20. Stengths of the program:	21. Weaknesses of the program:	22. Comments:
* Funding * Curriculum provided by Cadet Command * Instructor to student mentoring interaction * Superb experiential learning * Great Capstone Learning Assessment between years 3 and 4 * Instructors and Training Exercises	* Distance from Host Unit * Limited Cadre on Site * Budget support from University * Lack of organic training resources (aids) * Low enrollment hinders student diversity interaction * Visibility and Recruiting	

FSU Student Survey

City	State	Gender	Ethnicity	Age	1. Why did you take Military Science?	2a. What program of degree are you presently enrolled in or plan to enroll in?	2b. Do you plan to take a Military Science Minor?	3. At FSU are you a part time or full time student?	4. How many credits have you completed at FSU?	5. What is your overall GPA?	6. Do you currently work at an outside job this semester?	7a. How often have you met with a military science advisor (outside the classroom)?	7b. What was the availability of the advisor?	8. If you could start college again, would you choose to attend FSU?	9. If you could start college again, would you choose the Military Science program?	10. What is your most important reason for attending FSU and taking Military Science classes?	11. Where do you plan to work after graduation?	12. If you plan to pursue a Master's Degree, what field are you interested in?
Traverse City	MI	Male	Caucasian	22	Fun	Criminal Justice	No	Full time	0	NA	No	None	NA	No	No	Quality of program	Marine Corp.	Criminal Justice
Grand Rapids	MI	Female	Mexican	21	Interested in Joining Military	Criminal Justice	No	Full time	16	NA	No	None	NA	Yes, Quality of CJ Program	Yes, like to meet people and life experiece learning	Quality education and service obligation	Undecided	Undecided
Granger	IN	Male	Caucasian	24	Interested in Commissioning	Mechanical Engineering	Unk.	Full time	70-80	3.2	No	Couple	Good	No	Yes, only because I am in the Guard	FSU accepted credit transfer and commission	Mid-West	Engineering
Sheridan	MI	Female	Caucasian	22	Interested in Commissioning	Early Childhood Education	Yes	Full time	32	3	Yes	None	NA	Yes, Quality of CJ Program	Yes	Commission	Undecided	No
Plainwell	MI	Male	Caucasian	24	Interested in Commissioning	Business Administration	Unk.	Full time	107	2.38	Yes	Several	Good	Unk.	Yes	Employment and Commission	Financial Institution	No
Harbor Beach	MI	Male	Caucasian	21	Interested in learning leadership	Criminal Justice	Yes	Full time	99	3.93	No	Couple	Fair	Yes	Yes	Merit of Institution	CONUS	Criminal Justice
Jackson	MI	Male	Caucasian	18	Interested in Joining Military	Criminal Justice	Yes	Full time	16	3.3	Yes	None	NA	Unk.	Yes	Yes, in pusuit of personal goals	Southern US	Criminal Justice
Petosky	MI	Male	Caucasian	19	Interested in Commissioning	History Education	Yes	Full time	45	3.3	No	None	NA	Yes	Yes	Cost & close to home	Army Teaching	Teaching
Big Rapids	MI	Female	Caucasian	28	Learn more about the Military	Criminal Justice	Yes	Full time	34	3.18	Yes	Couple	Good	Yes	Yes	Quality training applicable to my degree	Unk.	Criminal Justice or Medical
Midland	MI	Male	Caucasian	20	Interested in Commissioning	Biology	Yes	Full time	0	NA	Yes	None	NA	Yes	Yes	Commission	Hospital working Physical Therapy	Doctrate in Physical Therapy
Fremont	IN	Male	Mixed	22	Interested in Commissioning	TV & Digital Media Production	Yes	Full time	84	3.18	No	Few	Fair	Unk.	Yes	TDMP hands on training	Unk.	Cinema Tography
Charlotte	MI	Female	Caucasian	19	Experience	Medical Technology	Yes	Full time	29	NA	No	None	NA	Yes	Likely	Completing Degree	Unk.	Medical
Big Rapids	MI	Male	Mixed	24	Interested in Commissioning	Criminal Justice	Yes	Full time	110-120	3.49	No	Several	Fair	Yes	Yes	Complete Degree & Commission	Active Duty Army	Criminal Justice Admin.
Flint	MI	Male	Caucasian	2.2	Interested in Commissioning	Integrated Studies	Yes	Full time	93	3.25	Yes	Several	Fair	Yes	Yes	Commission	Active Duty Army	MBA

FSU Student Survey

City	State	Gender	Ethnicity	Age	1. Why did you take Military Science?	2a. What program of degree are you presently enrolled in or plan to enroll in?	2b. Do you plan to take a Military Science Minor?	3. At FSU are you a part time or full time student?	4. How many credits have you completed at FSU?	5. What is your overall GPA?	6. Do you currently work at an outside job this semester?	7a. How often have you met with a military science advisor (outside the classroom)?	7b. What was the availability of the advisor?	8. If you could start college again, would you choose to attend FSU?	9. If you could start college again, would you choose the Military Science program?	10. What is your most important reason for attending FSU and taking Military Science classes?	11. Where do you plan to work after graduation?	12. If you plan to pursue a Master's Degree, what field are you interested in?
Frankenmuth	MI	Male	Caucasian	20	Interested in Commissioning	Criminal Justice	Yes	Full time	0	NA	No	None	NA	Yes	Yes	Complete Degree & Commission	Army or FBI	Criminal Justice
Brethern	MI	Male	Caucasian	20	Interested in Commissioning	History Education	Yes	Full time	70	3.61	No	Several	Good	Yes	Yes	Career Enhancement	Active Duty Army	History
Big Rapids	MI	Male	Caucasian	21	Improve NCO learning experiences	Automotive Management	No	Full time	72	2.6	Yes	None	NA	Yes	Yes	Obtain credit hours toward NCO experience	Auto Repair Shop / Dealership	Teaching Automotive
Hudsonville	MI	Male	Caucasian	19	Interested in Commissioning	HVACR	No	Full time	16	3.65	No	None	NA	Yes	Yes	Career Enhancement & Commissioning	CONUS	None
Hudsonville	MI	Male	Caucasian	19	Interested in Commissioning	HVACR	Yes	Full time	32	3.64	No	None	NA	Yes	Yes	Commission	Michigan or Florida	None
Houghton Lake	MI	Male	Caucasian	21	Interested in Commissioning	Criminal Justice	No	Full time	70	2.5	Yes	Couple	Fair	Yes	Yes	Career Enhancement	Unk.	Criminal Justice
Comstock Park	MI	Male	Caucasian	24	Interested in Commissioning	Criminal Justice	Yes	Full time	114	3.4	No	Often	Good	Yes	Yes	Quality of program	FBI, ATF, DEA CIA	Criminal Justice Admin.
Sturgis	MI	Female	Caucasian	22	Interested in Commissioning	Applied biology, nursing / pre-pharmacy	No	Full time	104	3.6	Yes	None	NA	No	No	Career Enhancement & Commissioning	Pharmacy	Pharmacy / Biology
Howard City	MI	Male	Caucasian	20	Interested in Commissioning	Radiology	Unk.	Full time	50	3.3	No	Couple	Good	Yes	Unk.	Career Enhancement & Commissioning	Hospital	Unk.
Kent City	MI	Male	Caucasian	22	Interested in Commissioning	Computer Networks and Systems	No	Full time	0	3.8	Yes	Few	Good	Yes	Yes	Career Enhancement & Commissioning	Michigan	Computers Microcomputer Applications

FSU Graduate list (Historical)

YEAR Graduated	Gender	Race/Eth.	Age	State when Admitted	GPA
1981					
1981					
1982					
1982					
1983					
1983					
1987	M	W	43	MI	2.56
1987	M	W	42	MI	2.24
1987					
1988	F	W	43	MI	3.32
1988	M	W	41	MI	2.26
1988	M	W	51	MI	no deg.
1988					
1989	M	W	47	MI	3.12
1989					
1990	M	W	42	MI	3.77
1990	M	W	43	MI	3.2
1990	M	W	40	MI	2.78
1990	M	W	45	MD	3.74
1991	M	W	40	MI	3.51
1992	M	W	43	MI	3.17
1992	M	W	40	KY	3.59
1992	M	W	37	MI	3.04
1992	M	W	40	MI	2.29
1992	M	W	37	MI	3.78
1992	M	W	39	MI	2.51
1992	M	W	37	MI	3.28
1992	M	W	39	MI	2.81
1993	F	W	42	MI	2.8
1993	M	B	37	MI	2.55
1993	M	W	74		2.94
1993	M	W	38	MI	3.18
1993	M	W	36	MI	2.84
1993	M	W	36	MI	3.19
1994	M	W	38	MI	2.8
1994	M	H	36	MI	2.89
1994	M	W	40	MI	2.63
1994	M	W	37	MI	3.18
1995	F	W	34	MI	3.36
1995	M	W	36	MI	3.15
1995	M	W	39	MI	3.46

FSU Graduate list (Historical)

YEAR Graduated	Gender	Race/Eth.	Age	State when Admitted	GPA
1997	M	W	35	MI	3.01
1997	M	W	32	MI	3.69
1998	F	W	33	MI	3.71
1998	M	W	36	MI	3.58
1998	M	W	31	MI	2.66
1998	M	W	35	MI	3.28
1998	M	W	36	MI	3.13
1999	M	W	34	MI	3.24
1999	M	W	35	MI	3.96
1999	M	W	30	MI	3.13
2001	M	W	30	MI	2.98
2002	M	W	36	MI	3.64
2002	M	W	29	MI	3.54
2004	M	W	26	MI	2.73
2004	M	W	30	MI	3.69
2005	M	W	33	MI	3.78
2005	M	W	24	MI	2.69
2005	M	W	27	MI	3.01
2006	F	W	30	MI / CA?	3.2
2007	F	W	23	MI	3.38

CREATE A NEW COURSE

FORM F

Course Date Entry Form

Create Course

rev. 2/14/05

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester Fall **b**. Year 2008 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI** **b**. Number **111** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture 1 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Leadership and Personal Development**

e. Abbreviated Course Title: Ldrshp and Personal Devel. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: F (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 2 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE**.**

Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time and stress management and physical fitness relate to leadership, officership, and the Army profession. The focus is on developing basic knowlege and comprehension of the Army leadership dimensions while gaining an understanding of ROTC, its purpose in the Army, and its advantages for the student.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. None.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F
Create Course
rev. 2/14/05

Course Date Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI** **b**. Number **112** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture 1 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Introduction to Tactical Leadership**

e. Abbreviated Course Title: Intro to Tactical Ldrship. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 2 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE**.**
Overviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactaive exercises. Student role models are implemented in order to build stronger relationships among the students through common experience and practical interaction are critical aspects of the MSCI 102 experience.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. None.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F

Course Date Entry Form

Create Course
rev. 2/14/05

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester [Fall] **b**. Year [2008] See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **[MSCI]** **b**. Number **[211]** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture [2] hr/week LAB [2] hr/week INDependent Study ☐
Practicum: [ ] hr/semester Seminar: [ ] hr/week

d. Full Course Title: **[Innovative Team Leadership]**

e. Abbreviated Course Title: [Innovative Tm Ldrship]. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: [F] (See instructions for listing.) **g**. Max. Section Enrollment : [25]

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours [3] **j**. Minimum Credit Hours [ ] .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix [ ] Number [ ] See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

[Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowldege of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of map reading, orienteering and squad tactics. Case studies provide tangible context for learning the Soldier's Creed, Army values, and ethics as they apply in the contemporary operating environment. Physical Fitness participation required once a week.]

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. [None].

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) [ ] G.E. Codes

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F
Create Course
rev. 2/14/05

Course Date Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI**

b. Number **212**

c. Enter Contact Hours or check Indepemndent Study (X).
LECture 2 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Foundations of Tactical Leadership**

e. Abbreviated Course Title: Foundatns Tactical Ldrshp. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 3 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Examines the challenges of leading tactical teams. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Physical Fitness participation required once a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 211 with C or better or permission of Department.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F

Course Date Entry Form

Create Course
rev. 2/14/05

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester [Fall] **b**. Year [2008] See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **b**. Number **c**. Enter Contact Hours or check Indepemndent Study (X).
MSCI **311** LECture [3] hr/week LAB [2] hr/week INDependent Study ☐
Practicum: [ ] hr/semester Seminar: [ ] hr/week

d. Full Course Title: **Adaptive Team Leadership**

e. Abbreviated Course Title: [ ]. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: [F] (See instructions for listing.) **g**. Max. Section Enrollment : [25]

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours [4] **j**. Minimum Credit Hours [ ] .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix [ ] Number [ ] See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE**.**
Challenges students to study, practice, and evaluate adaptive leadership skills as they are in challenging scenarios. These scenarios are related to small unit tactical operations and used to develop self awareness and critical thinking skills. Students receive systematic and specific feedback on their leadership abilities. Students at this level begin to analyze and evaluate their own leadereship values, attributes, skills and actions. Primaray attention is given to the development of leadership abilities. Physical fitness required 3 - 5 days a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 212 with C or better or Permission of Department.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) [ ] G.E. Codes

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F

Course Date Entry Form

Create Course
rev. 2/14/05

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI** **b**. Number **312** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture 3 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Leadership in Changing Environments**

e. Abbreviated Course Title: Ldrshp in Changing Environ. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 4 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
Intense situational leadership challenges used to build student skills in leading tactical operations. Builds on squad-level tactics learned in MSCI 311 for leading at the platoon level. Reviews aspects of combat, stability, and support operations. Conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision making, persuading, and motivating team members. Students are evaluated on what they know and do as leaders. Physical fitness required 3 - 5 days a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 311 with C or better or permission of Department.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F
Create Course
rev. 2/14/05

Course Date Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester Fall **b**. Year 2008 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI** **b**. Number **411** **c**. Enter Contact Hours or check Indepemndent Study (X).
LECture 3 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Developing Adaptive Leaders**

e. Abbreviated Course Title: Developng Adaptice Leaders. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: F (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 4 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
Develops proficiency in planning, executing, and assessing complex operations. Stresses active-student centered learning using complex scenarios to enhance development of self awarenss and critical thinking skills as a leader. Opportunities given to practice amd evaluate adaptive team leadership skills. including assessing risk, ethical decision making and mentoring subordinates. Physical fitness required 3 - 5 days a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 311 and MSCI 312 with C or permission of Department.

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

CREATE A NEW COURSE

FORM F

Course Date Entry Form

Create Course
rev. 2/14/05

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: **a.** Semester SPRING **b**. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix **MSCI**

b. Number **412**

c. Enter Contact Hours or check Indepemndent Study (X).
LECture 3 hr/week LAB 2 hr/week INDependent Study ☐
Practicum: ____ hr/semester Seminar: ____ hr/week

d. Full Course Title: **Leadership in a Complex World**

e. Abbreviated Course Title: Ldrshp in Complex World. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered: Spring (See instructions for listing.) **g**. Max. Section Enrollment : 25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type: ☐ Variable ☒ Fixed **i**. Maximum Credit Hours 4 **j**. Minimum Credit Hours ____ .

k. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No

n. Levels: Check (x) ☒ Undergraduate ☐ Graduate ☐ Professional

o. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No
p. Equivalent course: Prefix ____ Number ____ See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Course explores the dynamics of leading in the complex situations of current operations in the contemporary operating environment. Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovenrmental organizations, civilians on the battlefield, and host nation support. Course places significanat emphasis on preparing students for their first leadership positions. It uses case studies, scenarios, and exercises to prepare students to face the complex ethical and practical demands of leading as a commissioned officer. Physical fitness required 3 - 5 days a week.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. MSCI 411 with C or better or permission of Department .

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

_____ ___/___/___ _____ ___/___/___

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

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ____ G.E. Codes

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Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R___, 131___]

FORM A

College of Education and Human Services

Revised 11/4/02

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: ROTC/Military Science

Initiating Unit or Individual: College of Education

Contact Person's Name: Kevin L. Babcock e-mail: ROTC@ferris.edu phone: 5319

Date or Semester of Proposal Implementation: SPRING 2008

- ☒ **Group I - A – New degree/major or major, or redirection of a current offering**
- ☐ **Group I - B – New minors or concentrations**
- ☐ **Group II - A – Minor curriculum clean-up and course changes**
- ☐ **Group II - B – New Course**
- ☐ **Group III - Certificates**
- ☐ **Group IV – Off-Campus Programs**

Group/Individual	Signature	Date	Vote/Action *
Program Faculty			_____Support _____Support with Concerns _____Not Support
Department Faculty			_____Support _____Support with Concerns _____Not Support
Department Head			_____Support _____Support with Concerns _____Not Support
College Curriculum Committee			_____Support _____Support with Concerns _____Not Support
Dean			_____Support _____Support with Concerns _____Not Support
University Curriculum Committee			_____Support _____Support with Concerns _____Not Support
Senate			_____Support _____Support with Concerns _____Not Support
Academic Affairs			_____Support _____Support with Concerns _____Not Support

*** Support with Concerns or Not Support must include a list of concerns.**

To be completed by Academic Affairs

_____	_____	_____
President (Date Approved)	Board of Trustees (Date Approved)	President's Council (Date Approved)

FORM A CONT.

1. Proposal Summary

The primary justification for this proposal is to comply with the new directives of U.S. Army Cadet Command, the national external accrediting organization for our ROTC program. Cadet Command is responsible for the development and standardization of curriculum for all Army officer-commissioning sources.

Cadet Command has directed all Departments of Military Science/ROTC Programs to update their curricular documents to reflect the new curriculum. The new curriculum reflects a dramatic shift from Military Science (military skills training and military history) to Leadership Development. It also requires a two-hour leadership lab to accompany lectures. This necessitates an extensive revision for Military Science courses, to include title, content and credit hour changes.
The rationale for the change in course titles and bulletin descriptions is to communicate the new shift in focus, and to more accurately describe the additional material covered in the courses.

This curricular revision will affect the Minor in Military Science as well. The proposed increase in semester credit hours in the revised MSCI 311, 312, 411 and 412 will affect credits required presently for a Minor. Propose removal of the currently required courses (MSCI 101, 102, 201, 202) from the Minor and only include the 4 new (4 credit courses: MSCI 311, 312, 411, 412). We will keep a required Military History course (3 credits). This total of 19 required hours will be supplemented with 6 additional hours of electives as shown on Form D. The Revised Military Science Minor will thus have a total of 25 credit hours required .

The increase in credit hours is imperative to implement the 2 hour Leadership Lab required by our accrediting organization. The 300 and 400 level courses which are currently 3 credits (3 lec-1 lab) will be increased to 4 credits (3 lec-2 lab); 200 level courses currently 2 credits (2 lec-1 lab) will be increased to 3 credit hours (2 lec-2 lab); 100 level courses will remain 2 credit hours (1 lec-2 lab).

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
MSCI	111	LEADERSHIP AND PERSONAL DEVELOPMENT
MSCI	112	INTRODUCTION TO TACTICAL LEADERSHIP
MSCI	211	INNOVATIVE TEAM LEADERSHIP
MSCI	212	FOUNDATIONS OF TACTICAL LEADERSHIP
MSCI	311	ADAPTIVE TEAM LEADERSHIP

MSCI	**312**	**LEADERSHIP IN CHANGING ENVIRONMENTS**
MSCI	**411**	**DEVELOPING ADAPTIVE LEADERS**
MSCI	**412**	**LEADERSHIP IN A COMPLEX WORLD**

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
MSCI	101	BASIC MILITARY SKILLS I
MSCI	102	BASIC MILITARY SKILLS II
MSCI	201	MILITARY LEADERSHIP I & TACTICS
MSCI	202	MILITARY INSTRUCT & UNIT TACTICS
MSCI	301	MILITARY TACTICS & LEADERSHIP
MSCI	302	MILITARY TRAINING & OPERATIONS
MSCI	401	MILITARY ADMIN & LOGISTICS
MSCI	402	MILITARY JUSTICE & LEADERSHIP

c. Existing Course(s) to be Modified:

Prefix	Number	Title

d. Addition of existing FSU courses to program

Prefix	Number	Title

e. Removal of existing FSU courses from program

Prefix	Number	Title

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

FORM D (PROPOSED)

PROGRAM, MAJOR/ MINOR CHECK SHEET

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
Military Science Minor

25 Semester Hours

REQUIRED		COURSE TITLE	S.H.	GRADE
MSCI	311 [1]	Tactical Leadership	4	
MSCI	312 [2]	Applied Leadership	4	
MSCI	411 [1]	Developmental Leadership	4	
MSCI	412 [2]	Adaptive Leadership	4	
Choose 3 credits from ONE of the following:				
HIST	385	American Military History*G C	3	
HIST	320	The U.S. and the Vietnam War*G C	3	
NOTE: A 2.00 GPA IS REQUIRED FOR SATISFACTORY COMPLETION OF THIS MINOR				

NOTE: All superscript number [1] beside course number means course taught in the Fall and superscript [2] are taught in the Spring each year.

Choose 3 credits from the following:			
ISYS	**105**	**Intro Micro Sys & Software**	**3**
CPSC	**150**	**Programming in Basic**	**3**
CPSC	**320**	**Computer Simulations**	**3**
CPSC	**326**	**Computer Graphics**	**3**
ISYS	**202**	**Principles of Information System**	**3**
ISYS	**204**	**Visual Basic Programming**	**3**
MATH	**115**	**College Algebra**	**3**
PSYC	**150**	**Introduction to Psychology**	**3**
PSYC	**325**	**Social Psychology * RS**	**3**
PSYC	**331**	**Psychology of Personality * RS**	**3**
STQM	**200**	**Introduction to Data Mining**	**3**
STQM	**260**	**Intro to Statistics**	**3**
Choose 3 credits from the following:			
ADVG	**222**	**Principles of Advertising**	**3**
ADVG	**334**	**Fundamentals of Media**	**2**
BUSN	**209**	**Business Presentations**	**3**
COMM	**105**	**Interpersonal Communication**	**3**
COMM	**252**	**Speech Activities**	**2**
ENGL	**150**	**English I**	**3**
ENGL	**211**	**Industrial and Career Writing**	**3**
ENGL	**311**	**Advanced Technical Writing**	**3**
ENGL	**321**	**Advanced Composition**	**3**
ENGL	**222**	**Introduction to Creative Writing*C**	**3**
MSCI	**211**	**Innovative Team Leadership**	**3**
MSCI	**212**	**Foundations of Tactical Leadership**	**3**
PREL	**240**	**Public Relations Principles**	**3**
APPROVED		POSITION/TITLE	DATE

NOTE: All superscript number [1] beside course number means course taught in the Fall and superscript [2] are taught in the Spring each year.

FERRIS STATE UNIVERSITY

PRODUCTIVITY REPORT

FALL 2001-WINTER 2006

Institutional Research & Testing
FERRIS STATE UNIVERSITY

INDEX

Page

INDEX

Page **Detail of SCH/FTEF cont.**

INDEX

Page **Detail of SCH/FTEF cont.**

PREFACE

The Productivity Report is produced each summer by the Ferris State University Office of Institutional Research and Testing. All information provided in this publication is drawn from existing university data systems. Any person having questions, suggestions, or requests for more detailed information should contact the Office of Institutional Research and Testing at extension 3800.

Readers should note that in the tables of this report, the whole may not equal the sum of the parts because of rounding. Data has been summed and then rounded.

This report details productivity trends at FSU over the past five years. The report shows data for Fall 2001 through Winter 2006. Data is shown in detail by university (page 1), by college (pages 2 through 4), by department (pages 5 through 15), and by course prefix (pages 16 through 60). Summary information for the current year shows SCH/FTEF in ranked order by college (page 61), by department (pages 62 through 65) and by course prefix (pages 66 through 77). Graphs showing SCH and FTEF data are on pages 78 through 130.

EXPLANATION OF TERMS:

Student Credit Hours (SCH) - SCH is the product of the credit value of a course and the number of students enrolled in the course on the official seventh day of classes for that semester. For example, a 4 credit course section containing 50 students on the seventh day of classes would generate 200 student credit hours.

Full-Time Equated Faculty (FTEF) - A faculty member working full-time for fall and winter semester (fall semester 1 FTEF + winter semester 1 FTEF = Average F + W 1 FTEF). Overloads and part-time faculty produce a fraction of an FTEF. **No sabbatical or 100% release-time FTEF are included in this report.** When student credit hours are produced by administrators and/or ROTC personnel, zeros are shown in the corresponding full time equated faculty columns and are not included in the ranked listings.

SCH/FTEF - A measure of productivity. This gives the average number of student credit hours generated per full-time equated faculty member. When SCH is divided by zero FTEF (zero results from administrators and/or ROTC personnel teaching courses) the SCH/FTEF columns contain blanks. When a zero FTE occurs in Fall or Winter, the overall SCH/FTE must be recalculated.

NOTE**: If there are not SCH's and/or FTE's *in both the Fall and the Winter Term Columns*, please disregard the Annualized Productivity Figures** (listed in the last column on the page). You will need to look at the particular Fall or Winter Term to see the Correct Productivity Measure. Please contact the Office of Institutional Research and Testing if you have any questions.

As shown on page 1, during the Fall and Winter semester of the 2005-06 school year, Ferris State University employed 658.33 full-time equated **teaching** faculty. A total of 300,005.00 student credit hours were produced, for an average of 455.71 student credit hours produced per FTEF. The same comparisons have been made for specific terms, by college, department and course prefix.

(The SCH and FTEF FSU totals shown in this report are the same totals submitted to the State of Michigan through the HEIDI system.)

Special Notes for 2001-2002:

There were 5 new course prefixes added during the 2001-2002 year: (1) SONO – Diagnostic Medical Sonography, College of Allied Health Sciences – Health Related Programs, (2) VISD – Visual Design and WEB Media, College of Business – Marketing, (3) ECTE, College of Education & Human Services – School of Education, (4) COSK – Collegiate Skills, University College – Developmental Programs & Curriculum, and (5) NASE – National Student Exchange, University College – Developmental Programs & Curriculum.

There was one course prefix that changed departments effective Summer 2001: FSUS moved from University College, Educational and Career Counseling to University College, Developmental Programs & Curriculum.

Special Notes for 2002-2003:

There were 7 new course prefixes added during the 2002-2003 year: (1) COAS – College of Arts & Sciences, College of Arts & Sciences – College of Arts & Sciences, (2) CIST – Computer Information Systems Technology, College of Business – Computer Information Systems Dept., (3) EDLA - Education & Language Arts, College of Education & Human Services – School of Education, (4) ERLA – Education Reading Language Arts, College of Education & Human Services – School of Education, (5) KCED – Kendall Education, Kendall College of Art & Design – Fine Arts/Foundation, (6) KCMJ Kendall Metals/Jewelry Design, Kendall College of Art & Design – Design Studies, and (7) UNCP University College Program – University College – Developmental Programs and Curriculum .

Effective Winter 2003 for the College of Business – the departments were reorganized. Accountancy/Econ/Applied Stats changed to Accountancy, Finance, Econ & Stats with the FINC course prefix moving from the Management Department to this department. A new department CBGP – College of Business Graduate Programs was created with the MISM course prefix moving from the Computer Information Systems Department to this department. In addition, the HOMT and the RFIM course prefixes moved from the Marketing Department to the Management Department.

Special Notes for 2003-2004:

There were 9 new course prefixes added during the 2003-2004 year: (1) APPS – Applied Science, College of Professional & Technological Studies – Professional & Technological Studies, (2) DAGD – Digital Animation and Game Design, College of Professional & Technological Studies – Professional & Technological Studies, (3) EDPH - Philanthropy Education, College of Education & Human Services – School of Education, (4) ESPN – Education Special Needs, College of Education & Human Services – School of Education, (5) FSUH - Ferris State University Honors, University College – Developmental Programs and Curriculum, (6) HNRS – Honors, University College – Developmental Programs and Curriculum, (7) KCHP – Kendall College Historic Preservation, Kendall College of Art & Design – Liberal Arts & Sciences, (8) MMBA - Master of Business Administration, College of Business – College of Business Graduate Programs, and (9) MTED – Master of Technical Education, College of Business – College of Business Graduate Programs.

Effective Summer 2003 there was the addition of a new academic college -The College of Professional & Technological Studies (CPT). The College of Professional & Technological Studies has one department, Professional & Technological Studies (CPTS) with 2 new course prefixes APPS – Applied Science and DAGD - Digital Animation and Game Design.

Special Notes for 2004-2005:

There were 3 new course prefixes added during the 2004-2005 year: (1) AFAM – African American Studies, College of Arts & Sciences – Humanities, (2) EDPE – Education Physical Education, College of Education and Human Services – School of Education and (3) WGST – Women and Gender Studies, College of Arts & Sciences – Humanities.

Effective Fall 2004 for the College of Allied Health Sciences – the Health Related Programs Department closed and reorganized with the NUCM. RADI, and SONO course prefixes moving to the new department of Imaging Sciences and CLLS and RESP moving to the Health Management Department.

Special Notes for 2005-2006:

There were 4 new course prefixes added during the 2005-2006 year: (1) AMST – American Studies, College of Arts & Sciences – Humanities, (2) HSCJ – Digital Security Forensics, College of Business – College of Business Graduate Programs, (3) KCPH – Kendall Photography, Kendall College of Art & Design – Fine Arts/Foudation , and (4) KCSF – Kendall Sculpture/Functional Art, Kendall College of Art & Design – Fine Arts/Foudation.

Effective Winter 2006 for the College of Allied Health Sciences - the departments reorganized. All of the Departments closed and reorganized into 3 new departments as follows: (1) Clinical Lab, Respiratory Care and Health Administration with course prefixes CAHS which moved from College of Allied Health Sciences Dept, and CCHS, CLLS, EHSM, HCSA, MRIS, and RESP which all moved from the Health Management Department. (2) Dental Hygiene and Medical Imaging with course prefixes DHYG which moved from Nursing & Dental Hygiene and NUCM, RADI, and SONO which moved from Imaging Sciences. (3) School of Nursing with NURS which moved from Nursing and Dental Hygiene.

Also effective Winter 2006 for the College of Business - the Accountancy, Finance, Econ & Statistics Department closed and reorganized with ACCT and FINC course prefixes moving to the Computer Information Systems Department and ECON moving to the Management Department and STQM moving to the Marketing Department.

COURSE PREFIX CODING SCHEME

PREFIX	COURSE DESCRIPTION
ABOD	Automotive Body
ACCT	Accountancy
ADVG	Advertising
AFAM	African American Studies
AHEM	Automotive/Heavy Equipment Management
AMST	American Studies
ANTH	Anthropology
APPS	Applied Science
ARCH	Architectural Technology
ARTH	Art History
ARTS	Art
ASTR	Astronomy
AUTO	Automotive Service Technology
BCTM	Building Construction
BIOL	Biology
BLAW	Business Law
BUSN	Business
CAHS	Allied Health Science
CARE	Career Exploration
CCHS	Core Curriculum Health Sciences
CDTD	CAD Drafting & Tool Design
CETM	Civil Engineering Technology
CHEM	Chemistry
CISM	Computer Information Systems Management
CIST	Computer Information Systems Technology
CLLS	Clinical Laboratory Science
COAS	College of Arts & Sciences
COMH	Communication Honors
COMM	Communication
CONM	Construction Management
COSK	Collegiate Skills
CPSC	Computer Science
CRIM	Criminal Justice
DAGD	Digital Animation and Game Design
DHYG	Dental Hygiene
DIST	Directed Studies
ECNS	Computer Network and Systems
ECOM	E-Commerce
ECON	Economics
ECTE	Educational Career Technical Education
EDCD	Child Development
EDLA	Education Language Arts
EDPE	Education Physical Education
EDUC	Education
EEET	Electrical & Electronics Engineering Tech
EHSM	Environmental Health & Safety Management
ENGL	English
ERLA	Education Reading Language Arts
ESPN	Education Special Needs
ETEC	Engineering Graphics
FINC	Finance
FMAN	Facilities Management
FREN	French
FSUS	Ferris State University Seminar
GEOG	Geography
GEOL	Geology
GERM	German
HCSA	Health Care Systems Administration
HEQK	Komatsu Heavy Equipment
HEQT	Heavy Equipment Technology
HIST	History
HLTH	Health Education
HNRS	Honors
HOMT	Hospitality Management
HORT	Horticulture
HSCJ	Homeland Security - Digital Security & Forensics
HSET	Heavy Equipment Serv Engineering Tech
HUMN	Humanities
HVAC	Heating, Ventilation, Air Cond & Refrig Tech
IEPG	Intensive English Program
INCT	Industrial Chemistry Technology
INSR	Insurance
INTB	International Business
ISYS	Computer Information Systems
JRNL	Journalism
KCAH	Kendall College Art History
KCDM	Kendall College Digital Media
KCDS	Kendall College Design Studies
KCED	Kendall Education
KCFA	Kendall College Fine Arts
KCFD	Kendall College Furniture Design
KCFN	Kendall College Foundation
KCHP	Kendall College Historic Preservation
KCHU	Kendall College Humanities
KCID	Kendall College Interior Design
KCIL	Kendall College Illustration
KCIN	Kendall College Industrial Design
KCMJ	Kendall Metals/Jewelry Design
KCPH	Kendall Photography
KCSC	Kendall College Science
KCSF	Kendall Sculpture/Functional Art
KCSS	Kendall College Social Science
KCVC	Kendall College Visual Communication
LANG	Language
LITR	Literature
LLAW	Law
MATH	Mathematics
MATL	Metallurgy
MECH	Mechanical Engineering Technology
MFGE	Manufacturing Engineering Technology
MFGT	Manufacturing Tooling Technology
MGMT	Management
MIMG	Music Industry Management
MISM	Master of Science Information Systems Mgmt
MKTG	Marketing

COURSE PREFIX CODING SCHEME cont.

PREFIX	COURSE DESCRIPTION
MMBA	Master of Business Administration
MRIS	Medical Record Information Systems
MSCI	Military Science
MTED	Master of Technical Education
MUSI	Music
NASE	National Student Exchange
NMPP	New Media Printing & Publishing
NUCM	Nuclear Medicine
NURS	Nursing
OPTI	Opticianry
OPTM	Optometry
ORSA	Study Abroad
PDET	Product Design Engineering Technology
PGMG	Professional Golf Management
PHAD	Pharmacy Administration
PHAR	Pharmaceutics
PHCG	Pharmacognosy
PHCH	Pharmaceutical Chemistry
PHCL	Pharmacology
PHED	Physical Education
PHOT	Photography
PHPR	Pharmacy Practice
PHSC	Physical Science
PHYS	Physics
PLSC	Political Science
PLTS	Plastics Engineering Technology
PMGT	Printing Management

PREFIX	COURSE DESCRIPTION
PREL	Public Relations
PSYC	Psychology
PTEC	Printing Technology
PTMG	Professional Tennis Management
RADI	Radiography
READ	Reading
REAL	Real Estate
RESP	Respiratory Care
RETG	Retailing
RFIM	Restaurant & Food Industry Management
RMLS	Recreation Management & Leisure Studies
RUBR	Rubber Technology
SCWK	Social Work
SOCY	Sociology
SONO	Diagnostic Medical Sonography
SPAN	Spanish
SSCI	Social Sciences
STQM	Statistics and Quantitative Methods
SURE	Surveying Engineering
THTR	Theatre
TVPR	Television Production
UNCP	University College Program
UNIV	University
VISC	Visual Communication
VISD	Visual Design and WEB Media
WELD	Welding Engineering Technology
WGST	Women & Gender Studies

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by University

University	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
Ferris State University	2001-02	26,150.00	135,372.00	125,149.00	260,521.00	177.28	599.14	567.32	583.23	147.51	225.95	220.60	446.69
Ferris State University	2002-03	27,325.00	139,258.00	129,334.00	268,592.00	191.30	612.78	609.68	611.23	142.84	227.26	212.14	439.43
Ferris State University	2003-04	25,926.00	147,557.00	136,598.00	284,155.00	178.09	636.11	615.08	625.59	145.57	231.97	222.08	454.22
Ferris State University	2004-05	29,459.00	148,111.00	137,112.00	285,223.00	208.20	650.95	633.80	642.37	141.49	227.53	216.33	444.01
Ferris State University	2005-06	30,594.00	156,188.00	143,817.00	300,005.00	208.69	665.32	651.33	658.33	146.60	234.76	220.80	455.71

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

College	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Allied Health Sciences	2001-02	2,761.00	7,213.00	6,980.00	14,193.00	18.35	38.13	37.04	37.58	150.49	189.19	188.46	377.66
College of Allied Health Sciences	2002-03	2,844.00	7,733.00	7,511.00	15,244.00	19.70	34.68	37.83	36.26	144.40	222.96	198.55	420.44
College of Allied Health Sciences	2003-04	2,705.00	9,291.00	9,008.00	18,299.00	15.37	39.41	43.68	41.54	176.04	235.75	206.23	440.46
College of Allied Health Sciences	2004-05	3,423.00	10,156.00	9,552.00	19,708.00	17.02	40.56	42.41	41.49	201.16	250.40	225.22	475.06
College of Allied Health Sciences	2005-06	3,614.00	11,342.00	11,129.00	22,471.00	19.14	46.25	46.03	46.14	188.78	245.25	241.78	487.03
College of Arts and Sciences	2001-02	9,489.00	56,609.00	51,702.00	108,311.00	44.39	185.20	169.80	177.50	213.79	305.66	304.48	610.19
College of Arts and Sciences	2002-03	9,833.00	58,711.00	53,631.00	112,342.00	50.65	193.91	185.49	189.70	194.14	302.78	289.13	592.21
College of Arts and Sciences	2003-04	9,246.00	61,523.00	55,081.00	116,604.00	46.05	201.57	183.64	192.61	200.79	305.22	299.94	605.40
College of Arts and Sciences	2004-05	10,292.00	60,947.00	54,980.00	115,927.00	48.00	205.27	191.93	198.60	214.42	296.92	286.46	583.73
College of Arts and Sciences	2005-06	10,785.00	62,742.00	57,058.00	119,800.00	50.04	207.38	193.02	200.20	215.51	302.54	295.61	598.41
College of Business	2001-02	5,779.00	22,482.00	22,822.00	45,304.00	27.99	94.38	90.28	92.33	206.46	238.20	252.80	490.67
College of Business	2002-03	5,431.00	21,715.00	21,447.00	43,162.00	27.21	91.35	90.04	90.70	199.57	237.71	238.18	475.89
College of Business	2003-04	4,762.00	20,955.00	21,778.00	42,733.00	21.78	84.71	78.97	81.84	218.65	247.36	275.79	522.16
College of Business	2004-05	5,035.00	21,254.00	21,744.00	42,998.00	23.11	80.86	79.07	79.97	217.90	262.84	274.99	537.69
College of Business	2005-06	5,095.00	22,024.00	22,358.00	44,382.00	20.54	80.74	78.72	79.73	248.10	272.79	284.00	556.65
College of Education & Human Serv	2001-02	3,612.00	9,218.00	8,962.00	18,180.00	19.99	41.25	44.35	42.80	180.70	223.48	202.06	424.76
College of Education & Human Serv	2002-03	3,704.00	9,906.00	10,259.00	20,165.00	25.91	48.84	49.58	49.21	142.98	202.84	206.93	409.81
College of Education & Human Serv	2003-04	4,142.00	11,467.00	11,577.00	23,044.00	22.16	53.35	55.63	54.49	186.92	214.93	208.12	422.91
College of Education & Human Serv	2004-05	4,363.00	11,613.00	11,619.00	23,232.00	23.76	56.98	59.41	58.20	183.60	203.79	195.58	399.20
College of Education & Human Serv	2005-06	4,244.00	13,208.00	12,445.00	25,653.00	23.37	63.06	64.98	64.02	181.60	209.45	191.53	400.71

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

College	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Optometry	2001-02	443.00	2,357.00	2,396.00	4,753.00	13.25	20.66	20.25	20.45	33.43	114.11	118.32	232.39
College of Optometry	2002-03	405.00	2,295.00	2,362.00	4,657.00	11.00	19.17	20.30	19.73	36.82	119.74	116.37	236.01
College of Optometry	2003-04	416.00	2,362.00	2,403.00	4,765.00	10.00	18.65	19.30	18.98	41.60	126.65	124.49	251.10
College of Optometry	2004-05	403.00	2,384.00	2,362.00	4,746.00	11.00	21.15	22.14	21.65	36.64	112.72	106.67	219.24
College of Optometry	2005-06	476.00	2,145.00	2,343.00	4,488.00	11.75	16.65	16.74	16.69	40.51	128.83	139.99	268.85
College of Pharmacy	2001-02	692.00	5,459.00	4,508.00	9,967.00	14.01	28.84	29.07	28.96	49.38	189.26	155.08	344.21
College of Pharmacy	2002-03	970.00	5,447.00	5,472.00	10,919.00	15.20	31.82	30.68	31.25	63.82	171.18	178.37	349.42
College of Pharmacy	2003-04	988.00	6,482.00	6,414.00	12,896.00	20.10	33.74	34.45	34.10	49.15	192.09	186.19	378.22
College of Pharmacy	2004-05	2,102.00	6,543.00	6,317.00	12,860.00	35.10	36.50	37.92	37.21	59.89	179.26	166.59	345.61
College of Pharmacy	2005-06	1,806.00	7,243.00	6,929.00	14,172.00	35.40	37.94	36.56	37.25	51.02	190.89	189.51	380.43
College of Profess & Tech Studies	2003-04	4.00	82.00	118.00	200.00	0.00	1.00	1.33	1.17		82.00	88.72	171.67
College of Profess & Tech Studies	2004-05	27.00	368.00	353.00	721.00	0.25	1.75	2.34	2.04	108.00	210.29	150.85	352.57
College of Profess & Tech Studies	2005-06	60.00	981.00	810.00	1,791.00	1.00	6.26	5.25	5.76	60.00	156.71	154.29	311.21
College of Technology	2001-02	2,093.00	19,476.00	17,832.00	37,308.00	15.87	111.57	114.12	112.84	131.88	174.56	156.26	330.62
College of Technology	2002-03	2,517.00	19,266.00	18,199.00	37,465.00	20.54	104.10	114.44	109.27	122.54	185.07	159.03	342.87
College of Technology	2003-04	1,888.00	20,317.00	18,800.00	39,117.00	14.11	104.64	112.33	108.49	133.81	194.16	167.36	360.57
College of Technology	2004-05	2,146.00	20,086.00	18,778.00	38,864.00	14.89	108.49	109.72	109.11	144.12	185.14	171.14	356.20
College of Technology	2005-06	2,307.00	20,711.00	18,931.00	39,642.00	17.24	104.51	116.41	110.46	133.80	198.17	162.62	358.88
Kendall College of Art & Design	2001-02	1,006.00	8,799.00	8,299.00	17,098.00	20.16	61.30	51.79	56.54	49.90	143.54	160.26	302.39
Kendall College of Art & Design	2002-03	1,358.00	9,765.00	9,229.00	18,994.00	18.02	69.21	71.67	70.44	75.36	141.09	128.77	269.64

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

College	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
Kendall College of Art & Design	2003-04	1,488.00	10,493.00	10,229.00	20,722.00	25.78	77.98	75.32	76.65	57.72	134.56	135.81	270.35
Kendall College of Art & Design	2004-05	1,500.00	10,828.00	10,372.00	21,200.00	32.32	82.61	81.65	82.13	46.41	131.08	127.02	258.13
Kendall College of Art & Design	2005-06	2,037.00	11,718.00	10,843.00	22,561.00	28.20	85.85	87.64	86.75	72.23	136.49	123.72	260.08
University College	2001-02	275.00	3,759.00	1,648.00	5,407.00	3.27	17.81	10.63	14.22	84.03	211.08	155.04	380.26
University College	2002-03	263.00	4,420.00	1,224.00	5,644.00	3.08	19.70	9.65	14.68	85.39	224.37	126.78	384.54
University College	2003-04	287.00	4,585.00	1,190.00	5,775.00	2.75	21.04	10.43	15.74	104.36	217.87	114.06	366.92
University College	2004-05	168.00	3,932.00	1,035.00	4,967.00	2.75	16.78	7.20	11.99	61.09	234.39	143.75	414.35
University College	2005-06	170.00	4,074.00	971.00	5,045.00	2.00	16.68	5.98	11.33	85.00	244.29	162.37	445.33

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by University by Department within College

