Communication Area Program

Review Report Department of

Humanities College of Arts and

Sciences Bachelor of Arts

Communication

Bachelor of Science Applied Speech Communication

Associates of Arts Applied Speech Communication

Communication Minor

Speech Communication (Teaching) Minor

2013

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Section 1: Program Overview

History of the program

In 1987, a minor in speech communication was approved. Over time, in 1997 because of interest by the students, the Board of Trustees approved an Associate of Arts as well as a Bachelor of Science Degree in Applied Speech Communication.   In 1999, a teaching minor was added which was developed specifically for those students seeking certification in teaching speech. Finally, in 2002 the Bachelor of Arts Degree in Communication was added because student's interest in a more traditional liberal arts degree was found.

Impact on the university

Communication faculty service the entire student body through general education courses that assist students in building basic competencies in communication. Historically, communication faculty have taught Interpersonal Communication (COMM 105), Public Speaking (COMM 121), Small Group Decision Making (COMM 221), and Argumentation and Debate (COMM 251). As well as teaching the foundations of communication courses, the communication faculty teach a variety of communication courses at the 200, 300, and 400 levels which offer a variety of general education options. The communication faculty do not only impact the university through their teaching but through their service as well. Through work on the University Curriculum Committee, advisors of student registered organizations, as well as Academic Senators, the communication faculty serve the university in a variety of roles.

Plans for Improvement

It is an exciting time for the communication area as two new concentrations are getting off the ground and one is already flying high. A plan for improvement in the communication area was to provide a focus for our students.   Communication is such a broad area and our students need a focus which provides careers in specific areas. To combat this, the communication faculty have put together concentrations in public advocacy, leadership, and sports communication. The one that has taken flight is the sports communication concentration which is beginning its process as being a standalone major. It should be a standalone major in 2014 as that is when it is supposed to be rolled out.   These concentrations have been created in the past two years so this program review will be their first time in our program review.

Program Goals

A1. Goals of the program

Our program goals for the Associates of Arts, Bachelor of Science, and Bachelor of Arts degrees are as follows:

1. Describe the human communication process; including message construction, dissemination, and interpretation
2. Interact appropriately and effectively with another person in various contexts and settings both verbally and nonverbally
3. Analyze how messages construct personal identity
4. Apply communication theories and communication research to personal and professional life.
5. Participate appropriately and effectively with people from different cultural backgrounds and social identity groups.
6. Critically evaluate ethical principles governing communication

A2. Explain how and by whom the goals were established.

The goals were established by a group of the communication faculty in area meetings during the 2012-2013 school year under the direction of the program coordinator.

A3. How the goals prepare students for careers and meeting employer needs

The communication program prepares students for a variety of careers which is critical given the changing nature of the job market. It is estimated that most people will make several career changes throughout their lifetime.

The communication program focuses on knowledge and skills that have been utilized in any work situation and, therefore, continues to be relevant to the needs and demands of any profession. This is due to the fact that the information obtained through communication studies is not limited to a particular field such as bridge construction but rather the process of bridge building. For instance, oral communication skills are vital when attempting to explain environmental impacts to a zoning commission, when soliciting community support, or when attempting to obtain funds from investors. Group skills are necessary when dealing with people who are building the bridge and working together to solve issues and problems with the development of the bridge. Interpersonal skills are necessary when dealing with individuals each person works with while building this bridge.

A4. Have the goals changes since the last program review? If so, why and how? If not, why not.

The goals have changed since our last program review. The goals have decreased from six for the Associates degree, four for the Bachelor of Science, and two for the Bachelor of Arts to the six found above. Therefore, the communication faculty reduced the number of goals from twelve to just six.   The one set of objectives for all communication degrees with different levels of proficiency.   The communication faculty believe that these are more in line with what is taught in the program and these goals are more easily assessable.

A5. Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans.

The communication program clearly advances the university's mission and is consistent with the aims of the departmental, college, and divisional strategic plans. The communication program clearly advances

the university's mission and is consistent with the aims of the departmental, college, and divisional strategic plans. This is readily seen when the program is examined in relation to President Eisler's three pillars since they are embodied in any strategic plan. These three pillars: to create a learning-centered institution; to become an engaged campus; and to work together, will be discussed in greater detail.

The goals of the communication program focus on the knowledge and skills that students are going to need in order to be successful in their personal and professional lives. In that sense, the program is learner-centered. This learner-centered approach is also seen in the delivery of this information. Faculty make every effort to offer students opportunities to discuss ideas and information in class, to practice different communication techniques and methods, and to present material in a way that is relevant to students given their interests and experience.

The program fosters engagement in a number of ways. For example, students participate in debates about issues of public concern in the classroom, campus-wide forums and national competitive events. In addition, community outreach is encouraged through public presentations at local high schools, food drives for the needy, internships at various nonprofit organizations, etc.

The program works with others on campus in a variety of ways. Courses, in addition to those taught as general education, have been developed in response to requests from other disciplines on campus. Furthermore, efforts have been undertaken to work with the College of Allied Health in developing a health communication program. Most recently, the area cooperated with the College of Business to create the Integrated Marketing Techniques Minor.

B. Program Visibility and Distinctiveness

B1. Describe any unique features or components of the program.

The fact that students may choose to pursue either a Bachelor of Science or a Bachelor of Arts degree distinguishes Ferris' communication program from other degrees at other institutions. The Bachelor of Science and the Bachelor of Arts meet different needs and interests that students have. Students who seek a more structured academic experience in terms of course selection and focus have an option available to them. In addition, the B.S. degree has a required internship which makes it unique to other Ferris State University programs. Similarly, the B.A. course of study allows students to integrate other disciplines into their program and to select more communication classes based on their individual interests, thereby providing greater flexibility and overall control degree focus.

Even so, both degrees provide students with a broad grounding in the communication field so that they are prepared to meet the expectations of employers seeking a "communication" person. In today's world, knowledge of communication can mean different things to different people. It seems prudent, then, that a graduate has a range of information and tools at his/her disposal that will enable him/her to succeed. This broad-based approach differs from many other programs in the state. For example, at Western Michigan University, a student must choose one of seven possible focuses to earn a B.A. in

communication. If s/he chooses communication studies, no oral communication courses are included in the program; whereas if s/he decides to focus on interpersonal communication, public speaking is required.

Another area that distinguishes Ferris' communication program from others is the focus on undergraduate degrees. Because the bachelor's degree is the most advanced degree offered by the area, an emphasis is placed on the undergraduate education. Faculty's time and attention is devoted to these students as seen in the number of opportunities students are given to utilize and develop their communication skills outside the classroom. The Ferris Communication Association, Lambda Pi Eta, and Pi Kappa Delta are just a few opportunities.

B2. Describe and assess the program's ability to attract quality students.

We attract very few majors from outside Ferris State University. What this means is that very few students attend Ferris State University for a major in Communication or Applied Speech Communication. We get our majors from recruiting in our COMM 121 and COMM 105 classes or students disliking the major they were in. This can be seen from our senior class as most of them became communication majors their junior or sophomore years.   In the past we have tried going to high schools and presenting materials on bullying to peak student's interest in communication as well as recruiting efforts by our recruiting officer so we are currently looking for new ways to present information and bring new majors to our campus.

B3. Identify the institutions that are the main competitors for prospective students in this program.

Communication(s) Programs in Michigan

A Brief Snapshot

As Ferris State University's Communication Area in the Humanities Department undertakes the process of Academic Program Review for our three Communication majors and two minors, it is probably a good idea to see where Ferris states modestly sized program fits in relation to our sister universities and their programs.

This brief report examined Communication or Communications programs at Michigan State University, Western Michigan University, Wayne State University, Eastern Michigan University, Central Michigan University and Grand Valley State University.   Each department or program is unique in its own right.

Michigan State University is a comprehensive research one program, with undergraduate majors in (traditional) communication, advertising, journalism, and media studies; undergraduate specializations include information technology, public relations, sales, fiction film production, technology development, and game design, so their umbrella is very broad; they also offer Masters degrees in advertising, communication, communicative sciences and disorders, health and risk communication, journalism, public relations and telecommunication and media; finally, their Ph.D. program offers three degrees in advertising, communication and media and is ranked by the national Research council as third in the nation.

Western Michigan University also fields a large and diverse program, with approximately 1300 students enrolled in seven communication-related majors, including 40-50 graduate students enrolled in their MA program at any time. Like MSU, Western offers teaching assistantships and scholarships to graduate students. According to the WMU Director for Communication Research, Dr. Autumn Edwards, a full third of the undergraduate communication majors come to WMU expressly to study communication and declare their major with a pre-communication designator; this would entail approximately three to four hundred students, although most of those are actually majoring in Public Relations and journalism, which are included under the umbrella of communication studies. (WMU's communication studies program includes film, video, media studies, journalism, telecommunication and public relations, along with the more traditional concentrations in organizational communication and interpersonal communication).

They also have a modest forensics and debate program.

Wayne State University, like MSU offers a comprehensive program with BAs, MAs and a well-known Ph.D. program, with graduate assistantships. They have approximately 750 undergraduate majors and 200 graduate students. They offer programs in traditional communication studies, media arts studies, film, journalism, public relations and interestingly, dispute resolution. They also have a significant debate and forensics program.

Eastern Michigan's program offers BAs and BSs in Communication studies, but also in Communication, media and Theatre Arts, as well as Public Relations and Secondary Education in Communication, Media and Theatre Arts, as well as minors. They offer MAs and graduate assistantships and are nationally known for their premier debate and forensics program.

Central Michigan University's program is a dual Communication and dramatic Arts program with approximately 228 undergrads in their majors and 95 minors, according to Dr. Ed Hinck. (They also include a Dance program). Like Ferris, they have an undergraduate internship program. Their MA program focuses on traditional communication and theatre and also offers Graduate teaching assistantships and scholarships. They also have quite an active forensics program.

Finally, Grand Valley State University's School of Communications includes not only traditional communication studies, but advertising and public relations, a broadcast major, health communication, journalism, film, video production and photography, theatre arts and a MA in standard communication studies. They currently have 309 declared majors in traditional communication studies and 54 graduate students in communication, but also have 165 broadcasting majors, close to 500 majors in advertising and public relations, over 100 in health communications, 80 in journalism, and 45 in theatre, 326 in film and video and a very healthy enrollment in a variety of minors. (According to Lori Haisma of GVSU School of Communications).

One specific item learned from this review is that Western Michigan has a great website full of jobs and activities that students can do with a communication degree. We, the communication faculty, need to emulate this website and use the best items from it for our website.

C. Program Relevance

C1. 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 courses for forecasting demand on graduates. Request information from your Library Liaison.

Labor Market Analysis – Communication

Job Outlook – Many career paths

The Ferris State University document titled *What Can I Do with This Degree?; Communication* (n.d.)

states: A degree in communication may lead to a variety of career paths. One may choose to do

contract work as a freelancer or work with a consulting or public relations firm. Many

communicators work in all three branches of government or in the Foreign Service. There are

opportunities in labor unions, non-profit organizations, or the medical services field. Another

possibility is working in education at colleges, universities, or technical and vocational schools.

Growth can be expected in many of the communication fields. A sampling is given here:

Joseph Lisanti (2011) tells us: "Despite a weak job market, local TV news operations added 1,131

workers last year, according to an annual survey conducted by the Radio Television

Digital News Assn. and Hofstra U. The survey showed a 4.3% gain in TV news biz employment in

2011."

According to the Occupational Outlook Handbook (2013): "Employment of public relations managers

and specialists is expected to grow 21 percent from 2010 to 2020, faster than the average for all

occupations. Employment of public relations specialists is expected to grow 23 percent during

the same period, faster than the average for all occupations. Employment of public relations

managers is expected to grow 16 percent from 2010 to 2020, about as fast as the average for all

occupations. The trends affecting public relations specialists will also affect managers, as the

increasing importance of public relations will require more managers to plan and direct public

relations departments."

In regards to the future of meeting, convention, and event planners, the Occupational Outlook

Handbook (2013) tells us, "Employment of meeting, convention, and event planners is expected

to grow 44 percent from 2010 to 2020, much faster than the average for all occupations. As

businesses and organizations become increasingly international, meetings and conventions are

expected to become even more important. For many of these organizations, meetings are the

only time they can bring their members together. Despite the spread of online communication,

face-to-face interaction is irreplaceable. In addition, industries and businesses increasingly

recognize the value of hiring professional meeting planners who can deliver top-notch meetings

at the best available price."

Generally communication majors tend to be hired by small organizations (The Collegiate Employment Research

Institute, 2013). Between 2012-2013 these organizations increased the number of communication

majors in their overall employee mix by 8%. Numbers trended toward nationwide growth in hiring

communication majors from 7-9%.

As communicated by Philip Gardener from the Collegiate Employment Research Institute at Michigan State

University in a personal communication on May 28, 2013, a graduate in his first year of employment

with a bachelor's degree in communication can expect to earn a starting salary on average of $35,000.

This statistic was taken from a sample of 95 employers.

While there are a wide variety of jobs that an individual might pursue with a bachelor's in communication

higher paying jobs tend to be managerial positions. Other career paths require further education at the

master's or Ph.D. level and tend to see individuals focusing their career paths into the field of

academia.