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Department	**Year**	**Summer**	**Fall**	**Winter**	**F + W (a)**	**Summer**	**Fall**	**Winter**	**Avg F + W (b)**	**Summer**	**Fall**	**Winter**	**F + W (a / b)**
College of Allied Health Sciences													
Clinical Lab, Resp Care and Health Admin	2005-06	0.00	0.00	6,487.00	6,487.00	0.00	0.00	29.87	14.94			217.14	434.29
College of Allied Health Sciences	2001-02	6.00	109.00	52.00	161.00	0.17	1.24	0.25	0.74	36.00	88.24	208.00	216.79
College of Allied Health Sciences	2002-03	6.00	0.00	87.00	87.00	0.33	0.00	0.25	0.13	18.00		348.00	696.00
College of Allied Health Sciences	2003-04	0.00	0.00	69.00	69.00	0.00	0.00	0.25	0.13			276.00	552.00
College of Allied Health Sciences	2004-05	0.00	8.00	84.00	92.00	0.00	0.00	0.25	0.13			336.00	736.00
College of Allied Health Sciences	2005-06	10.00	2.00	0.00	2.00	0.00	0.00	0.00	0.00				
Dental Hygiene and Medical Imaging	2005-06	0.00	0.00	3,062.00	3,062.00	0.00	0.00	8.56	4.28			357.80	715.59
Health Management	2001-02	859.00	2,324.00	2,571.00	4,895.00	5.72	11.83	11.63	11.73	150.26	196.39	221.11	417.29
Health Management	2002-03	974.00	2,809.00	2,877.00	5,686.00	5.98	10.38	12.86	11.62	162.76	270.62	223.63	489.23
Health Management	2003-04	1,132.00	3,591.00	3,398.00	6,989.00	6.54	12.79	14.75	13.77	173.11	280.84	230.30	507.53
Health Management Department	2004-05	1,642.00	4,763.00	4,612.00	9,375.00	8.02	20.47	20.29	20.38	204.61	232.65	227.32	459.99
Health Management Department	2005-06	2,332.00	6,148.00	0.00	6,148.00	12.54	26.06	0.00	13.03	185.93	235.87		471.75
Health Related Programs	2001-02	1,281.00	2,086.00	1,875.00	3,961.00	7.46	11.68	12.32	12.00	171.64	178.57	152.19	330.06
Health Related Programs	2002-03	1,220.00	2,309.00	2,063.00	4,372.00	7.62	11.78	10.66	11.22	160.18	196.01	193.58	389.71
Health Related Programs	2003-04	1,145.00	2,600.00	2,583.00	5,183.00	6.18	11.03	11.96	11.49	185.18	235.70	216.02	450.92
Health Related Programs	2004-05	1,237.00	0.00	0.00	0.00	4.51	0.00	0.00	0.00	274.21			
Imaging Sciences	2004-05	0.00	2,076.00	1,747.00	3,823.00	0.00	5.76	5.86	5.81		360.69	298.12	658.26
Imaging Sciences	2005-06	906.00	1,924.00	0.00	1,924.00	3.26	6.63	0.00	3.32	277.81	290.00		580.00

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by University by Department within College

Department	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Allied Health Sciences													
Nursing & Dental Hygiene	2001-02	615.00	2,694.00	2,482.00	5,176.00	5.00	13.38	12.84	13.11	123.00	201.41	193.32	394.90
Nursing & Dental Hygiene	2002-03	644.00	2,615.00	2,484.00	5,099.00	5.76	12.52	14.06	13.29	111.79	208.80	176.70	383.64
Nursing & Dental Hygiene	2003-04	428.00	3,100.00	2,958.00	6,058.00	2.64	15.59	16.72	16.16	161.95	198.81	176.94	374.99
Nursing & Dental Hygiene	2004-05	544.00	3,309.00	3,109.00	6,418.00	4.48	14.33	16.01	15.17	121.43	230.91	194.15	423.02
Nursing & Dental Hygiene	2005-06	366.00	3,268.00	0.00	3,268.00	3.34	13.55	0.00	6.77	109.58	241.21		482.42
School of Nursing	2005-06	0.00	0.00	1,580.00	1,580.00	0.00	0.00	7.60	3.80			207.94	415.89
College of Arts and Sciences													
Biological Sciences	2001-02	1,478.00	7,007.00	6,112.00	13,119.00	8.37	22.53	20.84	21.68	176.59	311.05	293.33	605.07
Biological Sciences	2002-03	1,736.00	7,769.00	6,349.00	14,118.00	9.15	24.11	22.79	23.45	189.62	322.27	278.56	602.06
Biological Sciences	2003-04	1,533.00	8,338.00	6,848.00	15,186.00	9.02	25.52	23.15	24.33	170.05	326.77	295.81	624.09
Biological Sciences	2004-05	1,851.00	8,173.00	7,132.00	15,305.00	8.52	24.45	24.09	24.27	217.18	334.27	296.06	630.61
Biological Sciences	2005-06	2,053.00	8,683.00	7,215.00	15,898.00	9.41	28.14	25.10	26.62	218.10	308.55	287.48	597.23
College of Arts & Sciences	2002-03	0.00	7.00	0.00	7.00	0.00	0.08	0.00	0.04		91.00		182.00
Humanities	2001-02	1,717.00	10,957.00	11,219.00	22,176.00	6.50	34.21	32.44	33.33	264.15	320.27	345.82	665.42
Humanities	2002-03	1,571.00	11,315.00	11,697.00	23,012.00	6.55	36.81	37.71	37.26	239.85	307.41	310.16	617.60
Humanities	2003-04	1,490.00	12,123.00	11,851.00	23,974.00	6.81	40.19	37.61	38.90	218.80	301.66	315.13	616.34
Humanities	2004-05	1,951.00	13,206.00	12,342.00	25,548.00	8.00	44.06	39.86	41.96	243.88	299.71	309.66	608.87
Humanities	2005-06	1,905.00	13,128.00	12,428.00	25,556.00	9.16	42.91	37.73	40.32	207.97	305.92	329.43	633.84

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by University by Department within College

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Department	**Year**	**Summer**	**Fall**	**Winter**	**F + W (a)**	**Summer**	**Fall**	**Winter**	**Avg F + W (b)**	**Summer**	**Fall**	**Winter**	**F + W (a / b)**
College of Arts and Sciences													
Language and Literature	2001-02	2,368.00	13,333.00	11,150.00	24,483.00	10.30	52.90	45.99	49.45	229.98	252.04	242.44	495.16
Language and Literature	2002-03	2,530.00	12,898.00	11,594.00	24,492.00	13.55	55.13	50.60	52.86	186.75	233.98	229.14	463.32
Language and Literature	2003-04	2,342.00	13,291.00	11,493.00	24,784.00	11.90	53.25	47.47	50.36	196.81	249.61	242.10	492.14
Language and Literature	2004-05	2,352.00	12,349.00	10,696.00	23,045.00	11.08	52.39	48.33	50.36	212.27	235.71	221.30	457.59
Language and Literature	2005-06	2,681.00	12,904.00	11,752.00	24,656.00	13.06	54.13	50.42	52.28	205.31	238.38	233.08	471.65
Mathematics	2001-02	1,212.00	10,467.00	8,069.00	18,536.00	6.08	30.64	24.65	27.64	199.34	341.61	327.34	670.50
Mathematics	2002-03	1,144.00	10,470.00	7,961.00	18,431.00	7.07	31.39	25.58	28.49	161.81	333.55	311.18	647.01
Mathematics	2003-04	924.00	10,976.00	7,768.00	18,744.00	5.07	32.81	25.08	28.94	182.25	334.53	309.73	647.57
Mathematics	2004-05	1,171.00	10,015.00	7,602.00	17,617.00	4.99	33.13	28.04	30.58	234.75	302.32	271.14	576.05
Mathematics	2005-06	1,076.00	10,372.00	7,627.00	17,999.00	5.24	31.44	26.47	28.95	205.24	329.90	288.14	621.62
Physical Sciences	2001-02	821.00	5,629.00	5,424.00	11,053.00	4.91	16.82	18.01	17.41	167.18	334.67	301.20	634.73
Physical Sciences	2002-03	773.00	6,511.00	5,666.00	12,177.00	4.24	18.32	19.20	18.76	182.45	355.49	295.05	649.11
Physical Sciences	2003-04	959.00	6,924.00	6,061.00	12,985.00	5.41	18.72	19.02	18.87	177.36	369.86	318.70	688.16
Physical Sciences	2004-05	931.00	7,262.00	6,391.00	13,653.00	3.21	19.86	19.47	19.67	289.62	365.57	328.30	694.24
Physical Sciences	2005-06	1,152.00	7,769.00	7,017.00	14,786.00	4.28	20.36	20.62	20.49	269.16	381.58	340.30	721.62
Social Sciences	2001-02	1,893.00	9,216.00	9,728.00	18,944.00	8.23	28.10	27.88	27.99	230.06	327.94	348.94	676.80
Social Sciences	2002-03	2,079.00	9,741.00	10,364.00	20,105.00	10.09	28.09	29.60	28.84	206.03	346.84	350.14	697.06
Social Sciences	2003-04	1,998.00	9,871.00	11,060.00	20,931.00	7.85	31.09	31.31	31.20	254.63	317.49	353.20	670.82
Social Sciences	2004-05	2,036.00	9,942.00	10,817.00	20,759.00	12.19	31.37	32.14	31.76	166.97	316.91	336.53	653.68
Social Sciences	2005-06	1,918.00	9,886.00	11,019.00	20,905.00	8.89	30.39	32.68	31.54	215.75	325.27	337.15	662.85

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by University by Department within College

Department	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Accountancy, Finance, Econ, & Statistics	2002-03	0.00	0.00	5,814.00	5,814.00	0.00	0.00	20.50	10.25			283.61	567.22
Accountancy, Finance, Econ, & Statistics	2003-04	1,140.00	5,691.00	5,940.00	11,631.00	4.50	20.00	20.00	20.00	253.33	284.55	297.00	581.55
Accountancy, Finance, Econ, & Statistics	2004-05	1,254.00	6,081.00	5,800.00	11,881.00	5.17	20.50	17.92	19.21	242.71	296.63	323.72	618.53
Accountancy, Finance, Econ, & Statistics	2005-06	1,251.00	6,408.00	0.00	6,408.00	4.75	19.92	0.00	9.96	263.37	321.74		643.48
Accountancy/Econ/Applied Stats	2001-02	1,116.00	4,896.00	5,271.00	10,167.00	4.75	17.50	17.75	17.63	234.95	279.77	296.96	576.85
Accountancy/Econ/Applied Stats	2002-03	993.00	5,244.00	0.00	5,244.00	4.17	18.00	0.00	9.00	238.13	291.33		582.67
College of Business Graduate Programs	2002-03	0.00	0.00	759.00	759.00	0.00	0.00	7.25	3.62			104.69	209.38
College of Business Graduate Programs	2003-04	522.00	877.00	804.00	1,681.00	4.01	6.16	5.00	5.58	130.17	142.37	160.73	301.19
College of Business Graduate Programs	2004-05	528.00	861.00	789.00	1,650.00	3.99	6.49	6.02	6.26	132.33	132.61	131.01	263.68
College of Business Graduate Programs	2005-06	396.00	726.00	717.00	1,443.00	1.98	5.63	5.00	5.31	199.72	128.95	143.50	271.58
Computer Information Systems Dept	2001-02	1,889.00	6,025.00	6,090.00	12,115.00	11.83	27.83	27.27	27.55	159.73	216.49	223.28	439.71
Computer Information Systems Dept	2002-03	1,527.00	5,264.00	4,118.00	9,382.00	9.34	26.68	17.90	22.29	163.52	197.29	230.06	420.89
Computer Information Systems Dept	2003-04	789.00	3,905.00	3,810.00	7,715.00	4.00	15.92	14.63	15.27	197.25	245.34	260.46	505.17
Computer Information Systems Dept	2004-05	615.00	3,294.00	3,180.00	6,474.00	2.50	14.01	13.00	13.50	246.00	235.12	244.62	479.38
Computer Information Systems Dept	2005-06	813.00	2,988.00	6,537.00	9,525.00	3.34	12.25	23.83	18.04	243.78	243.92	274.28	527.94
Management	2001-02	1,135.00	5,749.00	6,063.00	11,812.00	4.83	20.25	20.43	20.34	234.99	283.97	296.74	580.76
Management	2002-03	1,403.00	5,678.00	5,840.00	11,518.00	6.48	22.25	23.41	22.83	216.60	255.19	249.47	504.51
Management	2003-04	978.00	5,385.00	6,233.00	11,618.00	3.92	21.50	20.00	20.75	249.64	250.43	311.61	559.82
Management	2004-05	1,217.00	5,790.00	7,146.00	12,936.00	5.00	19.27	22.58	20.93	243.40	300.48	316.43	618.17

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by University by Department within College

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Department	**Year**	**Summer**	**Fall**	**Winter**	**F + W (a)**	**Summer**	**Fall**	**Winter**	**Avg F + W (b)**	**Summer**	**Fall**	**Winter**	**F + W (a / b)**
College of Business													
Management	2005-06	1,238.00	6,371.00	9,253.00	15,624.00	3.52	21.33	27.09	24.21	351.43	298.69	341.57	645.35
Marketing	2001-02	1,639.00	5,812.00	5,398.00	11,210.00	6.59	28.81	24.82	26.81	248.90	201.76	217.48	418.06
Marketing	2002-03	1,508.00	5,529.00	4,916.00	10,445.00	7.23	24.42	20.98	22.70	208.64	226.42	234.26	460.09
Marketing	2003-04	1,333.00	5,097.00	4,991.00	10,088.00	5.35	21.13	19.33	20.23	249.10	241.18	258.16	498.58
Marketing	2004-05	1,421.00	5,228.00	4,829.00	10,057.00	6.45	20.59	19.55	20.07	220.31	253.89	247.01	501.08
Marketing	2005-06	1,397.00	5,531.00	5,851.00	11,382.00	6.95	21.61	22.80	22.21	201.13	255.95	256.57	512.54
College of Education & Human Serv													
Criminal Justice	2001-02	1,471.00	3,383.00	3,360.00	6,743.00	9.29	13.47	14.51	13.99	158.34	251.19	231.56	482.02
Criminal Justice	2002-03	1,318.00	3,123.00	3,508.00	6,631.00	9.57	15.30	16.43	15.86	137.72	204.16	213.51	418.01
Criminal Justice	2003-04	1,329.00	3,789.00	3,703.00	7,492.00	9.54	16.67	15.98	16.33	139.31	227.35	231.66	458.93
Criminal Justice	2004-05	1,642.00	3,325.00	3,852.00	7,177.00	6.81	14.10	16.20	15.15	241.07	235.89	237.75	473.77
Criminal Justice	2005-06	1,333.00	4,350.00	4,496.00	8,846.00	7.18	18.29	20.68	19.49	185.61	237.77	217.36	453.87
Leisure Studies and Wellness	2001-02	292.00	1,541.00	1,451.00	2,992.00	1.76	6.33	5.90	6.11	165.91	243.50	245.93	489.35
Leisure Studies and Wellness	2002-03	295.00	1,345.00	1,536.00	2,881.00	1.91	5.99	6.46	6.23	154.45	224.35	237.93	462.79
Leisure Studies and Wellness	2003-04	193.00	1,248.00	1,284.00	2,532.00	1.15	5.05	5.00	5.02	167.94	247.29	256.80	504.05
Leisure Studies and Wellness	2004-05	175.00	1,488.00	1,076.00	2,564.00	1.17	5.69	4.65	5.17	149.57	261.74	231.40	496.18
Recreation Leisure Services & Wellness	2005-06	223.00	1,294.00	1,147.00	2,441.00	1.70	4.56	5.35	4.96	131.51	283.63	214.21	492.30
School of Education	2001-02	1,807.00	3,721.00	3,693.00	7,414.00	8.79	17.29	20.52	18.91	205.60	215.21	179.94	392.13

FERRIS STATE UNIVERSITY

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		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Department	**Year**	**Summer**	**Fall**	**Winter**	**F + W (a)**	**Summer**	**Fall**	**Winter**	**Avg F + W (b)**	**Summer**	**Fall**	**Winter**	**F + W (a / b)**
College of Education & Human Serv													
School of Education	2002-03	1,869.00	4,637.00	4,725.00	9,362.00	12.31	23.12	23.02	23.07	151.81	200.52	205.25	405.76
School of Education	2003-04	2,395.00	5,561.00	5,894.00	11,455.00	9.47	26.65	30.80	28.73	252.90	208.66	191.35	398.77
School of Education	2004-05	2,302.00	5,978.00	5,925.00	11,903.00	13.95	31.96	33.31	32.64	165.00	187.02	177.89	364.72
School of Education	2005-06	2,430.00	6,548.00	5,912.00	12,460.00	13.64	33.76	32.93	33.34	178.13	193.97	179.54	373.70
Television Production	2001-02	42.00	573.00	458.00	1,031.00	0.15	4.16	3.42	3.79	280.00	137.74	133.92	272.03
Television Production	2002-03	222.00	801.00	490.00	1,291.00	2.11	4.42	3.67	4.04	105.03	181.22	133.51	319.16
Television Production	2003-04	225.00	869.00	696.00	1,565.00	2.00	4.99	3.84	4.42	112.50	174.15	181.25	354.47
Television Production	2004-05	244.00	822.00	766.00	1,588.00	1.83	5.24	5.25	5.25	133.33	156.87	145.90	302.76
Television Production	2005-06	258.00	1,016.00	890.00	1,906.00	0.85	6.45	6.01	6.23	303.53	157.59	148.09	306.01
College of Optometry													
Optometry	2001-02	443.00	2,357.00	2,396.00	4,753.00	13.25	20.66	20.25	20.45	33.43	114.11	118.32	232.39
Optometry	2002-03	405.00	2,295.00	2,362.00	4,657.00	11.00	19.17	20.30	19.73	36.82	119.74	116.37	236.01
Optometry	2003-04	416.00	2,362.00	2,403.00	4,765.00	10.00	18.65	19.30	18.98	41.60	126.65	124.49	251.10
Optometry	2004-05	403.00	2,384.00	2,362.00	4,746.00	11.00	21.15	22.14	21.65	36.64	112.72	106.67	219.24
Optometry	2005-06	476.00	2,145.00	2,343.00	4,488.00	11.75	16.65	16.74	16.69	40.51	128.83	139.99	268.85
College of Pharmacy													
Pharmacy	2001-02	692.00	5,459.00	4,508.00	9,967.00	14.01	28.84	29.07	28.96	49.38	189.26	155.08	344.21
Pharmacy	2002-03	970.00	5,447.00	5,472.00	10,919.00	15.20	31.82	30.68	31.25	63.82	171.18	178.37	349.42
Pharmacy	2003-04	988.00	6,482.00	6,414.00	12,896.00	20.10	33.74	34.45	34.10	49.15	192.09	186.19	378.22
Pharmacy	2004-05	2,102.00	6,543.00	6,317.00	12,860.00	35.10	36.50	37.92	37.21	59.89	179.26	166.59	345.61

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by University by Department within College

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Department	**Year**	**Summer**	**Fall**	**Winter**	**F + W (a)**	**Summer**	**Fall**	**Winter**	**Avg F + W (b)**	**Summer**	**Fall**	**Winter**	**F + W (a / b)**
College of Pharmacy													
Pharmacy	2005-06	1,806.00	7,243.00	6,929.00	14,172.00	35.40	37.94	36.56	37.25	51.02	190.89	189.51	380.43
College of Profess & Tech Studies													
Professional & Technological Studies	2003-04	4.00	82.00	118.00	200.00	0.00	1.00	1.33	1.17		82.00	88.72	171.67
Professional & Technological Studies	2004-05	27.00	368.00	353.00	721.00	0.25	1.75	2.34	2.04	108.00	210.29	150.85	352.57
Professional & Technological Studies	2005-06	60.00	981.00	810.00	1,791.00	1.00	6.26	5.25	5.76	60.00	156.71	154.29	311.21
College of Technology													
Architectural Tech & Facilities Mgmt	2001-02	62.00	1,118.00	1,159.00	2,277.00	0.92	6.58	7.47	7.03	67.39	169.91	155.15	324.13
Architectural Tech & Facilities Mgmt	2002-03	104.00	1,054.00	892.00	1,946.00	0.92	7.31	7.41	7.36	113.04	144.15	120.38	264.37
Architectural Tech & Facilities Mgmt	2003-04	93.00	1,167.00	935.00	2,102.00	0.92	6.03	6.00	6.02	101.09	193.37	155.83	349.32
Architectural Tech & Facilities Mgmt	2004-05	26.00	1,022.00	957.00	1,979.00	0.21	5.41	6.00	5.70	123.81	188.94	159.50	346.92
Architectural Tech & Facilities Mgmt	2005-06	44.00	1,171.00	1,071.00	2,242.00	0.31	4.49	5.83	5.16	141.94	260.74	183.70	434.45
Automotive	2001-02	547.00	3,025.00	2,784.00	5,809.00	5.14	19.42	18.42	18.92	106.42	155.77	151.14	307.03
Automotive	2002-03	681.00	3,257.00	3,096.00	6,353.00	5.75	18.53	19.91	19.22	118.43	175.73	155.50	330.51
Automotive	2003-04	503.00	4,050.00	3,982.00	8,032.00	4.50	20.41	22.73	21.57	111.78	198.44	175.19	372.38
Automotive	2004-05	629.00	4,297.00	4,048.00	8,345.00	5.20	23.41	24.50	23.95	120.96	183.56	165.22	348.37
Automotive	2005-06	850.00	4,254.00	4,091.00	8,345.00	8.41	23.55	26.13	24.84	101.07	180.67	156.56	335.98
Construction Technology & Management	2001-02	0.00	2,235.00	1,943.00	4,178.00	0.00	9.80	10.33	10.07		227.96	188.12	415.05
Construction Technology & Management	2002-03	0.00	2,536.00	2,168.00	4,704.00	0.00	8.65	10.51	9.58		293.18	206.28	491.02
Construction Technology & Management	2003-04	0.00	2,544.00	2,459.00	5,003.00	0.00	9.24	10.35	9.80		275.35	237.49	510.68

FERRIS STATE UNIVERSITY

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Aggregated by University by Department within College

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Department	**Year**	**Summer**	**Fall**	**Winter**	**F + W (a)**	**Summer**	**Fall**	**Winter**	**Avg F + W (b)**	**Summer**	**Fall**	**Winter**	**F + W (a / b)**
College of Technology													
Construction Technology & Management	2004-05	54.00	2,702.00	2,549.00	5,251.00	0.66	9.55	10.82	10.18	81.82	283.07	235.50	515.58
Construction Technology & Management	2005-06	64.00	2,994.00	2,735.00	5,729.00	0.66	10.83	12.96	11.89	96.97	276.50	211.03	481.67
Electronics/CNS	2001-02	86.00	1,656.00	1,549.00	3,205.00	0.67	10.00	10.60	10.30	128.36	165.60	146.09	311.12
Electronics/CNS	2002-03	108.00	1,417.00	1,612.00	3,029.00	0.67	8.04	10.51	9.27	161.19	176.35	153.34	326.61
Electronics/CNS	2003-04	84.00	1,685.00	1,599.00	3,284.00	0.67	8.83	9.60	9.22	125.37	190.74	166.50	356.23
Electronics/CNS	2004-05	92.00	1,609.00	1,528.00	3,137.00	0.67	8.82	8.17	8.50	137.31	182.43	187.03	369.28
Electronics/CNS	2005-06	84.00	1,586.00	1,507.00	3,093.00	0.67	8.65	8.50	8.58	125.37	183.31	177.29	360.65
HVACR	2001-02	102.00	1,353.00	1,174.00	2,527.00	0.67	6.75	7.82	7.28	152.24	200.44	150.18	346.94
HVACR	2002-03	96.00	1,381.00	1,163.00	2,544.00	0.67	5.85	7.69	6.77	143.28	236.01	151.29	375.81
HVACR	2003-04	140.00	1,435.00	1,146.00	2,581.00	1.08	6.95	7.00	6.97	129.63	206.50	163.79	370.15
HVACR	2004-05	112.00	1,485.00	1,202.00	2,687.00	0.75	7.19	6.66	6.92	149.33	206.61	180.48	388.08
HVACR	2005-06	166.00	1,547.00	1,195.00	2,742.00	0.83	8.05	8.64	8.34	200.00	192.25	138.31	328.65
Heavy Equipment	2001-02	116.00	1,016.00	990.00	2,006.00	1.34	7.17	6.67	6.92	86.57	141.70	148.43	289.88
Heavy Equipment	2002-03	270.00	1,070.00	894.00	1,964.00	2.50	6.83	6.50	6.67	108.00	156.59	137.54	294.60
Heavy Equipment	2003-04	156.00	744.00	692.00	1,436.00	0.97	5.16	6.89	6.03	160.82	144.19	100.44	238.34
Heavy Equipment	2004-05	108.00	810.00	754.00	1,564.00	0.92	5.33	4.58	4.96	117.39	151.97	164.63	315.64
Heavy Equipment	2005-06	152.00	956.00	690.00	1,646.00	0.95	5.33	4.17	4.75	160.00	179.36	165.47	346.53
Manufacturing Engineering Technology	2001-02	162.00	2,586.00	2,098.00	4,684.00	1.06	12.19	12.78	12.48	152.83	212.14	164.16	375.17
Manufacturing Engineering Technology	2002-03	288.00	2,606.00	2,108.00	4,714.00	1.50	12.33	12.17	12.25	192.00	211.35	173.28	384.89

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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Department	**Year**	**Summer**	**Fall**	**Winter**	**F + W (a)**	**Summer**	**Fall**	**Winter**	**Avg F + W (b)**	**Summer**	**Fall**	**Winter**	**F + W (a / b)**
College of Technology													
Manufacturing Engineering Technology	2003-04	170.00	2,530.00	1,986.00	4,516.00	1.20	12.66	12.46	12.56	141.67	199.86	159.39	359.57
Manufacturing Engineering Technology	2004-05	219.00	2,388.00	1,966.00	4,354.00	1.42	12.12	11.83	11.97	154.23	197.04	166.19	363.60
Manufacturing Engineering Technology	2005-06	182.00	2,447.00	2,033.00	4,480.00	0.95	10.62	13.01	11.82	191.58	230.31	156.26	379.10
Mechanical Design	2001-02	96.00	2,144.00	1,829.00	3,973.00	0.25	9.80	9.53	9.66	384.00	218.78	191.92	411.07
Mechanical Design	2002-03	196.00	2,109.00	1,928.00	4,037.00	1.67	8.35	10.29	9.32	117.37	252.50	187.37	433.10
Mechanical Design	2003-04	40.00	2,168.00	1,986.00	4,154.00	0.27	9.54	9.06	9.30	148.15	227.19	219.21	446.60
Mechanical Design	2004-05	131.00	2,007.00	1,875.00	3,882.00	0.44	9.78	10.42	10.10	297.73	205.14	179.94	384.29
Mechanical Design	2005-06	110.00	1,859.00	1,764.00	3,623.00	0.56	9.71	10.91	10.31	196.43	191.40	161.69	351.36
Plastics and Rubber	2001-02	448.00	1,362.00	1,620.00	2,982.00	2.98	9.78	8.95	9.37	150.34	139.26	181.01	318.42
Plastics and Rubber	2002-03	421.00	1,179.00	1,548.00	2,727.00	4.02	8.88	9.42	9.15	104.73	132.85	164.33	298.11
Plastics and Rubber	2003-04	384.00	1,236.00	1,268.00	2,504.00	2.49	7.90	8.17	8.03	154.22	156.46	155.20	311.64
Plastics and Rubber	2004-05	372.00	833.00	1,069.00	1,902.00	2.28	7.89	7.73	7.81	163.16	105.59	138.34	243.59
Plastics and Rubber	2005-06	259.00	795.00	842.00	1,637.00	1.54	6.89	7.90	7.39	168.18	115.40	106.62	221.42
Printing & Imaging Technology Mgmt	2001-02	90.00	1,220.00	977.00	2,197.00	0.92	9.42	9.25	9.33	97.83	129.51	105.62	235.35
Printing & Imaging Technology Mgmt	2002-03	163.00	958.00	1,015.00	1,973.00	1.17	8.25	9.08	8.67	139.32	116.12	111.78	227.70
Printing & Imaging Technology Mgmt	2003-04	191.00	953.00	953.00	1,906.00	1.17	7.89	8.00	7.94	163.25	120.80	119.13	239.92
Printing & Imaging Technology Mgmt	2004-05	214.00	1,018.00	983.00	2,001.00	1.17	7.88	6.34	7.11	182.91	129.27	155.05	281.53
Printing & Imaging Technology Mgmt	2005-06	187.00	1,005.00	956.00	1,961.00	1.17	6.28	6.14	6.21	159.83	160.03	155.70	315.78
Surveying	2001-02	276.00	720.00	960.00	1,680.00	1.25	4.64	6.88	5.76	220.80	155.10	139.60	291.69

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by University by Department within College

Department	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Technology													
Surveying	2002-03	114.00	764.00	994.00	1,758.00	1.00	5.50	6.36	5.93	114.00	138.91	156.29	296.46
Surveying	2003-04	3.00	673.00	966.00	1,639.00	0.00	5.33	6.15	5.74		126.19	157.11	285.49
Surveying	2004-05	81.00	705.00	893.00	1,598.00	0.50	5.43	6.32	5.88	162.00	129.73	141.32	271.92
Surveying	2005-06	93.00	797.00	1,107.00	1,904.00	0.52	5.35	6.49	5.92	177.91	148.85	170.51	321.43
Welding	2001-02	108.00	1,041.00	749.00	1,790.00	0.67	6.02	5.42	5.72	161.19	173.03	138.19	313.04
Welding	2002-03	76.00	935.00	781.00	1,716.00	0.67	5.58	4.59	5.09	113.43	167.56	170.15	337.46
Welding	2003-04	124.00	1,132.00	828.00	1,960.00	0.84	4.69	5.92	5.31	147.62	241.34	139.86	369.45
Welding	2004-05	108.00	0.00	0.00	0.00	0.67	0.00	0.00	0.00	161.19			
Welding Engineering Technology	2004-05	0.00	1,210.00	954.00	2,164.00	0.00	5.69	6.35	6.02		212.76	150.17	359.47
Welding Engineering Technology	2005-06	116.00	1,300.00	940.00	2,240.00	0.67	4.76	5.73	5.24	173.13	273.32	163.97	427.11
Kendall College of Art & Design													
Design Studies	2001-02	553.00	3,891.00	3,939.00	7,830.00	11.21	32.53	29.04	30.78	49.31	119.61	135.64	254.35
Design Studies	2002-03	632.00	4,425.00	4,397.00	8,822.00	9.88	37.14	41.60	39.37	63.95	119.16	105.70	224.09
Design Studies	2003-04	750.00	4,674.00	4,599.00	9,273.00	15.11	43.26	43.72	43.49	49.63	108.05	105.18	213.22
Design Studies	2004-05	684.00	4,752.00	4,833.00	9,585.00	16.06	44.07	46.08	45.07	42.60	107.84	104.89	212.66
Design Studies	2005-06	888.00	5,421.00	5,142.00	10,563.00	15.65	46.39	47.71	47.05	56.73	116.86	107.78	224.51
Fine Arts/Foundation	2001-02	90.00	2,361.00	1,933.00	4,294.00	4.67	18.55	12.73	15.64	19.27	127.28	151.86	274.56
Fine Arts/Foundation	2002-03	129.00	2,358.00	1,892.00	4,250.00	2.66	19.42	17.09	18.25	48.50	121.42	110.73	232.83
Fine Arts/Foundation	2003-04	111.00	2,444.00	2,204.00	4,648.00	4.10	19.40	15.90	17.65	27.07	125.98	138.63	263.35

FERRIS STATE UNIVERSITY

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Aggregated by University by Department within College

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Department	**Year**	**Summer**	**Fall**	**Winter**	**F + W (a)**	**Summer**	**Fall**	**Winter**	**Avg F + W (b)**	**Summer**	**Fall**	**Winter**	**F + W (a / b)**
Kendall College of Art & Design													
Fine Arts/Foundation	2004-05	105.00	2,650.00	2,299.00	4,949.00	5.54	21.75	18.25	20.00	18.96	121.84	125.98	247.46
Fine Arts/Foundation	2005-06	192.00	2,687.00	2,532.00	5,219.00	4.53	22.42	23.21	22.82	42.38	119.85	109.07	228.73
Liberal Arts & Sciences	2001-02	363.00	2,547.00	2,427.00	4,974.00	4.28	10.22	10.02	10.12	84.90	249.22	242.27	491.56
Liberal Arts & Sciences	2002-03	597.00	2,982.00	2,940.00	5,922.00	5.48	12.66	12.98	12.82	108.98	235.61	226.44	461.93
Liberal Arts & Sciences	2003-04	627.00	3,375.00	3,426.00	6,801.00	6.57	15.32	15.70	15.51	95.43	220.25	218.24	438.47
Liberal Arts & Sciences	2004-05	711.00	3,426.00	3,240.00	6,666.00	10.73	16.79	17.33	17.06	66.28	204.05	186.99	390.78
Liberal Arts & Sciences	2005-06	957.00	3,610.00	3,169.00	6,779.00	8.02	17.04	16.72	16.88	119.38	211.83	189.56	401.60
University College													
Developmental Programs & Curriculum	2001-02	275.00	3,759.00	1,648.00	5,407.00	3.27	17.81	10.63	14.22	84.03	211.08	155.04	380.26
Developmental Programs & Curriculum	2002-03	263.00	4,420.00	1,224.00	5,644.00	3.08	19.70	9.65	14.68	85.39	224.37	126.78	384.54
Developmental Programs & Curriculum	2003-04	287.00	4,585.00	1,190.00	5,775.00	2.75	21.04	10.43	15.74	104.36	217.87	114.06	366.92
Developmental Programs & Curriculum	2004-05	168.00	3,932.00	1,035.00	4,967.00	2.75	16.78	7.20	11.99	61.09	234.39	143.75	414.35
Developmental Programs & Curriculum	2005-06	170.00	4,074.00	971.00	5,045.00	2.00	16.68	5.98	11.33	85.00	244.29	162.37	445.33

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Allied Health Sciences													
Clinical Lab, Resp Care and Health Admin													
CAHS	2005-06	0.00	0.00	90.00	90.00	0.00	0.00	0.25	0.13			360.00	720.00
CCHS	2005-06	0.00	0.00	1,135.00	1,135.00	0.00	0.00	3.39	1.70			334.40	668.81
CLLS	2005-06	0.00	0.00	581.00	581.00	0.00	0.00	2.96	1.48			196.28	392.57
EHSM	2005-06	0.00	0.00	590.00	590.00	0.00	0.00	4.64	2.32			127.18	254.36
HCSA	2005-06	0.00	0.00	1,842.00	1,842.00	0.00	0.00	6.90	3.45			266.83	533.66
MRIS	2005-06	0.00	0.00	1,184.00	1,184.00	0.00	0.00	5.83	2.92			202.95	405.89
RESP	2005-06	0.00	0.00	1,065.00	1,065.00	0.00	0.00	5.89	2.95			180.70	361.41
College of Allied Health Sciences													
CAHS	2001-02	6.00	109.00	52.00	161.00	0.17	1.24	0.25	0.74	36.00	88.24	208.00	216.79
CAHS	2002-03	6.00	0.00	87.00	87.00	0.33	0.00	0.25	0.13	18.00		348.00	696.00
CAHS	2003-04	0.00	0.00	69.00	69.00	0.00	0.00	0.25	0.13			276.00	552.00
CAHS	2004-05	0.00	8.00	84.00	92.00	0.00	0.00	0.25	0.13			336.00	736.00
CAHS	2005-06	10.00	2.00	0.00	2.00	0.00	0.00	0.00	0.00				
Dental Hygiene and Medical Imaging													
DHYG	2005-06	0.00	0.00	1,338.00	1,338.00	0.00	0.00	3.14	1.57			426.11	852.23
NUCM	2005-06	0.00	0.00	489.00	489.00	0.00	0.00	1.50	0.75			326.00	652.00
RADI	2005-06	0.00	0.00	972.00	972.00	0.00	0.00	2.56	1.28			379.69	759.38

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Allied Health Sciences													
Dental Hygiene and Medical Imaging													
SONO	2005-06	0.00	0.00	263.00	263.00	0.00	0.00	1.36	0.68			193.67	387.35
Health Management													
CCHS	2001-02	113.00	873.00	791.00	1,664.00	0.44	2.63	2.44	2.53	259.44	332.14	324.76	657.18
CCHS	2002-03	130.00	1,159.00	819.00	1,978.00	0.35	3.52	2.93	3.23	374.49	328.96	279.18	612.69
CCHS	2003-04	279.00	1,222.00	1,074.00	2,296.00	1.04	3.53	3.27	3.40	268.74	346.48	328.35	675.52
EHSM	2001-02	104.00	459.00	580.00	1,039.00	0.82	3.28	3.08	3.18	126.24	139.85	188.18	326.52
EHSM	2002-03	232.00	453.00	565.00	1,018.00	1.84	2.55	4.22	3.38	126.09	177.70	134.00	300.93
EHSM	2003-04	181.00	684.00	459.00	1,143.00	0.99	2.92	3.23	3.07	182.21	234.01	142.31	371.81
HCSA	2001-02	276.00	265.00	327.00	592.00	2.08	1.80	2.03	1.92	132.61	146.91	161.10	308.85
HCSA	2002-03	160.00	327.00	490.00	817.00	1.22	1.66	2.32	1.99	130.84	196.59	211.49	410.53
HCSA	2003-04	176.00	524.00	585.00	1,109.00	1.67	2.04	2.79	2.41	105.32	256.93	209.90	459.55
MRIS	2001-02	366.00	727.00	873.00	1,600.00	2.38	4.12	4.08	4.10	154.04	176.50	213.97	390.29
MRIS	2002-03	452.00	870.00	1,003.00	1,873.00	2.57	2.64	3.40	3.02	175.60	329.03	295.20	620.01
MRIS	2003-04	496.00	1,161.00	1,280.00	2,441.00	2.84	4.30	5.47	4.88	174.85	270.18	233.94	499.76
Health Management Department													
CCHS	2004-05	284.00	1,176.00	985.00	2,161.00	1.18	3.20	3.07	3.13	241.65	367.42	321.32	689.73
CCHS	2005-06	317.00	1,476.00	0.00	1,476.00	1.35	4.68	0.00	2.34	235.04	315.71		631.41
CLLS	2004-05	0.00	271.00	379.00	650.00	0.00	2.58	2.89	2.74		105.04	131.14	237.66
CLLS	2005-06	217.00	491.00	0.00	491.00	1.74	3.08	0.00	1.54	124.71	159.48		318.96

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Allied Health Sciences													
Health Management Department													
EHSM	2004-05	246.00	576.00	555.00	1,131.00	1.29	3.26	3.61	3.44	190.78	176.42	153.69	328.97
EHSM	2005-06	299.00	669.00	0.00	669.00	1.71	5.17	0.00	2.58	174.56	129.45		258.90
HCSA	2004-05	132.00	1,125.00	962.00	2,087.00	0.78	4.30	3.21	3.76	169.23	261.58	299.51	555.59
HCSA	2005-06	270.00	1,349.00	0.00	1,349.00	1.72	3.85	0.00	1.92	157.26	350.67		701.35
MRIS	2004-05	714.00	1,185.00	1,308.00	2,493.00	3.37	4.81	5.32	5.06	211.87	246.48	246.03	492.49
MRIS	2005-06	724.00	1,409.00	0.00	1,409.00	4.19	5.26	0.00	2.63	172.68	267.78		535.56
RESP	2004-05	266.00	430.00	423.00	853.00	1.41	2.32	2.19	2.26	188.62	185.41	192.87	378.08
RESP	2005-06	505.00	754.00	0.00	754.00	1.83	4.03	0.00	2.02	275.77	186.91		373.82
Health Related Programs													
CLLS	2001-02	231.00	190.00	306.00	496.00	2.65	3.00	3.00	3.00	87.17	63.33	102.00	165.33
CLLS	2002-03	200.00	284.00	268.00	552.00	1.45	2.90	2.61	2.75	137.93	97.93	102.68	200.36
CLLS	2003-04	93.00	289.00	406.00	695.00	0.93	2.33	2.65	2.49	100.00	124.03	153.21	279.12
CLLS	2004-05	107.00	0.00	0.00	0.00	0.60	0.00	0.00	0.00	179.53			
NUCM	2001-02	120.00	513.00	341.00	854.00	1.00	2.00	1.90	1.95	120.00	256.50	179.47	437.95
NUCM	2002-03	133.00	503.00	381.00	884.00	1.00	2.38	1.69	2.04	133.00	211.34	225.44	434.40
NUCM	2003-04	120.00	519.00	401.00	920.00	1.00	2.00	2.00	2.00	120.00	259.50	200.50	460.00
NUCM	2004-05	190.00	0.00	0.00	0.00	1.06	0.00	0.00	0.00	179.25			
OPTI	2001-02	32.00	80.00	56.00	136.00	0.33	0.76	1.42	1.09	96.00	104.62	39.44	124.50
OPTI	2002-03	36.00	0.00	0.00	0.00	0.67	0.00	0.00	0.00	54.00			

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Allied Health Sciences													
Health Related Programs													
RADI	2001-02	844.00	1,041.00	960.00	2,001.00	2.48	2.92	3.00	2.96	340.32	356.91	320.00	676.39
RADI	2002-03	599.00	1,050.00	951.00	2,001.00	2.50	3.00	3.00	3.00	239.60	350.00	317.00	667.00
RADI	2003-04	623.00	1,104.00	993.00	2,097.00	2.50	2.70	2.90	2.80	249.20	408.76	342.41	748.81
RADI	2004-05	664.00	0.00	0.00	0.00	1.26	0.00	0.00	0.00	527.28			
RESP	2001-02	54.00	137.00	112.00	249.00	1.00	2.00	2.00	2.00	54.00	68.50	56.00	124.50
RESP	2002-03	144.00	131.00	132.00	263.00	1.00	2.00	1.86	1.93	144.00	65.50	71.08	136.37
RESP	2003-04	168.00	338.00	453.00	791.00	1.00	2.00	2.41	2.20	168.00	169.00	188.16	358.93
RESP	2004-05	156.00	0.00	0.00	0.00	0.71	0.00	0.00	0.00	221.00			
SONO	2001-02	0.00	125.00	100.00	225.00	0.00	1.00	1.00	1.00		125.00	100.00	225.00
SONO	2002-03	108.00	341.00	331.00	672.00	1.00	1.50	1.50	1.50	108.00	227.33	220.67	448.00
SONO	2003-04	141.00	350.00	330.00	680.00	0.75	2.00	2.00	2.00	187.17	175.00	165.00	340.00
SONO	2004-05	120.00	0.00	0.00	0.00	0.89	0.00	0.00	0.00	134.83			
Imaging Sciences													
NUCM	2004-05	0.00	710.00	534.00	1,244.00	0.00	2.00	2.11	2.05		355.00	253.08	605.35
NUCM	2005-06	170.00	630.00	0.00	630.00	1.20	1.93	0.00	0.96	141.67	326.67		653.33
RADI	2004-05	0.00	1,068.00	936.00	2,004.00	0.00	2.81	2.48	2.64		380.67	377.42	758.29
RADI	2005-06	607.00	1,020.00	0.00	1,020.00	0.83	3.07	0.00	1.54	731.33	332.14		664.29
SONO	2004-05	0.00	298.00	277.00	575.00	0.00	0.95	1.27	1.11		313.68	218.11	518.02
SONO	2005-06	129.00	274.00	0.00	274.00	1.23	1.63	0.00	0.82	104.77	167.59		335.18

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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College of Allied Health Sciences													
Nursing & Dental Hygiene													
DHYG	2001-02	64.00	1,324.00	1,190.00	2,514.00	1.00	3.90	4.16	4.03	64.00	339.80	286.06	624.10
DHYG	2002-03	46.00	1,344.00	1,174.00	2,518.00	1.00	4.22	4.34	4.28	46.00	318.18	270.51	588.04
DHYG	2003-04	62.00	1,467.00	1,248.00	2,715.00	1.00	4.91	4.22	4.56	62.00	298.94	295.73	594.92
DHYG	2004-05	68.00	1,489.00	1,397.00	2,886.00	1.00	4.52	5.05	4.78	68.00	329.45	276.63	603.16
DHYG	2005-06	0.00	1,444.00	0.00	1,444.00	0.00	3.76	0.00	1.88		383.61		767.21
NURS	2001-02	551.00	1,370.00	1,292.00	2,662.00	4.00	9.48	8.68	9.08	137.75	144.53	148.87	293.20
NURS	2002-03	598.00	1,271.00	1,310.00	2,581.00	4.76	8.30	9.72	9.01	125.61	153.13	134.80	286.49
NURS	2003-04	366.00	1,633.00	1,710.00	3,343.00	1.64	10.69	12.50	11.59	222.78	152.83	136.82	288.40
NURS	2004-05	476.00	1,820.00	1,712.00	3,532.00	3.48	9.81	10.96	10.39	136.78	185.51	156.16	340.04
NURS	2005-06	366.00	1,824.00	0.00	1,824.00	3.34	9.78	0.00	4.89	109.58	186.43		372.85
School of Nursing													
NURS	2005-06	0.00	0.00	1,580.00	1,580.00	0.00	0.00	7.60	3.80			207.94	415.89