Variations in salary and potential job growth depend on specific career area and a sampling may be viewed on

the following page:

Occupation Title	Code	Employment (In thousands) 2010	2020	Employment 2010..2020 Number (in thousands)	Percent	Percent self emptoyed, 2010	Job openings due to growth and needo, 2010..2020 replacement (in thousands)	2010 median annual wage (in dollars)	Typical entry level education	Work experience in a related occupation	Typical on the job training
Total, All Occupations	00-0000	#####//#	######	20,468.90	14..3	7.8	54,787.40	33,840	-	-	-
Sales Managers	Nov·22	342.1	382.3	40.1	11.7	5.it	139.7	98,530	Bachelor's de..ree	1 to 5	None
Public Relations Specialists	27-3031	258.1	316.2	58.2	22..5	2.7	127.2	52,090	Bachelor's de..ree	None	Moderate term on-the-job training
Training and Development Spec alists	13-1151	217.7	279.3	61.6	28.3	2.2	98.3	54,160	Bachebr's de..ree	None	None
Marketing Managers	Nov-21	178.2	202.4	24.2	13.6	5.5	76	112,800	Bachelor's de..Jree	1 to 5 years	None
Directors, Religious Activities and Education	212021	126	147.1	21.2	16.8	n/a	44.5	36,170	Bachelor's de..ree	1 to 5 years	None
Community and Social Sernce Specialists, All Other	21-1798	121.3	147.7	26.4	21.8	0.1	52.6	38,100	Bachebr's de..ree	None	None
Meeting, Convention, and Event Planners	13·1121	71.6	102.9	31.3	43.7	9.2	45	45,260	Bachelor's de..Jree	Less tihan 1 year	None
Health Educators	21-1091	63..4	86.6	23.2	36.5	0.1	36.9	45,830	Bachelor's de..ree	None	None
Public Relations and Fundraising Managers	Nov-31	61.9	n.l	10.2	16.4	0.9	27.9	91,810	Bachelor's de..ree	1 to 5 years	None
Reporters and Correspondents	27-3022	51.9	48	-3.9	-7..5	13.5	18.4	34,530	Bachebr's de..ree	None	None
Radio and Television Announcers	27·3011	50.2	53.6	3.5	6..9	35	17.2	26,850	Bachelor's de..ree	NOrM!	None
Film and v,deo Editors	27-4032	31.6	33.2	1.6	5..2	34.7	7.3	50,930	Bachelor's de..ree	1 to 5	None
Training and Development Managers	Nov-31	29.8	34.1	4.3	14.6	2.7	11.6	89,170	Bachelor's de..ree	1 to 5 years	None
Broadcast News Analysts	27-3021	6.6	7.2	0.7	10..2	13.4	3	54,140	Bachebr's de..ree	None	None

Bureau of Labor Statistics, U.S. Department of Labor. (2010). Selected Occupational Projections Data. Retrieved from http://data.bls.gov/oep/noeted/empoptd.jsp

Need for Baccalaureate Education

This positive job outlook, predicted nationally and within Michigan, is available to those who have achieved the

level of bachelor in communication (Bureau of Labor Statistics, 2013). It is important that Ferris State

University provide this educational opportunity to contribute to a well-prepared workforce in these

many areas of employment.

References

Bureau of Labor Statistics, U.S. Department of Labor. (2012). Meeting, Convention, and Event Planners. Retrieved from http://www.bls.gov/ooh/business-and-financial/meeting-convention-and-event-planners.htm#tab-6

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C2. 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.

One of our major changes is the creation of concentrations for our majors. We are creating these concentrations because of changes in student needs. Students want to have specific skills for specific jobs these days instead of a variety of skills for a variety of jobs so therefore, we are fine tuning our concentrations for specific jobs in the labor force. This goes along with a change in our discipline as well. Sports Communication is brand new to our field and brand new to our major so we have addressed this emerging issue in our discipline as well. The three concentrations were chosen for different reasons. Dr. Alspach chose the sports communication concentration because it fit into Ferris' philosophy and it was a growing area for growth in jobs. Dr. Thomson chose the concentration in Public Advocacy because of the nature of her work and her background as well as the boom in jobs in this area. Leadership was asked for by Dr. Burcham as a chance for students to work on their co-curriculum transcript as a way to receive credit for the leadership positions they take on at this campus.

C3. Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluations.

Overall, both graduates and current students expressed satisfaction with the communication program. The majority of alumni and students said they would definitely major in communication if they were to do it all over again. Similarly, the majority responding to each survey said they would absolutely recommend the program to others. Even so, concerns were expressed about the content of the program. Several persons felt the program needed to provide more direction in terms of a career focus. Some said that could be accomplished through the courses offered including electives. Others suggested better advising was needed.

Students and alumni showed very positive regard for the faculty. They felt the faculty was extremely knowledgeable about the discipline and really made every effort to help students when they were having difficulty with a class. Comments at the end of the surveys noted how much they enjoyed their classes and appreciated the faculty.

The most negative remarks made by students and alumni pertained to the physical facilities. Specifically, students find the classrooms in Johnson Hall to be unsatisfactory and complained about the lack of temperature control as well as the clanking noises which drown out what is being said. Faculty and staff have tried desperately for years to get something accomplished with the noise the heaters and air conditioners make in Johnson Hall but to no avail. We get the response that it is slated for demolition and therefore why upgrade it at all.

How is student sentiment measured?

These views were obtained through surveys given to alumni and current students. Institutional Research and Testing assisted in the preparation of these instruments and analyzed the data. Additional insights

were gleaned from students enrolled in the senior seminar, COMM 499. Every year we get comments from students in COMM 499 and make changes regarding their answers to relevant questions.

D. Program Value

D1. Describe the benefit of the program, facilities, and personnel to the University.

The communication area is involved in a number of activities that are beneficial to the university. As previously noted, a number of campus-wide speaking contests and public debates have been held by the area which, in turn, fosters engagement. (*See Appendix A*)

In conjunction with these activities, the communication faculty has also been actively engaged in the university. On the departmental level, faculty are members of and even chair curriculum and tenure committees, outcomes assessment committees, search committees, professional development committees, etc. They also serve on a number of college and university-wide committees including the Academic Senate, general education committees, Presidential committees and task forces, etc. In many instances, they have been chairs or officers of these groups. Along with this work, faculty members typically act as director of ceremonies for various university programs such as the honors convocation as well as adjutants for graduations. *(See Appendix A)*

The faculty is also active in the Faculty Center for Teaching and Learning and has offered several learning communities on critical thinking as well as participating in others such as Web CT. In addition to this, faculty members have been active in the Critical Thinking Institute as well as Jim Crow Museum facilitators. *(See Appendix A)*

D2. Describe the benefit of the program facilities, and personnel to the students enrolled in the program.

Faculty members also serve as advisors to a number of student organizations that provide students with opportunities to develop and hone their leadership skills. For example, the president of Bulldog Radio, which is a student RSO, was responsible for the development of programming on Charter Cable, Channel 21. Others such as the Ferris Communication Association offer students the chance to network. Members, for instance, may attend state and national job fairs and conventions which can lead to internships as well as full-time positions. The internship program which is required for the B.S. degree has provided students with valuable experiences.

The faculty has also aided students in developing papers that were presented at regional and national conferences. Others have been encouraged to enter national forensics and debate competitions resulting in recognition and awards. For some, this has resulted in membership in Pi Kappa Delta which is a national honorary. Those students involved in Lambda Pi Eta are also recognized for their academic achievements.

There are two major reasons why students should attend Ferris State University for an Applied Speech Communication degree and these reasons are: one, because of the applied nature of our program and second because we focus on the undergraduate degree. The applied nature of our program puts us at advantage because assignments in class are directed towards real world situations. Our students will have experience in working on real world projects in the classroom therefore the transition to the working world will be smooth. The second reason is that we focus on our undergraduate program. We do not have a master's degree or Ph.D. program so our focus is the undergraduate student.

D3. What is the assessment of program personnel of the value of the program to employers? Explain how this value is determined.

The faculty feels that the communication program provides the knowledge and skills students need in order to be successful in a variety of fields. This is based upon the career interests expressed by students as well as alumni reports of current positions. Graduates report working as a counselor, human relations specialist, community development director, retail sales representative, customer service representative, emergency communications operator, small business owner, etc.

The faculty also believes a further testament of the program's value is seen in the number of students who opt to add a communication minor to their field of study because it enhances their marketability in today's workplace.

D4. 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, uses of facilities for meetings.)

Faculty members are actively involved in the field's professional associations. Their participation takes many forms. They serve as paper reviewers, offer short courses, and hold key leadership positions within regional and national organizations. *(See Appendix A for a detailed list.)* Some of these accomplishments include activities with students.   Dr. Thomson took several students to Honor conferences in the past few years. Dr. Alspach took several students to the newly formed Sports Communication Conference. In both situations, students from Ferris presented their papers or panels to the people attending the conference.

D5. 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.

Faculty members have been asked to speak to various community organizations and colleges on topics pertaining to their area of expertise. In addition to these presentations, the faculty has served as judges at local speech competitions and provided consultancy services to area businesses. *(See Appendix A for detailed list.)*

Section 2

B. Employer follow-up survey

An employer survey was not conducted for two reasons. Students graduating with a degree in communication pursue a variety of careers so that any one employer would only have one or perhaps two of our majors in his/her organization. It, therefore, becomes difficult for them to provide feedback which doesn't appear to be a performance appraisal, thus making them vulnerable to charges concerning a violation of confidentiality. Graduates either failed to answer questions pertaining to their employer, e.g., name and address, or provided scanty information on the subject. In addition, the number of alumni responding to our requests was small compared to the number of persons graduated, thereby weakening any confidence in responses based on such limited data.

In light of these factors, the area decided to survey internship supervisors instead. The instrument was designed in consultation with Institutional Research and Testing. It was set up as an Internet-hosted survey and distributed via an e-mail link to the 6 persons who had supervised communication interns over the years. Why the small sample is that changes have been made in the communication program's advisor of the internship and it was not communicated with the new advisor to keep records of intern's placement and email of advisors. Only four people responded to the email link.

B. 1. Supervisors perceptions of the intern's knowledge and skills

Supervisors were asked to respond to several statements which pertained to the intern's communication effectiveness. Their assessments were very positive. For example, all four strongly agreed (100%) that the intern demonstrated effective interpersonal skills when interacting with the public. Similarly, one person somewhat (25%) and three others strongly (75%) agreed that the intern communicated effectively with other staff persons. These results were duplicated in responses to the statement that the intern worked effectively in groups, i.e., one somewhat (25%) and three strongly (75%)agreed the intern worked effectively in groups. Supervisors' views were almost identical to these when asked if the intern demonstrated effective presentational skills. Specifically, one somewhat (25%) and three strongly (75%) agreed that the intern was an effective presenter.

Supervisors were asked to assess other facets of their intern's work performance. Leadership behavior was one. Two somewhat (50%) and two strongly (50%) agreed that the intern used appropriate leadership behaviors. Supervisors were also asked to assess their intern's ability to deal with various communication technologies.   One somewhat disagreed (25 %) and three strongly (75%) agreed that their intern used these technologies effectively.

B.2. Employer needs

The same kind of agreement was found in supervisor's assessment of intern's task performance. While one somewhat (25%) and three (75%) strongly agreed that their intern completed tasks efficiently and effectively. The same kind of response was found to the statement that the intern demonstrated the kinds of skills necessary to be successful in today's marketplace. One somewhat (25%) and three strongly (75%) agreed with this assertion.

Supervisors were asked to assess their intern's attitude and work readiness by responding to two statements which honed in on these factors. In one instance, they were to respond to the statement that their intern adapted to workplace cultural expectations. To this, one somewhat (25%) and three (75%) agreed. Responses to another statement regarding the intern's behavior contributing to a positive, productive work environment were the same. One somewhat (25 %) and three strongly (75%) agreed with this statement.

B. 3. Interns' employability

In order to obtain an overall assessment of these respondents satisfaction with their interns, supervisors were asked to respond to the statement that they would have hired their intern if possible. Three people strongly (75%) agreed and one somewhat disagreed (25%) with this statement.

Since the person who disagreed with the statement is probably the same one who have expressed disagreement throughout the survey, there is some sort of explanation for their point-of-view. The supervisor wrote in the comments section "My poor ratings in this survey may not necessarily reflect the program but the particularly difficult intern I had placed with me. Technological skills were not good and the intern said she wasn't required to take a computer class. Overall, the communication program is fabulous."

Two stated that s/he hated to see her/his intern leave, thereby suggesting that these students might have been hired if circumstances had been different.

A note on the numbers: While these numbers are small, they come close to representing the same types of numbers that we received during the last program review.

C.GRADUATING EXIT SURVEY

The graduate student exit survey is an open-ended response survey that was administered to students enrolled in COMM 499, the Senior Seminar in Communication. Students were asked to create a list of seven to ten questions about the program which were then reviewed by the instructor in order to insure that the various aspects of the program were addressed in the instrument. Data were subjected to content analysis by the program coordinator. When possible, trends were noted, and responses were tabulated.   While there were 14 students in the class, a total of seven students completed the survey properly by handing it in, doing so anonymously and answering the questions that were asked. *(See Appendix D for a specific list of questions and student responses.)*

C. 1. Relevance of courses

Students were asked several questions which pertained to the relevance of their course work. One focused on the effectiveness of their introductory courses as foundations for upper level classes. Courses included in this group are COMM 101 (Introduction to Communication Study); COMM 105 (Interpersonal Communication) and COMM 121 (Public Presentation). Overall, students felt these courses were appropriate.

To break this down into numbers, four students took COMM 101. There are mixed reviews on whether students should take COMM 101. As one student said "It would have been more helpful if I took it earlier on. I took it my 3rd semester into the major, so it was just a lot of busy work."   When asked to make a similar evaluation of COMM 105, all seven students felt the course was an important foundational class. This same type of scrutiny was not applied to COMM 121 and COMM 201. While all students felt that this course was a very important one in terms of building public speaking skills and confidence, no one mentioned whether it was needed as a foundation for 300 and 400 level classes.

As an adjunct to this line of query, students were also asked if there was a problem with redundancy of information between and across courses. Five students felt that such redundancy was appropriate; whereas, one called for more variety in classes. Overall, students found the redundancy effective. They thought the repetition of information underscored the importance of the subject matter and helped with retention.

  Students were given an opportunity to suggest improvements to the program by identifying those courses they would add or subtract from the major. Almost everyone had a different response so that no trend emerged.

When identifying courses which should be deleted from the major, several in the area were noted: COMM 101, COMM 221, COMM 300, COMM 380, COMM 460, and COMM 499.

C. 2. Application to the workplace or minor

Along with evaluating communication courses, students were asked to assess whether their minor program (B.A. students) or their application to the workplace (B.S. students) requirement was valuable and appropriate. Given the responses, it was not always evident if a student was doing a minor or the workplace application so no attempt has been made to group them separately.

C. 3. The internship

 In addition to course work students were asked to evaluate their internship experience as a supplement to course information and a means of career preparation. This question did not apply to three students since they were enrolled in the B.A. and an internship is not part of that program. Two of the remaining seven students had not done their internship and, therefore, were not in a position to judge the experience.   One student did not have positive experience with the internship as the student went to the wrong place for one. Another student had an excellent experience with the internship but wishes that more direction was given than "go out and find one."

The internship is done in conjunction with the internship advisor. The student goes out and finds an internship placement and the faculty member or internship advisor Okays the placement that the student has chosen.

C. 4. Perceptions of faculty

Six of the seven students were very positive about the advising experience they had with faculty. As one student said "my advisor was really helpful and going step by step in picking out classes that best fit my schedule and requirements."   The one student who had the perception that he or she could have had better advising only put "lacking" as the response to the question. Therefore, little can be extracted from what this student was missing.   There was no other information regarding faculty.

D. Student Program evaluation

Current student perceptions were collected through a survey that was prepared in consultation with the members of the communication faculty and distributed through Institutional Research and Testing. Only 13 communication majors responded to the survey, nine were senior status, 1 junior, 2 sophomores, and 1 freshman. Ten students were Bachelor of Science majors and 3 students were Bachelor of Arts students.

General discussion

The overall perceptions of the students are positive. Throughout most of the questions found in appendix b, the students ranked their responses in the strongly agree to somewhat agree categories. An example is: Question one is that courses provided me with a sound foundation in the discipline. Seven students somewhat agreed and six student strongly agreed.

Areas that need improvement are that 5 students "somewhat disagreed" with the question that faculty encourages students to serve their communities. Also, six students "strongly disagreed" with the question on whether the classrooms are satisfactory.   Students expressed more of their displeasure with Johnson Hall and its facilities in the written comments of the survey.   Six of the thirteen students wrote comments related to Johnson Hall.   As one student wrote "we shouldn't have to learn in a basement." Another student wrote "I think a remodel over the summer would do the communication program a lot of good!" As stated before, the communication faculty and department chair have done a lot of pushing to get Johnson Hall up to code and looking pretty. But to no avail.

F. ADVISORY BOARD SURVEY

Advisory board perceptions were collected through a survey that was prepared in consultation with members of the communication faculty and distributed to 14 Board members through USPS first-class mail. A cover letter was included. Nine members responded by return mail.

General discussion

The average (means) for all but one of the responses were above the neutral position of three on Likert-type agree/disagree scale. The question that was scored below neutral was about financial support, and most Board members do not support the program financially. Hence, the perceptions of the board about all aspects of the program are essentially positive.

Advisory board perceptions of the program's curriculum

Seven of the nine respondents agreed that the communication program reflects what is needed to be successful in today's marketplace. No one disagreed, but two were neutral. We found a slightly stronger consensus when members were asked about the program's effectiveness in preparing students for graduate school. Eight respondents agreed students were prepared for graduate education, and one respondent was neutral

Advisory board perceptions of the program's graduates

Agreement was strong when members were asked if the program prepared students for career paths. Eight respondents agreed the program prepared students for career paths; one respondent was neutral.

We asked Board members whether graduates are viewed favorably within the business community. Seven agreed they were and two were neutral.

Advisory board perceptions of the faculty

Seven agree, five strongly, that faculty are knowledgeable and draw upon current research in the field. Two remained neutral. A possible flaw in the question is that it is really two questions—one about being knowledgeable and one about drawing on current research. A faculty member may satisfy one question but not the other.

When asked if faculty had adequate resources to effectively serve students in the program, seven agreed that they did; two were neutral.

Advisory board perceptions of institutional resources

When advisory board members were questioned about instructional facilities, six agreed and three were neutral.

A more detailed question followed which pertained to the university's effectiveness in providing students with the resources they need in order to succeed in the program. Eight agreed; one was neutral.

F. 5. Board's self-perception

All nine Advisory Board members agreed with the statement that their suggestions were encouraged. When asked if they believe their contribution were valuable, six members agreed and three were neutral.

Responses were mixed when Board members were asked if they were well informed about the program. Five agreed they were, two were neutral, and two disagreed.

 In contrast, eight members agree that Board members were knowledgeable about the field. One member was neutral.

Since the composition of the Board has changed over the years, we asked members if they thought program it was valuable to have program alumni as board members. Eight agreed seven strongly, but one member strongly disagreed.

Summary note and recommendations

Since board members believe they know the field well, we can begin to argue the communication faculty has invited membership competently. A second observation suggests some coherence in the Board's perceptions. We can be pleased that for most questions, seven of nine selected the positive or "agree" end of the scale. Since the response rate was about 60 percent, future investigators should attempt to increase the response rate. Since two members did not believe they were well informed about the program and two members were neutral on the subject, the Area faculty might consider an email newsletter or other periodically distributed message to better inform members

Section Three

A. PROFILE OF STUDENTS

A.1. Student demographic profile:

The following sections contain student demographic information available on the Ferris State University web page for Institutional Research and Testing.

A.1.a. Gender, race/ethnicity

STUDENT PROFILE (Communication BA)

TERM	ENROLLED	SEX		ETHNICITY					
		Male	Female	Black	Hispanic	Multi	Foreign	White	Asian
2008	11	3	8	2	0	0	0	9	0
2009	7	3	4	1	0	0	0	6	0
2010	13	6	7	1	1	0	0	11	0
2011	12	5	7	0	0	1	0	11	0
2012	14	5	9	2	0	0	1	10	1

As can be seen, we average more women than men and more white students than any other group found on campus.

STUDENT PROFILE (BS—Applied Speech Communication)									
TERM	ENROLLED	SEX		ETHNICITY					
		Male	Female	Black	Hispanic	Multi	Foreign	White	Age
2008	27	11	16	5	0	0	0	22	22
2009	23	10	13	7	0	0	0	15	22
2010	23	6	17	5	1	0	1	16	24
2011	24	7	17	6	2	0	0	15	22
2012	34	13	21	9	1	1	0	21	23

The same can be said about the Bachelor of Science degree and the Associates of Arts.

STUDENT PROFILE (AA –Applied Speech Communication)									
TERM	ENROLLED	SEX		ETHNICITY					
		Male	Female	Black	Hispanic	Multi	Foreign	White	Age
2008	7	2	5	4	0	0	0	3	19
2009	5	3	2	1	0	0	0	4	19
2010	4	0	4	0	0	0	0	4	19
2011	2	1	1	1	0	0	0	1	19
2012	3	2	1	0	1	1	0	2	21

STUDENT PROFILE (Enrollment/Residence) Communication BA						
TERM	ENROLLED			RESIDENCE		
		Full-Time	Part-Time	Midwest Compact	In-State	Out-of-State
2008	11	10	1	1	10	0
2009	7	6	1	0	7	0
2010	13	13	0	1	12	0
2011	12	11	1	0	12	0
2012	14	12	2	0	12	2

STUDENT PROFILE (Enrollment/Residence) Applied Speech Communication BS

TERM	ENROLLED	RESIDENCE				
		Full-Time	Part-Time	Midwest Compact	In-State	Out-of-State
2008	27	24	3	0	27	0
2009	23	19	4	1	21	0
2010	23	19	4	1	22	0
2011	24	22	2	2	21	1
2012	34	29	5	3	30	1

STUDENT PROFILE (Academic History)

Communication BA

TERM	ACT			FSU GPA (Cumulative)		
	Min.	Avg.	Max.	Min.	Avg.	Max.
2008	17	18.50	20	2.1	2.60	2.88
2009	19	21.50	26	2.64	3.15	3.81
2010	22	25.50	29	2.75	2.76	2.76
2011	18	19.00	20	2.42	2.45	2.47

| 2012 | 18 | 22.00 | 26 | 3.07 | 3.45 | 3.82 |

STUDENT PROFILE (Academic History) Applied Speech Communication BS						
TERM	ACT			FSU GPA (Cumulative)		
	Min.	Avg.	Max.	Min.	Avg.	Max.
2008	10	18.11	23	1.875	2.81	3.93
2009	16	18.88	22	2.58	3.02	3.53
2010	15	19.25	27	2.45	3.06	3.95
2011	08	16.00	21	2.25	2.71	3.33
2012	17	19.50	25	2.3	2.83	3.36

3. Employability of students

A. ALUMNI SURVEY, 2013

The alumni survey was developed in consultation with Institutional Research and Testing. The survey along with a cover letter was sent out electronically in February, 2013, to 145 communication majors who graduated between 1999 to the present. Of this 145, 47 were returned as having an incorrect email address. The actual number reaching their destination was 98. Of this 98, 25 (26%) were completed and returned. According to Institutional Research and Testing, 25% is an average return on a Ferris State University survey. For a copy of the survey, see Appendix.

Respondents were not separated by degree obtained. The Ferris Communication Program includes AA, BA, and BS degrees. The majority of graduates obtain the BS degree.

Employment profile

Of the 25 who responded, 14 (56%) were able to find a full-time position in the communication field with one year of receiving the degree. One respondent (4%) was able to locate a part-time position within the field and 10 (40%) were not able to find a position in the communication field within one year of graduation.

Starting salaries ranged from $14,999 or less to $40,000 or more. Of the 25 who responded to the survey, 3 (12%) were in the $40,000 or more category and 1 (4%) in the $14,999 or less category. The category with the most graduates was $20,000-$24,999 with 5 (20%). The other categories contained 1 or 2 individuals.

Currently, 21 (84%) of the 25 respondents are working in a full time job. Only 1 (4%) has one or more jobs that are part-time; 1 (4%) student is attending graduate school and working while 2 (8%) fell into the 'other' category for their current employment situation.

Respondents are employed by a variety of organizations ranging from health care providers to business operations. Employers include governmental agencies such as the Michigan Department of Transportation, a city police department, and a downtown development authority; there are businesses dealing with finance in the area of mortgages and loans; some graduates work for hospitals and other health care agencies; other graduates are employed with K-12 school systems or with a university; several work for broadcasting facilities; and some graduates are with commercial retail operations.

Job titles cover a wide range as well. They range from Assistant Manager, Customer Service Representative, Software Trainer, Health Promotions Director, Mortgage Banker, Placement Specialist, Parking Administrator, Office Manager, to Speech Coach. One respondent is a registered nurse. Another is a Quality Inspector, and yet another is Senior Advancement Officer. Some graduates hold sales type positions.

Of the respondents, 12 (48%) have held their position for 5 years or more; 5 (20%) for '2 less than 3 years.' In the category of 'less than 1 year' there are 4 (16%). That leaves 2 (8%) in the '1 less than 2 year' category and 2 (8%) in the '3 less than 4 year category.'

Graduates responding to the survey live and work all over the U.S. The majority, 16

 (64%) are located in the state of Michigan. Other locations include Chicago, Illinois; Neenah, Wisconsin; Tampa, Florida; Washington D.C.; Cherokee, Oklahoma; Boulder, Colorado; and Bloomington, Indiana.

Of the 25 respondents, 11 (44%) plan to attend or have attended graduate school; but 14 (56%) have no graduate school plans. Among the institutions attended or being considered by respondents are Asbury Theological Seminary, Central Michigan University, Eastern Michigan

University, Ferris State University, Loyola Marymount, Michigan Technological University, Wayne State, and New York Institute of Technology.

Of respondents, 16 (64%) entered FSU as a freshman and 9 (36%) did not. Respondents were asked if they entered FSU as a communication major. Eleven (26%) did and 14 (56%) did not.

When asked as to why the respondent became a communication major, the answers varied. Of the respondents, 11 (44%) said they had a long-term interest in a communication career; 7 (28%) took a communication class and decided to become a major; and 7 (28%) fell into the other category. Those in the 'other' category gave a variety of reasons for pursuing a communication degree including receiving an associate's degree in an area they didn't want to pursue, 2 decided on communication because communication was a 'flexible degree'; another was advised by a professor to look into the communication major; and one decided to major in communication based on the results of the personality and skill testing at the Ferris Career Counseling Center.

Interestingly, several students stated it was the internship program they considered the most critical part of the communication program. Several mentioned that the internship experience was instrumental in securing a job upon graduation. One student suggested that more internship positions be made available to Ferris communication students, however, the program rules stipulate that students, not the university, are responsible for acquiring an internship position.

Alumni's perception of the program

Respondents who agreed that the communication program provided them with a sound foundation in the discipline totaled 18 (72%). Of these, 13 (52%) strongly agreed and 5 (20%) somewhat agreed. The neutral category contained 3 (12%). Two (8%) somewhat disagreed and 2 (8%) strongly disagreed.

Of respondents, 15 (60%) agreed that the program prepared them for future graduate work if they choose to pursue that option. Of these 9 (36%) strongly agreed and 6 (24)% somewhat agreed. The neutral category contained 7 (28%); the somewhat disagree category contained 2 (8%) and the strongly disagree category contained 1 (4%).

Respondents were asked to select a category concerning the degree to which the communication program prepared them for success in today's marketplace. Out of respondents, 7 (28%) strongly agreed, 7 (28%) somewhat agreed, 7 (28%) were neutral, 2 ((8%) somewhat disagreed, and 2 (8%) strongly disagreed.

Alumni provided addition comments concerning their perception of the program. Most were extremely positive. One student state he/she would recommend that all students take

communication courses as electives; another signaled out the debate/forensics program as being critical to his/her success; and a third respondent stated with a communication degree, one had his/her choice of job types to pursue.

Alumni's perception of the faculty

Of respondents, 12 (48%) strongly agreed the faculty were knowledgeable in the field; 8 (32%) somewhat agreed. The total of these two categories was 20 (80%). Only 1 (4%) respondent fell into the neutral category, none were in the somewhat disagree category, and 3 (12%) were in the strongly disagree category.

A total of 20 (80%) respondents felt the faculty was available to help when problems were encountered. Of these, 15 (60%) strongly agreed and 5 (20%) agreed. Only 1 (4%) fell into the neutral category, none were in the somewhat disagree category, and 4 (16%) were in the somewhat agree category.

When asked if faculty provided instruction which was interesting and meaningful, a total of 21 (84%) respondents agreed. Of these, 13 (52%) strongly agreed and 8 (32%) agreed. Only 1 (4%) was in the neutral category, and 3 (12%) were in the strongly disagree category. No one fell into the somewhat disagree category.

Concerning advising, 18 (72%) agreed. Of these, 11 (44%) were in the strongly agree category and 7 (28%) were in the agree category. Only 2 (8%) were in the neutral category, 1 (4%) was in the somewhat agree category, and 4 (16%) chose the strongly disagree category.