FERRIS STATE UNIVERSITY

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College of Arts and Sciences													
Biological Sciences													
BIOL	2001-02	1,370.00	6,681.00	5,861.00	12,542.00	7.53	20.12	19.05	19.58	182.00	332.08	307.65	640.40
BIOL	2002-03	1,619.00	7,492.00	6,159.00	13,651.00	8.31	21.74	20.99	21.37	194.76	344.56	293.40	638.86
BIOL	2003-04	1,440.00	8,037.00	6,668.00	14,705.00	8.21	23.28	21.35	22.31	175.48	345.29	312.32	659.03
BIOL	2004-05	1,728.00	7,940.00	6,971.00	14,911.00	7.71	22.23	22.11	22.17	224.10	357.09	315.33	672.55
BIOL	2005-06	1,968.00	8,471.00	7,048.00	15,519.00	8.58	25.99	23.30	24.64	229.33	325.93	302.52	629.73
HORT	2001-02	108.00	326.00	251.00	577.00	0.84	2.41	1.79	2.10	128.25	135.39	140.54	275.17
HORT	2002-03	117.00	277.00	190.00	467.00	0.84	2.36	1.80	2.08	138.94	117.21	105.56	224.34
HORT	2003-04	93.00	301.00	180.00	481.00	0.81	2.24	1.80	2.02	114.96	134.38	100.00	238.12
HORT	2004-05	123.00	233.00	161.00	394.00	0.81	2.22	1.98	2.10	151.47	105.19	81.18	187.69
HORT	2005-06	85.00	212.00	167.00	379.00	0.83	2.15	1.80	1.98	102.24	98.55	92.78	191.84
College of Arts & Sciences													
COAS	2002-03	0.00	7.00	0.00	7.00	0.00	0.08	0.00	0.04		91.00		182.00
Humanities													
AFAM	2004-05	0.00	57.00	0.00	57.00	0.00	0.25	0.00	0.13		228.00		456.00
AFAM	2005-06	0.00	27.00	0.00	27.00	0.00	0.25	0.00	0.13		108.00		216.00
AMST	2005-06	0.00	24.00	0.00	24.00	0.00	0.25	0.00	0.13		96.00		192.00
ARTH	2001-02	31.00	210.00	255.00	465.00	0.19	0.58	0.58	0.58	166.00	360.00	437.14	797.14
ARTH	2002-03	0.00	249.00	364.00	613.00	0.00	0.75	0.83	0.79		332.00	436.80	774.32
ARTH	2003-04	0.00	207.00	372.00	579.00	0.00	0.69	1.00	0.84		301.09	372.00	686.22

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

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College of Arts and Sciences													
Humanities													
ARTH	2004-05	51.00	255.00	579.00	834.00	0.35	0.69	1.49	1.09	144.00	370.91	387.85	765.01
ARTH	2005-06	102.00	183.00	435.00	618.00	0.30	0.75	1.00	0.87	340.00	244.59	435.00	707.02
ARTS	2001-02	48.00	531.00	564.00	1,095.00	0.25	2.00	2.00	2.00	192.00	265.50	282.00	547.50
ARTS	2002-03	57.00	582.00	606.00	1,188.00	0.25	2.25	2.25	2.25	228.00	258.67	269.33	528.00
ARTS	2003-04	66.00	598.00	597.00	1,195.00	0.25	2.25	2.25	2.25	264.00	265.78	265.33	531.11
ARTS	2004-05	49.00	556.00	570.00	1,126.00	0.34	2.25	2.25	2.25	144.12	247.11	253.33	500.44
ARTS	2005-06	39.00	516.00	534.00	1,050.00	0.25	2.25	2.00	2.13	156.00	229.33	267.00	494.12
COMH	2001-02	0.00	333.00	0.00	333.00	0.00	1.38	0.00	0.69		242.18		484.36
COMH	2002-03	0.00	405.00	0.00	405.00	0.00	1.50	0.00	0.75		270.00		540.00
COMH	2003-04	0.00	576.00	0.00	576.00	0.00	2.25	0.00	1.13		256.00		512.00
COMH	2004-05	0.00	591.00	0.00	591.00	0.00	2.00	0.00	1.00		295.50		591.00
COMH	2005-06	0.00	624.00	0.00	624.00	0.00	2.00	0.00	1.00		312.00		624.00
COMM	2001-02	756.00	4,533.00	4,440.00	8,973.00	3.00	14.96	14.33	14.65	252.00	302.98	309.87	612.70
COMM	2002-03	627.00	4,857.00	4,646.00	9,503.00	3.00	15.50	16.75	16.13	209.00	313.35	277.37	589.33
COMM	2003-04	653.00	5,135.00	4,494.00	9,629.00	3.22	17.25	16.00	16.63	202.80	297.68	280.88	579.19
COMM	2004-05	780.00	5,101.00	4,214.00	9,315.00	3.54	17.25	16.00	16.63	220.65	295.71	263.38	560.30
COMM	2005-06	880.00	5,148.00	4,380.00	9,528.00	3.97	17.16	14.92	16.04	221.66	299.91	293.57	593.92
HIST	2001-02	378.00	1,947.00	2,028.00	3,975.00	1.25	4.00	4.25	4.13	302.40	486.75	477.18	963.64
HIST	2002-03	414.00	1,533.00	1,947.00	3,480.00	1.50	3.69	4.25	3.97	276.00	415.19	458.12	876.32
HIST	2003-04	279.00	1,881.00	2,439.00	4,320.00	1.25	4.17	5.50	4.83	223.20	451.44	443.45	893.79
HIST	2004-05	567.00	2,661.00	2,520.00	5,181.00	2.00	7.50	6.36	6.93	283.50	354.80	396.40	747.77

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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College of Arts and Sciences													
Humanities													
HIST	2005-06	513.00	2,529.00	2,310.00	4,839.00	2.51	6.75	5.50	6.13	204.38	374.67	420.00	790.04
HUMN	2001-02	405.00	2,106.00	2,472.00	4,578.00	1.81	6.17	5.92	6.04	223.36	341.51	417.80	757.74
HUMN	2002-03	414.00	2,334.00	2,715.00	5,049.00	1.50	7.23	7.62	7.42	276.00	322.79	356.46	680.12
HUMN	2003-04	471.00	2,589.00	2,460.00	5,049.00	1.50	8.08	6.86	7.47	314.00	320.29	358.75	675.88
HUMN	2004-05	378.00	2,706.00	2,953.00	5,659.00	1.15	8.50	7.76	8.13	329.89	318.35	380.68	696.19
HUMN	2005-06	234.00	2,613.00	2,892.00	5,505.00	0.95	7.00	7.50	7.25	246.32	373.29	385.60	759.31
MUSI	2001-02	95.00	963.00	1,162.00	2,125.00	0.00	3.13	3.79	3.46		308.16	306.46	614.46
MUSI	2002-03	59.00	1,043.00	1,155.00	2,198.00	0.30	3.63	4.01	3.82	196.67	287.72	287.84	575.57
MUSI	2003-04	21.00	882.00	1,214.00	2,096.00	0.59	3.50	4.00	3.75	35.59	252.00	303.53	558.96
MUSI	2004-05	93.00	1,055.00	1,202.00	2,257.00	0.50	3.38	4.00	3.69	186.00	312.59	300.50	612.07
MUSI	2005-06	116.00	1,261.00	1,450.00	2,711.00	0.93	4.50	4.81	4.65	124.75	280.22	301.73	582.66
THTR	2001-02	4.00	334.00	298.00	632.00	0.00	2.00	1.57	1.79		167.00	189.64	353.92
THTR	2002-03	0.00	312.00	264.00	576.00	0.00	2.26	2.00	2.13		138.05	132.00	270.42
THTR	2003-04	0.00	255.00	275.00	530.00	0.00	2.00	2.00	2.00		127.50	137.50	265.00
THTR	2004-05	33.00	224.00	235.00	459.00	0.13	2.25	2.00	2.13	264.00	99.56	117.50	216.00
THTR	2005-06	21.00	203.00	292.00	495.00	0.25	2.00	2.00	2.00	84.00	101.50	146.00	247.50
WGST	2004-05	0.00	0.00	69.00	69.00	0.00	0.00	0.00	0.00				
WGST	2005-06	0.00	0.00	135.00	135.00	0.00	0.00	0.00	0.00				
Language and Literature													
ENGL	2001-02	1,872.00	10,165.00	7,896.00	18,061.00	7.83	39.85	32.50	36.18	239.08	255.06	242.95	499.24

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Arts and Sciences													
Language and Literature													
ENGL	2002-03	1,928.00	9,510.00	7,938.00	17,448.00	9.37	40.81	32.96	36.88	205.76	233.03	240.87	473.06
ENGL	2003-04	1,686.00	10,103.00	7,821.00	17,924.00	8.16	39.13	32.80	35.96	206.58	258.21	238.45	498.40
ENGL	2004-05	1,905.00	9,398.00	7,189.00	16,587.00	9.05	38.90	32.12	35.51	210.50	241.61	223.84	467.15
ENGL	2005-06	1,844.00	9,590.00	7,728.00	17,318.00	9.17	40.05	33.50	36.77	201.08	239.47	230.71	470.96
FREN	2001-02	191.00	422.00	364.00	786.00	0.82	1.66	1.66	1.66	233.44	254.22	219.28	473.49
FREN	2002-03	149.00	421.00	368.00	789.00	0.82	1.67	1.92	1.79	182.11	252.10	191.67	439.55
FREN	2003-04	96.00	369.00	327.00	696.00	0.83	1.54	1.33	1.43	115.66	240.23	245.60	485.45
FREN	2004-05	110.00	350.00	378.00	728.00	0.25	1.25	1.33	1.29	440.00	280.00	284.21	564.34
FREN	2005-06	194.00	345.00	413.00	758.00	0.58	1.58	2.00	1.79	334.48	218.35	206.50	423.46
GERM	2001-02	29.00	239.00	202.00	441.00	0.25	1.00	1.00	1.00	116.00	239.00	202.00	441.00
GERM	2002-03	0.00	219.00	197.00	416.00	0.00	1.00	1.00	1.00		219.00	197.00	416.00
GERM	2003-04	30.00	231.00	242.00	473.00	0.25	1.00	0.92	0.96	120.00	231.00	264.00	493.57
GERM	2004-05	0.00	219.00	226.00	445.00	0.00	1.00	0.92	0.96		219.00	246.55	464.35
GERM	2005-06	15.00	272.00	334.00	606.00	0.25	1.00	1.25	1.13	60.00	272.00	267.20	538.67
JRNL	2001-02	0.00	144.00	114.00	258.00	0.00	0.92	0.67	0.79		157.09	171.00	325.89
JRNL	2002-03	0.00	111.00	180.00	291.00	0.00	0.67	1.25	0.96		166.50	144.00	303.65
JRNL	2003-04	0.00	129.00	129.00	258.00	0.00	0.67	0.67	0.67		193.50	193.50	387.00
JRNL	2004-05	0.00	144.00	123.00	267.00	0.00	0.92	0.67	0.79		157.09	184.50	337.26
JRNL	2005-06	0.00	162.00	138.00	300.00	0.00	1.00	0.67	0.83		162.00	207.00	360.00
LANG	2002-03	0.00	0.00	75.00	75.00	0.00	0.00	0.25	0.13			300.00	600.00
LANG	2003-04	27.00	7.00	168.00	175.00	0.25	0.00	0.50	0.25	108.00		336.96	702.01

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Arts and Sciences													
Language and Literature													
LANG	2004-05	57.00	8.00	117.00	125.00	0.25	0.00	0.50	0.25	228.00		234.00	500.00
LANG	2005-06	48.00	99.00	174.00	273.00	0.25	0.50	0.75	0.62	192.00	199.45	232.00	438.07
LITR	2001-02	153.00	1,452.00	1,719.00	3,171.00	0.75	6.14	6.83	6.49	204.00	236.51	251.56	488.87
LITR	2002-03	261.00	1,689.00	1,893.00	3,582.00	1.79	7.65	9.22	8.44	145.81	220.85	205.25	424.65
LITR	2003-04	144.00	1,368.00	1,686.00	3,054.00	0.75	6.92	6.68	6.80	192.37	197.78	252.36	449.20
LITR	2004-05	159.00	1,194.00	1,430.00	2,624.00	1.20	6.67	8.22	7.44	132.50	179.10	173.91	352.47
LITR	2005-06	135.00	1,161.00	1,448.00	2,609.00	0.90	5.35	6.93	6.14	150.38	217.01	209.05	425.03
SPAN	2001-02	123.00	911.00	855.00	1,766.00	0.65	3.33	3.33	3.33	189.76	273.57	256.76	530.33
SPAN	2002-03	192.00	948.00	943.00	1,891.00	1.57	3.33	4.00	3.67	122.36	284.68	235.75	515.96
SPAN	2003-04	359.00	1,084.00	1,120.00	2,204.00	1.66	4.00	4.58	4.29	216.27	271.00	244.54	513.75
SPAN	2004-05	121.00	1,036.00	1,233.00	2,269.00	0.33	3.66	4.58	4.12	366.67	283.06	269.21	550.73
SPAN	2005-06	445.00	1,275.00	1,517.00	2,792.00	1.91	4.66	5.33	4.99	232.98	273.61	284.62	558.96
Mathematics													
CPSC	2001-02	39.00	69.00	32.00	101.00	0.25	0.25	0.33	0.29	155.43	276.00	96.00	346.29
CPSC	2002-03	0.00	47.00	120.00	167.00	0.00	0.53	0.58	0.56		88.13	205.71	299.10
CPSC	2003-04	0.00	166.00	63.00	229.00	0.00	0.86	0.25	0.55		193.91	252.00	414.08
CPSC	2004-05	12.00	181.00	115.00	296.00	0.25	0.80	0.86	0.83	48.00	226.93	134.34	357.99
CPSC	2005-06	18.00	180.00	36.00	216.00	0.25	0.61	0.25	0.43	72.00	297.00	144.00	504.64
MATH	2001-02	1,173.00	10,398.00	8,037.00	18,435.00	5.83	30.39	24.32	27.35	201.23	342.15	330.51	673.96
MATH	2002-03	1,144.00	10,423.00	7,841.00	18,264.00	7.07	30.86	25.00	27.93	161.81	337.79	313.64	653.96

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Arts and Sciences													
Mathematics													
MATH	2003-04	924.00	10,810.00	7,705.00	18,515.00	5.07	31.95	24.83	28.39	182.25	338.30	310.31	652.12
MATH	2004-05	1,159.00	9,834.00	7,487.00	17,321.00	4.74	32.33	27.18	29.76	244.61	304.18	275.44	582.11
MATH	2005-06	1,058.00	10,192.00	7,591.00	17,783.00	4.99	30.83	26.22	28.53	211.91	330.54	289.51	623.38
Physical Sciences													
ASTR	2001-02	80.00	0.00	220.00	220.00	0.40	0.00	0.56	0.28	200.00		396.00	792.00
ASTR	2002-03	84.00	292.00	300.00	592.00	0.40	0.60	0.60	0.60	210.00	486.67	500.00	986.67
ASTR	2003-04	66.00	292.00	309.00	601.00	0.32	0.60	0.60	0.60	206.25	486.67	515.00	1,001.67
ASTR	2004-05	0.00	300.00	316.00	616.00	0.00	0.60	0.60	0.60		500.00	526.67	1,026.67
ASTR	2005-06	39.00	224.00	308.00	532.00	0.32	0.67	0.78	0.72	121.88	336.00	397.42	738.03
CHEM	2001-02	589.00	3,735.00	3,418.00	7,153.00	3.64	10.27	11.14	10.71	161.77	363.50	306.71	667.91
CHEM	2002-03	644.00	4,279.00	3,462.00	7,741.00	3.44	11.08	12.69	11.88	187.38	386.29	272.90	651.52
CHEM	2003-04	648.00	4,652.00	3,829.00	8,481.00	3.52	12.15	13.02	12.58	184.09	382.91	294.13	673.97
CHEM	2004-05	778.00	4,870.00	3,982.00	8,852.00	2.48	13.03	13.07	13.05	313.14	373.75	304.74	678.39
CHEM	2005-06	925.00	5,441.00	4,488.00	9,929.00	3.12	13.69	13.81	13.75	296.47	397.40	324.98	722.07
GEOL	2001-02	0.00	341.00	47.00	388.00	0.00	1.00	0.44	0.72		341.00	105.75	537.23
GEOL	2002-03	9.00	263.00	99.00	362.00	0.00	1.00	0.67	0.83		263.00	148.57	434.49
GEOL	2003-04	9.00	344.00	81.00	425.00	0.17	1.00	0.33	0.67	52.50	344.00	243.00	637.50
GEOL	2004-05	12.00	345.00	84.00	429.00	0.17	1.00	0.33	0.67	70.00	345.00	252.00	643.50
GEOL	2005-06	0.00	368.00	78.00	446.00	0.00	1.00	0.33	0.67		368.00	234.00	669.00
INCT	2001-02	0.00	50.00	53.00	103.00	0.00	0.67	0.80	0.73		75.00	66.48	140.71

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Arts and Sciences													
Physical Sciences													
INCT	2002-03	0.00	36.00	0.00	36.00	0.00	0.67	0.00	0.33		54.00		108.00
INCT	2003-04	12.00	0.00	0.00	0.00	0.17	0.00	0.00	0.00	71.86			
PHSC	2001-02	0.00	176.00	272.00	448.00	0.00	0.85	0.71	0.78		207.00	385.51	575.92
PHSC	2002-03	0.00	172.00	280.00	452.00	0.00	0.67	0.67	0.67		258.00	420.00	678.00
PHSC	2003-04	84.00	192.00	288.00	480.00	0.23	0.67	0.67	0.67	367.50	288.00	432.00	720.00
PHSC	2004-05	76.00	184.00	288.00	472.00	0.23	0.67	0.67	0.67	332.50	276.00	432.00	708.00
PHSC	2005-06	92.00	200.00	292.00	492.00	0.40	0.60	0.67	0.63	230.00	333.33	438.00	776.84
PHYS	2001-02	152.00	1,327.00	1,414.00	2,741.00	0.87	4.03	4.36	4.19	174.71	329.46	324.23	653.48
PHYS	2002-03	36.00	1,469.00	1,525.00	2,994.00	0.40	4.30	4.59	4.44	90.00	341.25	332.61	673.58
PHYS	2003-04	140.00	1,444.00	1,554.00	2,998.00	1.00	4.30	4.40	4.35	140.00	335.44	353.18	688.82
PHYS	2004-05	65.00	1,563.00	1,721.00	3,284.00	0.33	4.57	4.80	4.68	196.97	342.14	358.54	701.09
PHYS	2005-06	96.00	1,536.00	1,851.00	3,387.00	0.44	4.40	5.04	4.72	218.18	348.96	367.63	717.84
Social Sciences													
ANTH	2001-02	51.00	333.00	414.00	747.00	0.25	1.00	1.00	1.00	204.00	333.00	414.00	747.00
ANTH	2002-03	11.00	463.00	429.00	892.00	0.00	1.25	1.00	1.13		370.40	429.00	792.89
ANTH	2003-04	0.00	378.00	426.00	804.00	0.00	1.00	1.00	1.00		378.00	426.00	804.00
ANTH	2004-05	0.00	388.00	351.00	739.00	0.00	1.00	1.00	1.00		388.00	351.00	739.00
ANTH	2005-06	6.00	507.00	424.00	931.00	0.00	1.00	1.25	1.13		507.00	339.20	827.56
GEOG	2001-02	183.00	1,034.00	882.00	1,916.00	0.50	2.50	2.75	2.63	366.00	413.60	320.73	729.90
GEOG	2002-03	201.00	1,081.00	1,191.00	2,272.00	0.75	3.00	3.25	3.13	268.00	360.33	366.46	727.04

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

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Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Arts and Sciences													
Social Sciences													
GEOG	2003-04	280.00	1,236.00	1,425.00	2,661.00	1.00	3.33	3.80	3.57	280.00	370.80	375.12	746.20
GEOG	2004-05	153.00	1,245.00	1,443.00	2,688.00	0.50	3.50	4.06	3.78	306.00	355.71	355.20	710.88
GEOG	2005-06	228.00	1,089.00	1,521.00	2,610.00	1.00	3.00	4.50	3.75	228.00	363.00	338.00	696.00
PLSC	2001-02	537.00	966.00	1,212.00	2,178.00	2.16	2.50	2.88	2.69	248.61	386.40	421.57	810.42
PLSC	2002-03	639.00	1,081.00	1,330.00	2,411.00	2.50	2.71	3.08	2.90	255.60	398.34	431.82	832.27
PLSC	2003-04	696.00	924.00	1,331.00	2,255.00	2.17	3.33	3.83	3.58	321.23	277.48	347.52	629.89
PLSC	2004-05	648.00	937.00	1,275.00	2,212.00	2.00	3.18	3.75	3.46	324.00	294.65	340.00	638.38
PLSC	2005-06	638.00	1,086.00	1,273.00	2,359.00	2.53	2.64	3.42	3.03	252.54	411.88	372.22	778.98
PSYC	2001-02	595.00	3,483.00	3,514.00	6,997.00	1.75	8.89	8.00	8.44	340.00	391.94	439.25	828.70
PSYC	2002-03	609.00	3,468.00	3,559.00	7,027.00	2.09	8.41	8.41	8.41	291.26	412.37	423.19	835.55
PSYC	2003-04	557.00	3,669.00	3,816.00	7,485.00	1.83	9.91	9.25	9.58	304.37	370.23	412.76	781.52
PSYC	2004-05	405.00	3,579.00	3,516.00	7,095.00	1.75	9.16	8.41	8.79	231.43	390.72	418.07	807.63
PSYC	2005-06	329.00	3,456.00	3,474.00	6,930.00	1.33	9.08	8.99	9.03	247.37	380.62	386.43	767.02
SCWK	2001-02	215.00	632.00	768.00	1,400.00	2.32	6.09	6.07	6.08	92.75	103.78	126.52	230.27
SCWK	2002-03	325.00	645.00	795.00	1,440.00	3.75	4.92	5.66	5.29	86.67	131.01	140.46	272.13
SCWK	2003-04	228.00	635.00	985.00	1,620.00	2.10	5.02	6.14	5.58	108.57	126.47	160.42	290.29
SCWK	2004-05	425.00	781.00	1,006.00	1,787.00	4.92	5.76	6.82	6.29	86.37	135.63	147.51	284.14
SCWK	2005-06	408.00	765.00	1,060.00	1,825.00	2.31	6.01	6.38	6.19	176.62	127.29	166.19	294.64
SOCY	2001-02	312.00	2,499.00	2,565.00	5,064.00	1.25	6.50	6.00	6.25	249.60	384.46	427.50	810.24
SOCY	2002-03	294.00	2,757.00	2,658.00	5,415.00	1.00	7.00	7.00	7.00	294.00	393.86	379.71	773.57
SOCY	2003-04	234.00	2,742.00	2,664.00	5,406.00	0.75	7.98	6.25	7.12	312.00	343.58	426.24	759.76

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Arts and Sciences													
Social Sciences													
SOCY	2004-05	351.00	2,706.00	2,772.00	5,478.00	2.45	7.67	7.00	7.34	143.00	352.73	396.00	746.75
SOCY	2005-06	273.00	2,745.00	2,736.00	5,481.00	1.25	7.50	6.57	7.03	218.40	366.00	416.55	779.21
SSCI	2001-02	0.00	269.00	373.00	642.00	0.00	0.63	1.18	0.90		429.39	315.21	709.47
SSCI	2002-03	0.00	246.00	402.00	648.00	0.00	0.79	1.20	0.99		312.05	335.00	651.80
SSCI	2003-04	3.00	287.00	413.00	700.00	0.00	0.52	1.05	0.78		556.87	393.33	894.35
SSCI	2004-05	54.00	306.00	454.00	760.00	0.57	1.10	1.10	1.10	95.04	277.72	412.73	690.34
SSCI	2005-06	36.00	238.00	531.00	769.00	0.47	1.17	1.58	1.37	76.00	204.00	336.90	560.74

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Accountancy, Finance, Econ, & Statistics													
ACCT	2002-03	0.00	0.00	2,229.00	2,229.00	0.00	0.00	9.25	4.63			240.97	481.95
ACCT	2003-04	252.00	2,289.00	2,307.00	4,596.00	1.50	8.75	8.25	8.50	168.00	261.60	279.64	540.71
ACCT	2004-05	285.00	2,466.00	2,290.00	4,756.00	1.50	8.50	7.42	7.96	190.00	290.12	308.76	597.61
ACCT	2005-06	387.00	2,799.00	0.00	2,799.00	1.25	8.58	0.00	4.29	309.60	326.10		652.19
ECON	2002-03	0.00	0.00	1,734.00	1,734.00	0.00	0.00	4.00	2.00			433.50	867.00
ECON	2003-04	528.00	1,887.00	1,830.00	3,717.00	1.50	4.00	4.50	4.25	352.00	471.75	406.67	874.59
ECON	2004-05	603.00	1,905.00	1,944.00	3,849.00	2.00	4.25	4.50	4.38	301.50	448.24	432.00	879.77
ECON	2005-06	534.00	1,917.00	0.00	1,917.00	2.00	4.50	0.00	2.25	267.00	426.00		852.00
FINC	2002-03	0.00	0.00	873.00	873.00	0.00	0.00	3.50	1.75			249.43	498.86
FINC	2003-04	267.00	804.00	966.00	1,770.00	1.00	4.00	3.75	3.88	267.00	201.00	257.60	456.77
FINC	2004-05	264.00	957.00	825.00	1,782.00	1.17	4.75	3.00	3.88	226.29	201.47	275.00	459.87
FINC	2005-06	225.00	924.00	0.00	924.00	1.00	4.33	0.00	2.17	225.00	213.23		426.46
STQM	2002-03	0.00	0.00	978.00	978.00	0.00	0.00	3.75	1.88			260.80	521.60
STQM	2003-04	93.00	711.00	837.00	1,548.00	0.50	3.25	3.50	3.38	186.00	218.77	239.14	458.67
STQM	2004-05	102.00	753.00	741.00	1,494.00	0.50	3.00	3.00	3.00	204.00	251.00	247.00	498.00
STQM	2005-06	105.00	768.00	0.00	768.00	0.50	2.50	0.00	1.25	210.00	307.20		614.40
Accountancy/Econ/Applied Stats													
ACCT	2001-02	423.00	2,424.00	2,469.00	4,893.00	2.00	10.00	9.75	9.88	211.50	242.40	253.23	495.49
ACCT	2002-03	336.00	2,655.00	0.00	2,655.00	2.00	10.25	0.00	5.13	168.00	259.02		518.05
ECON	2001-02	444.00	1,572.00	1,752.00	3,324.00	1.25	4.00	4.00	4.00	355.20	393.00	438.00	831.00

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Accountancy/Econ/Applied Stats													
ECON	2002-03	402.00	1,740.00	0.00	1,740.00	0.92	4.00	0.00	2.00	436.96	435.00		870.00
STQM	2001-02	249.00	900.00	1,050.00	1,950.00	1.50	3.50	4.00	3.75	166.00	257.14	262.50	520.00
STQM	2002-03	255.00	849.00	0.00	849.00	1.25	3.75	0.00	1.88	204.00	226.40		452.80
College of Business Graduate Programs													
HSCJ	2005-06	0.00	0.00	123.00	123.00	0.00	0.00	0.67	0.33			184.50	369.00
MISM	2002-03	0.00	0.00	759.00	759.00	0.00	0.00	7.25	3.62			104.69	209.38
MISM	2003-04	363.00	379.00	339.00	718.00	2.67	2.83	2.22	2.53	135.79	133.76	152.55	284.04
MISM	2004-05	102.00	411.00	351.00	762.00	1.08	3.25	2.58	2.92	94.15	126.46	135.87	261.26
MISM	2005-06	81.00	294.00	243.00	537.00	0.33	2.30	1.92	2.11	245.88	127.83	126.78	254.70
MMBA	2003-04	0.00	498.00	465.00	963.00	0.00	3.33	2.78	3.05		149.70	167.27	315.39
MMBA	2004-05	312.00	450.00	438.00	888.00	1.66	3.24	3.44	3.34	188.33	138.77	127.36	265.80
MMBA	2005-06	300.00	432.00	351.00	783.00	1.49	3.33	2.41	2.87	201.91	129.73	145.44	272.66
MTED	2003-04	159.00	0.00	0.00	0.00	1.34	0.00	0.00	0.00	118.95			
MTED	2004-05	114.00	0.00	0.00	0.00	1.25	0.00	0.00	0.00	91.20			
MTED	2005-06	15.00	0.00	0.00	0.00	0.17	0.00	0.00	0.00	89.55			
Computer Information Systems Dept													
ACCT	2005-06	0.00	0.00	2,604.00	2,604.00	0.00	0.00	7.50	3.75			347.20	694.40
CISM	2001-02	486.00	105.00	84.00	189.00	2.91	0.50	0.75	0.63	167.03	210.00	112.00	302.40

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Computer Information Systems Dept													
CISM	2002-03	210.00	0.00	0.00	0.00	0.95	0.00	0.00	0.00	220.42			
CIST	2002-03	0.00	57.00	39.00	96.00	0.00	0.67	0.67	0.67		85.50	58.50	144.00
CIST	2003-04	0.00	3.00	0.00	3.00	0.00	0.00	0.00	0.00				
FINC	2005-06	0.00	0.00	972.00	972.00	0.00	0.00	4.00	2.00			243.00	486.00
ISYS	2001-02	882.00	4,743.00	4,895.00	9,638.00	3.81	19.00	18.61	18.80	231.70	249.63	263.05	512.55
ISYS	2002-03	822.00	4,278.00	4,079.00	8,357.00	4.05	18.77	17.23	18.00	203.19	227.98	236.69	464.30
ISYS	2003-04	789.00	3,902.00	3,810.00	7,712.00	4.00	15.92	14.63	15.27	197.25	245.15	260.46	504.97
ISYS	2004-05	615.00	3,294.00	3,180.00	6,474.00	2.50	14.01	13.00	13.50	246.00	235.12	244.62	479.38
ISYS	2005-06	813.00	2,988.00	2,961.00	5,949.00	3.34	12.25	12.33	12.29	243.78	243.92	240.08	483.99
MISM	2001-02	521.00	1,177.00	1,111.00	2,288.00	5.11	8.33	7.92	8.12	101.96	141.30	140.34	281.66
MISM	2002-03	495.00	929.00	0.00	929.00	4.34	7.25	0.00	3.62	114.06	128.14		256.28
Management													
BLAW	2001-02	309.00	1,227.00	1,180.00	2,407.00	1.00	4.11	3.39	3.75	309.00	298.46	347.67	641.43
BLAW	2002-03	233.00	1,260.00	1,335.00	2,595.00	1.00	4.12	4.14	4.13	233.00	305.76	322.15	627.96
BLAW	2003-04	168.00	1,032.00	1,118.00	2,150.00	0.86	3.54	3.42	3.48	195.35	291.62	327.21	618.20
BLAW	2004-05	189.00	984.00	1,127.00	2,111.00	1.50	2.87	3.30	3.08	126.00	342.75	341.84	684.53
BLAW	2005-06	105.00	1,032.00	1,183.00	2,215.00	0.27	3.19	3.14	3.16	385.00	323.28	377.30	700.09
BUSN	2001-02	24.00	657.00	354.00	1,011.00	0.25	2.17	1.00	1.58	96.00	303.23	354.00	638.53
BUSN	2002-03	0.00	666.00	447.00	1,113.00	0.00	3.00	1.52	2.26		222.00	293.55	492.18

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Management													
BUSN	2003-04	0.00	606.00	807.00	1,413.00	0.00	2.92	2.70	2.81		207.77	298.89	503.15
BUSN	2004-05	117.00	750.00	1,104.00	1,854.00	0.50	2.50	3.25	2.88	234.00	300.00	339.69	644.87
BUSN	2005-06	138.00	858.00	1,074.00	1,932.00	0.38	3.00	3.36	3.18	368.00	286.00	319.91	607.82
ECON	2005-06	0.00	0.00	1,935.00	1,935.00	0.00	0.00	4.50	2.25			430.00	860.00
FINC	2001-02	246.00	852.00	861.00	1,713.00	0.75	3.27	3.00	3.14	328.00	260.33	287.00	546.17
FINC	2002-03	366.00	885.00	0.00	885.00	1.50	3.92	0.00	1.96	244.00	225.96		451.91
HOMT	2002-03	0.00	0.00	184.00	184.00	0.00	0.00	1.61	0.81			113.97	227.94
HOMT	2003-04	25.00	128.00	290.00	418.00	0.27	0.96	1.03	0.99	94.00	133.63	282.63	421.38
HOMT	2004-05	140.00	106.00	464.00	570.00	0.26	0.49	1.50	0.99	545.07	217.53	309.89	574.43
HOMT	2005-06	158.00	156.00	476.00	632.00	0.50	0.49	2.17	1.33	314.75	316.27	219.08	474.12
INSR	2001-02	0.00	60.00	0.00	60.00	0.00	0.25	0.00	0.13		240.00		480.00
INSR	2002-03	0.00	0.00	51.00	51.00	0.00	0.00	0.25	0.13			204.00	408.00
INTB	2001-02	75.00	285.00	309.00	594.00	0.75	1.64	1.88	1.76	100.00	173.63	164.80	337.84
INTB	2002-03	165.00	333.00	258.00	591.00	1.25	1.75	1.75	1.75	132.00	190.29	147.55	337.85
INTB	2003-04	57.00	348.00	381.00	729.00	0.50	2.17	1.75	1.96	114.00	160.62	217.71	372.26
INTB	2004-05	24.00	303.00	351.00	654.00	0.25	1.51	1.08	1.30	96.00	200.66	324.00	504.37
INTB	2005-06	27.00	363.00	264.00	627.00	0.25	1.50	0.89	1.20	108.00	242.00	295.68	524.06
LLAW	2001-02	0.00	247.00	268.00	515.00	0.00	0.81	1.25	1.03		305.81	213.84	499.77
LLAW	2002-03	0.00	226.00	208.00	434.00	0.00	1.13	1.25	1.19		200.16	165.97	364.34
LLAW	2003-04	0.00	265.00	264.00	529.00	0.00	1.13	1.25	1.19		234.70	210.65	444.10

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Management													
LLAW	2004-05	0.00	313.00	313.00	626.00	0.00	1.13	1.18	1.16		277.21	264.85	541.77
LLAW	2005-06	0.00	331.00	306.00	637.00	0.00	1.06	1.18	1.12		312.95	258.92	568.87
MGMT	2001-02	481.00	2,352.00	2,977.00	5,329.00	2.08	7.74	9.41	8.58	231.25	303.70	316.37	621.30
MGMT	2002-03	639.00	2,278.00	2,954.00	5,232.00	2.73	8.08	9.97	9.03	234.30	281.81	296.33	579.66
MGMT	2003-04	585.00	2,484.00	2,851.00	5,335.00	2.06	8.25	7.96	8.11	284.30	301.09	358.05	658.13
MGMT	2004-05	594.00	2,832.00	3,288.00	6,120.00	2.00	8.51	10.25	9.38	297.00	332.82	320.78	652.49
MGMT	2005-06	672.00	2,994.00	3,573.00	6,567.00	1.63	9.25	10.25	9.75	413.54	323.68	348.59	673.54
REAL	2001-02	0.00	69.00	114.00	183.00	0.00	0.25	0.50	0.38		274.63	228.00	487.19
REAL	2002-03	0.00	30.00	123.00	153.00	0.00	0.25	0.77	0.51		120.00	159.18	299.20
REAL	2003-04	6.00	75.00	168.00	243.00	0.00	0.25	0.50	0.38		297.62	336.00	646.28
REAL	2004-05	0.00	51.00	135.00	186.00	0.00	0.25	0.75	0.50		204.00	180.34	372.53
REAL	2005-06	0.00	75.00	133.00	208.00	0.00	0.25	0.50	0.38		300.00	266.00	554.67
RFIM	2002-03	0.00	0.00	280.00	280.00	0.00	0.00	2.14	1.07			131.11	262.23
RFIM	2003-04	137.00	447.00	354.00	801.00	0.23	2.29	1.39	1.84	585.36	195.01	253.96	434.61
RFIM	2004-05	153.00	451.00	364.00	815.00	0.49	2.01	1.28	1.64	310.25	224.08	285.40	495.72
RFIM	2005-06	138.00	562.00	309.00	871.00	0.50	2.59	1.10	1.84	277.10	217.26	280.91	472.50
Marketing													
ADVG	2001-02	126.00	647.00	660.00	1,307.00	0.50	1.92	2.42	2.17	252.00	337.57	273.10	603.23
ADVG	2002-03	120.00	665.00	597.00	1,262.00	0.50	1.92	2.00	1.96	240.00	346.96	298.50	644.43
ADVG	2003-04	126.00	671.00	705.00	1,376.00	0.50	2.17	2.17	2.17	252.00	309.69	324.88	634.59

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Marketing													
ADVG	2004-05	117.00	751.00	742.00	1,493.00	0.42	2.50	2.55	2.52	280.80	300.40	291.25	591.57
ADVG	2005-06	84.00	633.00	798.00	1,431.00	0.50	2.50	2.63	2.56	168.00	253.20	304.00	558.44
ECOM	2001-02	33.00	21.00	30.00	51.00	0.25	0.25	0.33	0.29	132.00	84.00	90.00	174.86
ECOM	2002-03	99.00	33.00	111.00	144.00	0.50	0.25	0.50	0.38	198.00	132.00	222.00	384.00
ECOM	2003-04	117.00	0.00	141.00	141.00	0.50	0.00	0.50	0.25	234.00		282.00	564.00
ECOM	2004-05	126.00	0.00	129.00	129.00	0.50	0.00	0.50	0.25	252.00		258.00	516.00
ECOM	2005-06	114.00	0.00	54.00	54.00	0.50	0.00	0.25	0.13	228.00		216.00	432.00
HOMT	2001-02	21.00	65.00	187.00	252.00	0.23	0.99	1.95	1.47	89.57	65.77	95.98	171.62
HOMT	2002-03	26.00	80.00	0.00	80.00	0.27	0.98	0.00	0.49	95.50	81.66		163.32
MIMG	2001-02	2.00	85.00	4.00	89.00	0.00	0.88	0.33	0.60		97.14	12.00	147.31
MIMG	2002-03	12.00	110.00	17.00	127.00	0.20	0.63	0.40	0.51	60.00	176.00	42.50	247.80
MIMG	2003-04	52.00	124.00	5.00	129.00	1.00	0.75	0.33	0.54	52.00	165.33	15.00	238.15
MIMG	2004-05	42.00	138.00	10.00	148.00	0.78	0.88	0.50	0.69	53.85	157.71	20.00	215.27
MIMG	2005-06	40.00	146.00	6.00	152.00	0.42	0.75	0.44	0.60	94.59	194.67	13.50	254.51
MKTG	2001-02	780.00	2,061.00	1,962.00	4,023.00	3.42	7.50	6.25	6.88	228.29	274.80	313.92	585.16
MKTG	2002-03	624.00	1,923.00	2,073.00	3,996.00	2.44	7.25	6.75	7.00	255.45	265.24	307.11	570.86
MKTG	2003-04	499.00	1,833.00	2,013.00	3,846.00	1.44	6.17	5.95	6.06	345.97	297.24	338.32	634.83
MKTG	2004-05	523.00	2,163.00	2,042.00	4,205.00	2.43	6.92	6.15	6.54	214.93	312.72	331.78	643.39
MKTG	2005-06	604.00	2,235.00	2,070.00	4,305.00	2.50	7.25	6.63	6.94	241.60	308.28	312.45	620.54
PGMG	2001-02	242.00	330.00	186.00	516.00	0.88	0.88	0.88	0.88	275.00	375.00	211.36	586.36
PGMG	2002-03	248.00	246.00	170.00	416.00	0.88	0.88	0.88	0.88	281.82	279.55	193.18	472.73

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Marketing													
PGMG	2003-04	292.00	288.00	161.00	449.00	0.95	0.88	0.88	0.88	306.08	327.27	182.95	510.23
PGMG	2004-05	350.00	296.00	178.00	474.00	1.17	0.88	0.93	0.90	299.15	336.36	191.89	524.45
PGMG	2005-06	338.00	289.00	149.00	438.00	1.33	0.94	0.94	0.94	254.14	307.45	158.51	465.96
PREL	2001-02	18.00	260.00	303.00	563.00	0.00	1.00	1.50	1.25		260.00	202.00	450.40
PREL	2002-03	33.00	376.00	370.00	746.00	0.00	1.25	1.75	1.50		300.80	211.43	497.33
PREL	2003-04	30.00	316.00	297.00	613.00	0.00	1.25	1.25	1.25		252.80	237.60	490.40
PREL	2004-05	33.00	300.00	293.00	593.00	0.00	1.25	1.46	1.36		240.00	200.10	436.95
PREL	2005-06	27.00	298.00	276.00	574.00	0.25	1.00	1.25	1.13	108.00	298.00	220.80	510.22
PTMG	2001-02	68.00	189.00	88.00	277.00	0.20	0.21	0.20	0.21	331.71	921.95	429.27	1,351.22
PTMG	2002-03	50.00	132.00	62.00	194.00	0.20	0.20	0.20	0.20	243.90	643.90	302.44	946.34
PTMG	2003-04	40.00	128.00	52.00	180.00	0.20	0.67	0.50	0.58	195.12	191.04	104.00	307.69
PTMG	2004-05	50.00	122.00	64.00	186.00	0.50	0.67	0.67	0.67	100.00	182.09	95.52	277.61
PTMG	2005-06	52.00	145.00	62.00	207.00	0.67	0.67	0.67	0.67	77.61	216.42	92.54	308.96
RETG	2001-02	306.00	485.00	501.00	986.00	0.83	1.75	1.50	1.63	367.20	277.14	334.00	606.77
RETG	2002-03	261.00	498.00	501.00	999.00	1.00	1.75	1.75	1.75	261.00	284.57	286.29	570.86
RETG	2003-04	177.00	528.00	534.00	1,062.00	0.75	2.00	1.50	1.75	236.00	264.00	356.00	606.86
RETG	2004-05	180.00	207.00	297.00	504.00	0.65	0.75	0.64	0.70	276.92	276.00	462.00	723.69
RETG	2005-06	99.00	303.00	462.00	765.00	0.50	1.25	0.63	0.94	198.00	242.40	739.20	816.00
RFIM	2001-02	43.00	324.00	280.00	604.00	0.27	2.43	1.63	2.03	161.93	133.24	172.03	297.58
RFIM	2002-03	35.00	352.00	0.00	352.00	1.23	2.27	0.00	1.14	28.51	155.04		310.09
STQM	2005-06	0.00	0.00	849.00	849.00	0.00	0.00	2.88	1.44			295.30	590.61

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	**Year**	**Summer**	**Fall**	**Winter**	**F + W (a)**	**Summer**	**Fall**	**Winter**	**Avg F + W (b)**	**Summer**	**Fall**	**Winter**	**F + W (a / b)**
College of Business													
Marketing													
VISC	2001-02	0.00	844.00	768.00	1,612.00	0.00	7.34	5.20	6.27		114.93	147.58	256.94
VISC	2002-03	0.00	247.00	250.00	497.00	0.00	2.08	1.82	1.95		118.73	137.25	254.75
VISC	2003-04	0.00	30.00	15.00	45.00	0.00	0.25	0.00	0.13		120.00		360.00
VISD	2001-02	0.00	501.00	429.00	930.00	0.00	3.67	2.62	3.14		136.64	163.57	295.74
VISD	2002-03	0.00	867.00	765.00	1,632.00	0.00	4.96	4.93	4.95		174.72	155.22	330.01
VISD	2003-04	0.00	1,179.00	1,068.00	2,247.00	0.00	7.00	6.25	6.63		168.43	170.88	339.17
VISD	2004-05	0.00	1,251.00	1,074.00	2,325.00	0.00	6.75	6.14	6.45		185.33	174.84	360.66
VISD	2005-06	39.00	1,482.00	1,125.00	2,607.00	0.27	7.25	6.50	6.87	143.00	204.41	173.08	379.20

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Education & Human Serv													
Criminal Justice													
CRIM	2001-02	1,471.00	3,329.00	3,324.00	6,653.00	9.29	13.47	14.51	13.99	158.34	247.18	229.08	475.59
CRIM	2002-03	1,318.00	3,080.00	3,462.00	6,542.00	9.57	15.30	16.43	15.86	137.72	201.35	210.71	412.40
CRIM	2003-04	1,329.00	3,761.00	3,675.00	7,436.00	9.54	16.67	15.98	16.33	139.31	225.67	229.91	455.49
CRIM	2004-05	1,642.00	3,301.00	3,819.00	7,120.00	6.81	14.10	16.20	15.15	241.07	234.18	235.71	470.00
CRIM	2005-06	1,333.00	4,291.00	4,434.00	8,725.00	7.18	18.29	20.68	19.49	185.61	234.54	214.36	447.67
MSCI	2001-02	0.00	54.00	36.00	90.00	0.00	0.00	0.00	0.00				
MSCI	2002-03	0.00	43.00	46.00	89.00	0.00	0.00	0.00	0.00				
MSCI	2003-04	0.00	28.00	28.00	56.00	0.00	0.00	0.00	0.00				
MSCI	2004-05	0.00	24.00	33.00	57.00	0.00	0.00	0.00	0.00				
MSCI	2005-06	0.00	59.00	62.00	121.00	0.00	0.00	0.00	0.00				
Leisure Studies and Wellness													
HLTH	2001-02	49.00	358.00	322.00	680.00	0.08	1.48	0.95	1.22	583.33	241.49	338.95	559.11
HLTH	2002-03	26.00	380.00	413.00	793.00	0.12	1.30	1.33	1.32	216.67	292.31	309.75	602.28
HLTH	2003-04	45.00	361.00	339.00	700.00	0.25	1.15	1.11	1.13	181.82	313.44	306.06	619.65
HLTH	2004-05	38.00	414.00	193.00	607.00	0.17	1.33	0.81	1.07	223.53	310.50	237.05	565.30
PHED	2001-02	132.00	642.00	715.00	1,357.00	0.99	2.25	2.35	2.30	133.87	284.78	304.28	589.47
PHED	2002-03	200.00	533.00	662.00	1,195.00	1.29	2.49	2.46	2.48	155.04	214.06	268.87	482.62
PHED	2003-04	70.00	413.00	513.00	926.00	0.44	1.55	1.73	1.64	157.44	267.16	297.27	566.09
PHED	2004-05	58.00	358.00	419.00	777.00	0.40	1.24	1.28	1.26	143.52	287.81	328.08	616.42
RMLS	2001-02	111.00	541.00	414.00	955.00	0.69	2.59	2.60	2.60	160.87	208.74	159.22	367.88