One student commented that he/she, "…loved Ferris and my department and teachers." Another stated that the faculty was deeply involved in the program and wanted to students to succeed. The respondent went on to say the faculty also wanted to make Ferris known as an institution for its, "…ability and strengths in the communication area." There were no adverse comments concerning faculty.

Alumni's program satisfaction

When asked if the respondent would still consider a communication major, 18 (72%) agreed. Of these, 9 (36%) strongly agreed and 9 (36%) agreed. There were 4 (16/%) in the neutral category, 1 (4%) in the somewhat disagree category, and 2 (8%) in the strongly disagree category.

Finally, when asked if the respondent would recommend the communication program to others, 17 (68%) were in the two agree categories. Of these, 11 (44%) said they strongly agreed they would recommend the communication program to others, while 6 (24%) agreed they would do so. Here 6 (24%) fell into the neutral category, while 2 (8%) strongly disagree they'd recommend the program to others. No one fell into the somewhat disagree category.

One student commented that he/she, given the same options that existed in 1995, would definitely major in communication again. Another student stated the communication degree has enabled him/her to, "…adapt to various audiences and has helped me become a better writer/trainer."

One comment made by a respondent concerned the necessity of learning more computer skills in the communication program which would be beneficial upon graduation. This student also lamented that he/she would have liked more instruction on creating brochures, schedules, and practice with event planning but added, "I do think a communication degree is a good idea because you can go anywhere with it."

One student stated he/she was responsible for one of the strongly disagree answers. She/he further stated during his/her senior year, his/her audit was miscalculated and his/her official graduation was put on hold. This individual had to enroll during the next semester for the two additional credits needed for graduation. She/he stated, "I wish I had a better ending to my 4 years at Ferris but it doesn't take away the many accomplishments I was able to make happen for myself." The respondent went on to list some highlights and defining activities of his Ferris experience including involvement with bringing back the campus radio station, winning speech competitions, as well as hosting and producing TV shows. The respondent concluded by saying, "This entire situation prepared me to overcome obstacles and to make opportunities happen instead of waiting for them to come to me because of a degree."

B. Enrollment

1. Anticipated Fall enrollment?

The faculty of the communication area have been told that over 20 students are looking at going into communication here in the fall.   Another bright spot is that we have had to open another section of COMM 101 (our opening course) to accommodate the number of students interested in communication. We expect that number to decrease considerably as student look at different schools to attend as well as realize that we do not have a broadcast major. This is two areas in the past where we have lost numbers.

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

Enrollment has dropped as we had around fifty majors the last time program review was done. We have no reasons as to why student enrollment has dropped but we are taking an active approach to the situation by creating the concentrations.   Students keep taking about the same credit hours around 15 hours each semester.

3. Since the last program review, how many students apply to the program annually? Those numbers currently are not tracked through admissions.

See Appendix F.

4. Of those who apply, how many and what percent are admitted? All are admitted who meet the GPA requirements.

5. Of those who are admitted, how many and what percentage enroll?

6. What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program?

The program's current strategy to increase the number of students in the program is to create and maintain the concentrations we have created. By the creation of concentrations, we build specific lines of jobs where students can go into and that is what this generation of students are looking for now.

C. PROGRAM CAPACITY

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?

The General Education communication courses are running at capacity. For example, during the spring of 2012, 100% of seats were full in COMM 105, 98% in COMM 121, and 93% in COMM 221.

In spring 2012, there were forty-five sections of lower division courses which had an average of 94% capacity.

Enrollment in 300+ COMM courses in spring 2012 averaged 68% overall. Two factors affect that number significantly. We are offering two sections of COMM 365 online and both of these classes are 100% full. The other factor is that two core classes needed for seniors to graduate are being offered. One of these (COMM 460) is at 10% full and the other, COMM 499, is at 20% full.

Based upon the capacity percentages that are available, it appears the program could handle between 80 – 100 majors given the faculty we have at the present time. If we were to add tenure lined faculty, we would be able to handle more students and more majors. As the number earlier states, we are already adjunct heavy and heavy on overloads. If we were able to add adjunct faculty to teach lower division courses, then that number could be increased. If that scenario were to occur, we would have a problem with space. Presently, our support staff struggles to find appropriate classroom space for the courses we are teaching. The difficulty is heightened by the fact that some classrooms need to have movable chairs for group discussions as in COMM 221, others need to have appropriate technology for power point as in COMM 121, and still others need to have Internet access as well as software programs such as SPSS for courses such as COMM 300, Research Methods. Right now, we have classes in Johnson

Hall, Starr, and NEC with the consequence that faculty members are running back-and-forth across campus hoping to get their class on time.

D. RETENTION AND GRADUATION

D. 1. The annual attrition rate (number and percent of students) in the program

Most of our students have transferred from other programs at Ferris or from other colleges and universities, so attrition rate numbers from Institutional Research and Testing do not provide an accurate representation of program success. Relatively few students drop out of the program. We estimate we lose about five students (10%) per year; typically, one or two will return to complete their degree.

D. 2. The program's current goals, strategy and efforts to retain students

Almost all of the students who drop out of the program leave for personal reasons not programmatic ones, i.e., a job opportunity, illness, pregnancy, etc. Occasionally, someone may be dismissed due to unsatisfactory academic performance, but this is unusual. Despite the rarity of these situations, there is an expectation among the faculty that every member will make a sincere effort to help any student who needs assistance.

In addition to this strategy, the faculty, under the initiative of the program coordinator, has traditionally met with students every semester to share "pizza and pop." This has provided students an opportunity to raise issues or concerns that they may have and has given faculty a medium through which they can attempt to keep students on track (clarifying procedures, informing students of scheduling changes, etc.) as well as soliciting their input.   This activity, along with others such as our professional association and fraternities, has contributed to the creation of community for our students.

D. 3. Trends in number of degrees awarded in the program

Between ten and fourteen degrees are awarded annually for completion of the B.A., B.S. or A.A. Given the greater number of majors, it is not surprising that more B.S. degrees are awarded than any other, ranging from seven – nine during the past four years. There has been a downward trend in the completion of A.A. degrees. During the past four years, no more than two were awarded. Overall, the area would like to see an increase in the number of degrees awarded so that twenty-two – twenty-five are completed each year.

D. 4. Number of students enrolled in the program and graduating within prescribed time

While the communication program is designed so that it can be completed within a four-year period, many of our students do not finish it within that time frame. This is primarily because they typically enter the program in their sophomore or junior year and have some catch-up to do in the core and even in General Education.   In addition to this, some students work a substantial number of hours per week and, thus, need to take a reduced load which delays their graduation. This situation is further compounded for those who are in the B.S. program since they need to complete an internship and often chose to do it the summer after they have completed all their course work. Four of the fourteen

students who graduated are doing their internship as their final piece.

D.5. Average length of time to complete the program

Due to all the factors previously explained, most students need nine semesters to complete the program although some take even longer. However, most Ferris students only enroll in fourteen hours per semester. This factor coupled with the points already raised suggest that it would be more likely students would have to attend at least one summer term if they are to graduate within four years.

E. ACCESS

E. 1. Program's actions to make itself accessible to students

In addition to the courses offered on the main campus, a number of classes can be taken at campuses around the state, including Traverse City, Flint, Ludington and Grand Rapids. Scheduling is handled by the site director so that the courses are taught at times which will allow non-traditional students the opportunity to attend them. All of these courses are taught by qualified instructors and in many instances tenure or tenure-track faculty perform this outreach.

The program accepts transfer credit from many institutions, and students can begin working on their degree any semester throughout the academic year. Students completing a Ferris A.A. degree can use that study as their "Application to the Workplace," which facilitates their movement through the B.S. program in Applied Speech Communication.

Access has also been enhanced by the use of the Internet. Several faculty use mixed delivery in their courses, e.g., COMM 352. COMM 221 has been put on-line and COMM 365 has been put online as well.

E. 2-3. Effects of these actions on the program including program goals and priorities

Students interested in a degree in communication can begin their course of study off-campus either by taking a course off-site or at their local community college/university, assuming that an articulation agreement has been reached. In this way, they become situated for entry into a four-year course of study which facilitates their movement into the program. In addition, off-site courses enhance the visibility of the program and may help to generate student interest in further study. Thus far, the faculty serving off-site centers has chosen to do so and consequently has not found it a burdensome task. From the student's point-of-view, off-site classes can reduce monetary costs in terms of living expenses and travel. The same can be said for on-line classes.

However, the value of taking on-line classes in the communication area needs to be weighed in relation to the reduced opportunity to improve one's verbal and nonverbal skills as well as his/her ability to analyze others. It would be disadvantageous to the area if students were graduated who didn't make eye contact when they spoke, didn't use effective turn-taking behavior, didn't speak with appropriate volume, etc. Virtually every faculty member in communication has had students who demonstrate such behavior. Therefore, the likelihood that this could occur should not be underestimated if a professor's only contact with a student is through the written mode. As such, it underscores the importance of moving carefully into this type of course delivery.

The B.S. program offers those students, who are pursuing a two-year degree in such fields as dental hygiene, an option for utilizing their time at Ferris in a productive way since many are wait-listed given enrollment caps. With careful planning, they can complete both degrees within a reasonable time frame, an additional year including summer term, and have a greater array of choices available to them. Hence, a number of students have decided to pursue the B.S. which has contributed to the area's enrollment.

F. CURRICULUM

CURRICULUM

The Communication curriculum is built on a set of foundation courses which become prerequisites for upper-level courses. These foundation courses are also identified as courses that meet the General Education Oral Communication Competency outcome (see table below). Although it has rarely been used for this purpose, COMM 251 Argumentation and Debate also satisfies the General Education Oral Communication Competency requirement.

During this review period, we discovered that enrollments were unsustainable in COMM 200 and COMM 201, so these courses were deleted from the program and the Catalog. The program continues to honor these courses towards completion of degrees by using course substitution whenever they appear on an applicant's transcript.

However, COMM 200 and COMM 201 continue to appear as prerequisite options for other Communication courses. This problem was discussed as an element of the minor curriculum cleanup proposed for fall 2014. In order to address it in compliance with the University Curriculum Committee policies, outcomes and assessment plans will need to be created or revised for many of the upper level COMM courses currently in the Catalog.

Foundation Courses Required for All Communication Degrees

General Education	Program Requirement	Credit Hours
COMM 105 Interpersonal Communication	COMM 200 Foundations of Interpersonal Communication	3
COMM 121 Public Speaking	COMM 201 Public Presentation Practices	3

COMM 221 Small Group Decision Making	COMM 221 Small Group Decision Making	3

The three foundation courses are requirements for the Associate in Arts (A.A.) in Applied Speech Communication, Bachelor of Science (B.S.) in Applied Speech Communication, Bachelor of Arts (B.S.) in Communication degrees, as well as the Communication minor and the Speech Communication (Teaching) minor. COMM 221 Small Group Decision Making is also identified as a requirement for the Community Leadership minor and certificate.

Several sections of COMM 121 Public Speaking, designated COMH 121, have been offered every fall and spring during the review period for freshmen in the Honors Program. A subcommittee of Communication faculty members is reviewing the requirements for Honors designation for existing courses presented by the Honors Program. The subcommittee will be recommending revisions to the syllabus for COMH 121 to meet these Honors program requirements.

In addition to the foundation courses, students are required to take "core" courses appropriate to each degree (See table "Core Required Courses by Degree" in Appendix.)

The A.A., B.S., B.A, and Communication minor require students to elect additional Communication courses as shown in the table below.

A. A.	B.S.	B.A.	Communication Minor
3 COMM courses or 9 credit hours	6 COMM courses or 18 credit hours, 9 credit hours at 300+ level	6 COMM courses or 18 credit hours; 9 credit hours at 300+ level	3 COMM courses or 18 credit hours; 9 credit hours at 300+ level

Students may choose from an array of Communication elective courses. Some of these courses are offered regularly; some are offered on a rotating basis (See table "Communication Electives and Frequency of Offering" in Appendix.)

Students in the B.A. program or any of three concentrations: Community Leadership, Public Advocacy or Sports Communication, are required to select an existing minor to compliment their Communication coursework.

Students in the B.S. program may select an existing minor; or, they may construct an 18 credit hour minimum "Application to the Workplace" grouping of courses including courses outside of Communication with consultation and support from an advising faculty member from that area. This "Application" option provides additional flexibility for students transferring from other programs within the University or from other institutions to utilize earned credits towards degree completion.

A third option for the B.S. student is to apply an earned Associates degree in another field to the 18 credit "Minor/Application" requirement. For example, students in two year programs like Dental Hygiene have elected to complete their Bachelor's degree in Communication, applying their Associates degree in Dental Hygiene as their "Minor/Application" area.

In fall 2011, the Communication faculty established the Sports Communication concentration, available in either the B.S. or the B.A. format. This program also offers a Sports Communication minor (18 credit hours) and a Sports Communication certificate (12 credit hours.) The program was revised in fall 2012 to include additional elective options. It features three "core" courses and an array of elective options from four colleges at the University (see table "Sports Communication 'Core' and Electives" in Appendix.) Students in the Sports Communication concentration select two courses from the list of Electives; students in the Sports Communication minor select three courses; students in the Sports Communication certificate select one course. Two courses from a student's major program may count towards the Sports Communication minor.

In fall 2012, the Communication faculty established two additional concentrations available in either the B.S. or the B.A. format: Community Leadership and Public Advocacy, following the Sports Communication model. Students may also complete a minor or a certificate in these concentration areas (see tables "Community Leadership 'Core and Electives" and "Public Advocacy 'Core' and Electives" in Appendix.)

Two measures of assessment of the Communication curriculum have been enrollment in elective courses by non-majors or minors and requests from other programs on campus to require or recommend Communication courses in their curricula. One example of this collaboration is COMM 365 Intercultural Communication which became a requirement for students in the Health Care Systems Administration program and has been highly recommended in other programs in the College of Health Professions. Demand for the course generated a peak offering of two sections face-to-face and one section fully online in one semester. The HCSA requirement has been reduced to a recommendation and the demand for the course has declined slowly. However, the development of a fully online offering of this course has proven to be of benefit to Communication majors and minors, and other interested students, like those in Health Professions.

As a result of requests from the College of Engineering Technology, the Communication faculty developed a fully online offering of COMM 221 Small Group Decision Making. This course continues to be sustainable as a summer offering. Discussion continues about offering COMM 221 in its online format during the fall and/or spring semesters.

During the review period, COMM 365 Intercultural Communication has been redesigned to focus on global perspectives. A new course, COMM 366 Diversity and Communication, has been created to focus on diversity within the United States. COMM 366 Diversity and Communication received Social Awareness and Race-Ethnicity-Gender General Education designations in fall 2012. COMM 365 Intercultural Communication has been proposed for Social Awareness and Global Consciousness designation and will be reviewed by the respective General Education subcommittees in the fall. It is anticipated that these General Education designations will grow the demand for these courses, offsetting the decline in enrollment by Health Professions students.

For a period of three years during this cycle, there was insufficient enrollment to offer COMM 101 Introduction to Communication Study. Students were permitted to substitute a COMM elective for this requirement. It has also been the practice since the beginning of the program to allow students transferring into the major who have already completed four or more COMM courses to select an elective to substitute for COMM 101.

In 2011, the Communication faculty reinstated COMM 101 and advised all COMM majors to take the course. This decision resulted in sufficient enrollment, but it produced a challenge for the instructor to make the course relevant for both new students entering the major and students with significant coursework already completed in the major. It is hoped that this challenge will be reduced as the number of upper level majors who have completed significant COMM coursework but who have not completed COMM 101 declines. Plans are underway to offer two sections of the course in fall 2013 with the hope that enrolled students can be separated into these two different cohort groups and guided through the course outcomes for COMM 101 in a manner appropriate to their experience in COMM courses.

A minor curriculum cleanup proposal will be submitted for review in fall 2013. The main features of this revision are listed below:

1. Modify the following courses to include COMM 105 Interpersonal Communication or COMM 221 Small Group Decision Making as prerequisite options:
   a. COMM 305 Communication and Human Relations
   b. COMM 310 Nonverbal Communication
   c. COMM 315 Gender and Communication
   d. COMM 370 Communication and Conflict
   e. COMM 460 Communication Rights and Responsibilities
2. Modify the course number for COMM 116 Parliamentary Procedure and Meeting Management to COMM 216.

3. Add COMM 251 Argumentation and Debate to the requirements for the Speech Teaching minor; move COMM 352 Directing Communication Activities to an elective option for these students.
4. Modify COMM 365 Intercultural Communication by adding a prerequisite: COMM 105, COMM 121, COMH 121 or COMM 221, with "C" or better.
5. Modify the course description for COMM 365 Intercultural Communication to focus on global communication patterns.
6. Modify the semester usually offered for COMM 385 Broadcast Writing and COMM 387 Broadcast Presentation so that these courses become a Fall/Spring sequence.
7. Modify the course description for COMM 396 Cross-Cultural Communication Field Studies to delete reference to a specific location (currently identified as Scotland and Ireland).
8. Delete COMM 491 Communication Internship, since it is now a redundant course with COMM 493 Internship in Communication.
9. Modify COMM 493 Internship in Communication to be repeatable up to 8 credit hours.

The Dean of the College of Arts and Sciences has requested that the Sports Communication concentration be redesigned as a "stand alone" major. Dr. Sandy Alspach is developing a complete curriculum proposal including the Preliminary Curriculum Application form (PCAF) to begin moving through the curriculum process in fall 2013, with anticipated implementation in fall 2014.

As part of this program development, Communication faculty members Dr. Donna Smith and adjunct Paul Zube have developed a new course: Mass and Social Media Communication. It is scheduled to be offered as an experimental course (COMM 390) in spring 2014. We anticipate that this course will be required for all Sports Communication majors. A new elective course targeting the Sports Communication majors, International Sports Communication, is under development for summer 2014 as a Study Abroad opportunity.

Two members of the current Communication Advisory Board: James Giroux and Ron Snead, have agreed to serve on the advisory board for the Sports Leadership Institute which will complement the Sports Communication major. The function of the Sports Leadership Institute is two-fold: to provide experiences for students in the Sports Communication program to network for internship and career opportunities and to provide a location for collaboration and sponsorship among parties supporting the objectives of the Sports Communication major. Two types of experiences have been identified. The Sports Speakers Series initiated as part of the Sports Communication course to bring speakers in the Sports industry to class and to campus to share their experience, will host speakers for the Big Rapids community during the fall and spring semesters. The Sports Entertainment Summit, scheduled for spring 2014, will provide a full day of networking opportunities for participants in the west Michigan area with Sports industry leaders, including keynote speeches and break-out interactive sessions. The Summit will be held in Grand Rapids at the FSU-GR facilities, in cooperation with Grand Rapids Community College and the West Michigan Sports Commission.

F.1.a. Directed electives and General Education courses

The program does not require students to take certain electives or General Education courses in order to graduate.

F.1.b. Hidden prerequisites

There are no hidden prerequisites.

F.2-3. Curricular or program changes undertaken or under review

No significant changes have been made to the program or the curriculum since the last program review. Currently, the changes being made are found above.

F.4. Plans to revise the current program

As already mentioned, the area is considering changes to the program in an effort to offer students more direction in their pursuit of a career and to draw more students into our courses. Specifically, the program is considering more concentrations that would consist of three-to-four courses which would highlight a career pathway. These concentrations might also be "packaged" as certificates for non-communication majors. These were written about earlier in this document and include Public Advocacy, Community Leadership, and Sports Communication.

G. QUALITY OF INSTRUCTION

G.1-2. Student, alumni, advisory committee and intern supervisors' perceptions of the quality of instruction

Since this topic is already discussed in detail in Section 2, the reader is directed to that portion of the report. Specifically, one is referred to A.2-3 (the alumni survey), B.1 and 3 (internship supervisors' survey), D.1-2 (the student survey), and F.2 – 3 (the advisory board survey).

G.3. Department and individual efforts to improve the learning environment

The lighting in the classrooms of Johnson Hall were fixed so that we may now shut off half the lights in the room and keep on the other half of the lights while students give speeches with PowerPoint. Therefore, we are now almost able to see the student present the speech and make sure he or she has proper eye contact with the audience while examining the PowerPoint at the same time.

G.4. Professional Development

Faculty members are engaged in a range of professional development activities.   Faculty members have been involved in the Center for Teaching and Learning as participants as well as facilitators and

workshop leaders. Faculty members present papers and programs at a number of professional conferences. Several of these presentations have focused on pedagogical issues such as service learning and developing an informed citizenry through participation in the Political Engagement Project. In addition to this, faculty members hold offices in a number of professional associations and serve as evaluators in assessing programs. *(See Appendix A)*

G.5. Efforts made to increase the interaction of students with faculty and peers

There are a number of activities for students to interact with faculty and peers. Some are organizational in nature such as the Ferris Communication Association, Lambda Pi Eta, and Pi Kappa Delta. Others are periodic "pizza" gatherings in which faculty and students sit down to answer questions and discuss concerns. In addition to these social functions, faculty members work one-on-one with students as coaches in debate and forensics and as mentors when preparing a student for a job interview or submitting a paper for presentation at a conference.

G.6. Extent to which inclusive pedagogy and curriculum infuse teaching and learning

Given the nature of communication studies, students are actively engaged in the classroom. This involvement may take the form of group presentations, dialogues which have been created to illustrate a concept, peer evaluation of speeches, discussion of topics which students have suggested, student selection of guest speakers, etc.

In particular, COMM 499, the senior seminar in communication, is designed with the intent of affording students an opportunity to provide input into the program which can be incorporated into teaching and the curriculum.

G.7. Effects of actions described in G.5. and G.6 on the quality of teaching and learning in the program

In line with the aims of the field of communication, such action has helped to develop a community in which there is on-going dialogue. This has helped to create an atmosphere of openness in which faculty engage in listening as well as speaking. While there may be differences of opinion on some issue(s), students know that their views are valued and that their feedback may lead to changes in the curriculum. This, in turn, has fostered student ownership in the program as well as building individual confidence in one's ability to express his/her voice in an effective way.

H. Composition and Quality of Faculty. Describe and assess the composition of the faculty teaching courses in the program.

H1a. List the names of all tenured and tenure-track faculty by rank.

Professor

Sandra Alspach, Ph.D.

Lon Green, Ph.D.

Robert Loesch, Ph.D.

George Nagel, Ph.D.

Neil Patten, Ph.D.

Cami Sanderson, Ph.D.

Donna Smith, Ph.D.

Associate Professor

Stephanie Thomson, Ph.D.

H1b. Indicate the number of promotions or merit awards received by program faculty since the last program review.

Sandra Alspach	Merit	2009
George Nagel	Merit	2012
Cami Sanderson	Full Professor	2011
Donna Smith	Merit	2009
Stephanie Thomson	Associate	2011

H1c. 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).

See appendix A

H2. Workload

H2a. What is the normal, annualized teaching load in the program or department?

The standard load for communication faculty is twelve credit hours a semester: four courses of three credits each.

The overloads indicated below are the result of our general education commitments. These overloads are usually for COMM 121 (public speaking), COMM 105 (Interpersonal communication), and COMM 221 (small group decision making).

Fall 2007   2 RFO taught overloads

Spring 2008   1 RFO

Fall 2008   3 RFO   4 UFO   2 Staff

Spring 2009   2 RFO   O UFO   1 Staff

Fall 2009   4 RFO   3 UFO

Spring 2010   1 RFO

Fall 2010   5 RFO   3 UFO

Spring 2011   1 RFO

Fall 2011   4 RFO   3 UFO

Spring 2012   1 RFO   1 UFO

Fall 2012   5 RFO   2 UFO

Spring 2013   3 RFO   1 UFO

H2b. List the activities for which faculty receive release time

The program coordinator has one quarter (.25) release time per semester. The debate coach has one half (.5) release time per semester.

H3. Recruitment

H3a. Recruitment process for new faculty

The communication area follows the university' affirmative action guidelines in our recruitment of new faculty. Generally, open positions are advertised in the Chronicle of Higher Education and on the CRITNET site of the National Communication Association. These are the two most utilized sites for learning about job opportunities. Also, job opportunities are posted at Howard University in Washington, D.C.

Applicants participate in both phone and on-campus interviews with search committee members and the department head. Reference checks are completed before the on-campus interviews. On-campus interviews include an open session, time with search committee, open forums for the department, and a teaching demonstration.

H3b. Qualifications (academic and experiential)

New faculty members are required to hold a terminal degree in communication or a related field that is appropriate for the position. Candidates who have completed all requirements for the degree but have not yet defended the dissertations may be considered if the search committee deems it satisfactory.

Typically, new faculty members have prior experience teaching on the university level before coming to Ferris. All new faculty members must demonstrate teaching competence and are observed by their tenure committee members and the department head each semester until reaching tenure.

H.3.c-d. Program's diversity goals for both gender and race/ethnicity in the faculty

The communication program strives to recruit a diverse faculty so that it is inclusive in terms of sex and race/ethnicity. While job opportunities have been posted at historically African-American universities as well as with minority job registers, we have not been successful in recruiting persons that would provide racial and/or ethnic diversity. We have however done much better achieving a balanced representation to sex. Currently four of the eight tenured positions are held by females.

H4. Orientation process for new faculty: descriptions and assessment

All new faculty members participate in the Center for Teaching and Learning pre-semester orientation kick-off week activities and also in the first year activities which continue through spring semester. New faculty members are assigned a mentor who works with them during the first year. Mentors serve as a source to new instructors who may seek advice about tenure, promotion, and other matters. The department head also meets with new faculty regularly to discuss tenure and promotion processes.

The orientation process for new faculty has become meeting intensive but new faculty members have found the system very valuable in helping them integrate into the Ferris culture.

H.5. Reward Structure for faculty

H.5.a. Description of reward structure and eligibility criteria

The Department of Humanities does have professional development funds for which communication faculty can apply. These funds are awarded by a committee. Those presenting papers at meetings or conferences receive higher monetary awards than those simply attending. Generally, a faculty member will not receive funding for more than one meeting/conference per year. Faculty also may apply for a Timme grant to offset conference expenses. Many faculty also acquire PDI awards for participating in the programs offered by the Center for Teaching, Learning, and Faculty Development.

H.5.b. Impact of existing salary structure on the program's ability to recruit and retain quality faculty

The current salary structure has been adequate to recruit new faculty. However, recent figures published by the National Communication Association and the *Chronicle of Higher Education* indicate that future hires will command higher salaries than our most recent hires**.**

H.5.c. Adequacy of the current reward structure to support faculty productivity in teaching, research, and service

Many faculty in the area would like to become more involved in research, but a heavy teaching load combined with university/department/area committee work preclude that from occurring. Due to class sizes of 28 – 32 students in performance based classes, there doesn't seem to be any way to get out under the load. While the university as a whole does offer some modest funding or seed money for research work, communication faculty really need to be freed up in terms of time.

In addition, it needs to be stated that since the last APR the faculty have lost two new hires and had two retirements. This has caused added stress and strain on the job and duties of the current tenured faculty. The two new hires that were lost due to personal reasons and new jobs were Matt Thatcher and Amanda Karel. Both of these faculties were hired to create new concentrations in mass media and health communication. The two retirements were Gary Horn, the Director of Debate, and Elizabeth Wilson. Since the time of Gary Horn's retirement, the communication faculty have decided that the Debate coach position should not be a tenure track line but an adjunct renewable line. These holes in the faculty have not been filled with tenure-track positions but adjuncts. This leaves little time for the tenured faculty to work on assessment and outcomes because they are busy teaching a full load or overload to make sure the students get into their general education courses within their first two years at Ferris State University.

H.5.d. Enhancing diversity and inclusion as a component of the reward structure

The Department of Humanities does not provide grants for enhancing diversity and inclusion in our current funding program.

H.6. Graduate Instruction

The communication area has no graduate program.

H.7. Non-Tenure-Track and Adjunct Faculty

H.7.a. Full-time non-tenure-track and adjunct faculty who taught courses in the program

	Length of Appointment	Years of Service
Lynann Byars	9-month-appointment	two
Laurel Humphreys	semester by semester	one
Travis Lakin	2-year appointment	four
Gayle Martin	2-year appointment	twelve

Brook Moore	2-year appointment	seven
David Schrock	2-year appointment	seven
Paul Zube	semester by semester	two

H.7.b-c. Courses taught by non-tenure track/adjunct faculty and their qualifications

These faculty members primarily teach the communication competency courses that are part of General Education, i.e., COMM 121/COMH 121, COMM 105, and COMM 221. In addition to the foundation classes which make up the bulk of their teaching schedule, these instructors teach COMM 251 which is a required course for A.A. and B.S. majors as well. Because of need and area of expertise, David Schrock has been teaching the broadcast writing and presentation courses. His background is in radio announcing. Also because of need, Paul Zube has been teaching Technical and Professional Speaking.