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

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College of Education & Human Serv													
Leisure Studies and Wellness													
RMLS	2002-03	69.00	432.00	461.00	893.00	0.50	2.21	2.66	2.43	138.00	195.92	173.30	367.11
RMLS	2003-04	78.00	474.00	432.00	906.00	0.46	2.35	2.17	2.26	170.65	201.78	199.38	401.26
RMLS	2004-05	79.00	716.00	464.00	1,180.00	0.60	3.11	2.56	2.83	132.58	230.39	181.34	416.49
Recreation Leisure Services & Wellness													
RMLS	2005-06	223.00	1,294.00	1,147.00	2,441.00	1.70	4.56	5.35	4.96	131.51	283.63	214.21	492.30
School of Education													
ECTE	2001-02	0.00	0.00	239.00	239.00	0.00	0.00	1.78	0.89			134.46	268.91
ECTE	2002-03	423.00	265.00	356.00	621.00	3.29	1.81	2.11	1.96	128.64	146.47	168.76	316.94
ECTE	2003-04	189.00	267.00	220.00	487.00	1.54	1.92	1.53	1.72	122.83	139.07	144.14	282.62
ECTE	2004-05	237.00	104.00	245.00	349.00	2.72	0.54	2.03	1.29	87.13	191.41	120.55	271.00
ECTE	2005-06	237.00	260.00	319.00	579.00	1.56	1.47	2.32	1.90	151.69	176.40	137.58	305.34
EDCD	2001-02	42.00	324.00	395.00	719.00	0.41	2.42	2.41	2.42	101.61	133.88	163.80	297.63
EDCD	2002-03	52.00	323.00	500.00	823.00	0.52	1.67	2.63	2.15	100.94	193.80	190.11	383.09
EDCD	2003-04	127.00	400.00	494.00	894.00	0.55	1.69	2.39	2.04	229.36	237.39	206.69	438.77
EDCD	2004-05	113.00	414.00	371.00	785.00	1.02	2.00	1.84	1.92	110.78	206.54	201.63	408.38
EDCD	2005-06	33.00	375.00	244.00	619.00	0.35	1.75	1.42	1.59	94.29	214.29	171.83	390.54
EDLA	2002-03	0.00	0.00	226.00	226.00	0.00	0.00	0.59	0.30			382.15	764.30
EDLA	2003-04	114.00	440.00	367.00	807.00	0.50	1.43	1.77	1.60	228.00	308.51	206.86	504.32
EDLA	2004-05	252.00	343.00	548.00	891.00	0.97	1.44	2.01	1.72	261.05	239.01	272.23	516.81

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Education & Human Serv													
School of Education													
EDLA	2005-06	291.00	720.00	688.00	1,408.00	1.69	2.02	2.71	2.37	172.69	355.82	253.78	594.78
EDPE	2004-05	0.00	81.00	63.00	144.00	0.00	0.66	0.50	0.58		122.17	126.00	247.63
EDPE	2005-06	3.00	156.00	58.00	214.00	0.21	0.82	0.33	0.58	14.00	190.67	174.00	371.68
EDPH	2003-04	90.00	0.00	24.00	24.00	0.33	0.00	0.25	0.13	271.08		96.00	192.00
EDPH	2004-05	78.00	0.00	18.00	18.00	0.76	0.00	0.25	0.13	102.63		72.00	144.00
EDPH	2005-06	79.00	21.00	3.00	24.00	0.76	0.25	0.00	0.13	103.95	84.00		192.00
EDUC	2001-02	1,765.00	3,397.00	3,059.00	6,456.00	8.38	14.87	16.34	15.60	210.73	228.45	187.27	413.78
EDUC	2002-03	1,394.00	4,046.00	3,643.00	7,689.00	8.51	19.65	17.69	18.67	163.84	205.92	205.94	411.85
EDUC	2003-04	1,875.00	4,451.00	4,711.00	9,162.00	6.55	21.62	24.29	22.95	286.45	205.88	193.98	399.17
EDUC	2004-05	1,535.00	4,937.00	4,476.00	9,413.00	7.66	26.65	25.76	26.21	200.49	185.22	173.74	359.16
EDUC	2005-06	1,637.00	4,842.00	4,321.00	9,163.00	8.49	26.44	24.76	25.60	192.81	183.12	174.52	357.93
ERLA	2002-03	0.00	3.00	0.00	3.00	0.00	0.00	0.00	0.00				
ERLA	2003-04	0.00	3.00	36.00	39.00	0.00	0.00	0.20	0.10			180.00	390.00
ERLA	2004-05	0.00	0.00	75.00	75.00	0.00	0.00	0.33	0.17			227.27	454.55
ERLA	2005-06	78.00	45.00	42.00	87.00	0.25	0.25	0.23	0.24	312.00	180.00	186.20	365.88
ESPN	2003-04	0.00	0.00	42.00	42.00	0.00	0.00	0.38	0.19			112.00	224.00
ESPN	2004-05	87.00	99.00	129.00	228.00	0.83	0.66	0.58	0.62	104.82	149.25	222.41	366.76
ESPN	2005-06	72.00	129.00	237.00	366.00	0.33	0.75	1.16	0.96	218.18	172.00	204.31	383.25
Television Production													

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Education & Human Serv													
Television Production													
TVPR	2001-02	42.00	573.00	458.00	1,031.00	0.15	4.16	3.42	3.79	280.00	137.74	133.92	272.03
TVPR	2002-03	222.00	801.00	490.00	1,291.00	2.11	4.42	3.67	4.04	105.03	181.22	133.51	319.16
TVPR	2003-04	225.00	869.00	696.00	1,565.00	2.00	4.99	3.84	4.42	112.50	174.15	181.25	354.47
TVPR	2004-05	244.00	822.00	766.00	1,588.00	1.83	5.24	5.25	5.25	133.33	156.87	145.90	302.76
TVPR	2005-06	258.00	1,016.00	890.00	1,906.00	0.85	6.45	6.01	6.23	303.53	157.59	148.09	306.01

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Optometry													
Optometry													
OPTM	2001-02	443.00	2,357.00	2,396.00	4,753.00	13.25	20.66	20.25	20.45	33.43	114.11	118.32	232.39
OPTM	2002-03	405.00	2,295.00	2,362.00	4,657.00	11.00	19.17	20.30	19.73	36.82	119.74	116.37	236.01
OPTM	2003-04	416.00	2,362.00	2,403.00	4,765.00	10.00	18.65	19.30	18.98	41.60	126.65	124.49	251.10
OPTM	2004-05	403.00	2,384.00	2,362.00	4,746.00	11.00	21.15	22.14	21.65	36.64	112.72	106.67	219.24
OPTM	2005-06	476.00	2,145.00	2,343.00	4,488.00	11.75	16.65	16.74	16.69	40.51	128.83	139.99	268.85

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Pharmacy													
Pharmacy													
PHAD	2001-02	96.00	571.00	446.00	1,017.00	2.00	3.04	2.57	2.80	48.00	187.93	173.62	362.74
PHAD	2002-03	193.00	737.00	812.00	1,549.00	2.00	2.43	2.48	2.46	96.50	303.01	327.46	630.71
PHAD	2003-04	160.00	795.00	787.00	1,582.00	2.00	2.11	2.90	2.50	80.00	377.66	271.55	632.39
PHAD	2004-05	208.00	811.00	868.00	1,679.00	3.00	2.12	2.94	2.53	69.33	382.08	295.32	663.41
PHAD	2005-06	147.00	908.00	846.00	1,754.00	2.22	1.27	0.89	1.08	66.10	712.72	947.29	1,618.78
PHAR	2001-02	109.00	726.00	490.00	1,216.00	2.78	1.87	1.82	1.85	39.19	388.95	268.61	658.95
PHAR	2002-03	108.00	711.00	490.00	1,201.00	2.78	1.70	1.82	1.76	38.83	418.01	268.61	681.40
PHAR	2003-04	123.00	744.00	532.00	1,276.00	2.00	1.98	1.72	1.85	61.50	375.68	309.09	689.44
PHAR	2004-05	90.00	840.00	562.00	1,402.00	2.00	2.00	1.74	1.87	45.00	420.00	322.51	749.22
PHAR	2005-06	93.00	894.00	614.00	1,508.00	2.00	1.75	1.18	1.47	46.50	510.86	518.87	1,028.18
PHCG	2001-02	4.00	0.00	46.00	46.00	0.96	0.00	0.31	0.16	4.18		147.66	295.32
PHCG	2002-03	6.00	0.00	2.00	2.00	1.00	0.00	0.30	0.15	6.00		6.77	13.54
PHCG	2003-04	0.00	20.00	20.00	40.00	0.00	0.32	0.30	0.31		62.70	67.10	129.65
PHCG	2004-05	10.00	0.00	32.00	32.00	1.00	0.00	0.31	0.15	10.00		103.68	207.36
PHCG	2005-06	24.00	0.00	56.00	56.00	0.50	0.00	0.32	0.16	48.00		176.68	353.36
PHCH	2001-02	344.00	1,405.00	1,197.00	2,602.00	4.61	4.71	4.79	4.75	74.55	298.24	249.87	547.71
PHCH	2002-03	295.00	1,261.00	972.00	2,233.00	5.25	4.72	3.32	4.02	56.14	267.16	292.41	555.19
PHCH	2003-04	260.00	1,214.00	991.00	2,205.00	4.35	2.93	3.31	3.12	59.77	414.66	299.23	706.78
PHCH	2004-05	246.00	1,429.00	1,083.00	2,512.00	5.29	3.81	4.41	4.11	46.54	375.18	245.61	611.33
PHCH	2005-06	307.00	1,617.00	1,336.00	2,953.00	5.85	3.88	4.46	4.17	52.49	416.94	299.22	707.89
PHCL	2001-02	113.00	657.00	398.00	1,055.00	2.46	2.76	2.37	2.57	45.95	237.70	167.98	411.04

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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College of Pharmacy													
Pharmacy													
PHCL	2002-03	186.00	467.00	320.00	787.00	1.27	1.78	1.61	1.70	146.29	261.98	198.88	464.09
PHCL	2003-04	150.00	495.00	362.00	857.00	0.58	1.75	1.48	1.62	260.50	282.11	244.24	529.54
PHCL	2004-05	177.00	499.00	292.00	791.00	0.71	1.79	1.03	1.41	247.80	278.38	283.03	560.16
PHCL	2005-06	138.00	532.00	372.00	904.00	0.64	1.83	0.77	1.30	214.36	290.98	485.24	696.73
PHPR	2001-02	26.00	2,100.00	1,931.00	4,031.00	1.20	16.46	17.20	16.83	21.64	127.55	112.24	239.46
PHPR	2002-03	182.00	2,271.00	2,876.00	5,147.00	2.89	21.18	21.15	21.17	62.92	107.20	136.01	243.18
PHPR	2003-04	295.00	3,214.00	3,722.00	6,936.00	11.17	24.66	24.74	24.70	26.40	130.34	150.47	280.84
PHPR	2004-05	1,371.00	2,964.00	3,480.00	6,444.00	23.10	26.78	27.49	27.13	59.35	110.70	126.60	237.50
PHPR	2005-06	1,097.00	3,292.00	3,705.00	6,997.00	24.18	29.21	28.94	29.08	45.36	112.69	128.03	240.65

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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College of Profess & Tech Studies													
Professional & Technological Studies													
APPS	2003-04	4.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00				
APPS	2004-05	0.00	48.00	33.00	81.00	0.00	0.25	0.25	0.25		192.00	132.00	324.00
APPS	2005-06	33.00	396.00	97.00	493.00	0.00	3.26	1.50	2.38		121.47	64.67	207.14
DAGD	2003-04	0.00	82.00	118.00	200.00	0.00	1.00	1.33	1.17		82.00	88.72	171.67
DAGD	2004-05	27.00	320.00	320.00	640.00	0.25	1.50	2.09	1.79	108.00	213.33	153.11	356.55
DAGD	2005-06	27.00	585.00	713.00	1,298.00	1.00	3.00	3.75	3.38	27.00	195.00	190.13	384.59

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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College of Technology													
Architectural Tech & Facilities Mgmt													
ARCH	2001-02	0.00	877.00	860.00	1,737.00	0.00	5.06	4.86	4.96		173.41	176.85	350.20
ARCH	2002-03	0.00	760.00	580.00	1,340.00	0.00	5.14	4.58	4.86		147.89	126.56	275.67
ARCH	2003-04	0.00	900.00	770.00	1,670.00	0.00	4.53	5.10	4.82		198.46	150.98	346.65
ARCH	2004-05	0.00	971.00	795.00	1,766.00	0.00	4.83	4.95	4.89		201.21	160.61	361.30
ARCH	2005-06	0.00	871.00	759.00	1,630.00	0.00	3.29	3.96	3.63		264.66	191.60	449.50
FMAN	2001-02	62.00	241.00	299.00	540.00	0.92	1.52	2.61	2.06	67.39	158.27	114.68	261.51
FMAN	2002-03	104.00	294.00	312.00	606.00	0.92	2.17	2.83	2.50	113.04	135.29	110.36	242.39
FMAN	2003-04	93.00	267.00	165.00	432.00	0.92	1.50	0.90	1.20	101.09	178.00	183.33	360.00
FMAN	2004-05	26.00	51.00	162.00	213.00	0.21	0.58	1.05	0.82	123.81	87.43	154.29	260.82
FMAN	2005-06	44.00	300.00	312.00	612.00	0.31	1.20	1.87	1.53	141.94	250.00	166.97	398.88
Automotive													
ABOD	2001-02	0.00	340.00	382.00	722.00	0.00	2.00	2.38	2.19		170.00	160.19	329.33
ABOD	2002-03	0.00	368.00	372.00	740.00	0.00	1.91	2.31	2.11		192.76	161.20	350.98
ABOD	2003-04	0.00	494.00	470.00	964.00	0.00	2.41	3.40	2.90		205.06	138.24	331.89
ABOD	2004-05	0.00	444.00	456.00	900.00	0.00	2.41	2.45	2.43		184.30	185.78	370.09
ABOD	2005-06	0.00	442.00	444.00	886.00	0.00	3.00	3.40	3.20		147.33	130.59	276.88
AHEM	2001-02	183.00	613.00	642.00	1,255.00	2.07	3.00	3.00	3.00	88.41	204.33	214.00	418.33
AHEM	2002-03	311.00	838.00	745.00	1,583.00	1.91	3.00	3.50	3.25	162.83	279.33	212.86	487.08
AHEM	2003-04	249.00	811.00	821.00	1,632.00	1.83	3.00	3.58	3.29	136.07	270.33	229.33	496.05
AHEM	2004-05	245.00	825.00	679.00	1,504.00	1.69	3.00	3.00	3.00	144.97	275.00	226.33	501.33
AHEM	2005-06	286.00	970.00	930.00	1,900.00	1.91	3.29	4.08	3.69	149.74	294.46	227.94	515.32

FERRIS STATE UNIVERSITY

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College of Technology													
Automotive													
AUTO	2001-02	364.00	2,072.00	1,760.00	3,832.00	3.07	14.42	13.04	13.73	118.57	143.69	135.02	279.14
AUTO	2002-03	370.00	2,051.00	1,979.00	4,030.00	3.84	13.63	14.10	13.86	96.35	150.53	140.33	290.69
AUTO	2003-04	254.00	2,745.00	2,691.00	5,436.00	2.67	15.00	15.75	15.38	95.13	183.00	170.86	353.56
AUTO	2004-05	384.00	3,028.00	2,913.00	5,941.00	3.51	18.00	19.05	18.52	109.40	168.22	152.95	320.74
AUTO	2005-06	564.00	2,842.00	2,717.00	5,559.00	6.50	17.25	18.65	17.95	86.77	164.74	145.68	309.68
Construction Technology & Management													
BCTM	2001-02	0.00	210.00	222.00	432.00	0.00	0.91	1.30	1.11		230.45	170.41	390.25
BCTM	2002-03	0.00	261.00	282.00	543.00	0.00	0.87	1.50	1.18		301.15	188.07	458.99
BCTM	2003-04	0.00	210.00	348.00	558.00	0.00	0.56	2.07	1.31		372.58	168.44	424.38
BCTM	2004-05	0.00	297.00	288.00	585.00	0.00	1.18	1.25	1.21		252.23	230.25	481.82
BCTM	2005-06	0.00	300.00	303.00	603.00	0.00	1.21	1.43	1.32		247.06	211.56	455.69
CETM	2001-02	0.00	18.00	45.00	63.00	0.00	0.33	0.82	0.58		54.00	55.00	109.42
CETM	2002-03	0.00	42.00	153.00	195.00	0.00	0.30	1.60	0.95		140.00	95.63	205.26
CETM	2003-04	0.00	36.00	171.00	207.00	0.00	0.27	0.76	0.52		132.00	223.60	399.04
CETM	2004-05	0.00	39.00	129.00	168.00	0.00	0.30	0.80	0.55		130.00	162.17	306.72
CETM	2005-06	0.00	79.00	170.00	249.00	0.00	0.64	0.91	0.77		124.14	187.00	322.24
CONM	2001-02	0.00	2,007.00	1,676.00	3,683.00	0.00	8.56	8.21	8.38		234.47	204.21	439.31
CONM	2002-03	0.00	2,233.00	1,733.00	3,966.00	0.00	7.48	7.41	7.45		298.40	233.85	532.56
CONM	2003-04	0.00	2,298.00	1,940.00	4,238.00	0.00	8.40	7.52	7.96		273.48	257.86	532.21
CONM	2004-05	54.00	2,366.00	2,132.00	4,498.00	0.66	8.07	8.78	8.42	81.82	293.26	242.89	534.03
CONM	2005-06	64.00	2,615.00	2,262.00	4,877.00	0.66	8.98	10.62	9.80	96.97	291.29	213.02	497.75

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Technology													
Construction Technology & Management													
Electronics/CNS													
ECNS	2001-02	0.00	330.00	122.00	452.00	0.00	2.01	1.35	1.68		164.02	90.42	268.96
ECNS	2002-03	0.00	274.00	247.00	521.00	0.00	2.13	1.73	1.93		128.59	142.55	269.71
ECNS	2003-04	0.00	405.00	270.00	675.00	0.00	2.42	1.40	1.91		167.59	193.34	354.04
ECNS	2004-05	0.00	379.00	300.00	679.00	0.00	2.17	1.90	2.04		174.25	157.63	332.99
ECNS	2005-06	0.00	455.00	334.00	789.00	0.00	2.43	2.27	2.35		187.04	147.32	335.76
EEET	2001-02	86.00	1,326.00	1,427.00	2,753.00	0.67	7.99	9.25	8.62	128.36	166.00	154.21	319.34
EEET	2002-03	108.00	1,143.00	1,365.00	2,508.00	0.67	5.90	8.78	7.34	161.19	193.58	155.47	341.58
EEET	2003-04	84.00	1,280.00	1,329.00	2,609.00	0.67	6.42	8.21	7.31	125.37	199.45	161.94	356.80
EEET	2004-05	92.00	1,230.00	1,228.00	2,458.00	0.67	6.64	6.27	6.46	137.31	185.10	195.95	380.74
EEET	2005-06	84.00	1,131.00	1,173.00	2,304.00	0.67	6.22	6.23	6.23	125.37	181.85	188.20	370.05
HVACR													
HVAC	2001-02	102.00	1,353.00	1,174.00	2,527.00	0.67	6.75	7.82	7.28	152.24	200.44	150.18	346.94
HVAC	2002-03	96.00	1,381.00	1,163.00	2,544.00	0.67	5.85	7.69	6.77	143.28	236.01	151.29	375.81
HVAC	2003-04	140.00	1,435.00	1,146.00	2,581.00	1.08	6.95	7.00	6.97	129.63	206.50	163.79	370.15
HVAC	2004-05	112.00	1,485.00	1,202.00	2,687.00	0.75	7.19	6.66	6.92	149.33	206.61	180.48	388.08
HVAC	2005-06	166.00	1,547.00	1,195.00	2,742.00	0.83	8.05	8.64	8.34	200.00	192.25	138.31	328.65
Heavy Equipment													
HEQK	2001-02	60.00	0.00	0.00	0.00	0.67	0.00	0.00	0.00	89.55			

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Technology													
Heavy Equipment													
HEQK	2002-03	106.00	0.00	0.00	0.00	1.16	0.00	0.00	0.00	91.38			
HEQT	2001-02	0.00	804.00	754.00	1,558.00	0.00	5.77	5.70	5.74		139.32	132.27	271.63
HEQT	2002-03	96.00	714.00	714.00	1,428.00	0.67	5.20	5.24	5.22	143.28	137.18	136.34	273.52
HEQT	2003-04	112.00	576.00	560.00	1,136.00	0.67	4.16	5.92	5.04	167.16	138.40	94.67	225.45
HEQT	2004-05	72.00	662.00	538.00	1,200.00	0.67	4.19	2.78	3.49	107.46	158.05	193.21	344.18
HEQT	2005-06	112.00	784.00	502.00	1,286.00	0.67	4.35	2.62	3.49	167.16	180.15	191.27	368.66
HSET	2001-02	56.00	212.00	236.00	448.00	0.67	1.40	0.97	1.18	83.58	151.54	243.38	378.27
HSET	2002-03	68.00	356.00	180.00	536.00	0.67	1.63	1.26	1.45	101.49	218.63	142.49	370.73
HSET	2003-04	44.00	168.00	132.00	300.00	0.30	1.00	0.97	0.99	146.67	168.31	135.47	304.17
HSET	2004-05	36.00	148.00	216.00	364.00	0.25	1.14	1.80	1.47	144.00	129.66	120.30	247.88
HSET	2005-06	40.00	172.00	188.00	360.00	0.28	0.98	1.55	1.26	142.86	175.87	121.65	285.32
Manufacturing Engineering Technology													
MATL	2001-02	0.00	484.00	236.00	720.00	0.00	1.61	0.83	1.22		300.73	284.34	590.31
MATL	2002-03	0.00	341.00	236.00	577.00	0.00	1.00	1.00	1.00		341.00	236.00	577.00
MATL	2003-04	0.00	540.00	309.00	849.00	0.00	1.20	1.08	1.14		450.00	285.23	743.65
MATL	2004-05	57.00	515.00	232.00	747.00	0.25	1.40	0.88	1.14	228.00	367.86	263.30	654.94
MATL	2005-06	0.00	509.00	230.00	739.00	0.00	1.40	0.97	1.19		363.57	236.15	622.59
MFGE	2001-02	162.00	1,327.00	1,160.00	2,487.00	1.06	4.80	5.89	5.35	152.83	276.23	196.94	465.12
MFGE	2002-03	288.00	1,490.00	1,186.00	2,676.00	1.50	6.08	5.53	5.81	192.00	244.93	214.47	460.85
MFGE	2003-04	170.00	1,334.00	1,097.00	2,431.00	1.20	5.96	5.83	5.89	141.67	223.70	188.27	412.38

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Technology													
Manufacturing Engineering Technology													
MFGE	2004-05	162.00	1,229.00	1,120.00	2,349.00	1.17	5.64	5.70	5.67	138.46	217.91	196.53	414.33
MFGE	2005-06	180.00	1,255.00	1,221.00	2,476.00	0.95	5.51	6.53	6.02	189.47	227.63	187.00	411.20
MFGT	2001-02	0.00	775.00	702.00	1,477.00	0.00	5.78	6.06	5.92		134.16	115.84	249.56
MFGT	2002-03	0.00	775.00	686.00	1,461.00	0.00	5.25	5.64	5.44		147.71	121.73	268.51
MFGT	2003-04	0.00	656.00	580.00	1,236.00	0.00	5.50	5.55	5.52		119.37	104.50	223.80
MFGT	2004-05	0.00	644.00	614.00	1,258.00	0.00	5.08	5.25	5.16		126.79	116.95	243.58
MFGT	2005-06	2.00	683.00	582.00	1,265.00	0.00	3.71	5.51	4.61		184.01	105.69	274.45
Mechanical Design													
CDTD	2001-02	0.00	699.00	546.00	1,245.00	0.00	3.90	4.34	4.12		179.38	125.81	302.31
CDTD	2002-03	0.00	656.00	515.00	1,171.00	0.00	3.55	4.16	3.85		184.79	123.80	303.76
CDTD	2003-04	0.00	710.00	579.00	1,289.00	0.00	3.62	3.80	3.71		196.38	152.55	347.86
CDTD	2004-05	0.00	555.00	489.00	1,044.00	0.00	3.67	4.00	3.84		151.36	122.15	272.23
CDTD	2005-06	0.00	554.00	490.00	1,044.00	0.00	3.62	3.84	3.73		153.23	127.72	280.19
ETEC	2001-02	0.00	312.00	129.00	441.00	0.00	1.48	0.44	0.96		210.77	290.98	458.52
ETEC	2002-03	0.00	318.00	138.00	456.00	0.00	1.23	0.50	0.86		259.28	276.00	528.25
ETEC	2003-04	0.00	288.00	144.00	432.00	0.00	1.26	0.59	0.93		228.43	242.25	465.72
ETEC	2004-05	0.00	342.00	96.00	438.00	0.00	1.25	0.67	0.96		273.60	144.00	457.04
ETEC	2005-06	0.00	279.00	147.00	426.00	0.00	1.23	0.89	1.06		226.69	164.55	401.11
MECH	2001-02	0.00	741.00	767.00	1,508.00	0.00	3.20	3.34	3.27		231.78	229.50	461.23
MECH	2002-03	76.00	910.00	759.00	1,669.00	1.00	2.61	3.04	2.82	75.75	348.76	249.92	591.20

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Technology													
Mechanical Design													
MECH	2003-04	40.00	864.00	795.00	1,659.00	0.27	3.67	3.24	3.45	148.15	235.64	245.18	480.23
MECH	2004-05	44.00	745.00	865.00	1,610.00	0.19	3.49	3.24	3.36	231.58	213.73	267.07	478.84
MECH	2005-06	68.00	716.00	686.00	1,402.00	0.39	2.87	3.15	3.01	174.36	249.77	217.78	466.04
PDET	2001-02	96.00	392.00	387.00	779.00	0.25	1.23	1.40	1.32	384.00	319.71	275.52	592.23
PDET	2002-03	120.00	225.00	516.00	741.00	0.67	0.97	2.59	1.78	180.00	232.76	198.99	416.33
PDET	2003-04	0.00	306.00	468.00	774.00	0.00	1.00	1.43	1.21		306.00	327.85	637.70
PDET	2004-05	87.00	365.00	425.00	790.00	0.25	1.38	2.51	1.95	348.00	264.31	169.25	405.95
PDET	2005-06	42.00	310.00	441.00	751.00	0.17	2.00	3.03	2.52	247.06	155.00	145.54	298.61
Plastics and Rubber													
PLTS	2001-02	360.00	1,130.00	1,389.00	2,519.00	2.41	7.72	6.95	7.34	149.38	146.37	199.86	343.42
PLTS	2002-03	349.00	1,019.00	1,343.00	2,362.00	2.68	6.88	7.50	7.19	130.22	148.22	178.99	328.55
PLTS	2003-04	308.00	1,086.00	1,150.00	2,236.00	2.00	6.54	6.67	6.61	154.00	165.94	172.47	338.47
PLTS	2004-05	316.00	739.00	969.00	1,708.00	1.91	6.67	6.09	6.38	165.45	110.85	159.09	267.76
PLTS	2005-06	227.00	700.00	757.00	1,457.00	1.32	5.28	6.53	5.91	171.97	132.63	115.86	246.71
RUBR	2001-02	88.00	232.00	231.00	463.00	0.57	2.06	2.00	2.03	154.39	112.62	115.50	228.08
RUBR	2002-03	72.00	160.00	205.00	365.00	1.34	2.00	1.92	1.96	53.73	80.00	106.96	186.38
RUBR	2003-04	76.00	150.00	118.00	268.00	0.49	1.36	1.50	1.43	155.10	110.66	78.56	187.56
RUBR	2004-05	56.00	94.00	100.00	194.00	0.37	1.22	1.64	1.43	151.35	76.91	61.11	135.73
RUBR	2005-06	32.00	95.00	85.00	180.00	0.22	1.61	1.36	1.49	145.45	58.97	62.33	121.02

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Technology													
Printing & Imaging Technology Mgmt													
NMPP	2001-02	0.00	128.00	87.00	215.00	0.00	0.85	0.90	0.87		150.86	96.58	245.82
NMPP	2002-03	0.00	30.00	84.00	114.00	0.00	0.67	1.10	0.88		45.00	76.56	129.26
NMPP	2003-04	0.00	63.00	101.00	164.00	0.00	0.67	1.08	0.87		94.50	93.23	187.43
NMPP	2004-05	0.00	69.00	81.00	150.00	0.00	0.77	1.09	0.93		89.35	74.54	161.39
NMPP	2005-06	0.00	85.00	90.00	175.00	0.00	0.62	1.04	0.83		137.84	86.54	211.27
PHOT	2001-02	24.00	123.00	120.00	243.00	0.25	0.60	0.50	0.55	96.00	205.00	240.00	441.82
PHOT	2002-03	105.00	123.00	150.00	273.00	0.50	0.50	0.50	0.50	210.00	246.00	300.00	546.00
PHOT	2003-04	129.00	150.00	222.00	372.00	0.50	0.50	0.75	0.63	258.00	300.00	296.00	595.20
PHOT	2004-05	84.00	216.00	225.00	441.00	0.25	0.80	0.75	0.78	336.00	270.00	300.00	569.03
PHOT	2005-06	111.00	144.00	75.00	219.00	0.50	0.45	0.17	0.31	222.00	320.00	441.18	706.45
PMGT	2001-02	66.00	251.00	183.00	434.00	0.67	2.25	2.25	2.25	98.51	111.56	81.33	192.89
PMGT	2002-03	58.00	154.00	165.00	319.00	0.67	2.00	2.08	2.04	86.57	77.00	79.33	156.37
PMGT	2003-04	62.00	204.00	189.00	393.00	0.67	2.33	2.43	2.38	92.54	87.43	77.82	165.06
PMGT	2004-05	130.00	186.00	173.00	359.00	0.92	2.23	1.00	1.61	141.30	83.46	173.00	222.39
PMGT	2005-06	76.00	186.00	310.00	496.00	0.67	1.67	1.51	1.59	113.43	111.27	205.95	312.26
PTEC	2001-02	0.00	718.00	587.00	1,305.00	0.00	5.72	5.60	5.66		125.49	104.84	230.55
PTEC	2002-03	0.00	651.00	616.00	1,267.00	0.00	5.08	5.40	5.24		128.07	114.02	241.65
PTEC	2003-04	0.00	536.00	441.00	977.00	0.00	4.39	3.74	4.06		122.13	117.97	240.43
PTEC	2004-05	0.00	547.00	504.00	1,051.00	0.00	4.07	3.50	3.79		134.26	143.86	277.40
PTEC	2005-06	0.00	590.00	481.00	1,071.00	0.00	3.54	3.42	3.48		166.59	140.45	307.47

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Technology													
Surveying													
SURE	2001-02	276.00	720.00	960.00	1,680.00	1.25	4.64	6.88	5.76	220.80	155.10	139.60	291.69
SURE	2002-03	114.00	764.00	994.00	1,758.00	1.00	5.50	6.36	5.93	114.00	138.91	156.29	296.46
SURE	2003-04	3.00	673.00	966.00	1,639.00	0.00	5.33	6.15	5.74		126.19	157.11	285.49
SURE	2004-05	81.00	705.00	893.00	1,598.00	0.50	5.43	6.32	5.88	162.00	129.73	141.32	271.92
SURE	2005-06	93.00	797.00	1,107.00	1,904.00	0.52	5.35	6.49	5.92	177.91	148.85	170.51	321.43
Welding													
WELD	2001-02	108.00	1,041.00	749.00	1,790.00	0.67	6.02	5.42	5.72	161.19	173.03	138.19	313.04
WELD	2002-03	76.00	935.00	781.00	1,716.00	0.67	5.58	4.59	5.09	113.43	167.56	170.15	337.46
WELD	2003-04	124.00	1,132.00	828.00	1,960.00	0.84	4.69	5.92	5.31	147.62	241.34	139.86	369.45
WELD	2004-05	108.00	0.00	0.00	0.00	0.67	0.00	0.00	0.00	161.19			
Welding Engineering Technology													
WELD	2004-05	0.00	1,210.00	954.00	2,164.00	0.00	5.69	6.35	6.02		212.76	150.17	359.47
WELD	2005-06	116.00	1,300.00	940.00	2,240.00	0.67	4.76	5.73	5.24	173.13	273.32	163.97	427.11

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
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Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
Kendall College of Art & Design													
Design Studies													
KCDM	2001-02	0.00	75.00	120.00	195.00	0.00	0.79	1.14	0.97		94.74	104.85	201.43
KCDM	2002-03	0.00	102.00	123.00	225.00	0.00	1.17	1.33	1.25		87.43	92.48	180.24
KCDM	2003-04	18.00	144.00	144.00	288.00	0.79	1.34	1.34	1.34	22.91	107.87	107.87	215.73
KCDM	2004-05	18.00	132.00	135.00	267.00	1.00	1.34	1.14	1.23	18.00	98.88	118.94	216.19
KCDM	2005-06	30.00	126.00	153.00	279.00	1.00	1.16	0.96	1.06	30.00	108.15	158.55	261.97
KCDS	2001-02	87.00	234.00	222.00	456.00	1.40	1.60	0.29	0.94	62.14	146.56	777.40	484.53
KCDS	2002-03	171.00	252.00	228.00	480.00	0.57	1.91	1.83	1.87	300.96	131.71	124.59	256.46
KCDS	2003-04	159.00	294.00	273.00	567.00	0.71	2.54	1.82	2.18	223.37	115.75	150.00	260.09
KCDS	2004-05	168.00	429.00	420.00	849.00	0.91	3.37	3.28	3.32	184.62	127.45	128.18	255.62
KCDS	2005-06	117.00	510.00	498.00	1,008.00	0.50	2.89	3.49	3.19	234.00	176.47	142.69	315.99
KCFD	2001-02	6.00	243.00	192.00	435.00	0.09	2.08	1.83	1.96	68.00	116.83	104.92	222.50
KCFD	2002-03	10.00	204.00	228.00	432.00	0.00	2.50	2.58	2.54		81.60	88.37	170.08
KCFD	2003-04	9.00	204.00	246.00	450.00	0.75	2.25	3.17	2.71	12.00	90.67	77.73	166.20
KCFD	2004-05	0.00	177.00	192.00	369.00	0.00	2.19	2.30	2.25		80.66	83.48	164.20
KCFD	2005-06	6.00	186.00	168.00	354.00	0.00	2.25	2.30	2.27		82.67	73.04	155.60
KCID	2001-02	172.00	654.00	789.00	1,443.00	2.87	4.79	5.07	4.93	60.00	136.39	155.49	292.42
KCID	2002-03	144.00	969.00	936.00	1,905.00	2.25	6.79	7.58	7.18	64.00	142.74	123.54	265.23
KCID	2003-04	177.00	1,080.00	975.00	2,055.00	2.32	8.50	7.99	8.24	76.29	127.11	122.05	249.32
KCID	2004-05	249.00	1,194.00	1,158.00	2,352.00	6.72	9.09	9.54	9.32	37.06	131.29	121.38	252.44
KCID	2005-06	273.00	1,395.00	1,200.00	2,595.00	2.82	10.29	8.84	9.57	96.81	135.50	135.75	271.23
KCIL	2001-02	69.00	585.00	657.00	1,242.00	2.42	5.32	4.35	4.84	28.53	109.93	150.98	256.79

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
Kendall College of Art & Design													
Design Studies													
KCIL	2002-03	105.00	687.00	650.00	1,337.00	2.10	5.50	5.65	5.57	50.00	124.98	114.98	239.82
KCIL	2003-04	90.00	534.00	723.00	1,257.00	3.21	5.33	5.66	5.49	28.00	100.28	127.85	228.96
KCIL	2004-05	111.00	639.00	792.00	1,431.00	3.33	4.68	5.87	5.27	33.33	136.68	135.04	271.54
KCIL	2005-06	183.00	714.00	687.00	1,401.00	3.76	5.66	5.37	5.51	48.67	126.15	128.05	254.15
KCIN	2001-02	9.00	243.00	318.00	561.00	0.26	1.79	2.98	2.38	34.00	136.13	106.71	235.47
KCIN	2002-03	3.00	246.00	387.00	633.00	1.00	2.12	3.65	2.88	3.00	116.13	106.03	219.47
KCIN	2003-04	18.00	321.00	387.00	708.00	1.33	2.66	3.65	3.16	13.53	120.68	106.03	224.41
KCIN	2004-05	0.00	336.00	420.00	756.00	0.00	2.99	4.13	3.56		112.37	101.82	212.51
KCIN	2005-06	18.00	321.00	366.00	687.00	0.33	2.83	4.30	3.56	54.55	113.63	85.12	192.84
KCMJ	2002-03	0.00	0.00	84.00	84.00	0.00	0.00	1.00	0.50			84.00	168.00
KCMJ	2003-04	27.00	96.00	108.00	204.00	0.67	1.33	1.81	1.57	40.30	72.18	59.67	129.94
KCMJ	2004-05	0.00	144.00	147.00	291.00	0.00	1.77	2.17	1.97		81.36	67.74	147.72
KCMJ	2005-06	0.00	150.00	141.00	291.00	0.00	2.33	3.47	2.90		64.52	40.63	100.43
KCVC	2001-02	210.00	1,857.00	1,641.00	3,498.00	4.18	16.16	13.37	14.77	50.28	114.92	122.71	236.89
KCVC	2002-03	199.00	1,965.00	1,761.00	3,726.00	3.96	17.15	17.98	17.57	50.19	114.56	97.94	212.11
KCVC	2003-04	252.00	2,001.00	1,743.00	3,744.00	5.33	19.32	18.30	18.81	47.28	103.57	95.25	199.04
KCVC	2004-05	138.00	1,701.00	1,569.00	3,270.00	4.10	18.64	17.67	18.15	33.66	91.25	88.81	180.12
KCVC	2005-06	261.00	2,019.00	1,929.00	3,948.00	7.24	18.98	18.98	18.98	36.03	106.38	101.63	208.01
Fine Arts/Foundation													
KCED	2002-03	45.00	36.00	91.00	127.00	0.17	0.44	0.77	0.60	272.73	81.82	118.18	209.92

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
Kendall College of Art & Design													
Fine Arts/Foundation													
KCED	2003-04	8.00	32.00	35.00	67.00	0.44	0.44	0.41	0.43	18.18	72.73	84.85	157.18
KCED	2004-05	0.00	46.00	34.00	80.00	0.00	1.44	0.37	0.90		31.94	92.29	88.47
KCED	2005-06	0.00	44.00	30.00	74.00	0.00	0.87	1.00	0.93		50.83	30.00	79.33
KCFA	2001-02	69.00	942.00	1,114.00	2,056.00	4.00	9.75	8.16	8.96	17.25	96.58	136.55	229.57
KCFA	2002-03	78.00	1,110.00	1,123.00	2,233.00	2.33	10.12	11.27	10.70	33.48	109.65	99.63	208.74
KCFA	2003-04	88.00	1,008.00	1,251.00	2,259.00	3.33	9.98	10.06	10.02	26.43	101.02	124.37	225.48
KCFA	2004-05	84.00	1,245.00	1,383.00	2,628.00	0.99	11.62	11.89	11.75	84.56	107.13	116.36	223.59
KCFA	2005-06	123.00	1,146.00	1,203.00	2,349.00	3.46	11.92	13.01	12.47	35.60	96.12	92.44	188.40
KCFN	2001-02	21.00	1,419.00	819.00	2,238.00	0.67	8.80	4.57	6.68	31.34	161.31	179.18	334.84
KCFN	2002-03	6.00	1,212.00	678.00	1,890.00	0.17	8.86	5.05	6.95	36.36	136.85	134.39	271.91
KCFN	2003-04	15.00	1,404.00	918.00	2,322.00	0.33	8.98	5.43	7.20	45.45	156.32	169.14	322.29
KCFN	2004-05	21.00	1,359.00	882.00	2,241.00	4.55	8.69	5.99	7.34	4.62	156.42	147.13	305.25
KCFN	2005-06	36.00	1,425.00	1,143.00	2,568.00	1.00	8.97	7.89	8.43	36.00	158.93	144.94	304.78
KCPH	2005-06	0.00	72.00	45.00	117.00	0.00	0.67	0.66	0.66		108.27	68.18	176.60
KCSF	2005-06	33.00	0.00	111.00	111.00	0.07	0.00	0.66	0.33	440.00		169.47	338.93
Liberal Arts & Sciences													
KCAH	2001-02	84.00	1,122.00	1,116.00	2,238.00	2.07	3.71	3.36	3.53	40.65	302.49	332.36	633.37
KCAH	2002-03	207.00	1,212.00	1,191.00	2,403.00	2.50	4.00	3.99	4.00	82.80	303.25	298.25	601.50
KCAH	2003-04	93.00	1,305.00	1,200.00	2,505.00	1.30	4.57	3.80	4.19	71.54	285.35	315.51	598.09
KCAH	2004-05	186.00	1,281.00	1,260.00	2,541.00	1.49	3.83	4.08	3.96	124.83	334.46	308.82	642.48

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
Kendall College of Art & Design													
Liberal Arts & Sciences													
KCAH	2005-06	291.00	1,521.00	1,363.00	2,884.00	3.01	5.42	5.21	5.31	96.78	280.88	261.50	542.75
KCHP	2003-04	0.00	0.00	48.00	48.00	0.00	0.00	0.33	0.17			144.00	288.00
KCHP	2004-05	24.00	21.00	36.00	57.00	0.50	0.25	0.50	0.38	48.00	84.00	72.00	152.00
KCHP	2005-06	12.00	18.00	24.00	42.00	0.67	0.33	0.55	0.44	18.00	54.55	43.45	95.20
KCHU	2001-02	183.00	972.00	729.00	1,701.00	1.19	4.50	3.69	4.10	153.78	216.08	197.47	415.38
KCHU	2002-03	237.00	1,113.00	963.00	2,076.00	1.15	5.75	5.00	5.38	206.41	193.51	192.54	386.11
KCHU	2003-04	306.00	1,119.00	1,050.00	2,169.00	2.23	5.67	5.61	5.64	137.53	197.53	187.11	384.69
KCHU	2004-05	240.00	1,089.00	816.00	1,905.00	2.91	6.35	6.05	6.20	82.38	171.59	134.95	307.42
KCHU	2005-06	333.00	1,114.00	867.00	1,981.00	1.68	6.55	5.20	5.88	198.21	170.11	166.68	337.18
KCSC	2001-02	24.00	141.00	159.00	300.00	0.20	0.50	1.00	0.75	120.00	282.00	159.00	400.00
KCSC	2002-03	51.00	162.00	183.00	345.00	0.50	0.50	1.00	0.75	102.00	324.00	183.00	460.00
KCSC	2003-04	45.00	354.00	519.00	873.00	0.40	1.50	2.80	2.15	112.50	236.00	185.36	406.05
KCSC	2004-05	117.00	414.00	399.00	813.00	1.35	2.34	2.00	2.17	86.98	177.18	199.50	374.94
KCSC	2005-06	99.00	348.00	366.00	714.00	1.00	1.59	2.06	1.83	99.00	218.87	177.67	391.23
KCSS	2001-02	72.00	312.00	423.00	735.00	0.82	1.51	1.97	1.74	87.91	206.28	214.90	422.31
KCSS	2002-03	102.00	495.00	603.00	1,098.00	1.33	2.41	2.99	2.70	76.69	205.54	201.78	406.92
KCSS	2003-04	183.00	597.00	609.00	1,206.00	2.65	3.59	3.15	3.37	69.19	166.53	193.35	358.14
KCSS	2004-05	144.00	621.00	729.00	1,350.00	4.48	4.03	4.70	4.36	32.16	154.22	155.11	309.40
KCSS	2005-06	222.00	609.00	549.00	1,158.00	1.66	3.16	3.69	3.42	133.47	192.82	148.72	338.11