Travis Lakin is the debate coach and teaches all sections of COMM 251. The remaining faculty hold master's degrees in communication or a related area.

H.7.d. Appropriateness of using non-tenure-track faculty

Faculty members have different views concerning the appropriateness of using non-tenure-track faculty. Since these persons have no service or advising responsibilities, some feel it puts an additional load on the tenured/tenure-track faculty. In addition, there is no incentive for non-tenure track faculty to become actively engaged in the field. Both of these factors can affect the degree of visibility the program achieves both on- and off-campus. Others see things differently.   Others believe it is good to have non-tenure-track positions since there is turnover in these slots which can be refreshing to both faculty and students in terms of offering new ideas and approaches to content matter.

H.8.e. Accrediting body's position regarding non-tenured/adjunct faculty

The communication program is not accredited.

I. Assessment and Evaluation
1) List and describe student learning outcomes at the course level.
Each course has learning outcomes attached to it and several courses have assessment plans while others are working on assessment plans. An example of learning outcomes and assessment plans can be found in COMM 301 Interviewing. Here are the learning outcomes and assessment found in that course:

As a result of this class you should be able to: also known as outcomes!

1) identify, explain, and apply general theoretical principles related to interviewing including major types of interviews, the parties involved in interviews, the roles enacted during the interviews, the role of perception in interviews, and the nature of communication interaction (found through mock interviews)

2) identify the functions and techniques for the three major components of an interview: the opening, the body, and the closing. (found through mock interviews)
3) construct an interview schedule containing a variety of primary and secondary questions following a sequence appropriate for the purpose of the interview (found in mock interviews paper)
4) with a partner, engage in an informative/persuasive interview (found in mock interviews – participation in classroom interviews)
5) answer questions during a mock employment interview based on the job description, cover letter, and resume you create (found in mock interviews)
6) prepare a selection interview schedule based on a job description, and resume constructed by one of your peers (found in mock interviews)
7) conduct a selection of interviews following appropriate EEO laws and interviewing principles discussed in the course (found in mock interviews and testing)

2) List and describe student learning outcomes at the program level.
   a. Describe the human communication process; including message construction, dissemination, and interpretation
   b. Interact appropriately and effectively with another person in various contexts and settings both verbally and nonverbally
   c. Analyze how messages construct personal identity
   d. Apply communication theories and communication research to personal and professional life.
   e. Participate appropriately and effectively with people from different cultural backgrounds and social identity groups.
   f. Critically evaluate ethical principles governing communication

   g. Submit a curriculum map and an explanation of how program outcomes are achieved through course curriculum.

Communication Program "Crosswalk"

Program Outcomes	Core Course(s) focusing on Outcome	Elective Course(s)
Graduates will:		
Describe the human communication process; including message construction, dissemination, and interpretation	COMM 101, Introduction to Communication Study COMM 105, Interpersonal Communication COMM 121, Fundamentals of Public Speaking COMM 221, Small Group Decision Making COMM 299, Theories of Human Communication	(generally reviewed every COMM cours

	COMM 380, Organizational Communication COMM 499, Senior Seminar in Communication	
Interact appropriately and effectively with another person in various contexts and settings both verbally and nonverbally	COMM 105, Interpersonal Communication COMM 121, Fundamentals of Public Speaking COMM 221, Small Group Decision Making COMM 380, Organizational Communication COMM 493, Internship in Communication	COMM 251, Argum COMM 301, Intervi COMM 305, Comm Relations COMM 310, Nonve COMM 320, Family COMM 332, Persua COMM 336, Techn Presentations COMM 340, Comm Advocate COMM 370, Conflic COMM 385, Broadc COMM 387, Broadc COMM 389, Sports COMM 421, Leader Communication
Analyze how messages construct personal identity	COMM 105, Interpersonal Communication	COMM 231, Interpr COMM 305, Comm Relations COMM 315, Gender COMM 366, Diversi
Apply communication theories and communication research to their personal and professional lives	COMM 299, Theories of Human Communication COMM 300, Research Methods in Communication COMM 499, Senior Seminar in Communication	COMM 333, Theori
Participate appropriately and effectively with people from different cultural backgrounds and social identity groups	COMM 105, Interpersonal Communication COMM 121, Fundamentals of Public Speaking COMM 221, Small Group Decision Making COMM 380, Organizational Communication COMM 365, Intercultural Communication	COMM 340, Comm Advocate COMM 366, Divers COMM 421, Leader Communication
Critically valuate ethical principles governing communication	COMM 101, Introduction to Communication Study COMM 105, Interpersonal Communication COMM 121, Fundamentals of Public Speaking	COMM 251, Argum COMM 325, Speech COMM 333, Theore COMM 340, Comm Advocate

	COMM 221, Small Group Decision Making COMM 380, Organizational Communication COMM 460, Communication Rights and Responsibilities COMM 499, Senior Seminar in Communication	COMM 341, Politica COMM 370, Confli COMM 421, Leade Communication

Through putting together the communication crosswalk, we have found that we are heavy in interpersonal communication related courses and some courses like COMM 231 don't meet any of our core requirements. The lower level courses introduce the concepts like COMM 105 Interpersonal introduces the student to the concepts and COMM 305 expands on those concepts and reinforces them. In COMM 499, students are expected to show mastery of the concepts by performing certain tasks like working with each other in groups and interpersonally as well as on a written exam.

h. Identify how learning outcomes at the course level are measured. Include analysis regarding how well students are meeting course level outcomes.

Learning outcomes are met through a variety of ways in different courses. Depending if the course is a performance based course, the student might have to preform or do a persuasive speech to meet the course level outcomes. In Interviewing, COMM 301, students must perform different types of interviews to achieve the outcomes as well as answer questions on the midterm and the final to achieve the learning outcomes. Here is the list of outcomes for COMM 301 and how each student meets those outcomes:

1) identify, explain, and apply general theoretical principles related to interviewing including major types of interviews, the parties involved in interviews, the roles enacted during the interviews, the role of perception in interviews, and the nature of communication interaction (found through mock interviews)
2) identify the functions and techniques for the three major components of an interview: the opening, the body, and the closing. (found through mock interviews)
3) construct an interview schedule containing a variety of primary and secondary questions following a sequence appropriate for the purpose of the interview (found in mock interviews paper)
4) with a partner, engage in a an informative/persuasive interview (found in mock interviews – participation in classroom interviews)
5) answer questions during a mock employment interview based on the job description, cover letter, and resume you create (found in mock interviews)
6) prepare a selection interview schedule based on a job description, and resume constructed by one of your peers (found in mock interviews)
7) conduct a selection of interviews following appropriate EEO laws and interviewing principles discussed in the course (found in mock interviews and testing)

i. Identify how learning outcomes are at the program level are measured. Include analysis regarding how well students are meeting program level outcomes.

Learning outcomes at the program level is currently being done in COMM 499. The students in this class which is a graduation requirement for all communication majors either BS or BA take multiple choice tests regarding their knowledge of COMM 105, Interpersonal, COMM 121, Basic Public Speaking, and COMM 221 Small Group Decision Making. The tests have come under fire from both students and professors alike for being vocabulary tests and if the student didn't have that particular textbook for the course then he or she does not do well on the assessment. In addition, the question of whether we, the faculty, should assess public speaking via a written exam has been asked as well. Furthermore, how the students work in groups and their interpersonal abilities. The rigor of the tests has been tested as well. Both faculty and students alike agree that the tests are done right hard! This past year, the communication faculty have agreed to move away from these tests and put together a portfolio for the graduating seniors as the project in COMM 499. This would include speeches the students do in classes as well as papers they write and evidence of group work. The new program outcomes have not been assessed yet but seem to easier as we have reduced them down from 12 to six.

j. Describe how assessment results at the course and program levels have assisted in making decisions about pedagogy, learning outcomes, and other course and/or program level actions.

We are still in the process of creating assessment and outcomes for our courses. We are behind in this process and need to step it up.

k. 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.) Graduation rates can be found in a chart in a different section of this paper.

l. Provide Trend data for the variables listed in (1). Compare the date to accreditation benchmarked standards if applicable, or provide some other type of assessment of the data. As stated above the only change we are addressing is going from written tests to a portfolio as an assessment tool in our COMM 499 or Senior Seminar class. We think this should give the students a more comprehensive view of their program and the skills that they have learned compared to three multiple choice tests.

m. Describe how the trend date in (2) is uses to assess the rigor, breadth, and currency of the degree requirement and curriculum.

n. Describe how the trend date in (2) is used to assess the extent to which program goals are being met. Program goals have just changes so we are need of new testing of them. We are trying to make them unique to communication.

J. SERVICE TO NON-MAJORS

J.1. General Education Courses

J. a) General Education service courses provided by the program faculty for other departments at FSU:

GENERAL EDUCATION SERVICE COURSES			
PREFIX	TITLE	CREDITS	GE DESIGNATORS
COMH 121	Fundamentals of Public Speaking	3	Comm. Comp.
COMM 105	Interpersonal Communication	3	Comm. Comp.
COMM 121	Fundamentals of Public Speaking	3	Comm. Comp.
COMM 221	Small Group Decision Making	3	Comm. Comp.
COMM 231	Interpretive Reading	3	C
COMM 251	Argumentation and Debate	3	Comm. Comp.
COMM 315	Gender Communication	3	REG
COMM 366	Diversity	3	REG, SA
COMM 396	Cross-Cultural Communication Field Studies		G, C

Several communication courses are part of the General Education curriculum. As the chart above indicates, five communication courses meet the communication competency requirement in General Education. Two other courses are designated as cultural enrichment while a third satisfies global consciousness and a fourth race, ethnicity and gender.

J. 1. b. Non-General Education service courses or courses required for other programs.

The non-General Education courses the area provides to other programs on campus are noted in Section 3, F.1. In particular, the reader is referred to two tables: one is entitled "'Core' Courses Required by Degree;" the other "Communication Electives and Frequency of Offering." Perusal of this information will show that the area offers six courses that are either required or recommended by other programs on campus.

Interaction between the communication area and these departments/programs occur as needed. For example, the program coordinator may contact faculty in order to schedule these courses at an

appropriate time for their students. On other occasions, an instructor may want to discuss some changes they are considering in a course with department/program faculty.

J. 1. c. The impact of the provision of General Education and non-General Education courses on the program.

The communication program does benefit from its service function. First, the program does recruit majors from its General Education offerings. Second, the area is able to offer courses that might not otherwise be taught if they weren't recommended or required by other programs/departments on campus. This contributes to the richness of the program and adds to the number of choices majors have. It also creates a more diverse classroom for students which can broaden their perspective and enhance their understanding.

J. 1. d) The program's plans to increase, decrease, or keep constant its level of service courses.

As a result of the increase in enrollment in the Honors Program, more sections of COMH 121 will be offered. It is also anticipated that some additional sections will be offered in spring 2013.

K. Degree Program Cost and Productivity Data

K. DEGREE PROGRAM COST AND PRODUCTIVITY DATA

K.1. Degree program cost

The following average degree program costs are based upon the most recent data available from Institutional Research and Testing:

B.A. in Communication	$26,330.47
B.S. in Applied Speech Communication	$28,718.11
A.A. in Applied Speech Communication	$10,788.10

L. ADMINSTRATION EFFECTIVENESS

L.1. Adequacy of administrative and clerical support for the program

The administrative and clerical support for the program is excellent. The program administrative structure includes a program coordinator (a faculty member with .25 release time) and the department head. Clerical support for the department includes one full time secretary and one temporary part-time clerical position.

Departmental staff persons, Ella Shaw and Kirsten Johnson, ably assist program administrators and

faculty. They, in turn, are supported by several student employees. The department has a reputation for being a good place for students to work which is seen in the number of student employees who return each year as their class standing allows.

L.2. Efficiency of program and department administration

The program coordinator is currently Dr. Cami Sanderson who replaced Dr. George Nagel.   She works closely works with the Department Head, Trinidy Williams. A comfortable working relationship prevails, and scheduling, staffing, and general communication needs and responsibilities are well met. Faculty are kept informed of program needs, professional development opportunities, student activities, and financial concerns.

The administrative structure and personnel allow the program to run in an efficient manner. Given that the department is very diverse (several academic areas) and quite large, it is necessary to use financial, time, personnel and space resources well. This is compounded by the program and department responsibility to meet not only program needs, but to fulfill general education assignments as well. Involving the faculty in these areas has assisted in the over-all efficient operation of the program.

L.3. Efficiency/effectiveness of course schedule and preparation

The area and department have an established, effective and efficient rotation system for offering/scheduling courses which must be integrated with the large number of general education classes offered by the area. Since the communication area's policy is that no faculty member "owns" a course, instructors communicate openly and directly about teaching schedules and the rotation of teaching opportunities. Students have often commented that they appreciate the fact their program required courses are taught by different faculty members. The communication faculty have also created a rotation committee which allows faculty a voice in teaching classes they would like to teach but have not been able to teach as to date. This rotation committee is in place if a conflict arises between professors on who wants to teach what.

L.4. Ability of students to take needed courses in a timely manner

The program coordinator and department head have worked together to schedule courses so that students can make timely progress in the completion of their programs. There is a clear rotation (including summer) of required courses, and advisors work with students to insure that students are aware of their needs and progress. In addition, the program and department realize the importance of being responsive to off-campus and web-based learning needs.

There is concern that the increasing emphasis accorded to enrollment numbers could result in the cancellation of upper division courses needed for graduation. While economic factors certainly must enter into decisions regarding course offerings, it is also important that students are able to take the courses required for graduation in a timely manner. This can be a difficult balancing act, but it is hoped that the administration will err on the side of the student's interest so that s/he can complete the program with fewer setbacks.

SECTION 4: FACILITIES AND EQUIPMENT

A.1-5. INSTRUCTIONAL ENVIRONMENT

The Humanities Department manages four classrooms in Johnson Hall, JOH 101, 102, 103, and 104, which are frequently used by communication faculty. In addition, the department manages classrooms

however often times they are also used by other College of Arts and Sciences departments. The department also uses three classrooms in the National Elastomer Center, NEC 116, 201, and 203, which the area shares with other programs as well.

All Johnson Hall class rooms are equipped with computer, camera, document camera and most recently all have white boards. Computer towers will be replaced prior to the Fall 2013 semester and there are plans to update the cameras, projectors, and A/V controls one class room at a time due to costs. These rooms have also recently had additional lighting switches added providing control which allows for better use of PowerPoint. Johnson Hall 104, the largest room, has had the tables and chairs replaced with tablet chairs. Other rooms are equipped with 2 person tables however more than a few are missing laminate in places. The non-mobile tables make group work very difficult which becomes a most significant matter in the small groups' classes.

Unfortunately, due to the age of the building and the fact that the classrooms are on the lower floor, the physical condition for the rooms are embarrassing. The radiators emit loud disruptive clanging noises. These noises are very distracting and cause frustration to both students and faculty, ultimately creating a poor learning environment, not to mention a disservice to novice public speakers. The plaster is cracking and peeling from the walls. There have been rumblings for a number of years that Johnson Hall is going to be torn down. Unfortunately, there is no clear indication when this will be occurring. Due to this it is difficult to invest a large amount of money into new furniture, carpet, and paint.

Students do not like the classrooms and make negative comments concerning the conditions. In fact, students who took the survey made more negative comments about these classrooms than any other facet of the program.

Even so, these four rooms in Johnson remain the most popular with the faculty primarily because their offices are in Johnson Hall. The situation becomes impossible if a faculty member is teaching in Starr as well as in Johnson or NEC, and it's a back-to-back schedule. Teaching in Johnson becomes an issue that faculty are willing to fight for. As one professor said, "I'm willing to teach any class at any time as long as I can teach in Johnson Hall. I've spent years running to Starr, and I've had it."

Since the last APR all Starr classrooms mentioned above have been equipped with computers, projectors and VCRs. All three National Elastomer Center classrooms are equipped with computer technology as well.

B. COMPUTER ACCESS AND AVAILABILITY

B.1-4. Computing resources outside classrooms and offices

The Communication Program has no computer facilities beyond those in the classrooms and offices.

B.5-6. Efficacy of online services and adequacy of computer support

According to the faculty survey, most faculty members feel they receive adequate technological assistance. Those who have developed courses through BlackBoard/FerrisConnect have commented that they have received valuable assistance through the Center for Teaching and Learning. A number of faculty members utilize BlackBoard/FerrisConnect for mixed delivery of courses. Some faculty use the technology interactively and others non-interactively. Currently, the only communication course fully on line is COMM 221, Small Group Decision making.

C. OTHER INSTRUCTIONAL TECHNOLOGY

Since this has already been discussed, the reader is referred to Section 3, G. 3.

D. LIBRARY RESOURCES

D.1. Adequacy of print and electronic resources

In recent years, the library has been responsive to book requests from the communication faculty. The library has shifted away from print recourses to focusing on the growing number of electronic resources available. However the library still annually devotes approximately $1000 for print materials. Main areas of print collection development include public speaking and compilations of essays. The budget allotment for serials/electronic materials is TBA.

The library did respond quickly when the Communication and Mass Media Complete (CMMC) database became available by subscribing soon after it became available in 2005. CMMC contains current and back file full-text for dozens of communication journals, including many core titles. Retrospective indexing is provided for many other titles not included in the full-text package. In 2007, the library added a subscription to Communication Studies, a database containing current full-text of 19 journals published by Sage which are not included in CMMC. Communication is inherently interdisciplinary and FLITE offers additional electronic databases outside the area proper to support research. For example PsycInfo, PsycArticles, Psychology and Sociology (Sage Journals Online) all of which selectively indexes journal titles in communication.

Given that the communication degree programs are still developing into new areas more work improving the collection needs to be accomplished. The library's adequacy in providing students and faculty research support through its collections has improved greatly via subscriptions to online databases and library liaison relations.

D.2. Instructional Services

Library liaison to the communication area, Mari Kermit-Canfield, works primarily with COMM 121 and COMM 221 classes, offering students research tips and reinforcing the importance of fact confirmation when preparing for public speaking. The library liaison, has been employed by the faculty in a variety of ways. Some faculty request an hour presentation in the library and others prefer short classroom visits scattered throughout the semester. On occasion she has presented more advanced sessions to communication majors taking upper-level classes.

D.3. Adequacy of FLITE budget

Overall, the FLITE budget has adequately met program needs. The electronic data bases have provided valuable information and are an important resource to both faculty and students. In addition, the new Patron Driven Acquisition, which has a separate budget line, will help improve library resources as well.

SECTION 5: CONCLUSIONS

A. Relationship to FSU mission

The communication program clearly advances the mission of the university which is to prepare students for productive careers in a changing society. It is difficult to imagine anyone in today's workforce who does not utilize communication in the course of his/her daily activities whether it is on an interpersonal level, within a small group context or in a presentational setting. Hence, the study of communication is an important part of anyone's career preparation. This can be undertaken in two ways: through communication competency courses included within the General Education curriculum or through more comprehensive programs of study which focus upon the knowledge and skills needed to pursue a communication career in today's marketplace.   In this way, the program operates on two levels and, in doing so, responds to the needs and interests of a diverse public.

B. Program visibility and distinctiveness

The program distinguishes itself in a number of ways. First, a student has the option of enrolling in the B.S. or B.A. program and, thus, can choose between a more structured academic experience or one that will allow him/her to take more electives as well as courses from other disciplines. In this sense the student is given a degree of freedom to individualize his/her program of study. Even with this flexibility, the curriculum which shapes these two programs is broader based than many others that are offered in the state. As a result, a Ferris communication graduate has a breadth of information and experience which will help him/her to effectively deal with a range of situations.

The visibility of the program has been enhanced through a variety of activities. Students have drawn attention to the program through food drives and recycling efforts which were undertaken as a community service by the Ferris Communication Association. They have also won acclaim for their scholarly and presentational work which, in turn, adds to the program's visibility. In particular, the

forensic and debate teams have built a national reputation for having a program that produces outstanding competitors.

C. Program value

While this in itself underscore the program's value to the university, it's important to emphasize the degree of service the communication faculty contributes to the academic community. A review of Appendix A readily reveals the impressive amount of service that the communication faculty performs for the department, college and overall institution.   In addition to this, faculty members are also heavily involved in regional and national associations acting as officers, program reviewers, workshop presenters, etc. This work is complemented by the local outreach efforts faculty undertake such as judging local speech contests, giving presentations to local organizations and engaging in dispute resolution with the area courts.

D. Enrollment

While enrollment in the B.A. program has remained fairly stable during the past four years, there has been a significant drop in the number of persons pursuing the B.S. during the past year. This drop has occurred in the male population of students for reasons that are not at all clear. Obviously, this is a matter that the area is going to have to examine further. While this is a definite concern, the area is pleased that we continue to draw African American students into our program. This suggests to us that the area has created a classroom climate in which all students feel they have an opportunity to excel, an outcome which all communication faculty attempt to achieve.

Students continue to enroll in the communication minor and are coming to us from all areas of the university, e.g., construction management, chemistry, criminal justice, etc. Due to the present method of declaring and completing a minor in the College of Arts and Sciences, an accurate account is not available. Based upon what can be gleaned, it does appear as though there are between twenty and thirty students presently completing a minor.

Very few students are involved in the speech (teaching) minor. This is evident given the number of students who enroll in COMM 352, Directing Communication Activities, which is a required course offered every other year. Even then, enrollments rarely exceed nine students and generally range from five – six persons. The course is important since it helps to prepare teaching minors for their state test and also covers valuable material pertaining to methods and classroom management issues. This is the only course specifically tailored to this minor. It is one the area supports even though the enrollment numbers may count against us.

Similarly, enrollment in the A.A. program is quite low. The number hovers between two-three persons although it has gone as high as five in the past. Most students enroll in this program due to financial aid requirements and then ladder into the bachelor's program once they become eligible.

E. Characteristics, quality and employability of students

In many respects, our students are typical of those who attend Ferris. However, many faculty feel they are not as motivated to be successful in school as students in other programs. The students, on the other hand, don't see themselves that way. Similarly, faculty's comparison of communication majors to other students was not nearly as positive as students' appraisal of themselves in relation to others.

Faculty have expressed concern about the quality of majors in the program in terms of their writing and oral communication skills. Faculty have discussed the use of a writing proficiency exam as a requirement for program admission. They have talked about requiring another public speaking course to improve content and delivery. Thus, several ideas have been placed on the table for consideration.

According to responses obtained through the alumni and student surveys, some graduates and students are lost when they are expected to translate their knowledge and skills into a career. Among this group, there seems to be a lack of direction because they don't have a focus, a defined career path.

F. Quality of curriculum and instruction

The communication area is considering ways in which this issue can be addressed. One strategy is to offer concentrations of three-four courses which would point students toward a particular field such as sports communication.

Both students and alumni evaluated the program very positively. Both felt the program provided a sound foundation in the discipline, prepared them for future graduate work and also for the marketplace. Internship supervisors concurred with this view by agreeing that their interns were academically prepared for their position.

Both students and alumni had many positive things to say about the faculty. They felt faculty members were extremely knowledgeable, provided interesting and meaningful instruction and made every effort to help students.

G. Composition and quality of faculty

The communication area presently consists of eight tenured/tenure-track faculty and eight non-tenure track instructors. All tenured/tenure-line faculty hold terminal degrees as well as the debate coach, Travis Lakin, who holds a J.D. and Paul Zube and Laurel Humphreys are ABD. In addition to being effective class room instructors, the faculty are actively engaged in a number of professional activities as well as service work.

Appendix A: Faculty involvement

Sandra Alspach

November 2012	Director, Campus-Wide Public Speaking Contest, "It's the Presidency...", co-sponsored by Lambda Pi Eta Communication Honor Society and Pi Kappa Delta national forensics honor society, as part of the Political Engagement Project
October 2011	Director, Campus-Wide Public Speaking Contest, "9/11 Ten Years Later: What Have We Learned?", co-sponsored by Lambda Pi Eta Communication Honor Society and Pi Kappa Delta national forensics honor society, as part of the Political Engagement Project
October 2010	Director, Campus-Wide Public Speaking Contest, "Voting Issues 2010", co-sponsored by Lambda Pi Eta Communication Honor Society and Pi Kappa Delta national forensics honor society, as part of the Political Engagement Project
October 2009	Director, Campus-Wide Public Speaking Contest, "Opportunity and Social Change", co-sponsored by Lambda Pi Eta Communication Honor Society and Pi Kappa Delta national forensics honor society, as part of the Political Engagement Project
2009 -	Major Advisor
October 2008	Director, Campus-Wide Public Speaking Contest, "Presidential Issues", co-sponsored by Lambda Pi Eta Communication Honor Society and Pi Kappa Delta national forensics honor society, as part of the Political Engagement Project
2011-	General Education Task Force
2007-	Senator, College of Arts and Sciences, Academic Senate

2009-2011: Secretary

2011-present: Senate Executive Committee

Spring, 2013   Mace Bearer, representing the Academic Senate, for

Commencement Ceremonies

Fall, 2012   Marshall for Commencement Ceremonies

Spring, 2010-2012   Marshall for Commencement Ceremonies

2013

- Co-presenter, "Marching Together: Collaboration between Faculty and Staff to Further Diversity Awareness", Equity Within the Classroom conference, Detroit
- Chair, "Building Our Own Field of Dreams: Sports Communication Pedagogy", International Association for Communication and Sport Summit, Austin, TX

2012

- Program Planner, International Association for Communication and Sport, Summit 2013
- Respondent, "Managing Conflict during Transitions in Higher Education", National Communication Association conference, Orlando
- Chair, "Connecting through a New Pedagogy: Sports Communication", Central States Communication Association conference, Cleveland
- Presenter, "Differences and Challenges in Teaching the Same Course in Both Face-to-Face and Fully Online Formats", Lilly North Conference on Teaching and Learning, Traverse City, MI

- Participant, "Equity in the Classroom" conference, Saginaw, MI
- Participant, Scholarship of Teaching and Learning conference, Grand Rapids, MI

2011

- Panelist, "A New Pedagogical Voice on the Communication Team: Sports Communication", Instructional Development Division, National Communication Association conference, New Orleans
- Panelist, "As Our Voices Change: Transitions in Forensic Participation", Pi Kappa Delta, National Communication Association conference, New Orleans
- Participant, "Equity in the Classroom" conference
- Presenter, "Political Engagement at Ferris State University", American Association of State Colleges and Universities American Democracy Project conference, Orlando

- Presenter, "Stories from Jim Crow's Museum: Managing Personal Dissonance through Narrative", Central States Communication Association conference, Milwaukee
- Chair/Presenter, "Sports Communication at Ferris", Department of Humanities Colloquium Series, Ferris State University

2010

- Panelist, "Political Engagement at: Ferris State University", Central States Communication Association conference, Cincinnati
- Presenter, "Political Engagement at Ferris State University", American Association of State Colleges and Universities American Democracy Project conference, Providence, RI
- Presenter, "Stories from Jim Crow's Museum: Managing Personal Dissonance through Narrative", Department of Humanities Colloquium Series, Ferris State University

2009

- Participant, Roundtables on Research in Progress, "Stories from Jim Crow's Museum: Managing Personal Dissonance through Narrative", National Communication Association conference, Chicago
- Panelist, "Stability and Change: Pi Kappa Delta Evolves from the 20th to 21st Century", Pi Kappa Delta, National Communication Association conference, Chicago

2008

- Participant, National Communication Association conference, San Diego
  - Report to General Meeting of Pi Kappa Delta: program planner for 2009
  - Report to General Meeting of Pi Kappa Delta: chair, Centennial Planning Committee, 2013
- Chair, "Building Community through Forensic Service Activities" , Central States Communication Association conference, Madison, WI

2011 -   Advisor, Academic Service Learning (ASL); course collaborations with

community partners including Center for Latin@ Services, Office of M

Multicultural Student Services, Ferris Athletic Department, and other

Big Rapids/Mecosta County community partners

2012   Student Research Grants, College of Arts and Sciences

2011   John Shields Award for Outstanding Contribution to Pi Kappa Delta

Lon Green

> Listening effectively: the key to management communication." Presented to the Annual Convention of the American Society of Business and Behavioral Science held at Las Vegas, NV, Feb. 24, 2011.