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
University College													
Developmental Programs & Curriculum													
CARE	2001-02	0.00	429.00	234.00	663.00	0.00	1.75	1.14	1.45		245.14	204.75	458.37
CARE	2002-03	0.00	478.00	156.00	634.00	0.00	1.50	0.10	0.80		318.67	1,560.00	792.50
CARE	2003-04	0.00	375.00	165.00	540.00	0.00	1.28	1.05	1.16		293.86	157.14	464.29
CARE	2004-05	0.00	270.00	120.00	390.00	0.00	0.99	0.67	0.83		273.42	180.00	471.54
CARE	2005-06	0.00	258.00	111.00	369.00	0.00	0.85	0.67	0.76		303.53	166.50	486.59
COSK	2001-02	0.00	7.00	0.00	7.00	0.00	0.09	0.00	0.04		82.35		164.71
DIST	2001-02	0.00	85.00	52.00	137.00	0.00	0.33	0.24	0.28		261.54	216.67	484.96
DIST	2002-03	5.00	28.00	36.00	64.00	0.00	0.14	0.27	0.21		200.00	132.79	311.35
DIST	2003-04	3.00	39.00	17.00	56.00	0.00	0.24	0.22	0.23		162.50	76.50	242.31
DIST	2004-05	0.00	35.00	31.00	66.00	0.00	0.08	0.08	0.08		437.50	387.50	825.00
DIST	2005-06	0.00	16.00	43.00	59.00	0.00	0.06	0.08	0.07		256.00	537.50	828.07
FSUH	2003-04	0.00	34.00	48.00	82.00	0.00	1.06	0.48	0.77		32.22	99.31	106.59
FSUH	2004-05	0.00	28.00	41.00	69.00	0.00	0.00	0.43	0.21			95.37	321.00
FSUS	2001-02	13.00	1,110.00	327.00	1,437.00	0.17	5.10	1.60	3.35	74.61	217.51	204.80	428.96
FSUS	2002-03	6.00	1,800.00	184.00	1,984.00	0.08	8.32	1.18	4.75	72.73	216.28	156.37	417.71
FSUS	2003-04	0.00	1,926.00	145.00	2,071.00	0.00	8.26	0.97	4.62		233.15	149.48	448.71
FSUS	2004-05	0.00	1,512.00	143.00	1,655.00	0.00	6.96	0.70	3.83		217.33	203.64	432.15
FSUS	2005-06	0.00	1,759.00	221.00	1,980.00	0.00	7.80	0.82	4.31		225.64	269.51	459.62
HNRS	2003-04	0.00	196.00	0.00	196.00	0.00	0.32	0.00	0.16		612.50		1,225.00
HNRS	2004-05	0.00	200.00	0.00	200.00	0.00	0.40	0.00	0.20		500.00		1,000.00
HNRS	2005-06	0.00	212.00	0.00	212.00	0.00	0.54	0.00	0.27		391.56		783.11

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
University College													
Developmental Programs & Curriculum													
IEPG	2001-02	216.00	384.00	296.00	680.00	2.75	4.00	4.00	4.00	78.55	96.00	74.00	170.00
IEPG	2002-03	228.00	420.00	208.00	628.00	2.75	4.00	4.00	4.00	82.91	105.00	52.00	157.00
IEPG	2003-04	284.00	260.00	224.00	484.00	2.75	3.33	3.75	3.54	103.27	78.08	59.73	136.72
IEPG	2004-05	144.00	248.00	188.00	436.00	2.75	2.00	2.25	2.13	52.36	124.00	83.56	205.18
IEPG	2005-06	152.00	156.00	88.00	244.00	2.00	2.00	1.00	1.50	76.00	78.00	88.00	162.67
NASE	2001-02	0.00	63.00	24.00	87.00	0.00	0.00	0.00	0.00				
NASE	2002-03	0.00	45.00	24.00	69.00	0.00	0.00	0.00	0.00				
NASE	2003-04	0.00	45.00	30.00	75.00	0.00	0.00	0.00	0.00				
NASE	2004-05	12.00	122.00	93.00	215.00	0.00	0.00	0.00	0.00				
NASE	2005-06	12.00	42.00	0.00	42.00	0.00	0.00	0.00	0.00				
ORSA	2001-02	18.00	15.00	15.00	30.00	0.00	0.00	0.00	0.00				
ORSA	2002-03	6.00	30.00	66.00	96.00	0.00	0.00	0.00	0.00				
ORSA	2003-04	0.00	0.00	90.00	90.00	0.00	0.00	0.00	0.00				
ORSA	2004-05	12.00	24.00	52.00	76.00	0.00	0.00	0.00	0.00				
ORSA	2005-06	6.00	26.00	0.00	26.00	0.00	0.00	0.00	0.00				
READ	2001-02	0.00	1,398.00	480.00	1,878.00	0.00	5.41	2.75	4.08		258.55	174.55	460.46
READ	2002-03	18.00	1,290.00	417.00	1,707.00	0.25	4.55	2.67	3.61	72.73	283.52	156.38	473.07
READ	2003-04	0.00	1,392.00	348.00	1,740.00	0.00	5.05	2.57	3.81		275.64	135.58	456.89
READ	2004-05	0.00	1,068.00	261.00	1,329.00	0.00	4.66	2.47	3.56		229.42	105.81	373.22
READ	2005-06	0.00	1,230.00	408.00	1,638.00	0.00	3.99	2.75	3.37		308.46	148.36	486.23
UNCP	2002-03	0.00	205.00	73.00	278.00	0.00	0.68	0.77	0.72		302.68	94.81	384.17

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
University College													
Developmental Programs & Curriculum													
UNCP	2003-04	0.00	270.00	83.00	353.00	0.00	1.18	0.89	1.03		229.77	93.14	341.69
UNCP	2004-05	0.00	359.00	60.00	419.00	0.00	1.36	0.38	0.87		264.32	156.98	481.49
UNCP	2005-06	0.00	120.00	26.00	146.00	0.00	0.40	0.19	0.30		300.00	136.05	493.98
UNIV	2001-02	28.00	268.00	220.00	488.00	0.35	1.14	0.90	1.02	80.35	235.44	244.44	478.83
UNIV	2002-03	0.00	124.00	60.00	184.00	0.00	0.51	0.67	0.59		243.14	89.55	311.86
UNIV	2003-04	0.00	48.00	40.00	88.00	0.00	0.34	0.50	0.42		142.37	80.00	210.24
UNIV	2004-05	0.00	66.00	46.00	112.00	0.00	0.34	0.22	0.28		195.76	207.00	400.45
UNIV	2005-06	0.00	255.00	74.00	329.00	0.00	1.04	0.47	0.76		245.19	156.71	435.12

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by College
Fall + Winter Semesters 2005-2006

College	Student Credit Hours/ Full Time Equated Faculty
College of Arts and Sciences	598.41
College of Business	556.65
College of Allied Health Sciences	487.03
University College	445.33
College of Education & Human Serv	400.71
College of Pharmacy	380.43
College of Technology	358.88
College of Profess & Tech Studies	311.21
College of Optometry	268.85
Kendall College of Art & Design	260.08

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Department
Fall + Winter Semesters 2005-2006

Department	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Physical Sciences	721.62
Dental Hygiene and Medical Imaging	715.59
Social Sciences	662.85
Management	645.35
Accountancy, Finance, Econ, & Statistics	643.48
Humanities	633.84
Mathematics	621.62
Biological Sciences	597.23
Imaging Sciences	580.00
Computer Information Systems Dept	527.94
Marketing	512.54
Recreation Leisure Services & Wellness	492.30
Nursing & Dental Hygiene	482.42

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Department
Fall + Winter Semesters 2005-2006

Department	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Construction Technology & Management	481.67
Health Management Department	471.75
Language and Literature	471.65
Criminal Justice	453.87
Developmental Programs & Curriculum	445.33
Architectural Tech & Facilities Mgmt	434.45
Clinical Lab, Resp Care and Health Admin	434.29
Welding Engineering Technology	427.11
School of Nursing	415.89
Liberal Arts & Sciences	401.60
Pharmacy	380.43
Manufacturing Engineering Technology	379.10
School of Education	373.70

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Department
Fall + Winter Semesters 2005-2006

Department	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Electronics/CNS	360.65
Mechanical Design	351.36
Heavy Equipment	346.53
Automotive	335.98
HVACR	328.65
Surveying	321.43
Printing & Imaging Technology Mgmt	315.78
Professional & Technological Studies	311.21
Television Production	306.01
College of Business Graduate Programs	271.58
Optometry	268.85
Fine Arts/Foundation	228.73
Design Studies	224.51

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Department
Fall + Winter Semesters 2005-2006

Department	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Plastics and Rubber	221.42
College of Allied Health Sciences	

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Pharmacy Administration	PHAD	1,618.78
Pharmaceutics	PHAR	1,028.18
Economics	ECON	860.00
Dental Hygiene	DHYG	852.23
Economics	ECON	852.00
Directed Studies	DIST	828.07
Anthropology	ANTH	827.56
Retailing	RETG	816.00
History	HIST	790.04
Honors	HNRS	783.11
Sociology	SOCY	779.21
Political Science	PLSC	778.98
Physical Science	PHSC	776.84
Dental Hygiene	DHYG	767.21

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Psychology	PSYC	767.02
Radiography	RADI	759.37
Humanities	HUMN	759.31
Astronomy	ASTR	738.03
Chemistry	CHEM	722.07
Allied Health Science	CAHS	720.00
Physics	PHYS	717.84
Pharmaceutical Chemistry	PHCH	707.89
Art History	ARTH	707.02
Photography	PHOT	706.45
Health Care Systems Administration	HCSA	701.35
Business Law	BLAW	700.09
Pharmacology	PHCL	696.73
Geography	GEOG	696.00

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Accountancy	ACCT	694.40
Management	MGMT	673.54
Geology	GEOL	669.00
Core Curriculum Health Sciences	CCHS	668.81
Radiography	RADI	664.29
Nuclear Medicine	NUCM	653.33
Accountancy	ACCT	652.19
Nuclear Medicine	NUCM	652.00
Core Curriculum Health Sciences	CCHS	631.41
Biology	BIOL	629.73
Communication Honors	COMH	624.00
Mathematics	MATH	623.38
Metallurgy	MATL	622.59
Marketing	MKTG	620.54

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Statistics and Quantitative Methods	STQM	614.40
Business	BUSN	607.82
Education Language Arts	EDLA	594.78
Communication	COMM	593.92
Statistics and Quantitative Methods	STQM	590.61
Music	MUSI	582.66
Law	LLAW	568.87
Social Sciences	SSCI	560.74
Spanish	SPAN	558.96
Advertising	ADVG	558.44
Real Estate	REAL	554.67
Kendall College Art History	KCAH	542.75
German	GERM	538.67
Medical Record Information Systems	MRIS	535.56

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Health Care Systems Administration	HCSA	533.66
International Business	INTB	524.06
Automotive/Heavy Equipment Management	AHEM	515.32
Public Relations	PREL	510.22
Computer Science	CPSC	504.64
Construction Management	CONM	497.75
Art	ARTS	494.12
University College Program	UNCP	493.98
Recreation Management and Leisure Studies	RMLS	492.30
Career Exploration	CARE	486.59
Reading	READ	486.23
Finance	FINC	486.00
Computer Information Systems	ISYS	483.99
Hospitality Management	HOMT	474.12

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Restaurant and Food Industry Management	RFIM	472.50
English	ENGL	470.96
Mechanical Engineering Technology	MECH	466.04
Professional Golf Management	PGMG	465.96
Ferris State University Seminar	FSUS	459.62
Building Construction	BCTM	455.69
Architectural Technology	ARCH	449.50
Criminal Justice	CRIM	447.67
Language	LANG	438.07
University	UNIV	435.12
E-Commerce	ECOM	432.00
Welding Engineering Technology	WELD	427.11
Finance	FINC	426.46
Literature	LITR	425.03

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
French	FREN	423.46
Nursing	NURS	415.89
Manufacturing Engineering Technology	MFGE	411.20
Medical Record Information Systems	MRIS	405.89
Engineering Graphics	ETEC	401.11
Facilities Management	FMAN	398.88
Clinical Laboratory Science	CLLS	392.57
Kendall College Science	KCSC	391.23
Child Development	EDCD	390.54
Diagnostic Medical Sonography	SONO	387.35
Digital Animation and Game Design	DAGD	384.59
Education Special Needs	ESPN	383.25
Visual Design and WEB Media	VISD	379.20
Respiratory Care	RESP	373.82

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Nursing	NURS	372.85
Education Physical Education	EDPE	371.68
Electrical and Electronics Engineering Technology	EEET	370.05
Homeland Security-Digital Security & Forensics-CJ	HSCJ	369.00
Heavy Equipment Technology	HEQT	368.66
Education Reading Language Arts	ERLA	365.88
Respiratory Care	RESP	361.41
Journalism	JRNL	360.00
Education	EDUC	357.93
Pharmacognosy	PHCG	353.36
Kendall Sculpture/Functional Art	KCSF	338.93
Kendall College Social Science	KCSS	338.11
Kendall College Humanities	KCHU	337.18
Computer Network and Systems	ECNS	335.76

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Diagnostic Medical Sonography	SONO	335.18
Heating,Ventilation, Air Conditioning & Refrig Tec	HVAC	328.65
Civil Engineering Technology	CETM	322.24
Surveying Engineering	SURE	321.43
Clinical Laboratory Science	CLLS	318.96
Kendall College Design Studies	KCDS	315.99
Printing Management	PMGT	312.26
Automotive Service Technology	AUTO	309.68
Professional Tennis Management	PTMG	308.96
Printing Technology	PTEC	307.47
Television Production	TVPR	306.01
Educational Career Technical Education	ECTE	305.34
Kendall College Foundation	KCFN	304.78
Product Design Engineering Technology	PDET	298.61

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Social Work	SCWK	294.64
Heavy Equipment Service Engineering Technology	HSET	285.32
CAD Drafting and Tool Design	CDTD	280.19
Automotive Body	ABOD	276.88
Manufacturing Tooling Technology	MFGT	274.45
Master of Business Administration	MMBA	272.66
Kendall College Interior Design	KCID	271.23
Optometry	OPTM	268.85
Kendall College Digital Media	KCDM	261.97
Environmental Health and Safety Management	EHSM	258.90
Master of Science Information Systems Management	MISM	254.70
Music Industry Management	MIMG	254.51
Environmental Health and Safety Management	EHSM	254.36
Kendall College Illustration	KCIL	254.15

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Theatre	THTR	247.50
Plastics Engineering Technology	PLTS	246.71
Pharmacy Practice	PHPR	240.65
African American Studies	AFAM	216.00
New Media Printing and Publishing	NMPP	211.27
Kendall College Visual Communications	KCVC	208.01
Applied Science	APPS	207.14
Kendall College Industrial Design	KCIN	192.84
American Studies	AMST	192.00
Horticulture	HORT	191.84
Kendall College Fine Arts	KCFA	188.40
Kendall Photography	KCPH	176.60
Intensive English Program	IEPG	162.67
Kendall College Furniture Design	KCFD	155.60

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Course Prefix
Fall + Winter Semesters 2005-2006

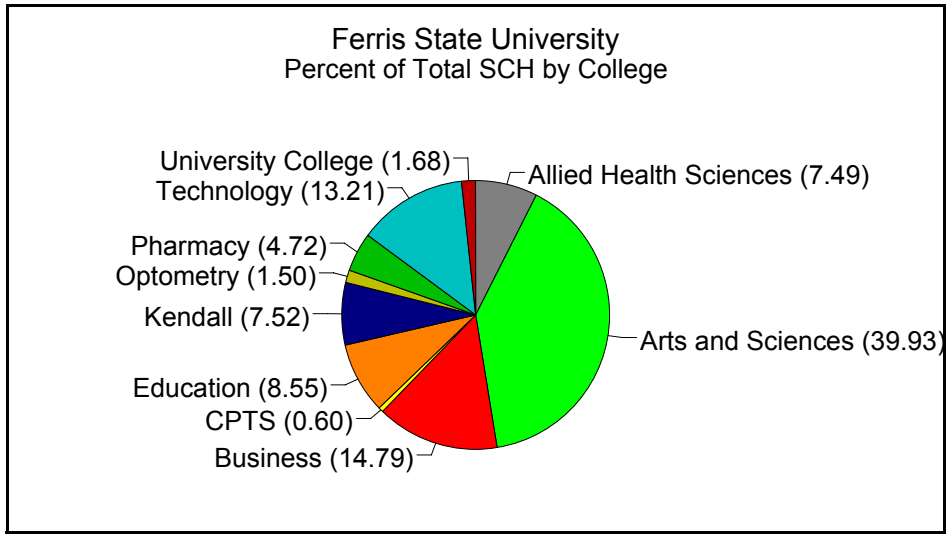
Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Rubber Technology	RUBR	121.02
Kendall Metals/Jewelry Design	KCMJ	100.43
Kendall College Historic Preservation	KCHP	95.20
Kendall Education	KCED	79.33
Allied Health Science	CAHS	

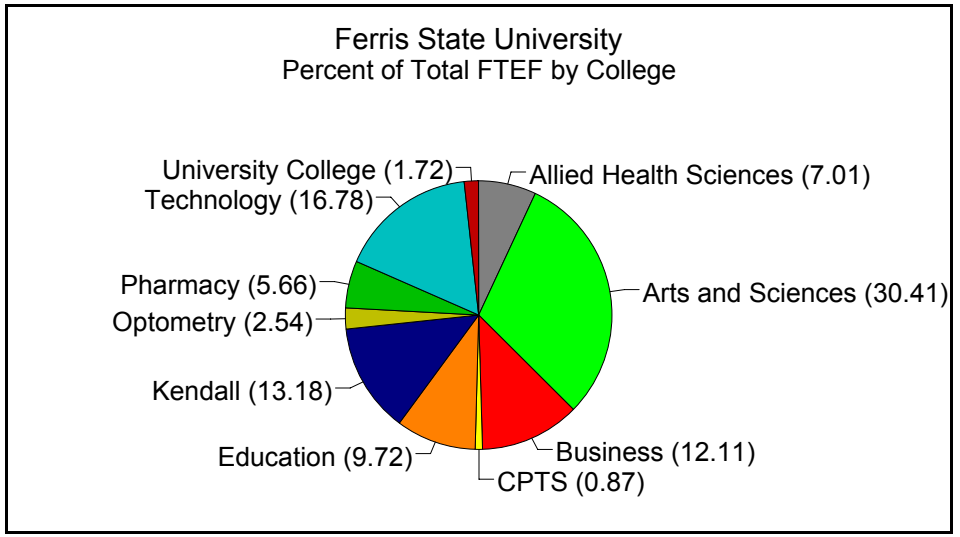
Ferris State University

Student Credit Hours (SCH) and Full Time Equated Faculty (FTEF) by College

Fall and Winter Terms Combined 2005-2006

By College





College	SCH	FTEF
Allied Health Sciences	22,471.00	46.14
Arts and Sciences	119,800.00	200.20
Business	44,382.00	79.73
CPTS	1,791.00	5.76
Education	25,653.00	64.02
Kendall	22,561.00	86.75
Optometry	4,488.00	16.69
Pharmacy	14,172.00	37.25
Technology	39,642.00	110.46
University College	5,045.00	11.33

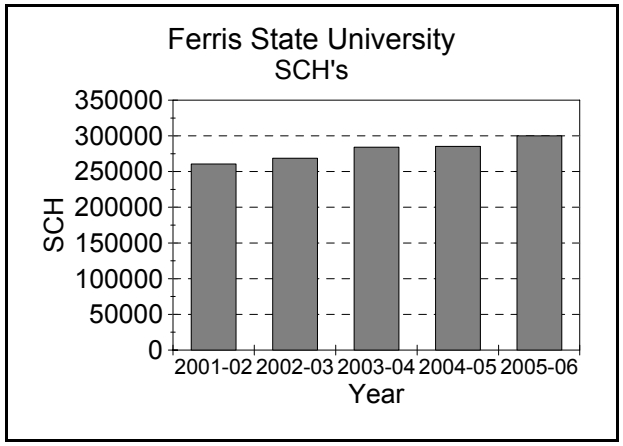
Source: Office of Institutional Research, g:\...\facload\0506\prdunpie.rsl

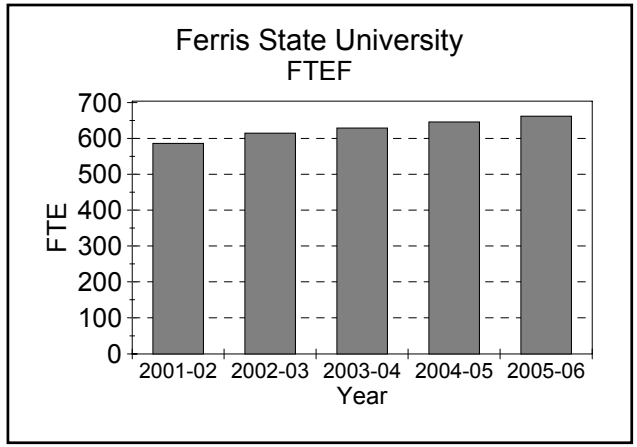
Ferris State University

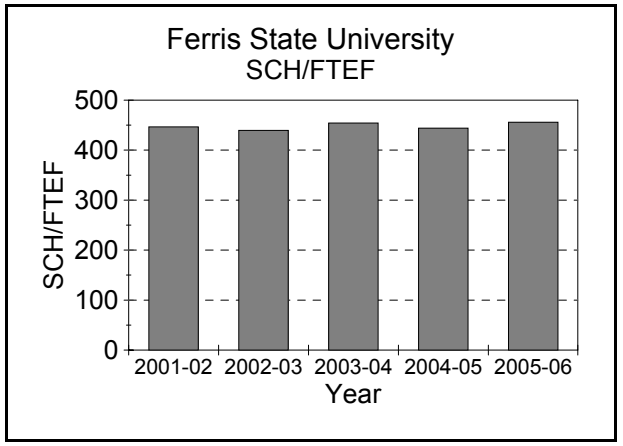
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by University

Fall and Winter Terms Combined

FSU







Year	SCH	FTEF	SCH/FTEF
2001-02	260,521.00	583.23	446.69
2002-03	268,592.00	611.23	439.43
2003-04	284,155.00	625.59	454.22
2004-05	285,223.00	642.37	444.01
2005-06	300,005.00	658.33	455.71

Caution: When viewing graphs, please note the differences in scales

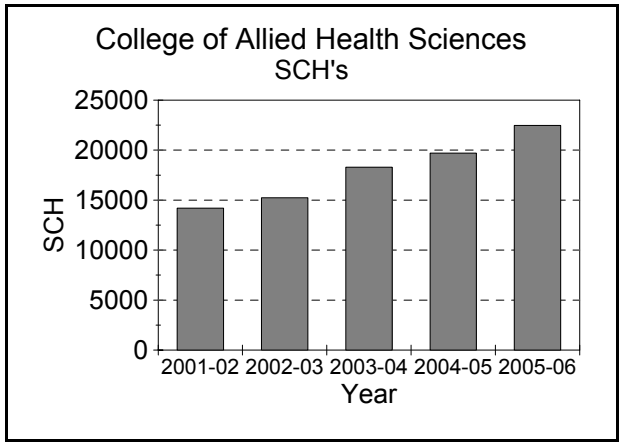
Source: Office of Institutional Research, g:\...\facload\0506\prdungr.rsl

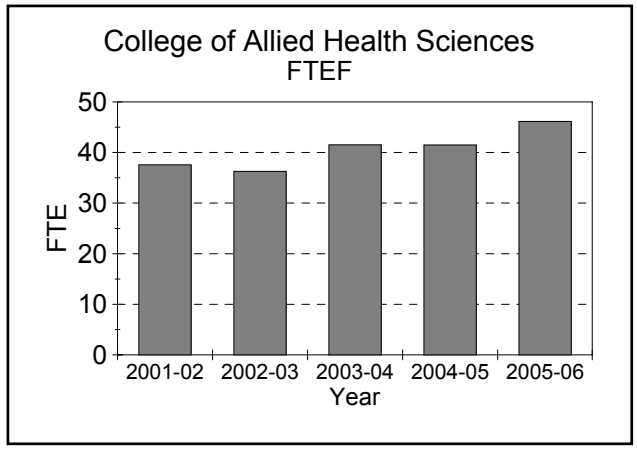
Ferris State University

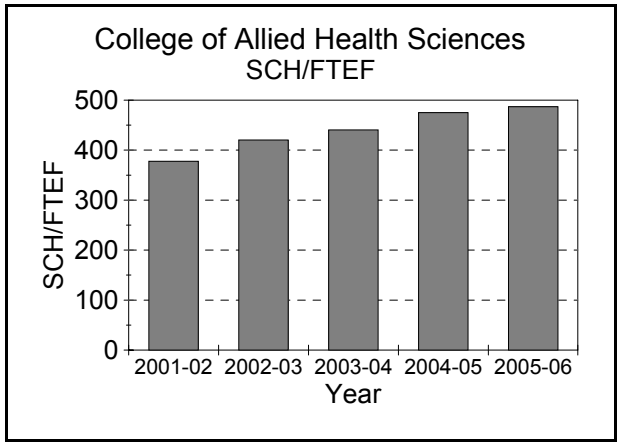
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

Fall and Winter Terms Combined

College of Allied Health Sciences







Year	SCH	FTEF	SCH/FTEF
2001-02	14,193.00	37.58	377.66
2002-03	15,244.00	36.26	420.44
2003-04	18,299.00	41.54	440.46
2004-05	19,708.00	41.49	475.06
2005-06	22,471.00	46.14	487.03

Caution: When viewing graphs, please note the differences in scales

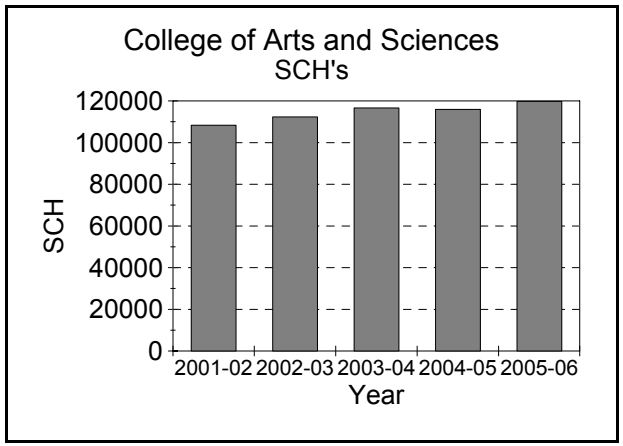
Source: Office of Institutional Research, g:\...\facload\0506\prdahgr.rsl

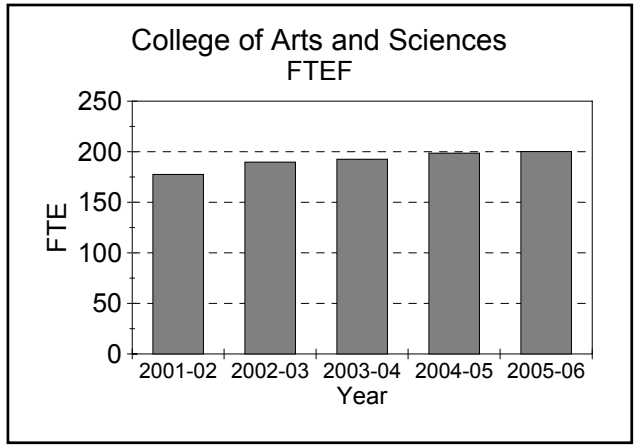
Ferris State University

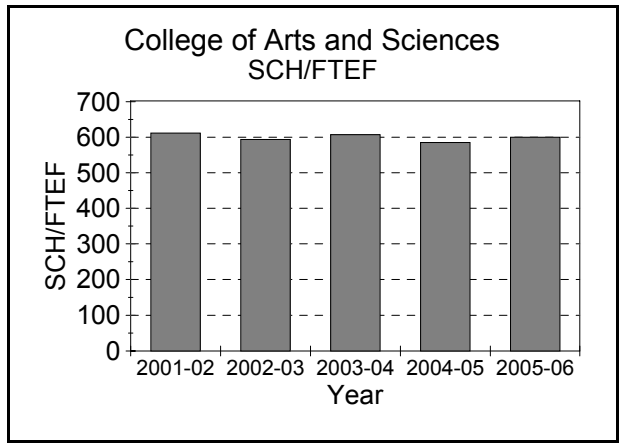
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

Fall and Winter Terms Combined

College of Arts and Sciences







Year	SCH	FTEF	SCH/FTEF
2001-02	108,311.00	177.50	610.19
2002-03	112,342.00	189.70	592.21
2003-04	116,604.00	192.61	605.40
2004-05	115,927.00	198.60	583.73
2005-06	119,800.00	200.20	598.41

Caution: When viewing graphs, please note the differences in scales

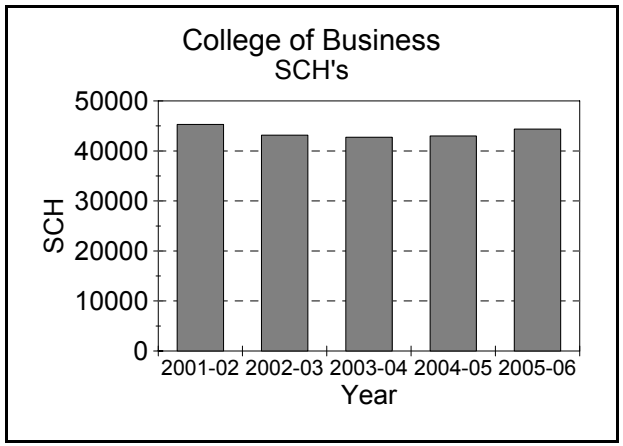
Source: Office of Institutional Research, g:\...\facload\0506\prdasgr.rsl

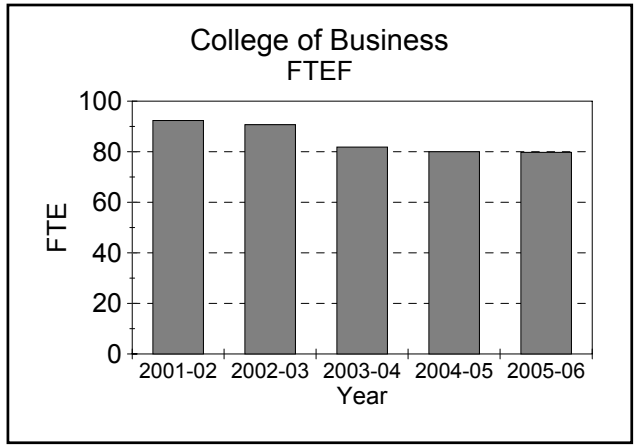
Ferris State University

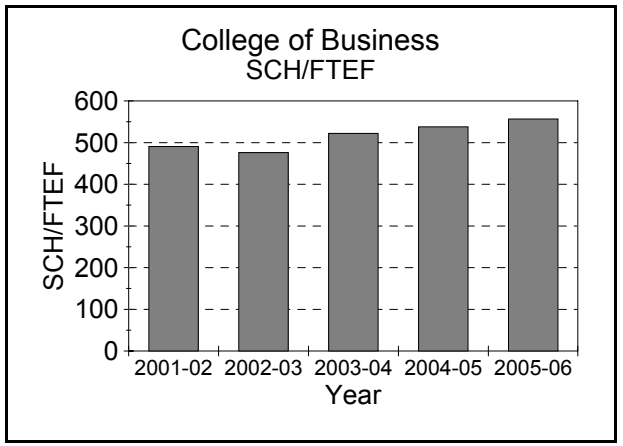
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

Fall and Winter Terms Combined

College of Business







Year	SCH	FTEF	SCH/FTEF
2001-02	45,304.00	92.33	490.67
2002-03	43,162.00	90.70	475.89
2003-04	42,733.00	81.84	522.16
2004-05	42,998.00	79.97	537.69
2005-06	44,382.00	79.73	556.65

Caution: When viewing graphs, please note the differences in scales

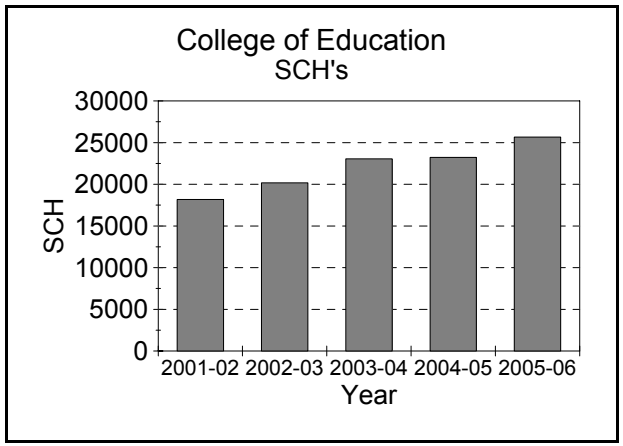
Source: Office of Institutional Research, g:\...\facload\0506\prdbsgr.rsl

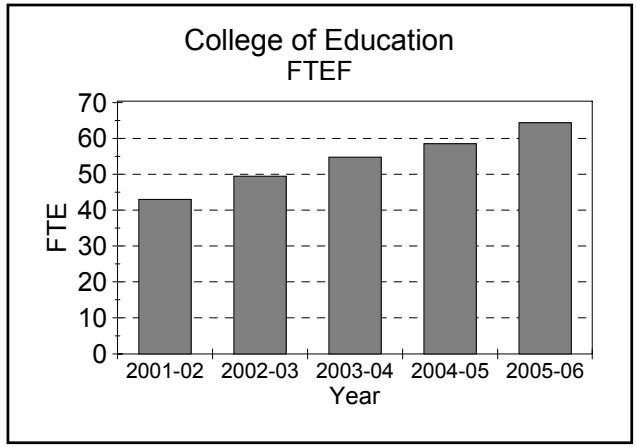
Ferris State University

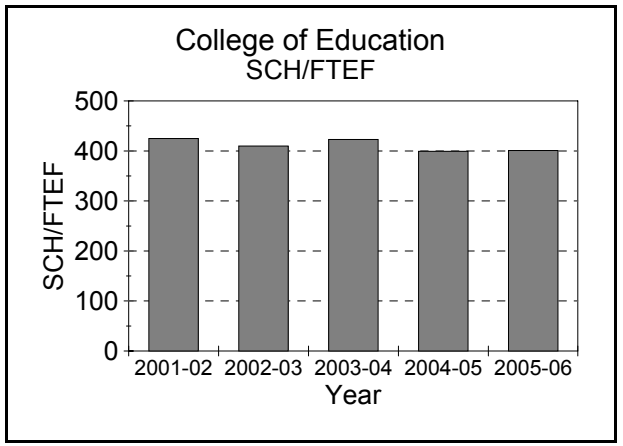
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

Fall and Winter Terms Combined

College of Education & Human Services







Year	SCH	FTEF	SCH/FTEF
2001-02	18,180.00	42.80	424.76
2002-03	20,165.00	49.21	409.81
2003-04	23,044.00	54.49	422.91
2004-05	23,232.00	58.20	399.20
2005-06	25,653.00	64.02	400.71

Caution: When viewing graphs, please note the differences in scales

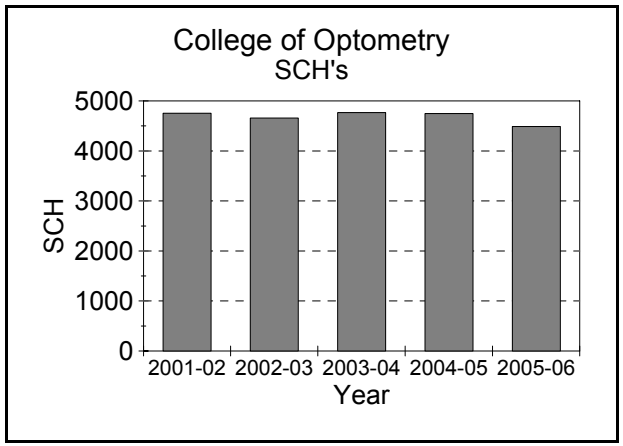
Source: Office of Institutional Research, g:\...\facload\0506\prdedgr.rsl

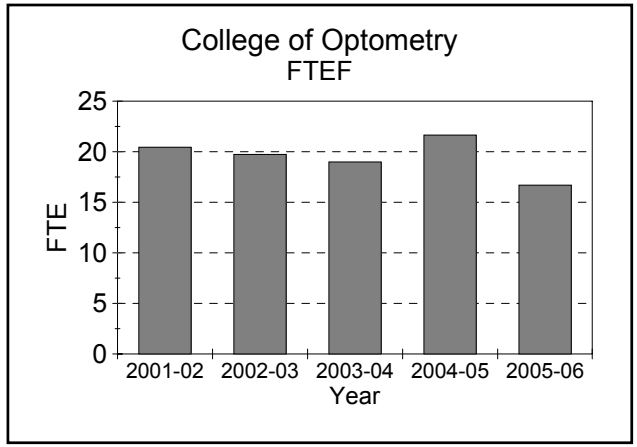
Ferris State University

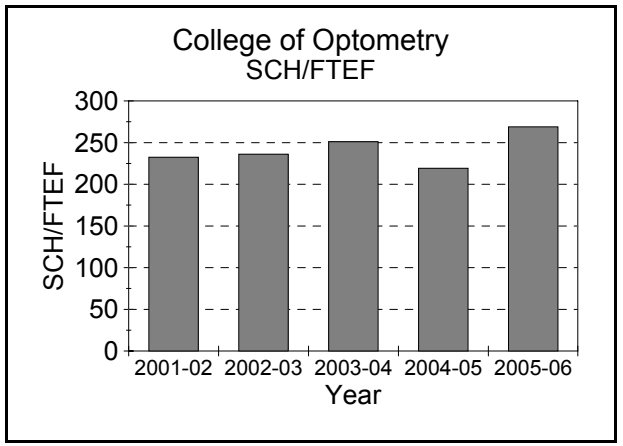
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

Fall and Winter Terms Combined

College of Optometry







Year	SCH	FTEF	SCH/FTEF
2001-02	4,753.00	20.45	232.39
2002-03	4,657.00	19.73	236.01
2003-04	4,765.00	18.98	251.10
2004-05	4,746.00	21.65	219.24
2005-06	4,488.00	16.69	268.85

Caution: When viewing graphs, please note the differences in scales

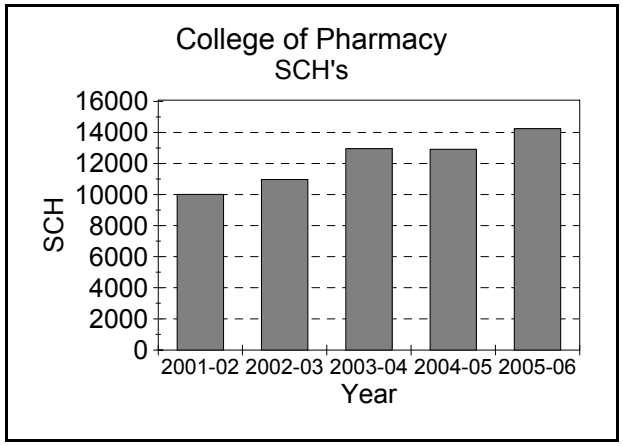
Source: Office of Institutional Research, g:\...\facload\0506\prdopgr.rsl

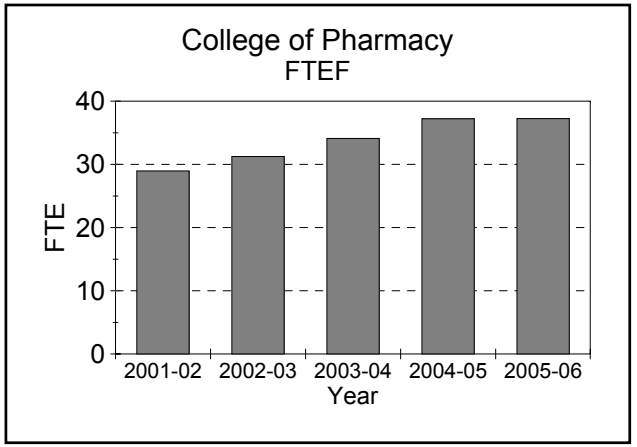
Ferris State University

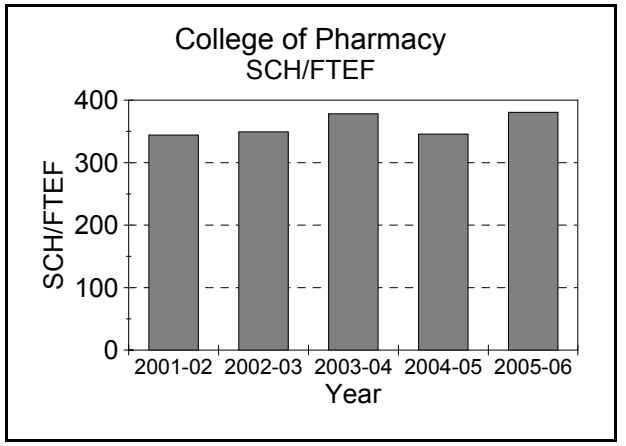
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

Fall and Winter Terms Combined

College of Pharmacy







Year	SCH	FTEF	SCH/FTEF
2001-02	9,967.00	28.96	344.21
2002-03	10,919.00	31.25	349.42
2003-04	12,896.00	34.10	378.22
2004-05	12,860.00	37.21	345.61
2005-06	14,172.00	37.25	380.43

Caution: When viewing graphs, please note the differences in scales

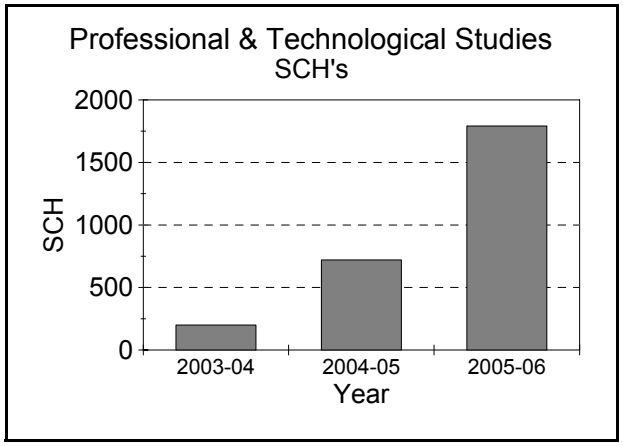
Source: Office of Institutional Research, g:\...\facload\0506\prdphgr.rsl

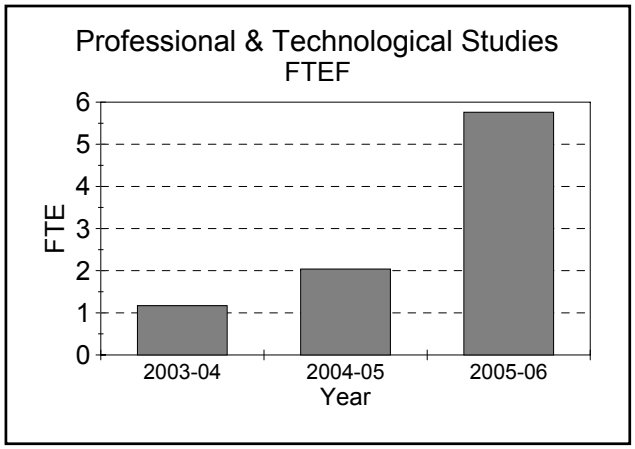
Ferris State University

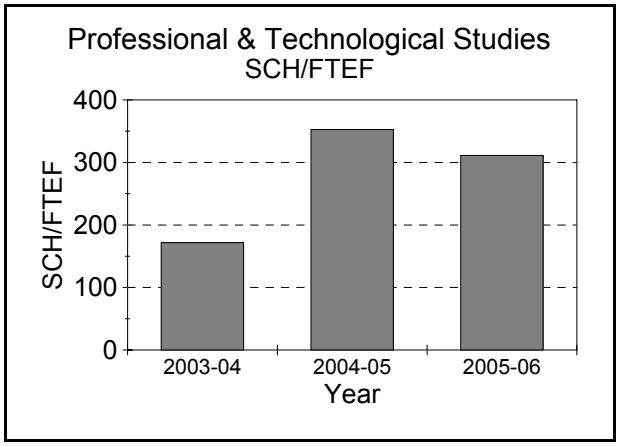
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

College of Professional & Technological Studies







Year	SCH	FTEF	SCH/FTEF
2003-04	200.00	1.17	171.67
2004-05	721.00	2.04	352.57
2005-06	1,791.00	5.76	311.21

Caution: When viewing graphs, please note the differences in scales

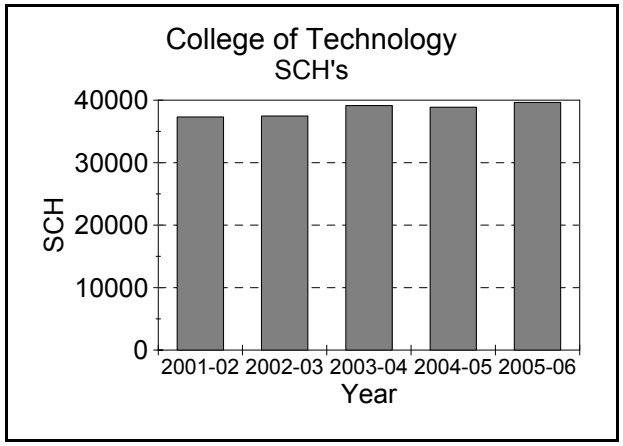
Source: Office of Institutional Research, g:\...\facload\0506\prdpsgr.rsl

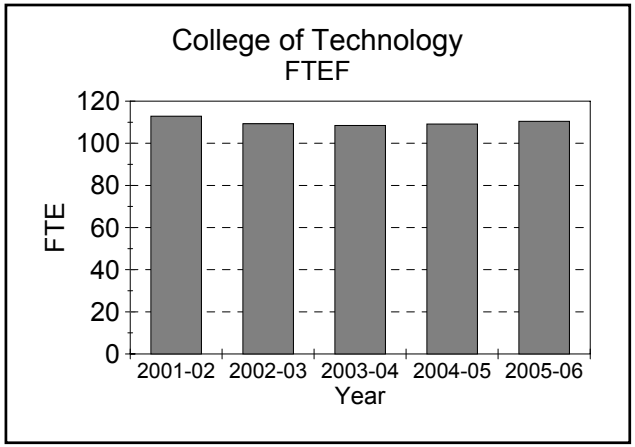
Ferris State University

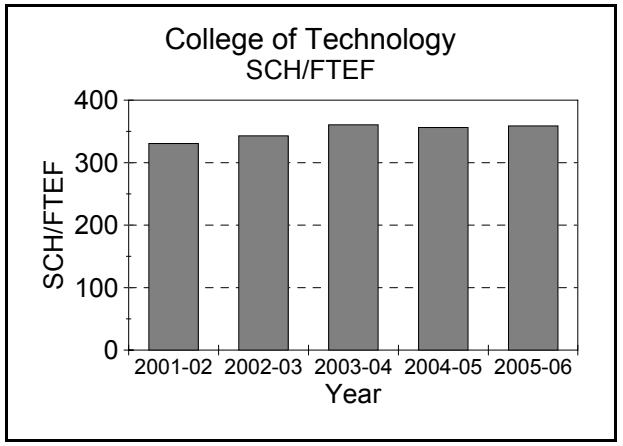
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

Fall and Winter Terms Combined

College of Technology







Year	SCH	FTEF	SCH/FTEF
2001-02	37,308.00	112.84	330.62
2002-03	37,465.00	109.27	342.87
2003-04	39,117.00	108.49	360.57
2004-05	38,864.00	109.11	356.20
2005-06	39,642.00	110.46	358.88

Caution: When viewing graphs, please note the differences in scales

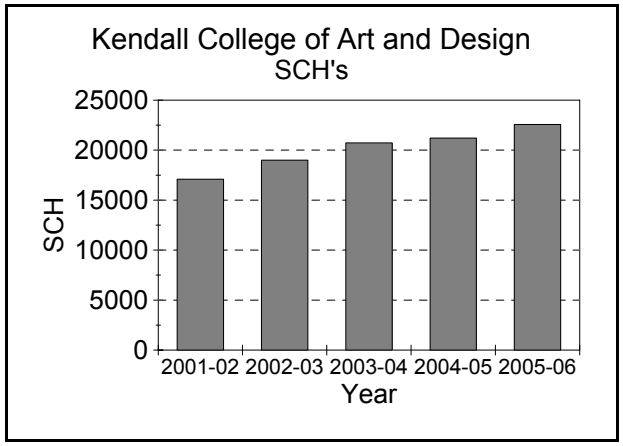
Source: Office of Institutional Research, g:\...\facload\0506\prdtegr.rsl

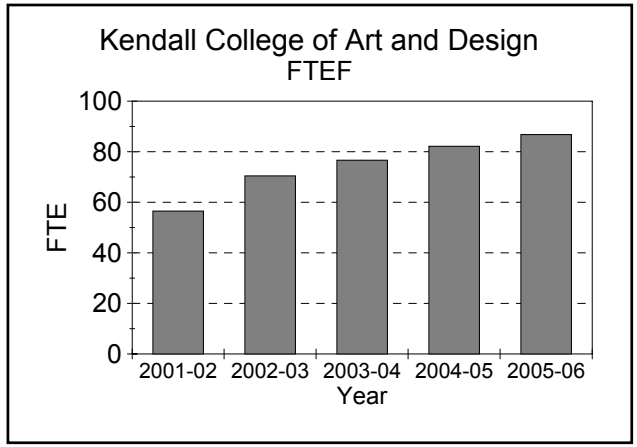
Ferris State University

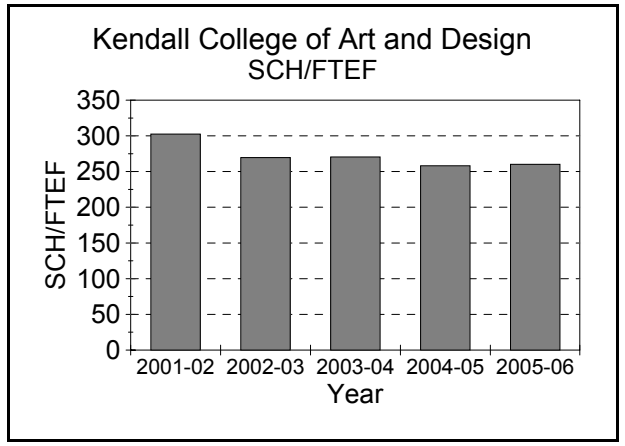
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

Fall and Winter Terms Combined

Kendall College of Art and Design







Year	SCH	FTEF	SCH/FTEF
2001-02	17,098.00	56.54	302.39
2002-03	18,994.00	70.44	269.64
2003-04	20,722.00	76.65	270.35
2004-05	21,200.00	82.13	258.13
2005-06	22,561.00	86.75	260.08

Caution: When viewing graphs, please note the differences in scales

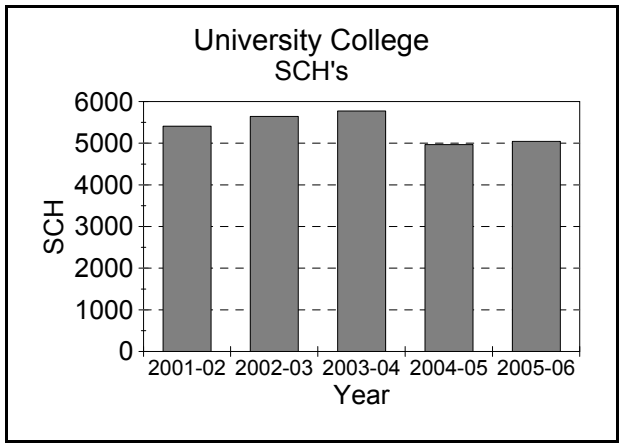
Source: Office of Institutional Research, g:\...\facload\0506\prdkcgr.rsl

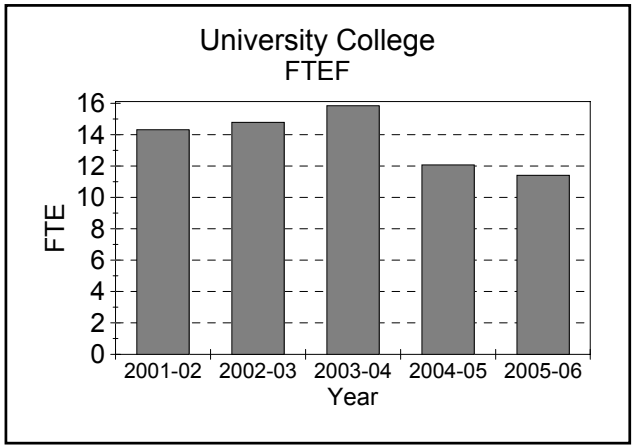
Ferris State University

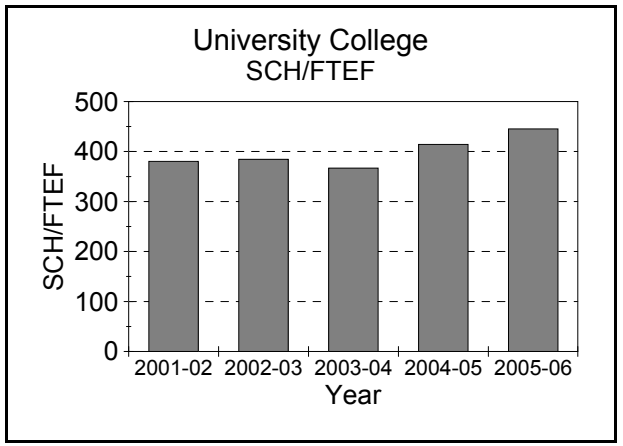
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

Fall and Winter Terms Combined

University College







Year	SCH	FTEF	SCH/FTEF
2001-02	5,407.00	14.22	380.26
2002-03	5,644.00	14.68	384.54
2003-04	5,775.00	15.74	366.92
2004-05	4,967.00	11.99	414.35
2005-06	5,045.00	11.33	445.33

Caution: When viewing graphs, please note the differences in scales

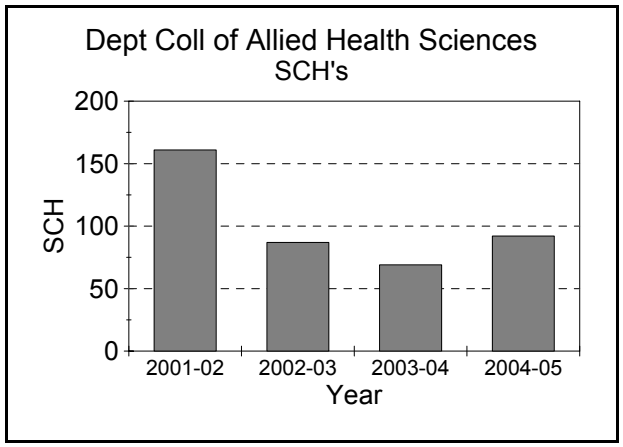
Source: Office of Institutional Research, g:\...\facload\0506\prducgr.rsl

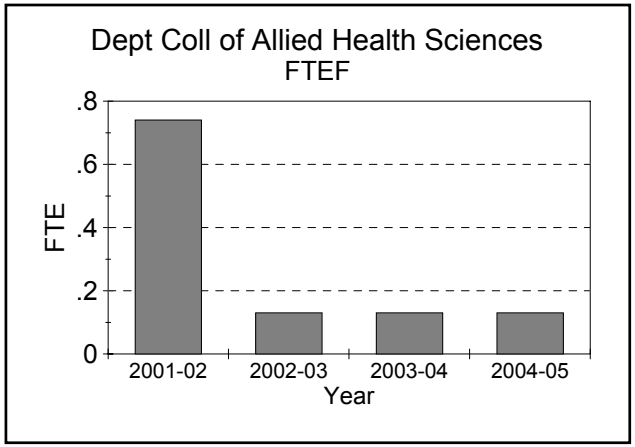
Ferris State University

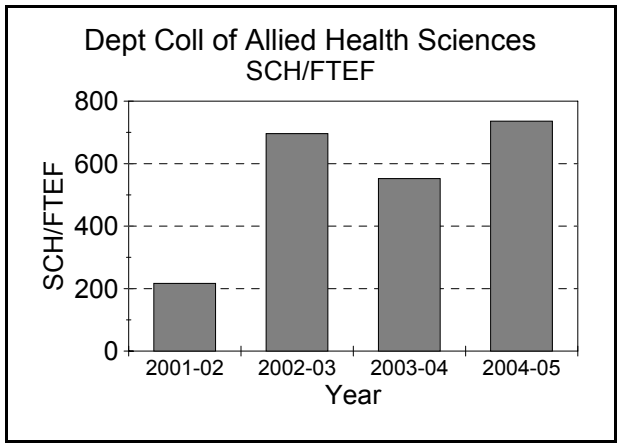
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

College of Allied Health Sciences
(College of Allied Health Sciences)







Year	SCH	FTEF	SCH/FTEF
2001-02	161.00	0.74	216.79
2002-03	87.00	0.13	696.00
2003-04	69.00	0.13	552.00
2004-05	92.00	0.13	736.00

<< College of Allied Health Sciences Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

Caution: When viewing graphs, please note the differences in scales

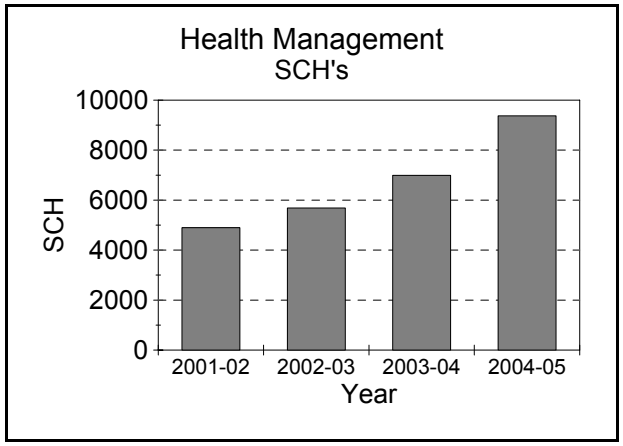
Source: Office of Institutional Research, g:\...\facload\0506\prdah2g.rsl

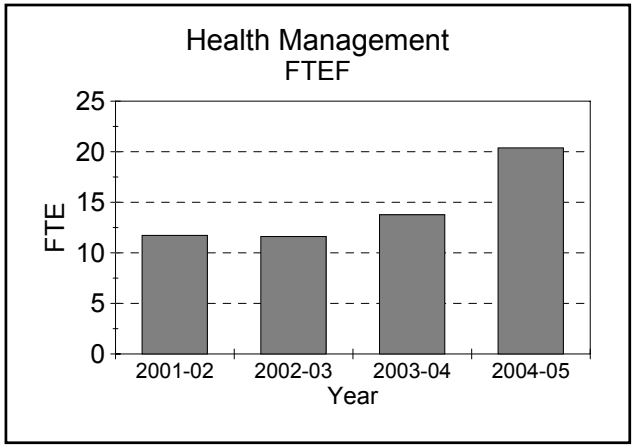
Ferris State University

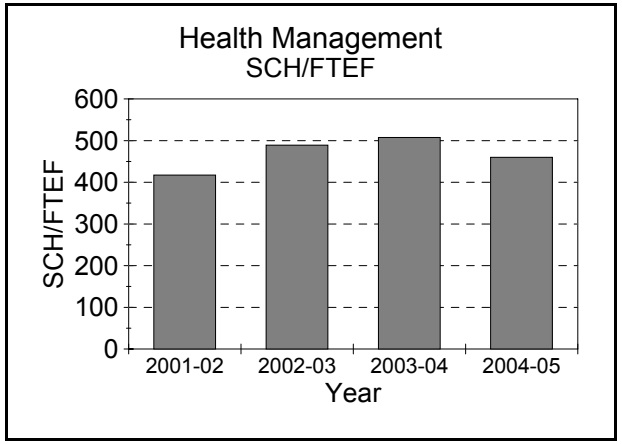
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Health Management
(College of Allied Health Sciences)







Year	SCH	FTEF	SCH/FTEF
2001-02	4,895.00	11.73	417.29
2002-03	5,686.00	11.62	489.23
2003-04	6,989.00	13.77	507.53
2004-05	9,375.00	20.38	459.99

<< College of Allied Health Sciences Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

Caution: When viewing graphs, please note the differences in scales

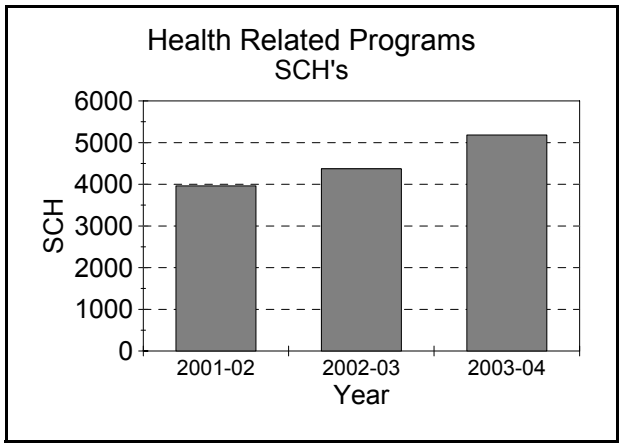
Source: Office of Institutional Research, g:\...\facload\0506\prdah4g.rsl

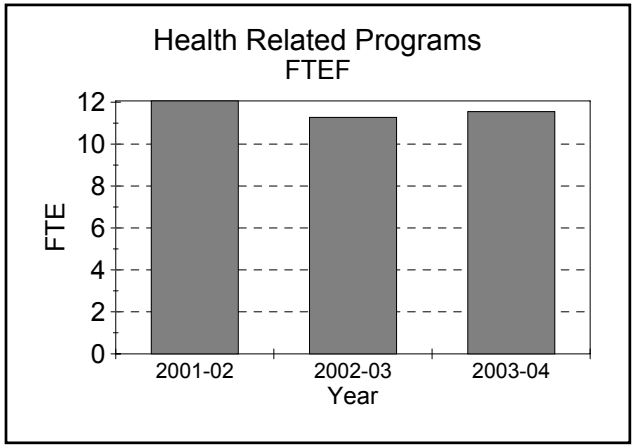
Ferris State University

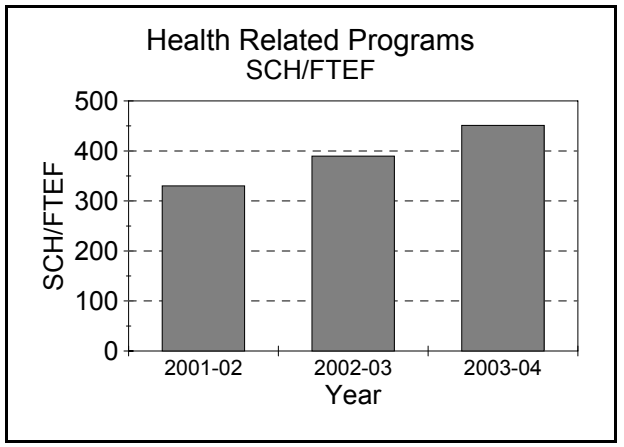
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Health Related Programs
(College of Allied Health Sciences)







Year	SCH	FTEF	SCH/FTEF
2001-02	3,961.00	12.00	330.06
2002-03	4,372.00	11.22	389.71
2003-04	5,183.00	11.49	450.92

<< College of Allied Health Sciences Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

*<< Department changed to **Imaging Sciences** in 2004-2005>>*

Caution: When viewing graphs, please note the differences in scales

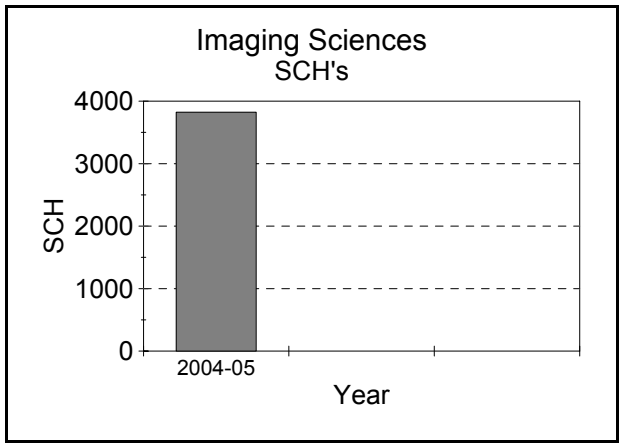
Source: Office of Institutional Research, g:\...\facload\0506\prdah7g.rsl

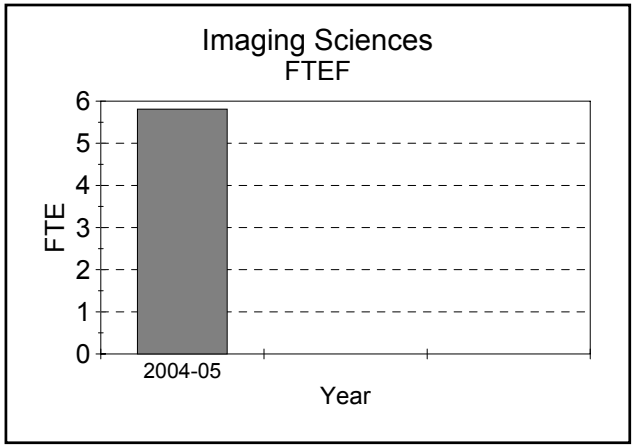
Ferris State University

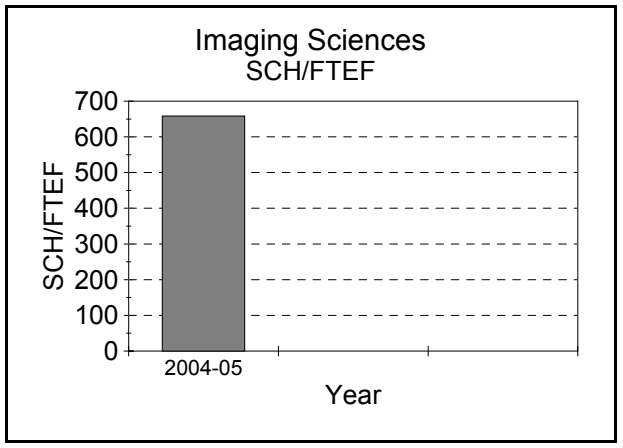
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Imaging Sciences
(College of Allied Health Sciences)







Year	SCH	FTEF	SCH/FTEF
2004-05	3,823.00	5.81	658.26

<< College of Allied Health Sciences Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

*<< Prior to 2004-05 see **Health Related Programs** >>*

Caution: When viewing graphs, please note the differences in scales

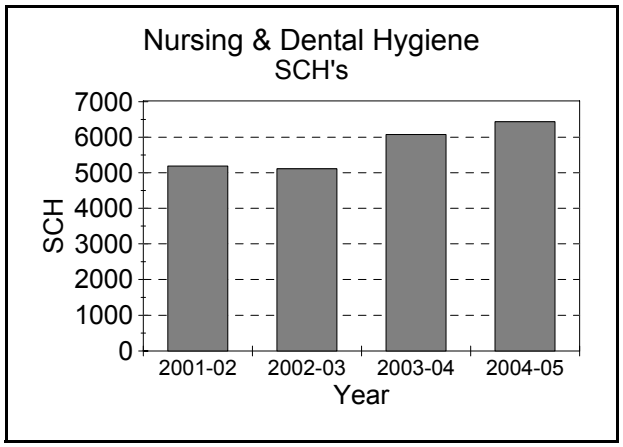
Source: Office of Institutional Research, g:\...\facload\0506\prdah5g.rsl

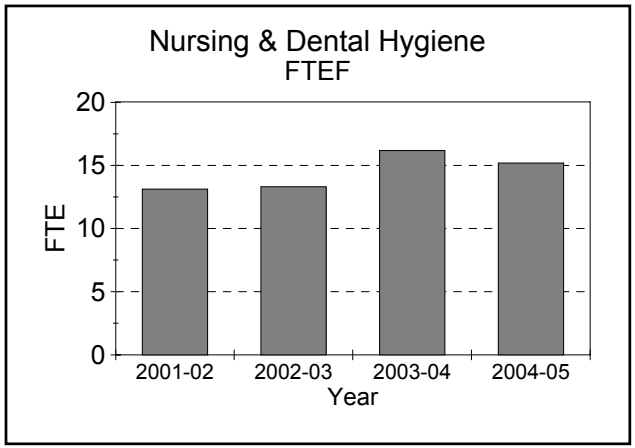
Ferris State University

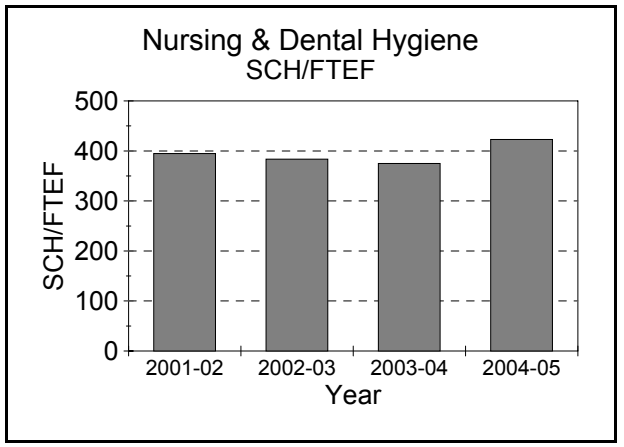
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Department

Fall and Winter Terms Combined

Nursing & Dental Hygiene
(College of Allied Health Sciences)







Year	SCH	FTEF	SCH/FTEF
2001-02	5,176.00	13.11	394.90
2002-03	5,099.00	13.29	383.64
2003-04	6,058.00	16.16	374.99
2004-05	6,418.00	15.17	423.02

<< College of Allied Health Sciences Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

Caution: When viewing graphs, please note the differences in scales

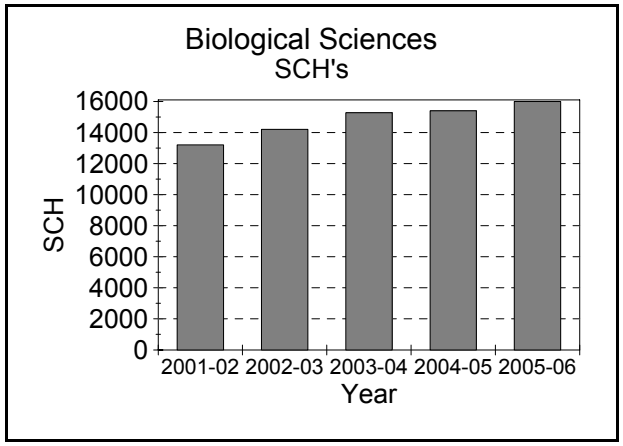
Source: Office of Institutional Research, g:\...\facload\0506\prdah8g.rsl

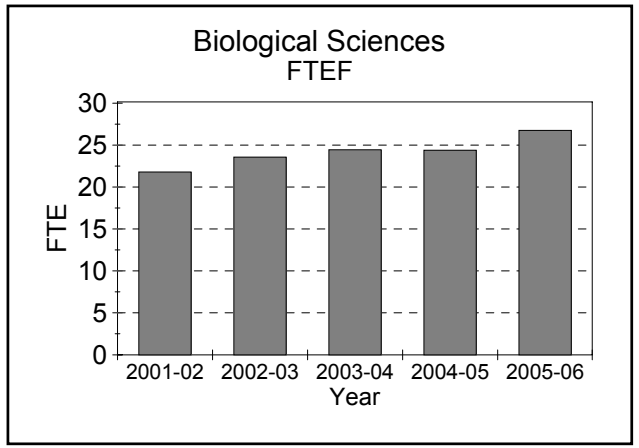
Ferris State University

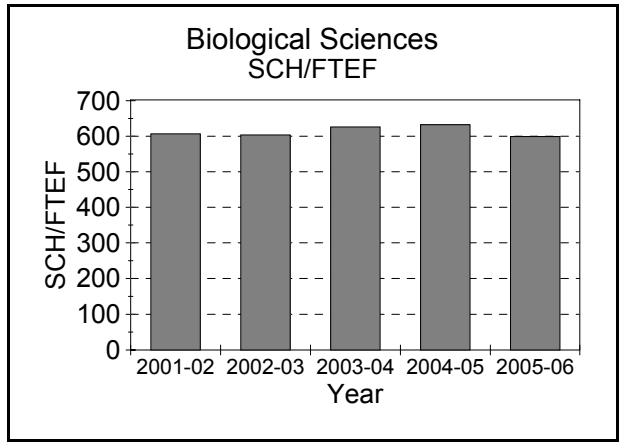
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Biological Sciences
(College of Arts & Sciences)







Year	SCH	FTEF	SCH/FTEF
2001-02	13,119.00	21.68	605.07
2002-03	14,118.00	23.45	602.06
2003-04	15,186.00	24.33	624.09
2004-05	15,305.00	24.27	630.61
2005-06	15,898.00	26.62	597.23

Caution: When viewing graphs, please note the differences in scales

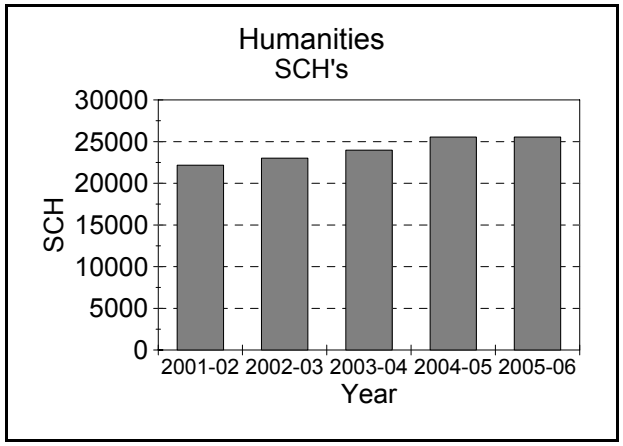
Source: Office of Institutional Research, g:\...\facload\0506\prdas1g.rsl

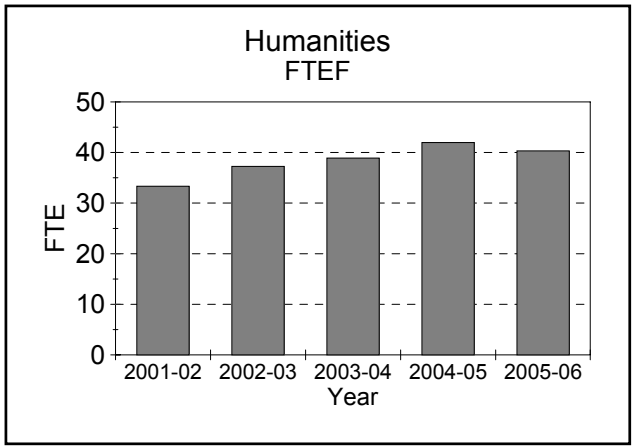
Ferris State University

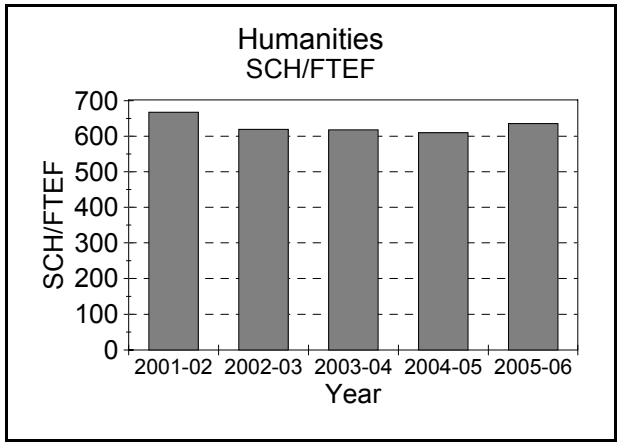
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Humanities
(College of Arts & Sciences)







Year	SCH	FTEF	SCH/FTEF
2001-02	22,176.00	33.33	665.42
2002-03	23,012.00	37.26	617.60
2003-04	23,974.00	38.90	616.34
2004-05	25,548.00	41.96	608.07
2005-06	25,556.00	40.32	633.84

Caution: When viewing graphs, please note the differences in scales

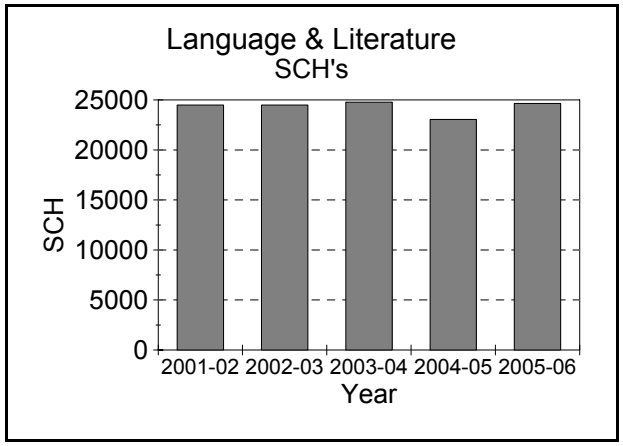
Source: Office of Institutional Research, g:\...\facload\0506\prdas2g.rsl

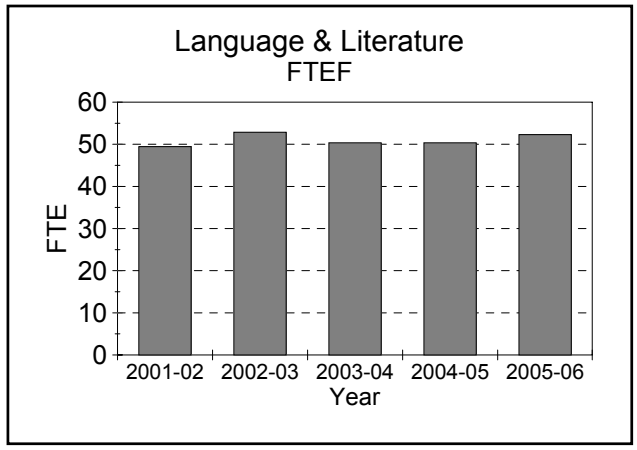
Ferris State University

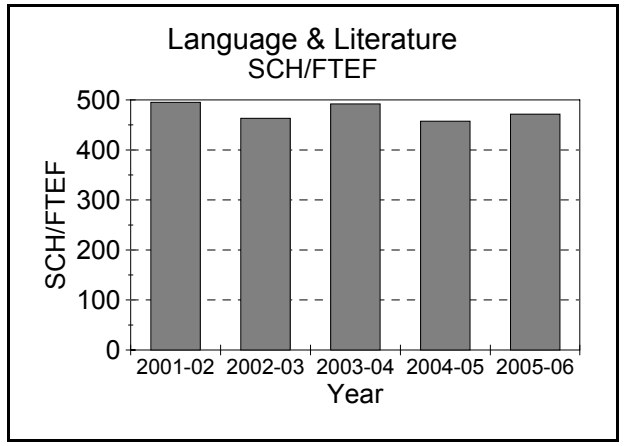
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Language & Literature
(College of Arts & Sciences)







Year	SCH	FTEF	SCH/FTEF
2001-02	24,483.00	49.45	495.16
2002-03	24,492.00	52.86	463.32
2003-04	24,784.00	50.36	492.14
2004-05	23,045.00	50.36	457.59
2005-06	24,656.00	52.28	471.65

Caution: When viewing graphs, please note the differences in scales

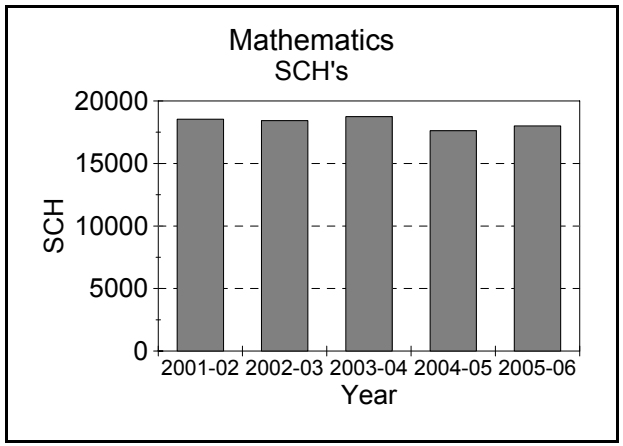
Source: Office of Institutional Research, g:\...\facload\0506\prdas3g.rsl

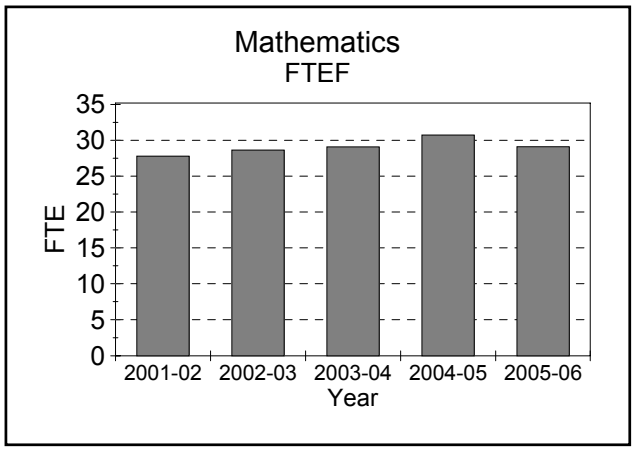
Ferris State University

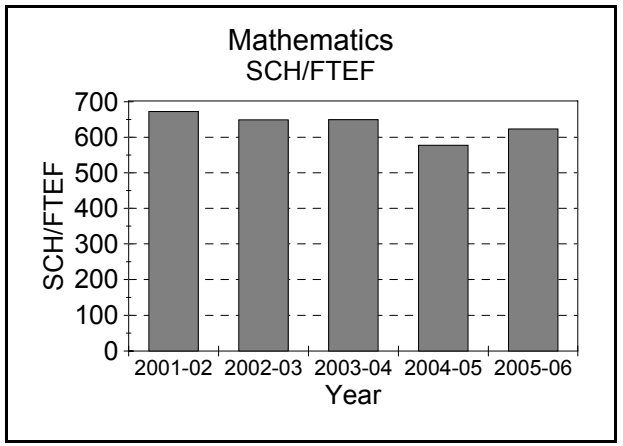
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Mathematics
(College of Arts & Sciences)







Year	SCH	FTEF	SCH/FTEF
2001-02	18,536.00	27.64	670.50
2002-03	18,431.00	28.49	647.01
2003-04	18,744.00	28.94	647.57
2004-05	17,617.00	30.58	576.05
2005-06	17,999.00	28.95	621.62

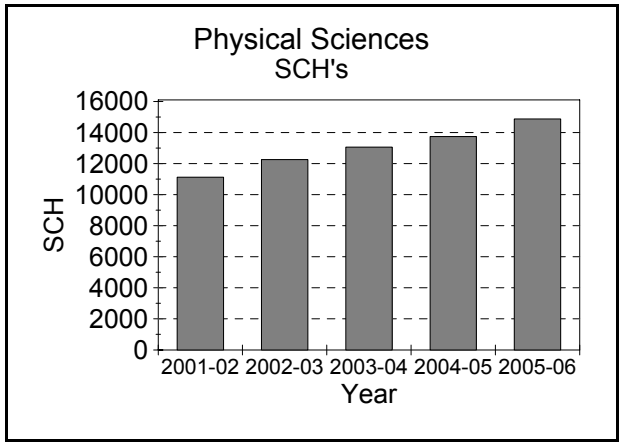
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdas4g.rsl

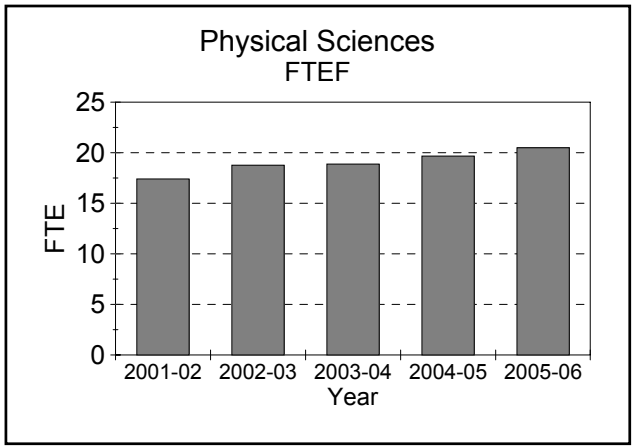
Ferris State University

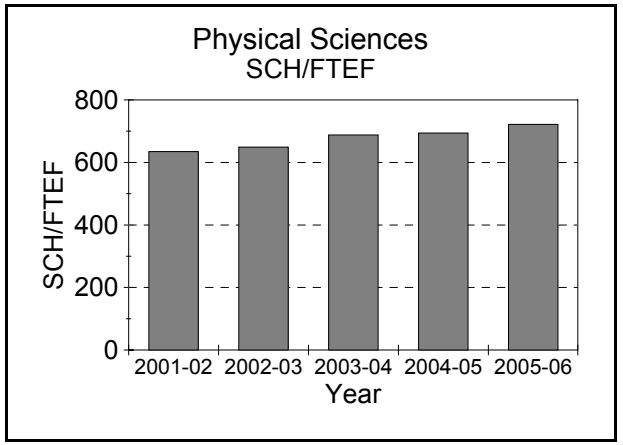
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Physical Sciences
(College of Arts & Sciences)







Year	SCH	FTEF	SCH/FTEF
2001-02	11,053.00	17.41	634.73
2002-03	12,177.00	18.76	649.11
2003-04	12,985.00	18.87	688.16
2004-05	13,653.00	19.67	694.24
2005-06	14,786.00	20.49	721.62

Caution: When viewing graphs, please note the differences in scales

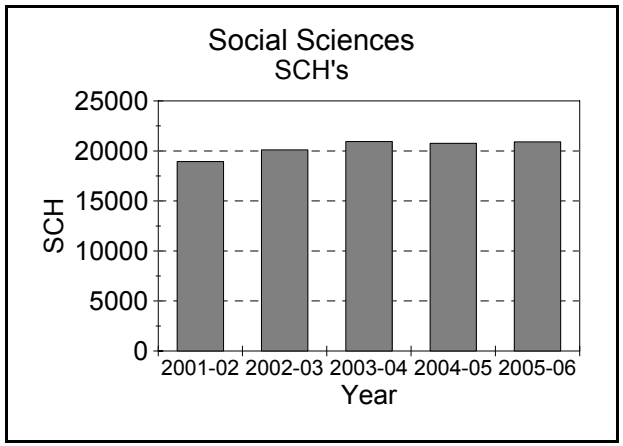
Source: Office of Institutional Research, g:\...\facload\0506\prdas5g.rsl

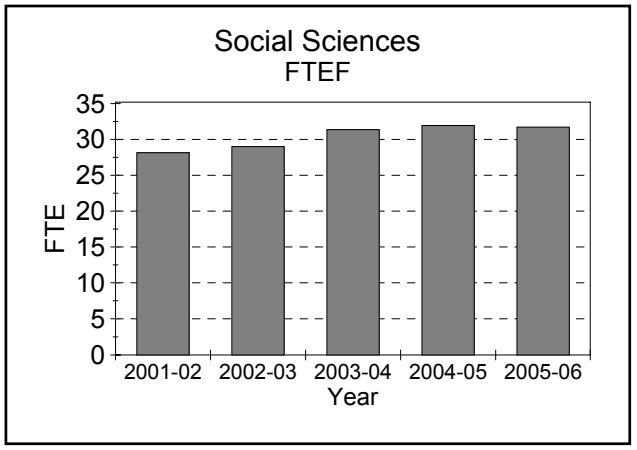
Ferris State University

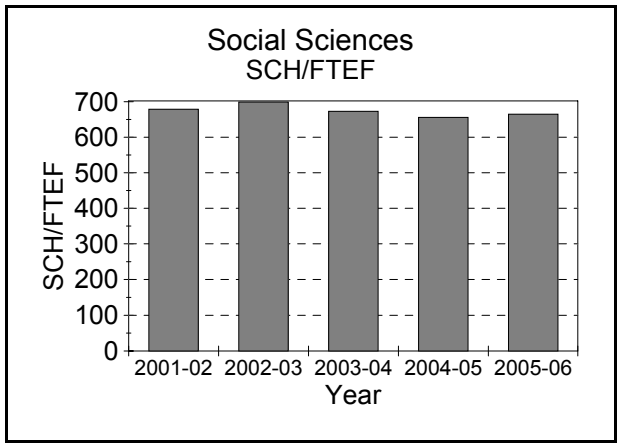
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Social Sciences
(College of Arts & Sciences)







Year	SCH	FTEF	SCH/FTEF
2001-02	18,944.00	27.99	676.80
2002-03	20,105.00	28.84	697.06
2003-04	20,931.00	31.20	670.82
2004-05	20,759.00	31.76	653.68
2005-06	20,905.00	31.54	662.85

Caution: When viewing graphs, please note the differences in scales

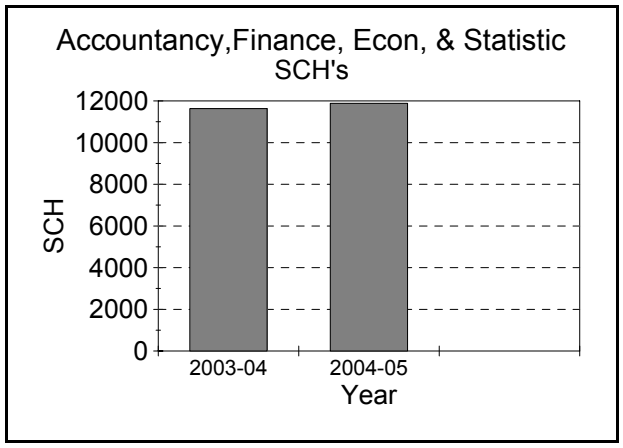
Source: Office of Institutional Research, g:\...\facload\0506\prdas6g.rsl

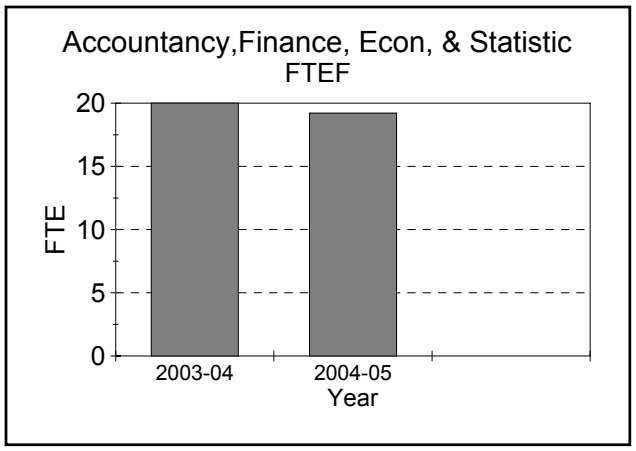
Ferris State University

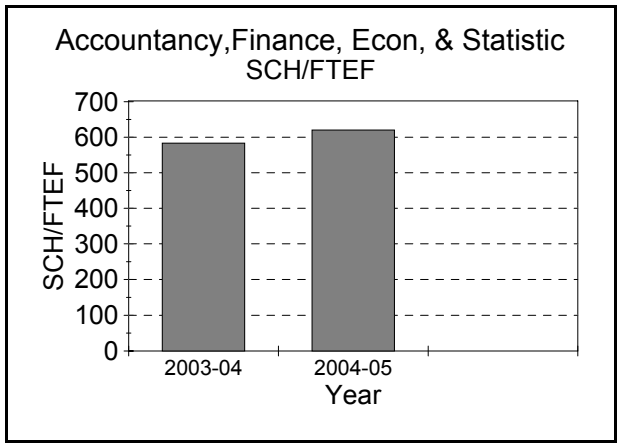
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Accountancy, Finance, Econ, & Statistics
(College of Business)







Year	SCH	FTEF	SCH/FTEF
2003-04	11,631.00	20.00	581.55
2004-05	11,881.00	19.21	618.53

<< College of Business Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

*<< Prior to 2003-04 see **Accountancy/Econ/Applied Stats** >>*

Caution: When viewing graphs, please note the differences in scales

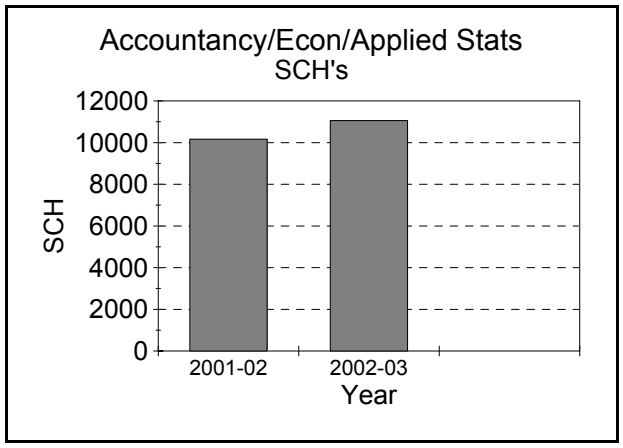
Source: Office of Institutional Research, g:\...\facload\0506\prdbs1g.rsl

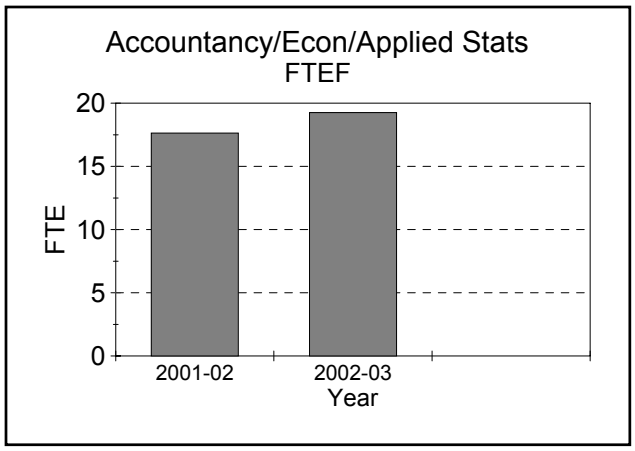
Ferris State University

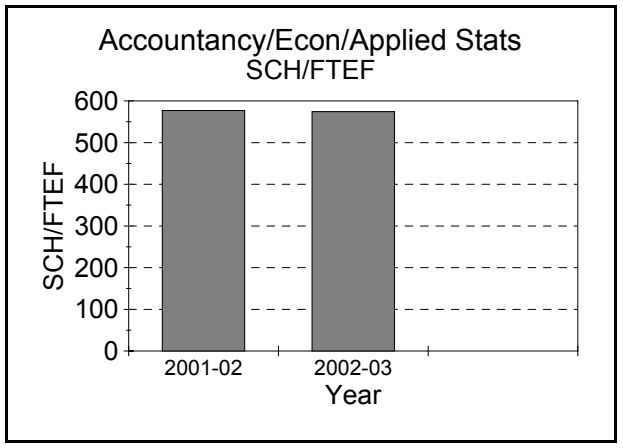
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Accountancy/Econ/Applied Stats
(College of Business)







Year	SCH	FTEF	SCH/FTEF
2001-02	10,167.00	17.63	576.85
2002-03	11,058.00	19.25	574.44

*<< Department changed to **Accountancy, Finance, Econ, & Statistics** in 2003-04 >>*

Caution: When viewing graphs, please note the differences in scales

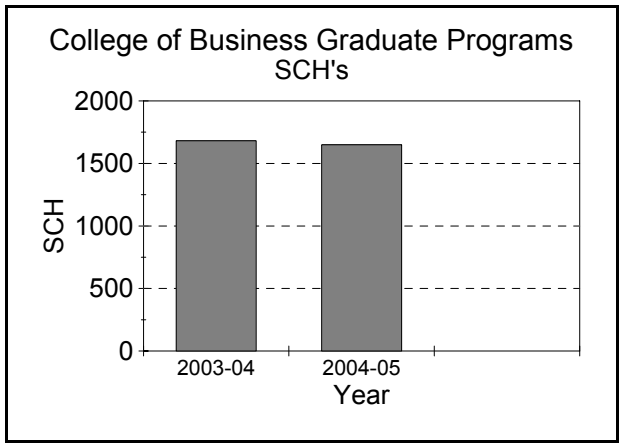
Source: Office of Institutional Research, g:\...\facload\0506\prdbs2g.rsl

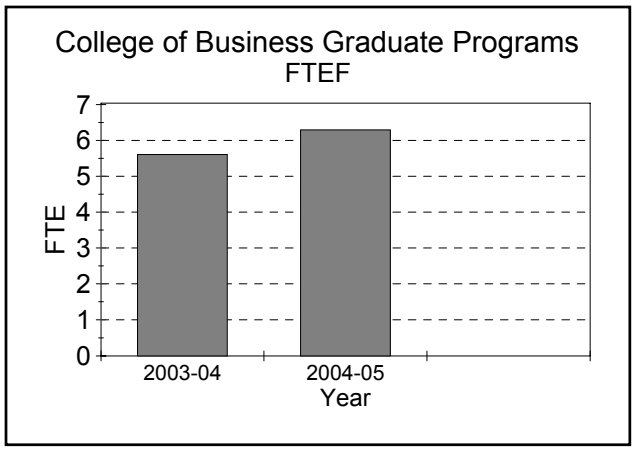
Ferris State University

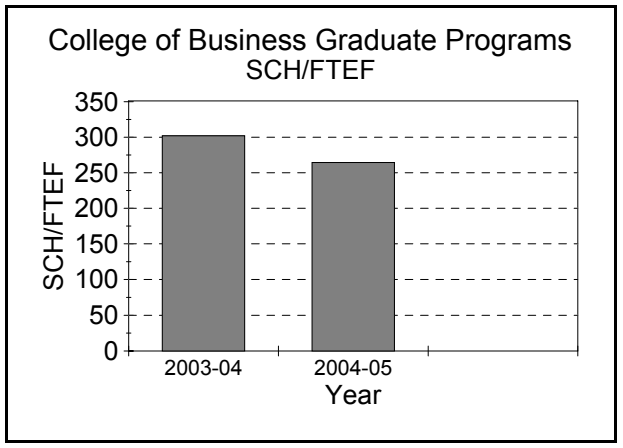
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

College of Business Graduate Programs
(College of Business)







Year	SCH	FTEF	SCH/FTEF
2003-04	1,681.00	5.58	301.19
2004-05	1,650.00	6.26	263.68

<< College of Business Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

<< New Department in 2003-04 >>

Caution: When viewing graphs, please note the differences in scales

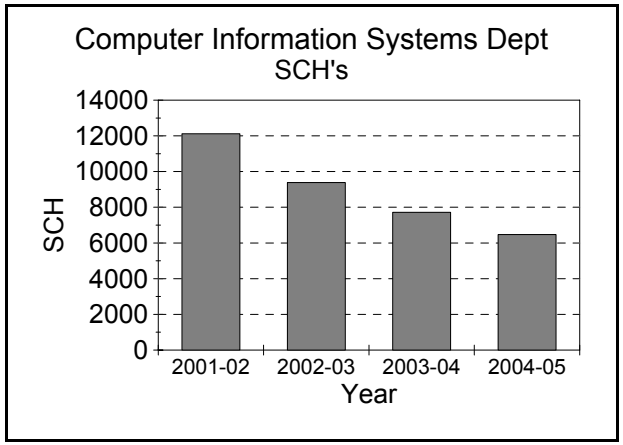
Source: Office of Institutional Research, g:\...\facload\0506\prdbs7g.rsl

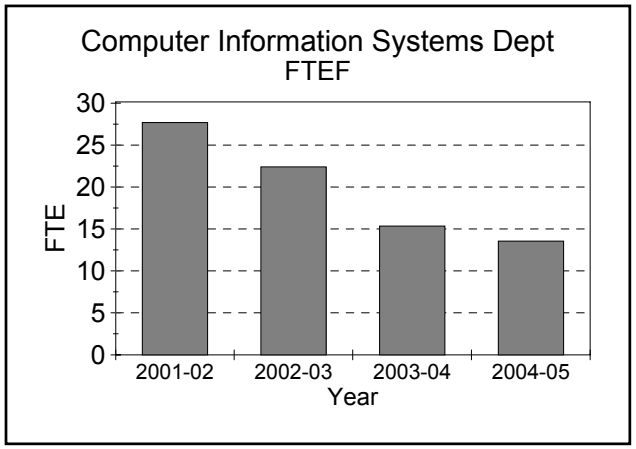
Ferris State University

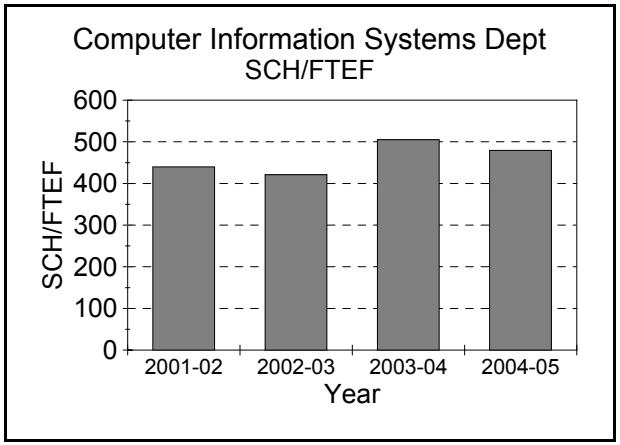
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Computer Information Systems Dept
(College of Business)







Year	SCH	FTEF	SCH/FTEF
2001-02	12,115.00	27.55	439.71
2002-03	9,382.00	22.29	420.89
2003-04	7,715.00	15.27	505.17
2004-05	6,474.00	13.50	479.38

<< College of Business Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

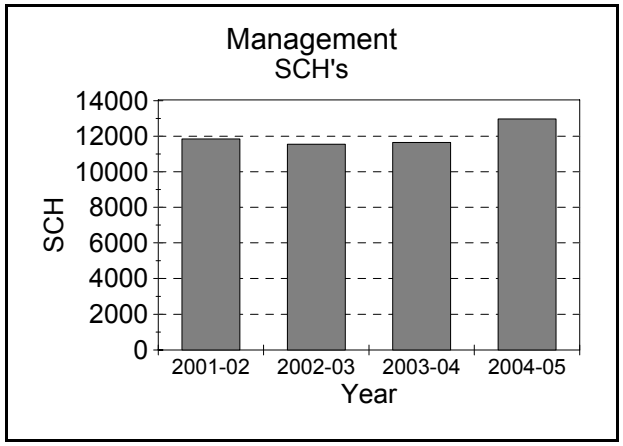
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdbs3g.rsl

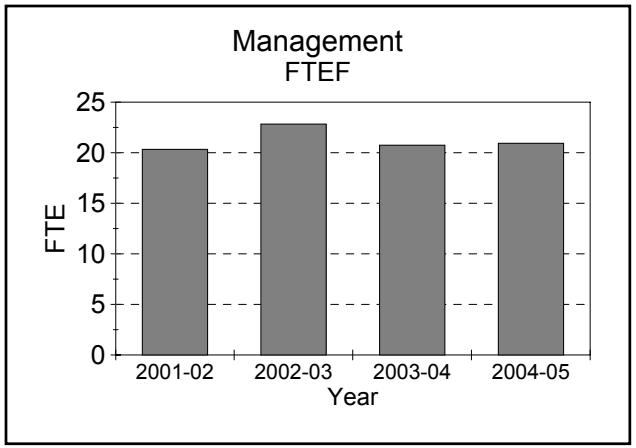
Ferris State University

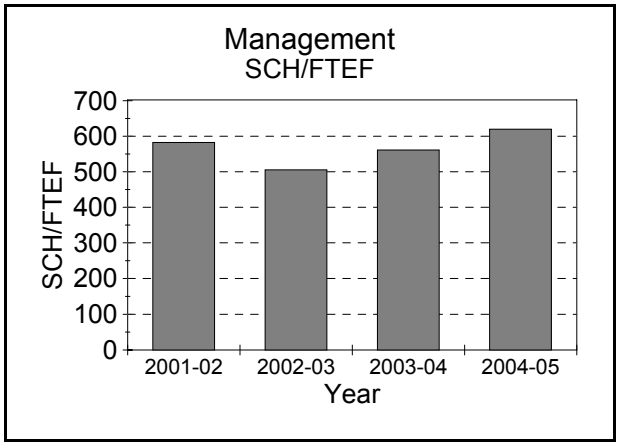
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Management
(College of Business)







Year	SCH	FTEF	SCH/FTEF
2001-02	11,812.00	20.34	580.76
2002-03	11,518.00	22.83	504.51
2003-04	11,618.00	20.75	559.82
2004-05	12,936.00	20.93	618.17

<< College of Business Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

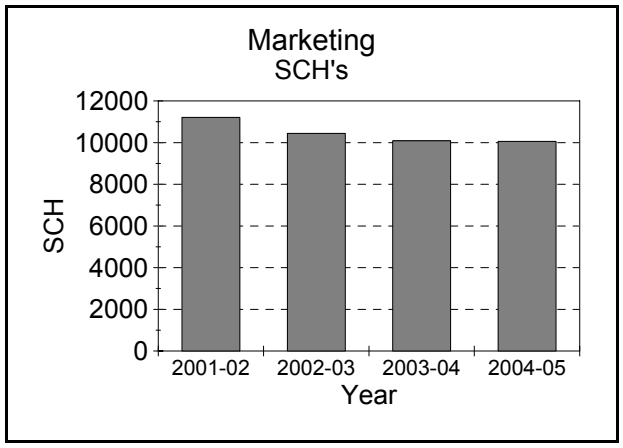
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdbs5g.rsl

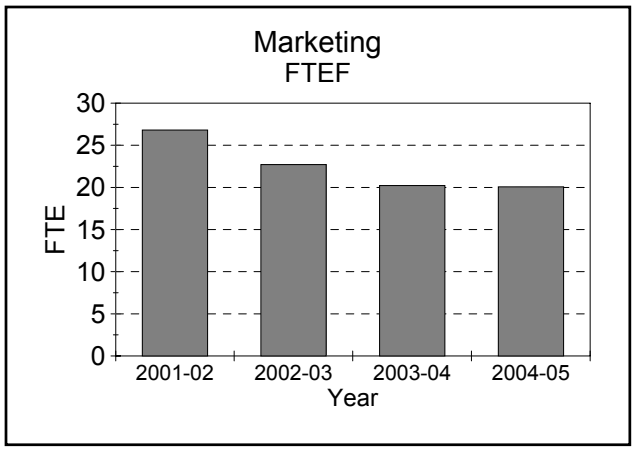
Ferris State University

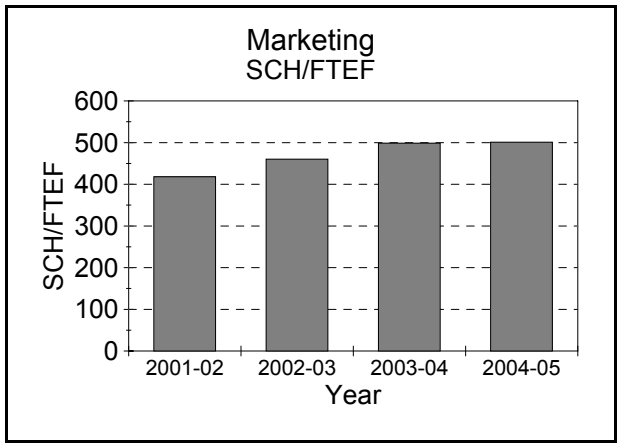
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Marketing
(College of Business)







Year	SCH	FTEF	SCH/FTEF
2001-02	11,210.00	26.81	418.06
2002-03	10,445.00	22.70	460.09
2003-04	10,088.00	20.23	498.58
2004-05	10,057.00	20.07	501.08

<< College of Business Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

Caution: When viewing graphs, please note the differences in scales

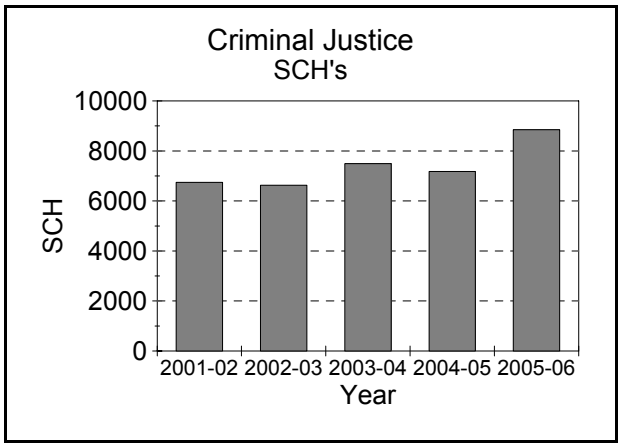
Source: Office of Institutional Research, g:\...\facload\0506\prdbs4g.rsl

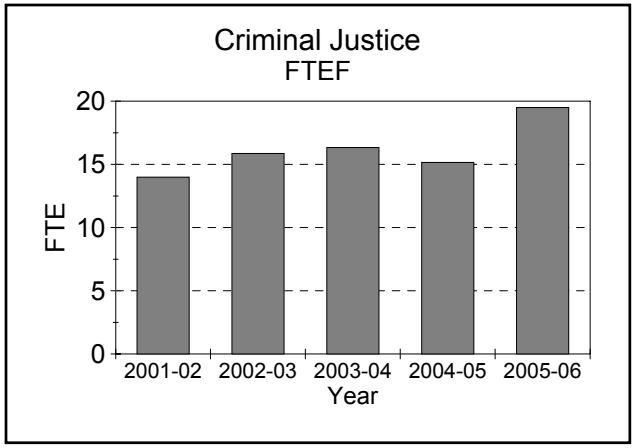
Ferris State University

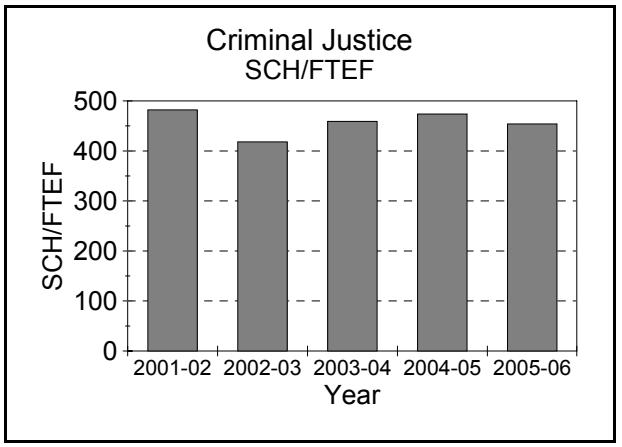
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Criminal Justice
(College of Education & Human Services)







Year	SCH	FTEF	SCH/FTEF
2001-02	6,743.00	13.99	482.02
2002-03	6,631.00	15.86	418.01
2003-04	7,492.00	16.33	458.93
2004-05	7,177.00	15.15	473.77
2005-06	8,846.00	19.49	453.87

Caution: When viewing graphs, please note the differences in scales

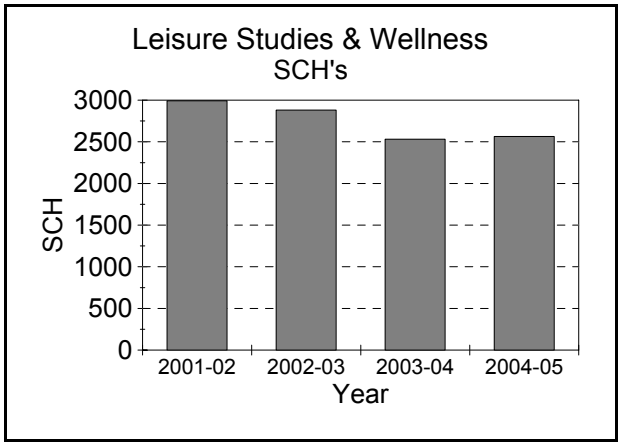
Source: Office of Institutional Research, g:\...\facload\0506\prded2g.rsl

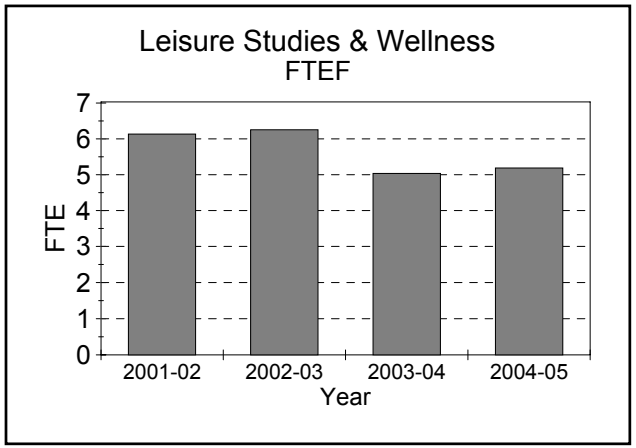
Ferris State University

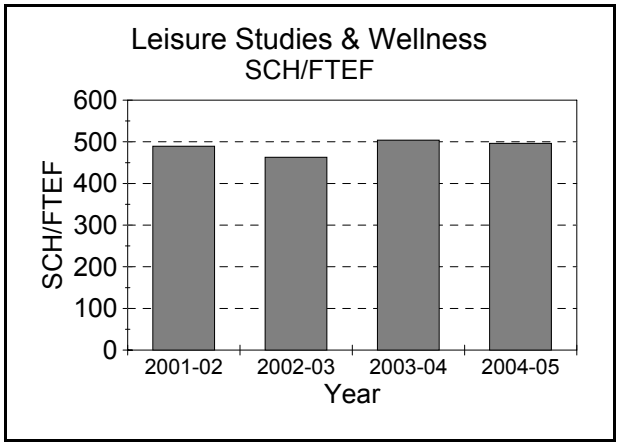
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Leisure Studies & Wellness
(College of Education & Human Services)







Year	SCH	FTEF	SCH/FTEF
2001-02	2,992.00	6.11	489.35
2002-03	2,881.00	6.23	462.79
2003-04	2,532.00	5.02	504.05
2004-05	2,564.00	5.17	496.18

<< Department changed to Recreation Leisure Services & Wellness in 2005-06 >>

Caution: When viewing graphs, please note the differences in scales

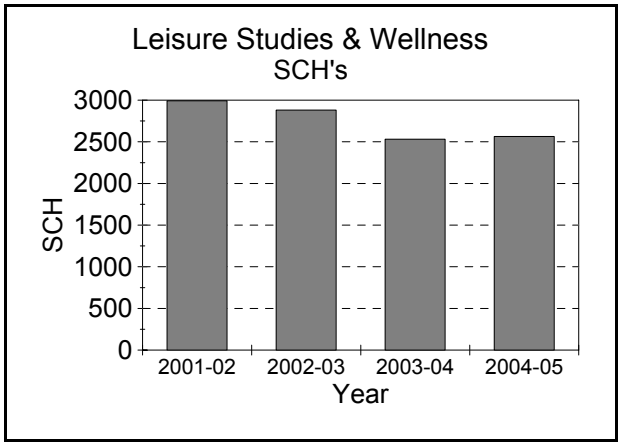
Source: Office of Institutional Research, g:\...\facload\0506\prded3g.rsl

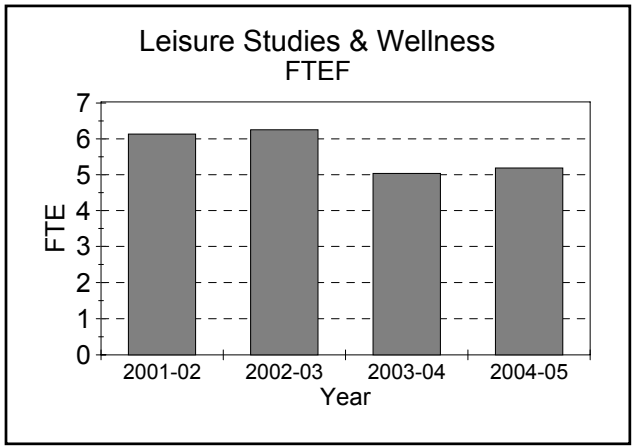
Ferris State University

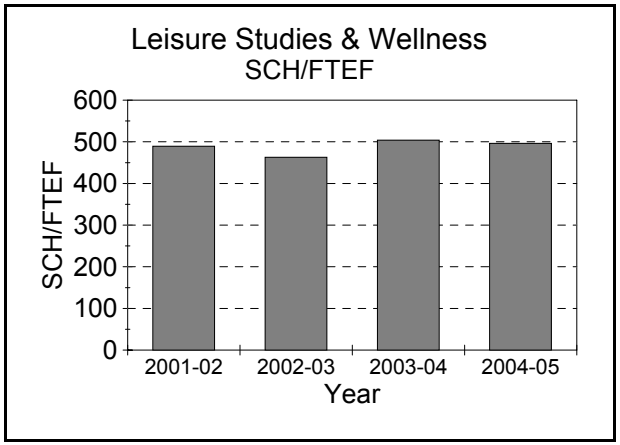
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Leisure Studies & Wellness
(College of Education & Human Services)







Year	SCH	FTEF	SCH/FTEF
2001-02	2,992.00	6.11	489.35
2002-03	2,881.00	6.23	462.79
2003-04	2,532.00	5.02	504.05
2004-05	2,564.00	5.17	496.18

<< Department changed to Recreation Leisure Services & Wellness in 2005-06 >>

Caution: When viewing graphs, please note the differences in scales

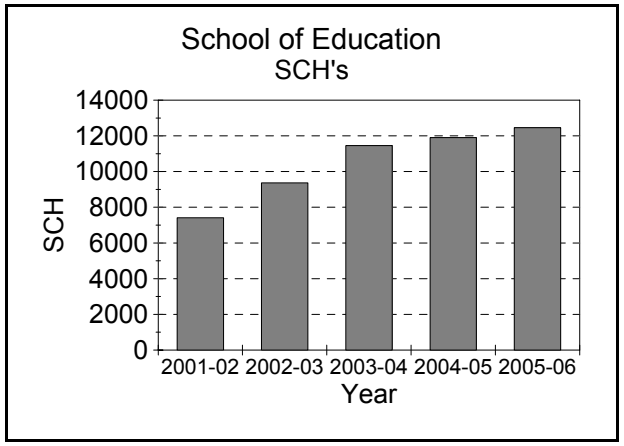
Source: Office of Institutional Research, g:\...\facload\0506\prded3g.rsl

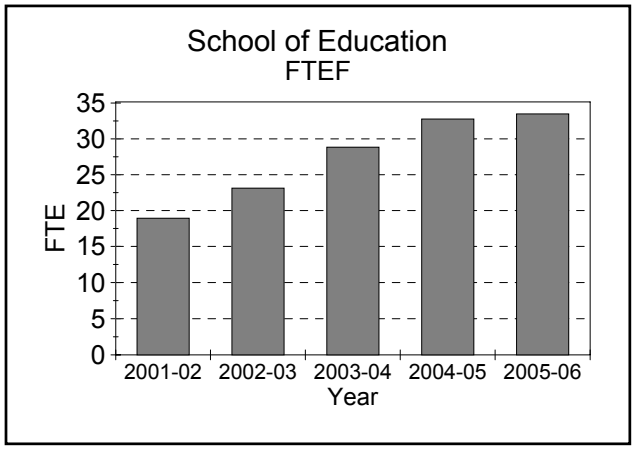
Ferris State University

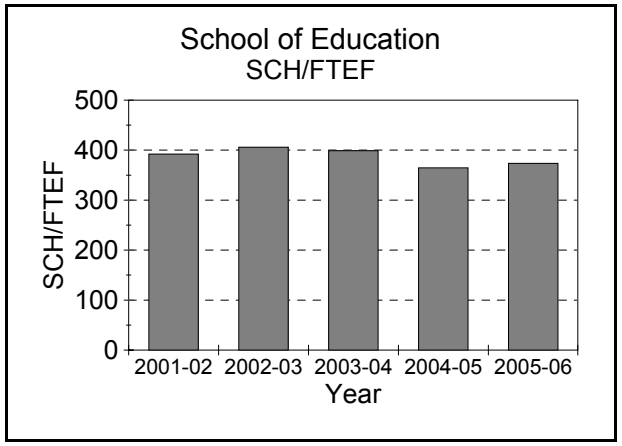
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

School of Education
(College of Education & Human Services)







Year	SCH	FTEF	SCH/FTEF
2001-02	7,414.00	18.91	392.13
2002-03	9,362.00	23.07	405.76
2003-04	11,455.00	28.73	398.77
2004-05	11,903.00	32.64	364.72
2005-06	12,460.00	33.34	373.70

Caution: When viewing graphs, please note the differences in scales

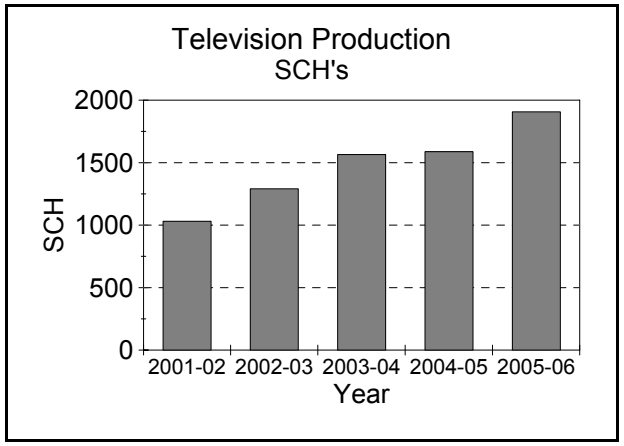
Source: Office of Institutional Research, g:\...\facload\0506\prded4g.rsl

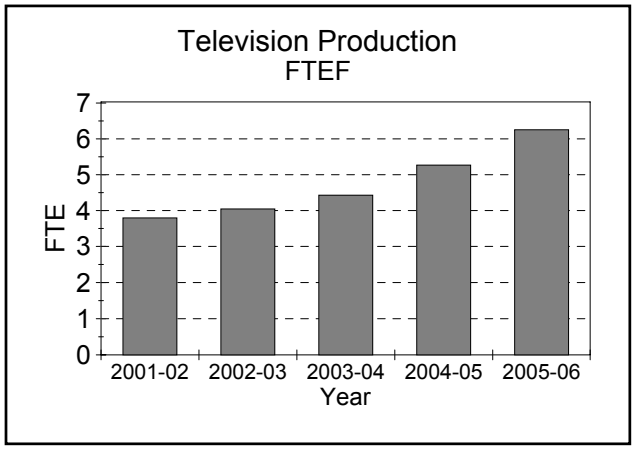
Ferris State University

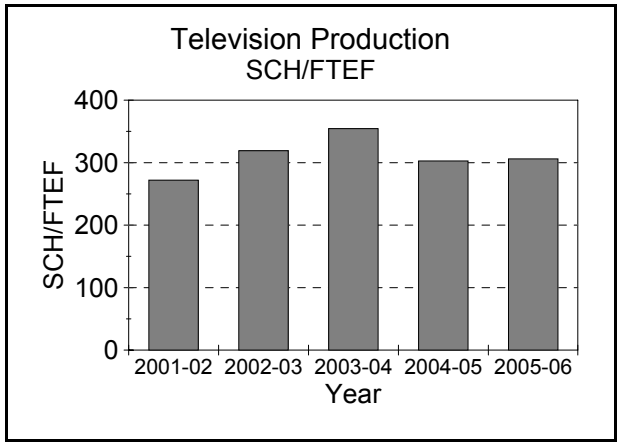
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Television Production
(College of Education & Human Services)







Year	SCH	FTEF	SCH/FTEF
2001-02	1,031.00	3.79	272.03
2002-03	1,291.00	4.04	319.16
2003-04	1,565.00	4.42	354.47
2004-05	1,588.00	5.25	302.76
2005-06	1,906.00	6.23	306.01

Caution: When viewing graphs, please note the differences in scales

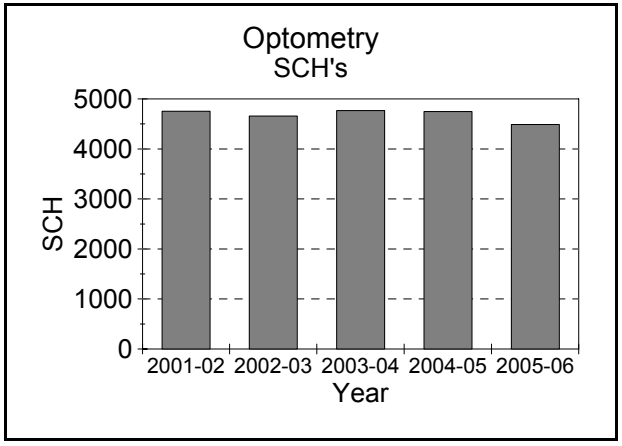
Source: Office of Institutional Research, g:\...\facload\0506\prded5g.rsl

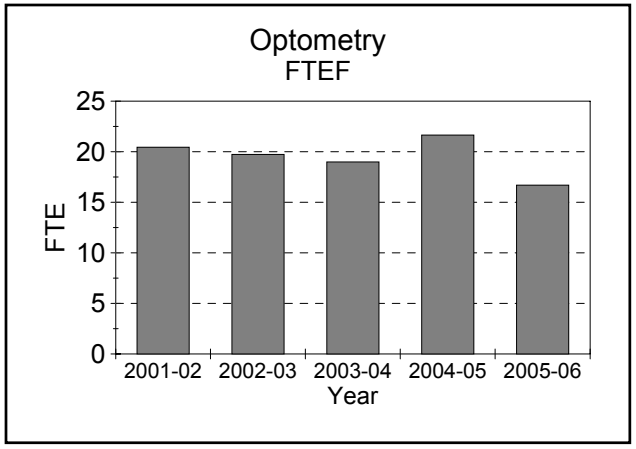
Ferris State University

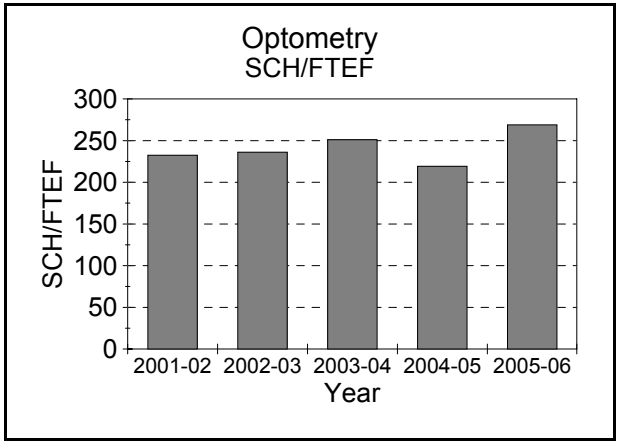
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Optometry
(College of Optometry)







Year	SCH	FTEF	SCH/FTEF
2001-02	4,753.00	20.45	232.39
2002-03	4,657.00	19.73	236.01
2003-04	4,765.00	18.98	251.10
2004-05	4,746.00	21.65	219.24
2005-06	4,488.00	16.69	268.85

Caution: When viewing graphs, please note the differences in scales

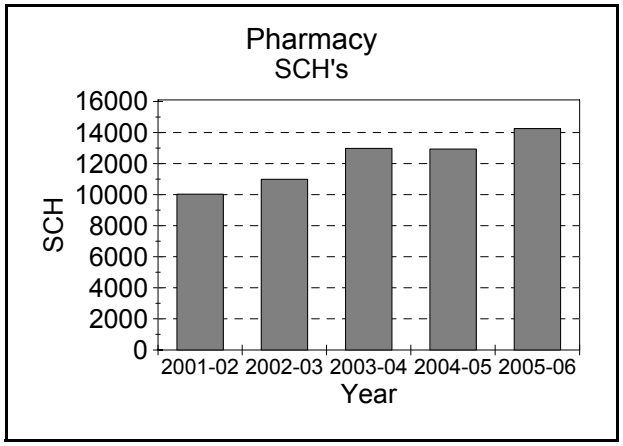
Source: Office of Institutional Research, g:\...\facload\0506\prdop3g.rsl

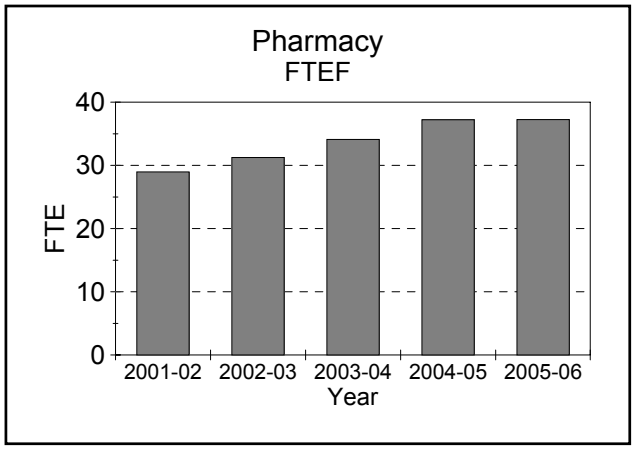
Ferris State University

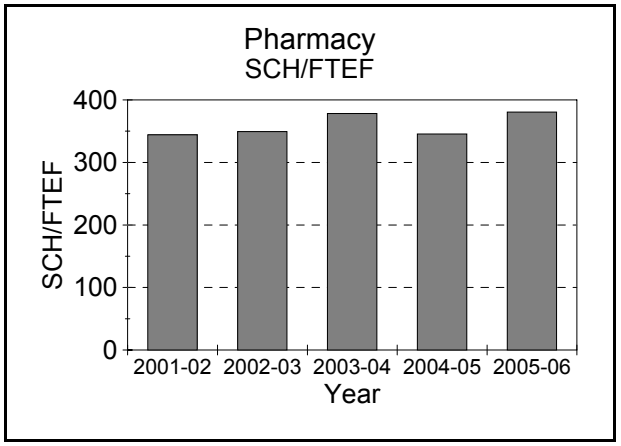
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Pharmacy
(College of Pharmacy)







Year	SCH	FTEF	SCH/FTEF
2001-02	9,967.00	28.96	344.21
2002-03	10,919.00	31.25	349.42
2003-04	12,896.00	34.10	378.22
2004-05	12,860.00	37.21	345.61
2005-06	14,172.00	37.25	380.43

Caution: When viewing graphs, please note the differences in scales

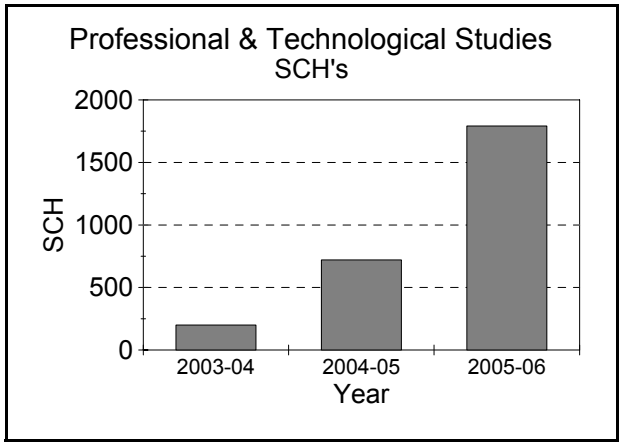
Source: Office of Institutional Research, g:\...\facload\0506\prdph1g.rsl

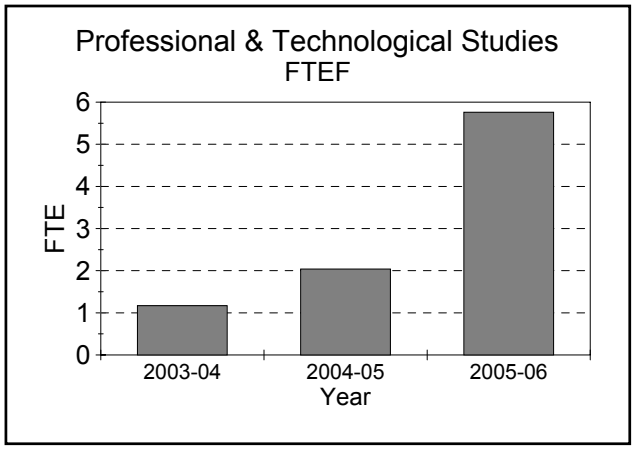
Ferris State University

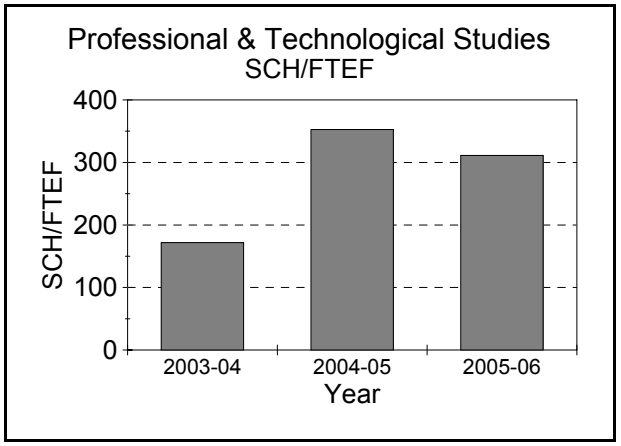
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Professional & Technological Studies
(College of Professional & Technological Studies)







Year	SCH	FTEF	SCH/FTEF
2003-04	200.00	1.17	171.67
2004-05	721.00	2.04	352.57
2005-06	1,791.00	5.76	311.21

Caution: When viewing graphs, please note the differences in scales

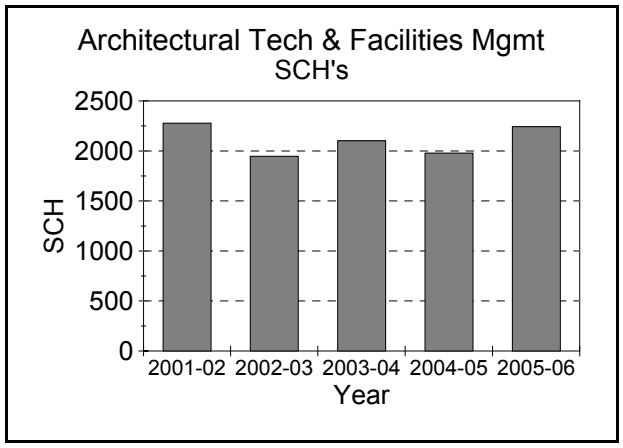
Source: Office of Institutional Research, g:\...\facload\0506\prdps1g.rsl

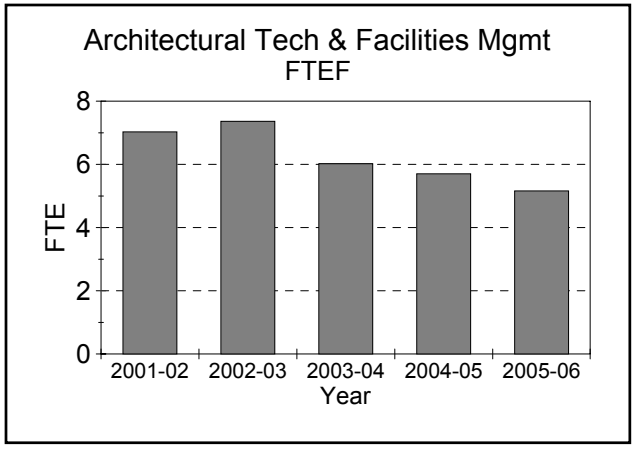
Ferris State University

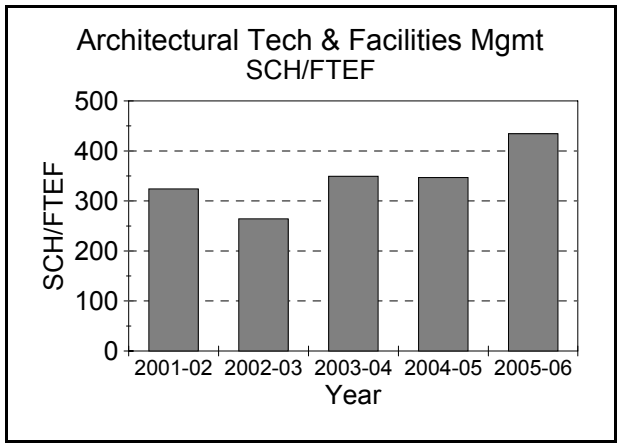
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Architectural Tech & Facilities Mgmt
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	2,277.00	7.03	324.13
2002-03	1,946.00	7.36	264.37
2003-04	2,102.00	6.02	349.32
2004-05	1,979.00	5.70	346.92
2005-06	2,242.00	5.16	434.45

Caution: When viewing graphs, please note the differences in scales

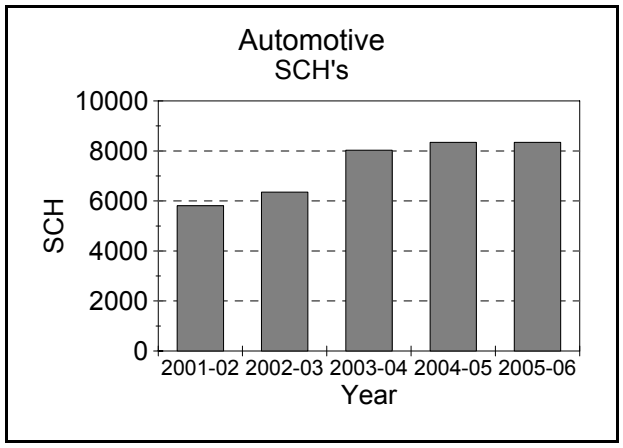
Source: Office of Institutional Research, g:\...\facload\0506\prdte1g.rsl

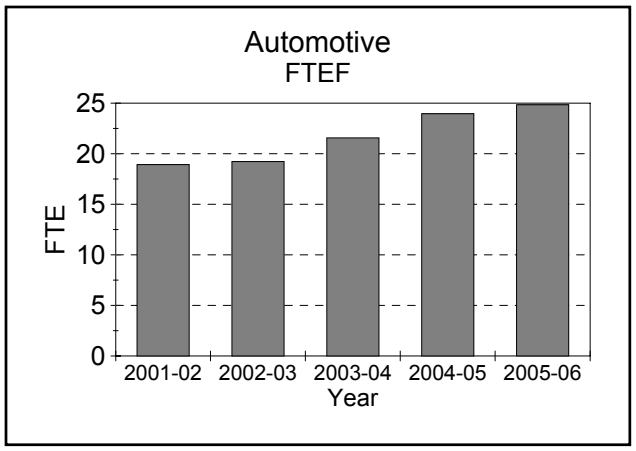
Ferris State University

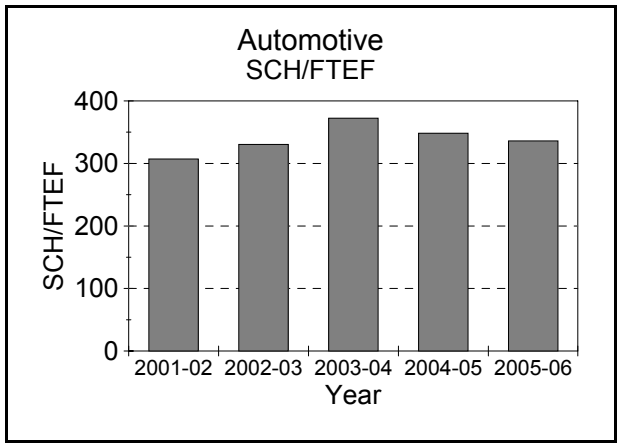
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Automotive
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	5,809.00	18.92	307.03
2002-03	6,353.00	19.22	330.51
2003-04	8,032.00	21.57	372.38
2004-05	8,345.00	23.95	348.37
2005-06	8,345.00	24.84	335.98

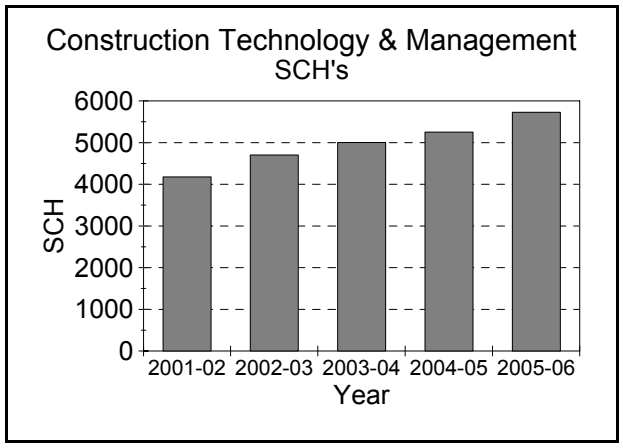
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdte2g.rsl

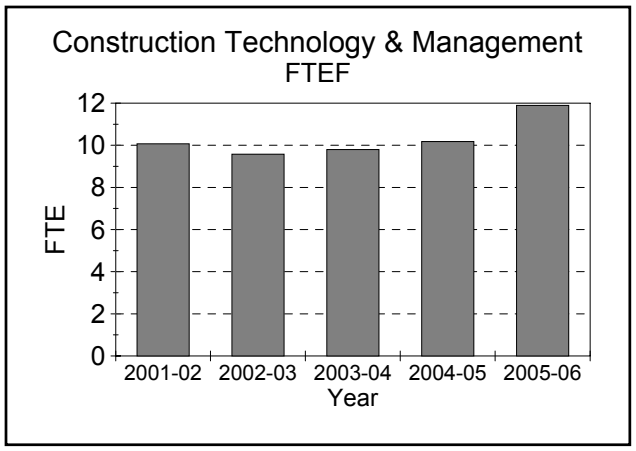
Ferris State University

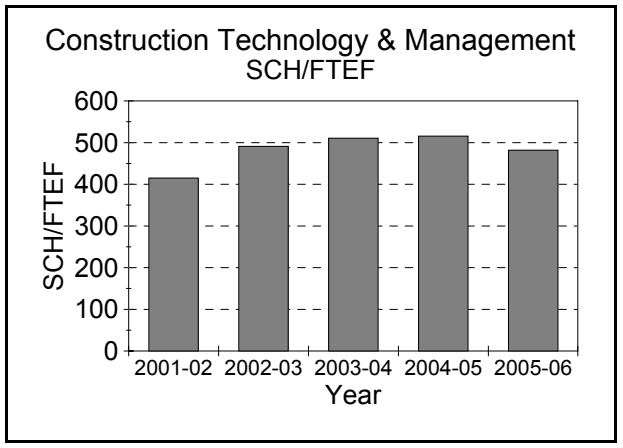
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Construction Technology & Management
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	4,178.00	10.07	415.05
2002-03	4,704.00	9.58	491.02
2003-04	5,003.00	9.80	510.68
2004-05	5,251.00	10.18	515.58
2005-06	5,729.00	11.89	481.67

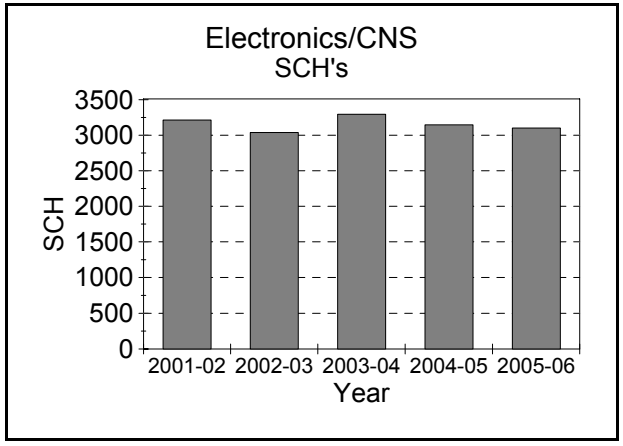
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdte3g.rsl

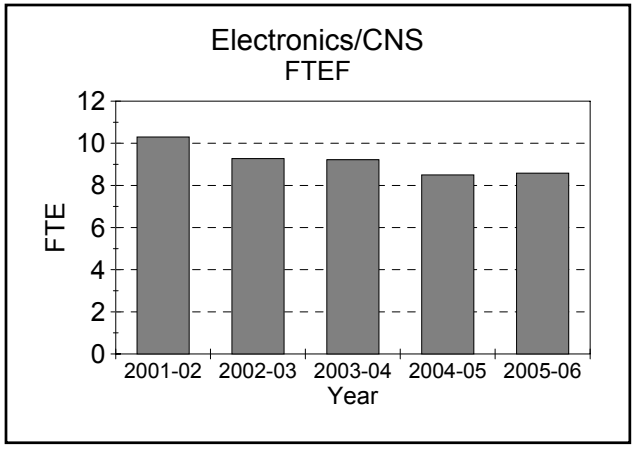
Ferris State University

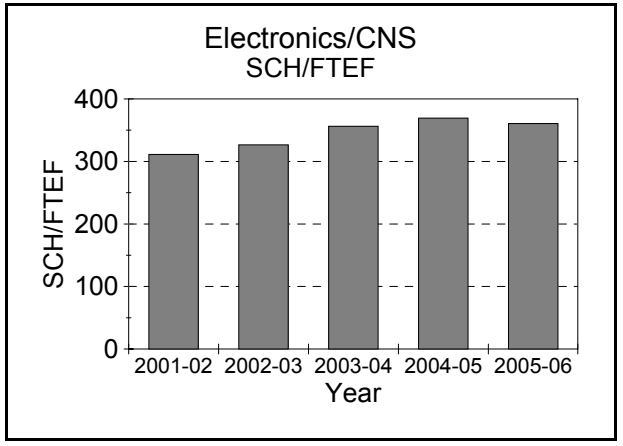
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Electronics/CNS
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	3,205.00	10.30	311.12
2002-03	3,029.00	9.27	326.61
2003-04	3,284.00	9.22	356.23
2004-05	3,137.00	8.50	369.28
2005-06	3,093.00	8.58	360.65

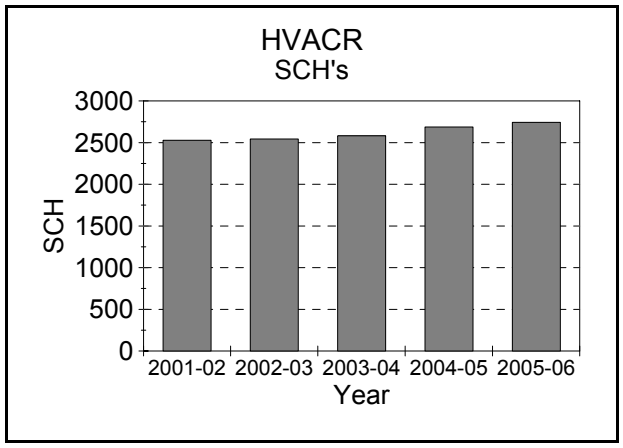
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdte4g.rsl

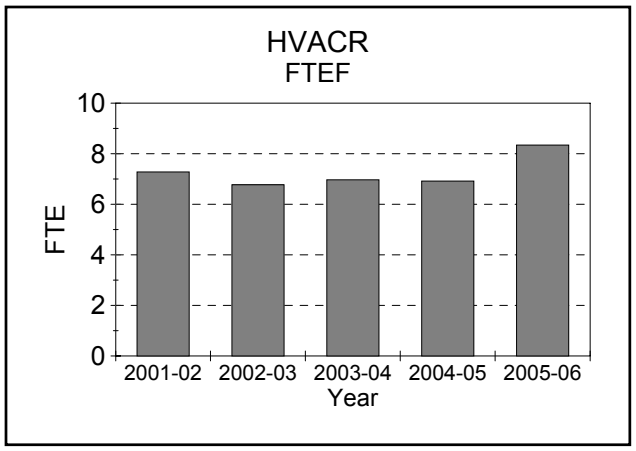
Ferris State University

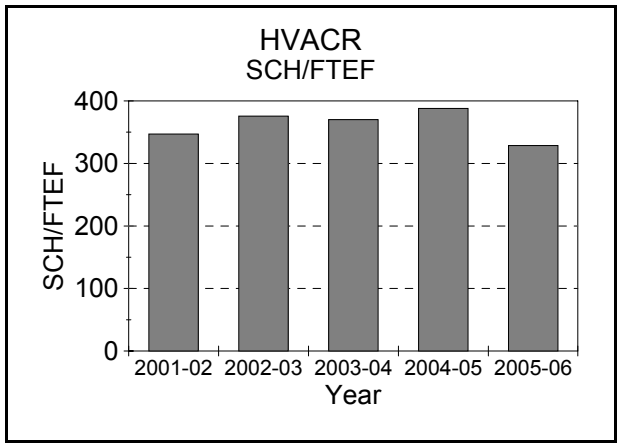
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

HVACR
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	2,527.00	7.28	346.94
2002-03	2,544.00	6.77	375.81
2003-04	2,581.00	6.97	370.15
2004-05	2,687.00	6.92	388.08
2005-06	2,742.00	8.34	328.65

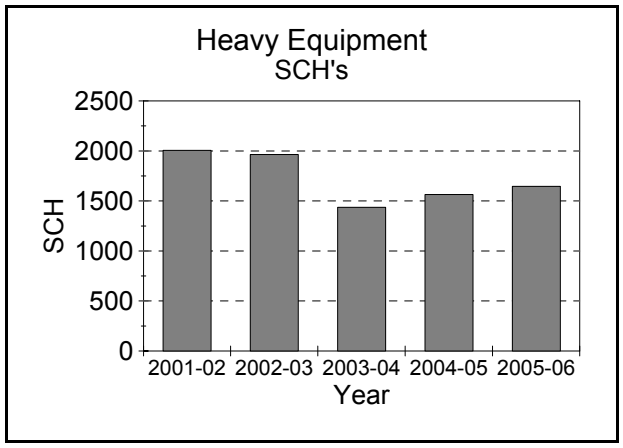
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdte5g.rsl

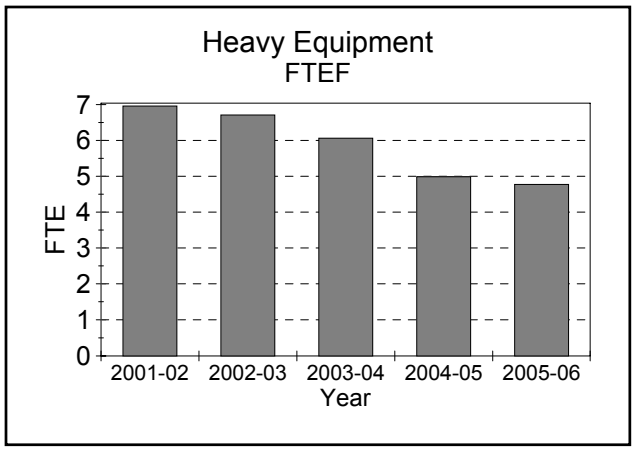
Ferris State University

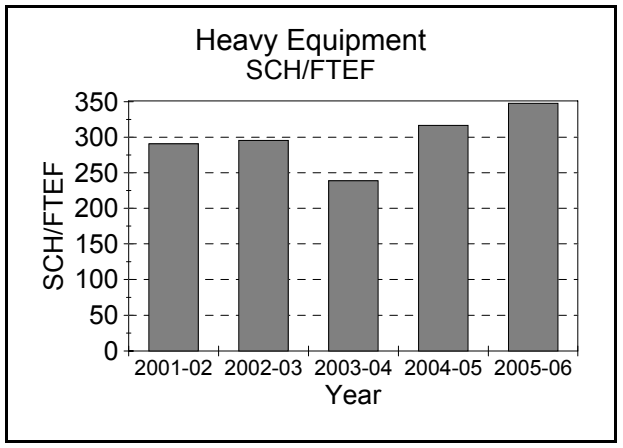
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Heavy Equipment
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	2,006.00	6.92	289.88
2002-03	1,964.00	6.67	294.60
2003-04	1,436.00	6.03	238.34
2004-05	1,564.00	4.96	315.64
2005-06	1,646.00	4.75	346.53

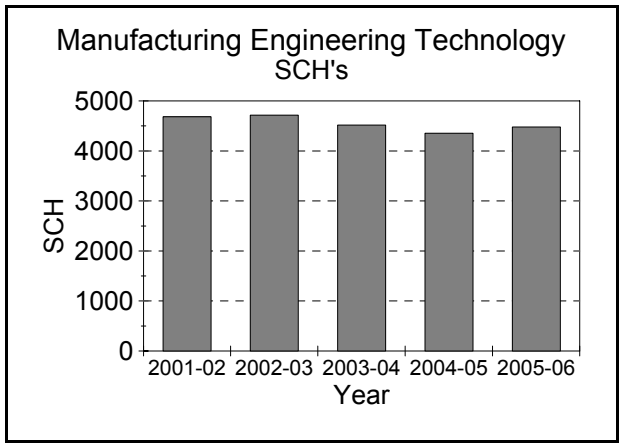
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdte6g.rsl

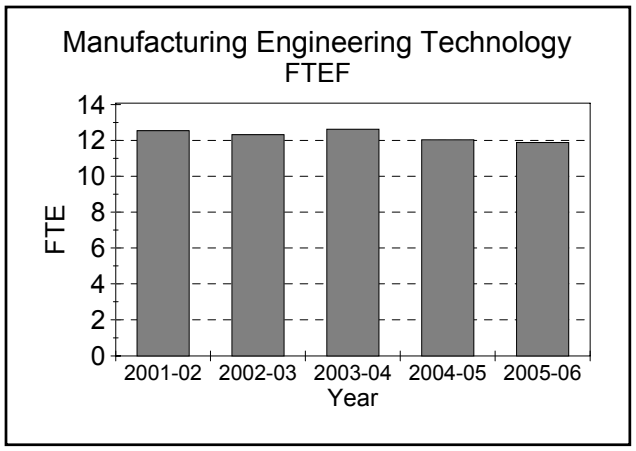
Ferris State University

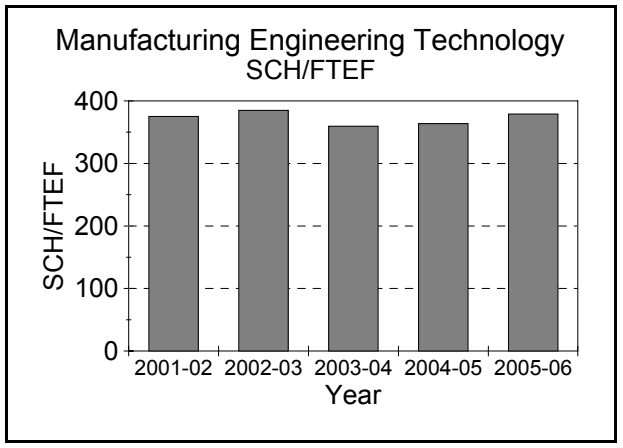
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Manufacturing Engineering Technology
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	4,684.00	12.48	375.17
2002-03	4,714.00	12.25	384.89
2003-04	4,516.00	12.56	359.57
2004-05	4,354.00	11.97	363.60
2005-06	4,480.00	11.82	379.10

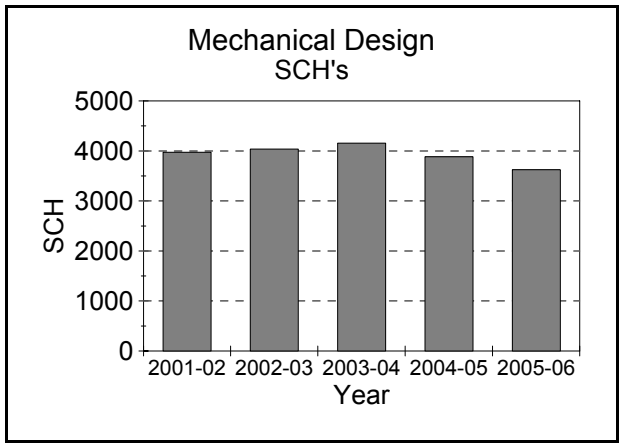
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdte7g.rsl

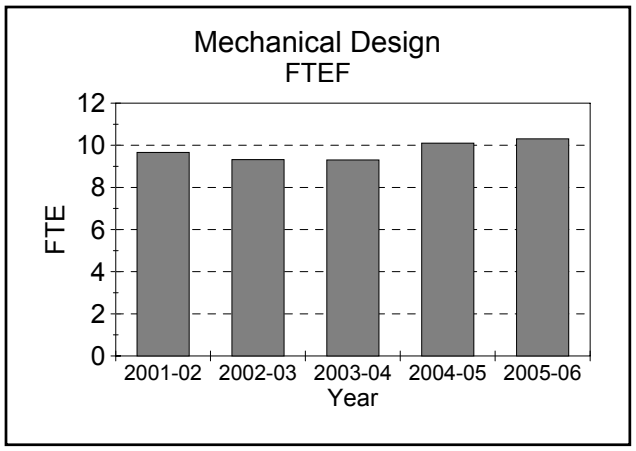
Ferris State University

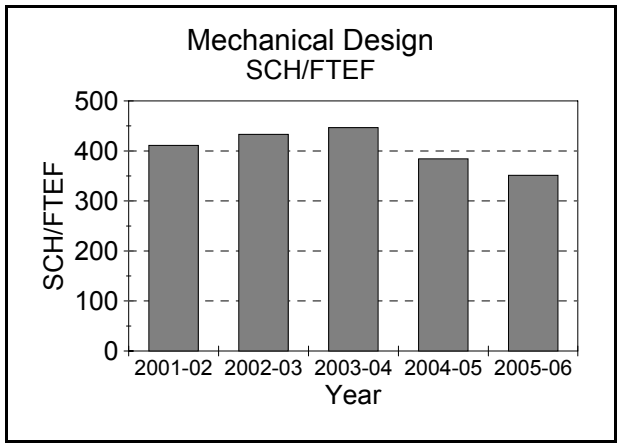
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Mechanical Design
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	3,973.00	9.66	411.07
2002-03	4,037.00	9.32	433.10
2003-04	4,154.00	9.30	446.60
2004-05	3,882.00	10.10	384.29
2005-06	3,623.00	10.31	351.36

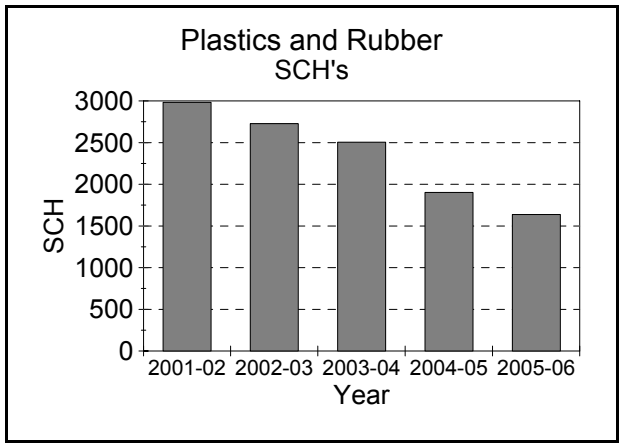
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdte8g.rsl

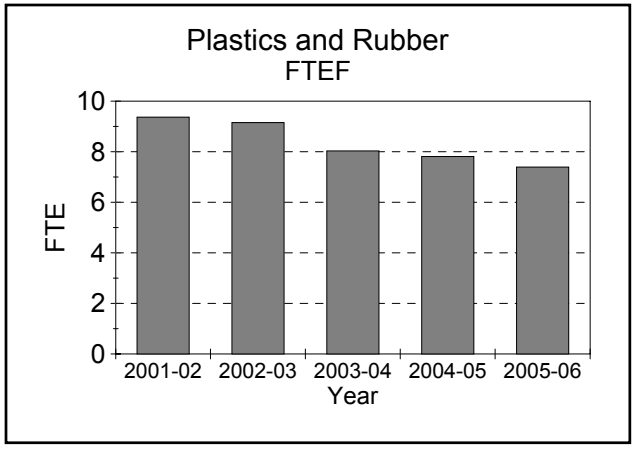
Ferris State University

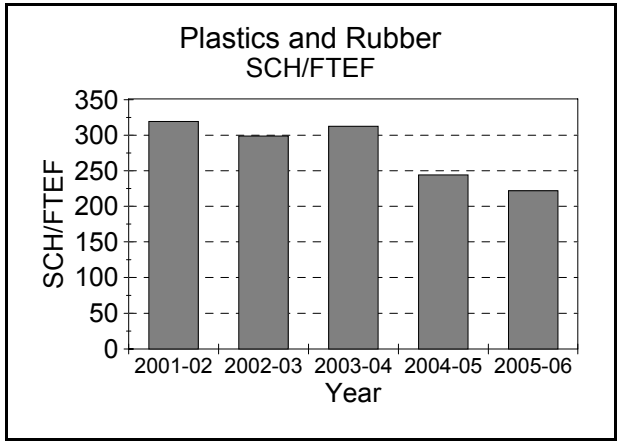
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Plastics and Rubber
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	2,982.00	9.37	318.42
2002-03	2,727.00	9.15	298.11
2003-04	2,504.00	8.03	311.64
2004-05	1,902.00	7.81	243.59
2005-06	1,637.00	7.39	221.42

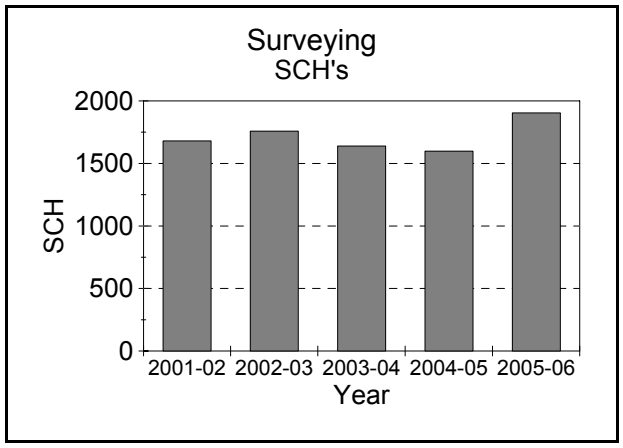
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdte9g.rsl

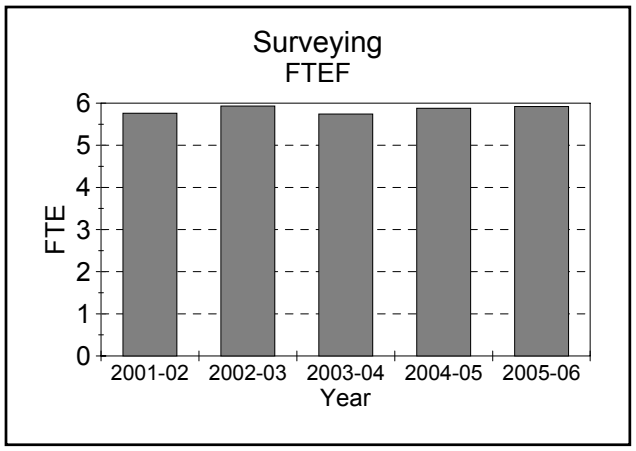
Ferris State University

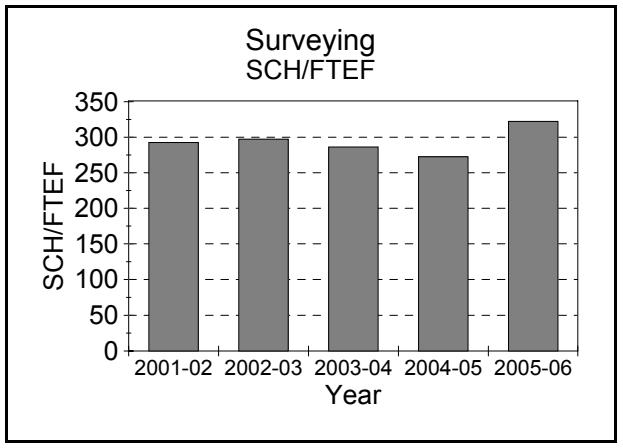
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Surveying
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	1,680.00	5.76	291.69
2002-03	1,758.00	5.93	296.46
2003-04	1,639.00	5.74	285.49
2004-05	1,598.00	5.88	271.92
2005-06	1,904.00	5.92	321.43

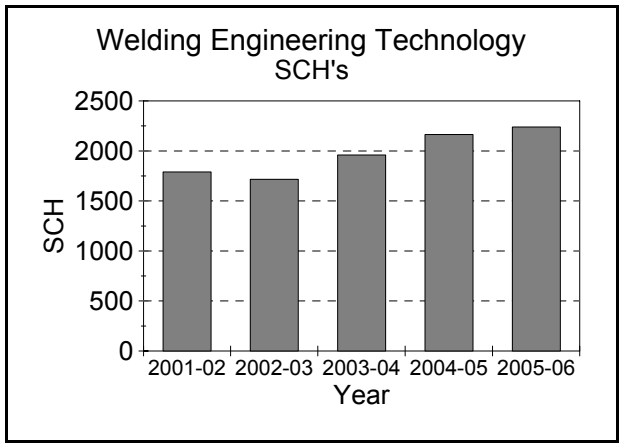
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdte11g.rsl

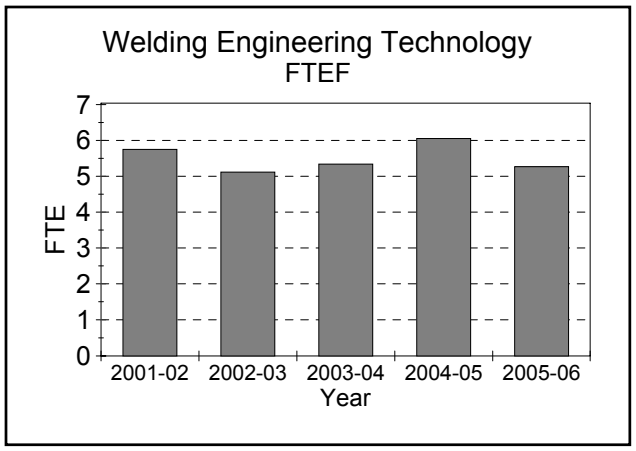
Ferris State University

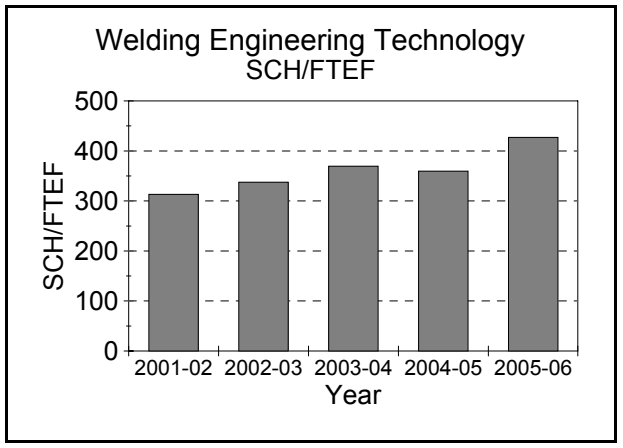
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Welding Engineering Technology
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2001-02	1,790.00	5.72	313.04
2002-03	1,716.00	5.09	337.46
2003-04	1,960.00	5.31	369.45
2004-05	2,164.00	6.02	359.47
2005-06	2,240.00	5.24	427.11

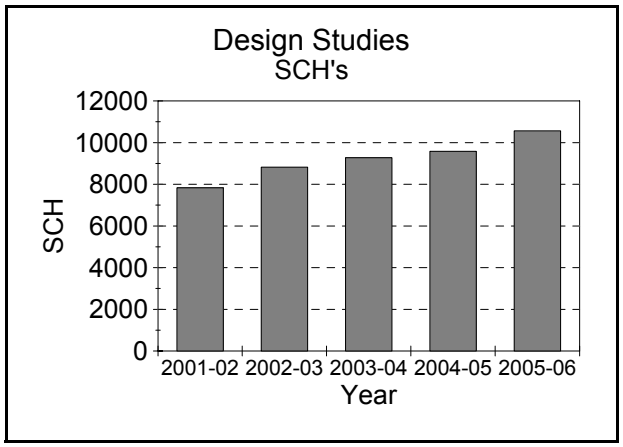
Caution: When viewing graphs, please note the differences in scales
Source: Office of Institutional Research, g:\...\facload\0506\prdte12g.rsl

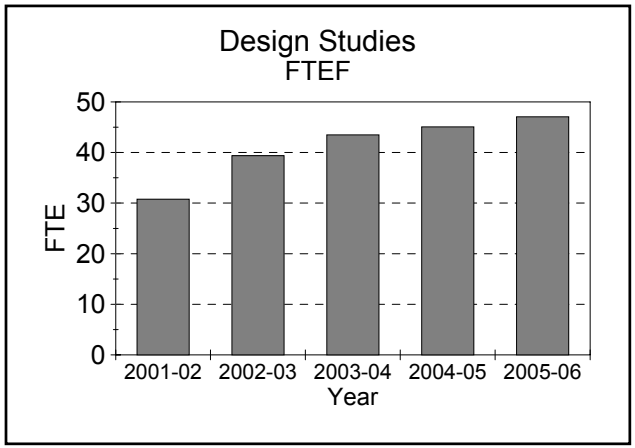
Ferris State University

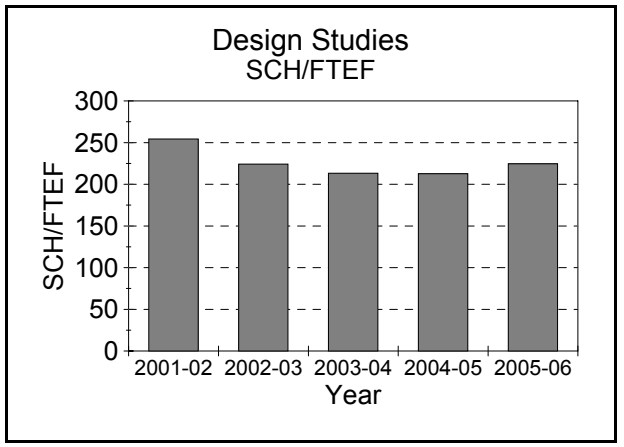
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Design Studies
(Kendall College of Art & Design)







Year	SCH	FTEF	SCH/FTEF
2001-02	7,830.00	30.78	254.35
2002-03	8,822.00	39.37	224.09
2003-04	9,273.00	43.49	213.22
2004-05	9,585.00	45.07	212.66
2005-06	10,563.00	47.05	224.51

Caution: When viewing graphs, please note the differences in scales

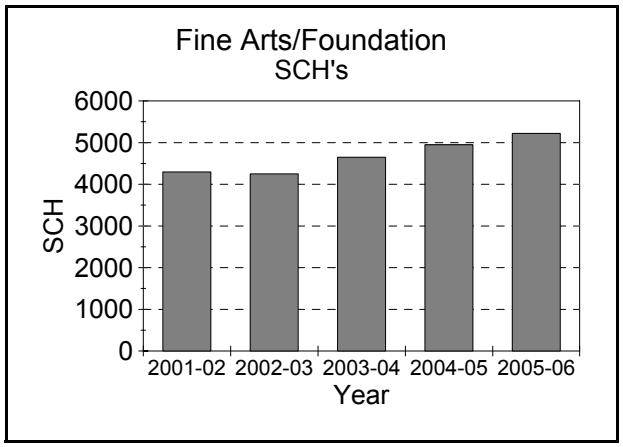
Source: Office of Institutional Research, g:\...\facload\0506\prdkc1g.rsl

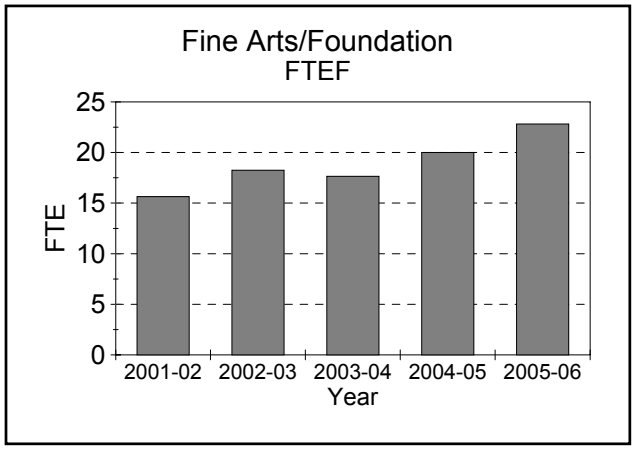
Ferris State University

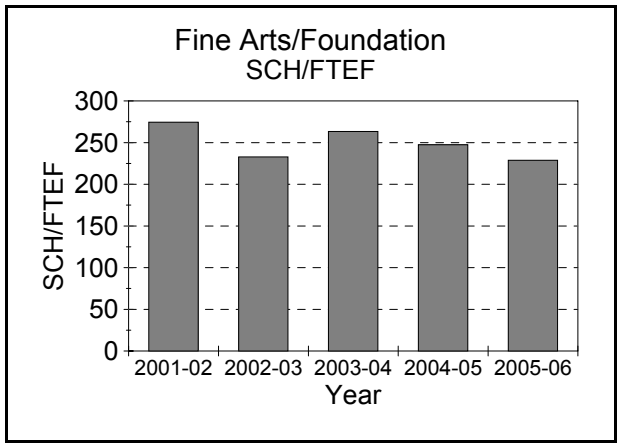
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Fine Arts/Foundation
(Kendall College of Art & Design)







Year	SCH	FTEF	SCH/FTEF
2001-02	4,294.00	15.64	274.56
2002-03	4,250.00	18.25	232.83
2003-04	4,648.00	17.65	263.35
2004-05	4,949.00	20.00	247.46
2005-06	5,219.00	22.82	228.73

Caution: When viewing graphs, please note the differences in scales

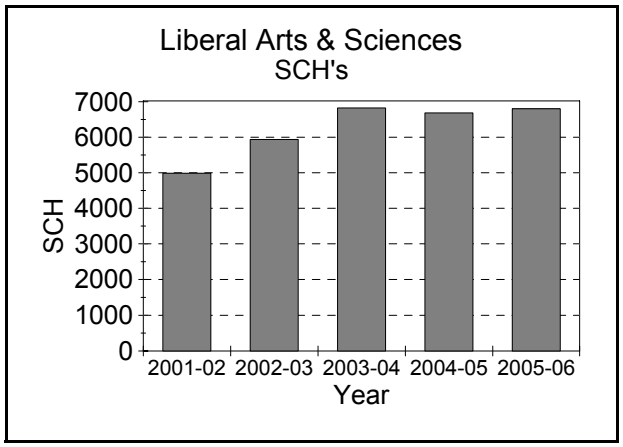
Source: Office of Institutional Research, g:\...\facload\0506\prdkc2g.rsl

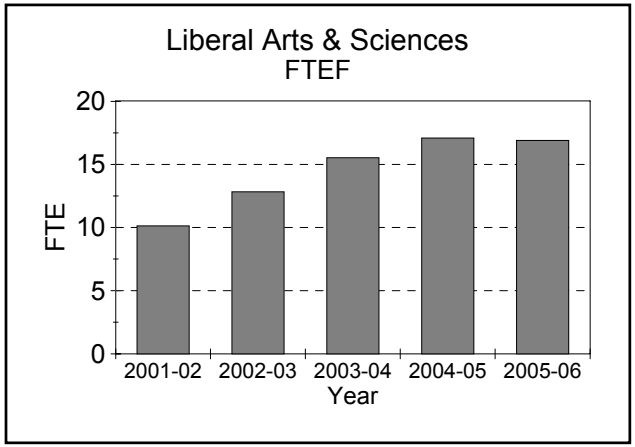
Ferris State University

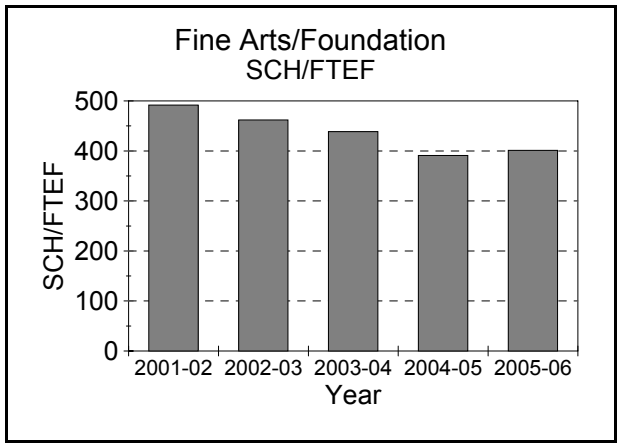
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Liberal Arts & Sciences
(Kendall College of Art & Design)







Year	SCH	FTEF	SCH/FTEF
2001-02	4,974.00	10.12	491.56
2002-03	5,922.00	12.82	461.93
2003-04	6,801.00	15.51	438.47
2004-05	6,666.00	17.06	390.78
2005-06	6,779.00	16.88	401.06

Caution: When viewing graphs, please note the differences in scales

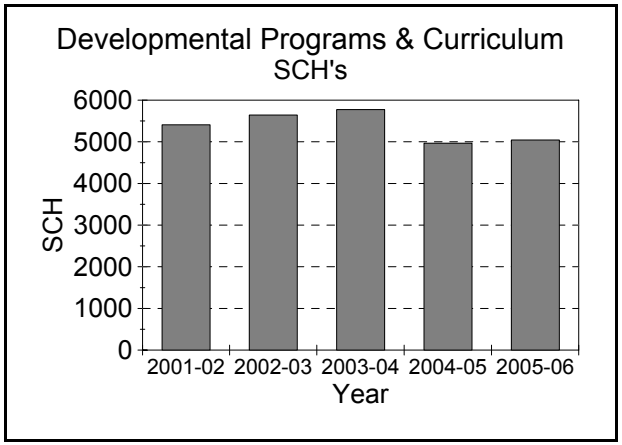
Source: Office of Institutional Research, g:\...\facload\0506\prdkc3g.rsl

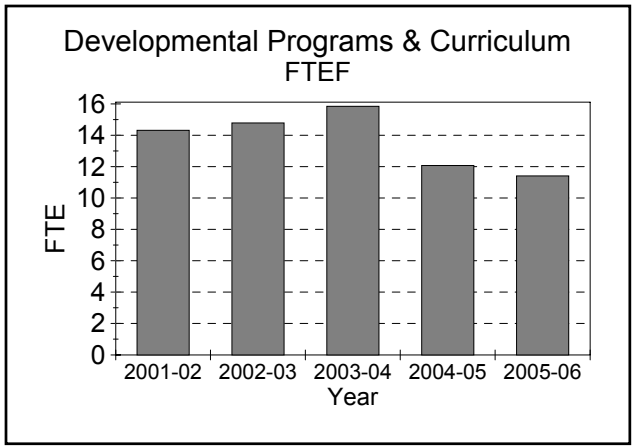
Ferris State University

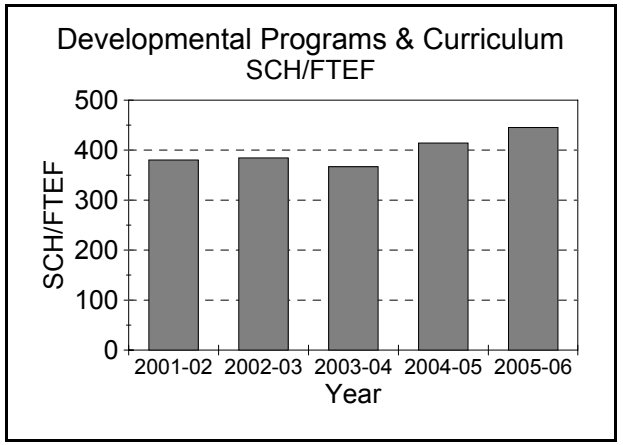
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Developmental Programs & Curriculum
(University College)







Year	SCH	FTEF	SCH/FTEF
2001-02	5,407.00	14.22	380.26
2002-03	5,644.00	14.68	384.54
2003-04	5,775.00	15.74	366.92
2004-05	4,967.00	11.99	414.35
2005-06	5,045.00	11.33	445.33

Caution: When viewing graphs, please note the differences in scales

Source: Office of Institutional Research, g:\...\facload\0506\prduc1g.rsl