> Arts & Sciences Graduate Council -- responsible for academic and administrative oversight of graduate programs College – including development, review and implementation of new and current graduate programs (2006-2009).

> Search committees – Search committees in the Department resulting in the hiring of 5 full-time faculty – committees convened/served from 2006-2008.

> Promotion and Merit Committee (Chair) -- responsible for determining promotions and "merit" within Arts and Sciences unit (1998-2001, 2012-2013; chair, 1998-2000, 2013).

> Graduate and Professional Programs Council– responsible for academic and administrative oversight of graduate programs at university – Faculty senate appointment (2008-2013).

Robert Loesch

2007-Tenure Committee for Amanda Karel

2007-Comunication Area Ad Hoc Committee on Communication Concentrations (Chair)

2010-Wrote Communication Area's rubric for "Personal Communication."

2010-2012 Area Assessment Committee for Communication 105

2011-Wrote web page information about Communication Area for department head.

2012-Appointed by Dean of Arts and Sciences as Ferris News Service Faculty Expert.

Several Department Search Committees

2007-Present, Provost/Vice-President for Academic Affairs Search Committee (Co-Chair).

2009-Guest speaker, Lambda Pi Eta, Communication Honor Society, initiation ceremony.

2009-2011 Parliamentarian for University Senate, Ferris State University

Recent Developmental Activities

2009-Ferris Connect Training Block

2008-A scholarship, in my honor, The Robert Loesch Scholarship was created by the brothers and alumni of Pi Lambda Phi, Michigan Delta Beta Chapter, Ferris State University.

Neil Patten

Served as Interim Debate Professor and Team Coach 2008-9-traveled to nine day Debate Workshop at the University of Wyoming, planned the entire tournament schedule for the year, held lock-ins, weekly practices and managed the approximately 20,000. budget and coordinated on campus demonstration debate activities.

Served on the Political Engagement Project faculty team for five years, developing programs and activities in an out of classes to promote civic engagement.

Started politically themed annual Honors Public Speaking Contest in 2004-2008.

Served as <u>Chair</u> of College of Arts and Sciences Standards and Policies 2012-13; Secretary 2010-12.

Served as <u>Vice-Chair and Secretary</u> of University Arts and Lectures Committee for five year term and served two year term as a <u>Faculty Senator.</u> Served two year term as member of <u>Standards and Policies Committee</u> in College of Arts and Sciences.

Ran department colloquium series and established and served as faculty advisor for <u>Ferris Communication Association</u>, a pre-professional service club for Communication Majors and minors affiliated with the National Communication Association from 1988-2008. helped students develop and present numerous scholarly papers and panels at conventions such as the national Communication Association, Eastern Communication Association and Central States Communication Association. (2007 student presentation at Central States was featured in NCA's national publication *Spectra*.

Awarded citation by Dept. of Student Affairs as outstanding Student Organization Advisor, 2002.   Awarded Outstanding Student Advisor of the Year 2007. Ferris Communication Association affiliated with national Student Association student clubs in 2005; awarded second best club in the nation at NCA convention in Chicago 2007.

Cami Sanderson

Executive Editor -- Journal of International Women's Studies (2010-current)

"Where have all the Boys gone?" Paper presented at the National

Communication Association National Convention, San Franscisco, 2010

"The Invisible Woman" Paper presented at the Midwest Popular Culture

Association Conference, Minneapolis, 2010

"Political Engagement Project Practices." Central States Communication

Association Convention, Cincinnati, 2010.

"Prose: Interp done right" Michigan Intercollegiate Speech League Conference, Bay City, MI, 2009.

Steering Committee – First Lady's Attic 2009-present

Volunteer at First Lady's Attic 2009- 2011

Distinguished Teacher Award Committee Chair 2010-2011

Humanities Curriculum Committee Member 2002 - present

Small Group Assessment Committee Chair – 2003 - present

Advisor for Bulldog Radio 2003 – present

Academic Senate – Ferris State University 2002 – 2004, 2007-2012, 2013

Arts and Lectures Committee – 2009- 2010

Distinguish Teaching Award Committee 2006-2008, 2009-2011, 2012-2013

Workshop on Advising – March 2008

Donna Smith

Conducted 3 faculty learning communities in critical thinking beginning spring, 2005

Developed three critical thinking levels for critical thinking certification; began offering these as learning communities in fall of 2007 – present time

Academic Program Review Committee 2008 - present

Communication Area Assessment Committee 2008 – present

Voice overs for the Hall of Fame Construction Banquet 2005 – present

Developing the opportunities in customs, challenges, and changes through the lean approach to communication.

Southern States Communication Association, San Antonio, Texas, April 2012

Bridging the old 'skool' and the new 'school' in developing best practices for doing research in a global society.

Southern States Communication Association, San Antonio, Texas, April 2012

Mobile communication technology: The loss of 'personal' in interpersonal

communication

Southern States Communication Association, Little Rock, Arkansas, April 2011

Bibliography instruction to information literacy: The best of both worlds as classroom

resources in communication courses and curriculum

Southern States Communication Association, Little Rock, Arkansas, April 2011

Restoring context to research: Regaining the big picture in the communication classroom

Southern States Communication Association, Little Rock, Arkansas, April 2011

Restoring happiness to on-line education: Combating the student on-line drop-off problem

Southern States Communication Association, Memphis, Tennessee, April 2010

Positively effective: Transforming pedagogy and instrumental design through peer mentored faculty learning communities

Southern States Communication Association, Memphis, Tennessee, April 2010

2010 and beyond: Approaching a changing world and changing classroom with critical thinking skills

Southern States Communication Association, Norfolk, Virginia, April 2009

(Workshop) *How to teach successfully in a changing world with critical thinking skills*

Southern States Communication Association, Norfolk, Virginia, April 2009

Agency of change across the disciplines: Improving the human condition through critical thinking

Southern States Communication Association, Savannah, Georgia, April 2008

Appendix B

FERRIS STATE UNIVERSITY
STUDENT SURVEY

As part of our Communication A'''• Program Review, w. are asking you to take • *t.w* m l nutHto rHpond to this survey. During progrom review, our c:ommunicat on program willbt examined by a committHmade up of faculty membtnfrom across the Univonity. Your input will bt vory helpful.

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Q2 Pease select the answer that best represents your op nion regarding each of the followifloQ atatementt about the communication facuhy.

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c. The comiTUlicalic:r\ faciA!y proWtes klstrucllon whimls Irleresting and mean/n<JfUl. | O | O | O | O | O | O

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69

organita1i0ns, con.feutnce presentations.

:J O O O O O

QJ Please select the answer that best represents your opinion regarding each of the following statements.

	...	a.,...	san-..	q..	Know
a. Students can develop their leadership skills through various professional activities.	O	O	O	O	O	O
b. CCN'IY'tV..ric:atiOn students are ted to be successful t 1SChOOl, e. o. tum in a$59Wnen1s on ll"ne, ae prep.wecl for ClaSS, etc.	O	O	O	O	O	O
c. The students fl the tommunleanon program are < cademicaly CiCIII"l)ii'able to students in other programs on campus.	O	O	O	O	O	O
d. Universly library hOldings ate current and sufficient	O	O	O	O	O	O
e. Classrooms are satisfactory, e.g. t .ave adOcJJato KQhtnQ, hoatlng anc1 vootlatkln, cnatrs, etc.	O	O	O	O	O	O
t Campos sup(l()ft services are adOQUate, e o. tuk>lino .ClOUnselino . etc.	O	O	O	O	O	O
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Q4 Afe< graduation, I intend to pursue career in

_____

Q5 Which of the following best describes your program status?
- O SS.
- ::JBA
- O A.A
- O Minor
- Or__,. "*>Or

Q6 Are you a
- O Fresrman
- O Sophomore
- O Junklr
- ::JSOOlOr

Q1 Please use the space below to elaborate on any of the answers that you provided above or to add any comment you want to make.(You have 1000 e:Mracters available.}

Thank you for your time and input.

COMM APR...Current Students

Frequencies

Prepared by: Institutional Research & Testing

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a Courses provided me with a sound foundation in the discipline	13	0	3.46	3.00	.519
q1.b Courses prepared me for future graduate work if I choose to pursue that option	13	0	3.38	3.00	.506
q1.c Courses prepared me to be successful in today's marketplace	13	0	3.15	3.00	.689
q2.a Faculty is knowledgeable about the field	13	0	3.85	4.00	.376
q2.b Faculty is available to help students when problems are encountered	13	0	3.46	4.00	.660
q2.c Faculty provides instruction which is interesting and meaningful	13	0	3.23	3.00	.725
q2.d Faculty provides adequate academic advising	13	0	3.46	4.00	1.127
q2.e Faculty encourages students to participate in professional activities outside the classroom	13	0	3.62	4.00	.650
q2.f Faculty mentors students	12	1	3.33	3.00	.888
q2.g Faculty encourages students to serve their communities	13	0	3.08	3.00	.954

q2.h Faculty's course expectations are fair and reasonable	13	0	3.31	3.00	.630
q2.i Faculty provides students many "out-of-class" opportunities to improve their communication skills	13	0	3.38	4.00	.961
q3.a Students can develop their leadership skills through various professional activities	13	0	3.38	4.00	.870
q3.b Students are motivated to be successful in school	13	0	3.31	4.00	.855
q3.c Students in the prog are academically comparable to students in other programs on campus	13	0	3.62	4.00	.650
q3.d University library holdings are current	13	0	3.77	4.00	.927
q3.e University library holdings are sufficient	13	0	3.46	3.00	1.127
q3.f Classrooms are satisfactory	13	0	2.08	2.00	1.188
q3.g Campus support services are adequate	13	0	3.62	4.00	1.121
q3.h I would still (major/minor/do an AA) in Communication	13	0	3.46	4.00	1.050
q3.i I would recommend the Communication program to others	13	0	3.54	4.00	.660
q4 After graduation, I intend to pursue a career in	13	0			
q5 Program status	13	0	1.23	1.00	.439
q6 Are you a	13	0	3.38	4.00	1.044
q7 Elaborate on any answer or additional comments	13	0			

Frequency Table

q1.a Courses provided me with a sound foundation in the discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	7	53.8	53.8	53.8
	Strongly Agree	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

q1.b Courses prepared me for future graduate work if I choose to pursue that option

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	8	61.5	61.5	61.5
	Strongly Agree	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

q1.c Courses prepared me to be successful in today's marketplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	15.4	15.4	15.4
	Somewhat Agree	7	53.8	53.8	69.2
	Strongly Agree	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q2.a Faculty is knowledgeable about the field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	15.4	15.4	15.4
	Strongly Agree	11	84.6	84.6	100.0
	Total	13	100.0	100.0	

q2.b Faculty is available to help students when problems are encountered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	7.7	7.7	7.7
	Somewhat Agree	5	38.5	38.5	46.2
	Strongly Agree	7	53.8	53.8	100.0
	Total	13	100.0	100.0	

q2.c Faculty provides instruction which is interesting and meaningful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	15.4	15.4	15.4
	Somewhat Agree	6	46.2	46.2	61.5
	Strongly Agree	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

q2.d Faculty provides adequate academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	7.7	7.7	7.7
	Somewhat Disagree	1	7.7	7.7	15.4
	Somewhat Agree	4	30.8	30.8	46.2
	Strongly Agree	5	38.5	38.5	84.6
	Don't Know	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

q2.e Faculty encourages students to participate in professional activities outside the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	7.7	7.7	7.7
	Somewhat Agree	3	23.1	23.1	30.8
	Strongly Agree	9	69.2	69.2	100.0
	Total	13	100.0	100.0	

q2.f Faculty mentors students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	15.4	16.7	16.7
	Somewhat Agree	5	38.5	41.7	58.3
	Strongly Agree	4	30.8	33.3	91.7
	Don't Know	1	7.7	8.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q2.g Faculty encourages students to serve their communities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	5	38.5	38.5	38.5
	Somewhat Agree	2	15.4	15.4	53.8
	Strongly Agree	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

q2.h Faculty's course expectations are fair and reasonable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	7.7	7.7	7.7
	Somewhat Agree	7	53.8	53.8	61.5
	Strongly Agree	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

q2.i Faculty provides students many "out-of-class" opportunities to improve their communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	23.1	23.1	23.1
	Somewhat Agree	3	23.1	23.1	46.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	6	46.2	46.2	92.3
	Don't Know	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q3.a Students can develop their leadership skills through various professional activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	23.1	23.1	23.1
	Somewhat Agree	2	15.4	15.4	38.5
	Strongly Agree	8	61.5	61.5	100.0
	Total	13	100.0	100.0	

q3.b Students are motivated to be successful in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	23.1	23.1	23.1
	Somewhat Agree	3	23.1	23.1	46.2
	Strongly Agree	7	53.8	53.8	100.0
	Total	13	100.0	100.0	

q3.c Students in the prog are academically comparable to students in other programs on campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	6	46.2	46.2	46.2
	Strongly Agree	6	46.2	46.2	92.3
	Don't Know	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q3.d University library holdings are current

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	7.7	7.7	7.7
	Somewhat Agree	4	30.8	30.8	38.5
	Strongly Agree	5	38.5	38.5	76.9
	Don't Know	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q3.e University library holdings are sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	23.1	23.1	23.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	4	30.8	30.8	53.8
	Strongly Agree	3	23.1	23.1	76.9
	Don't Know	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q3.f Classrooms are satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	46.2	46.2	46.2
	Somewhat Disagree	2	15.4	15.4	61.5
	Somewhat Agree	3	23.1	23.1	84.6
	Strongly Agree	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

q3.g Campus support services are adequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	7.7	7.7	7.7
	Somewhat Agree	5	38.5	38.5	46.2
	Strongly Agree	4	30.8	30.8	76.9
	Don't Know	3	23.1	23.1	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	13	100.0	100.0	

q3.h I would still (major/minor/do an AA) in Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	7.7	7.7	7.7
	Somewhat Disagree	1	7.7	7.7	15.4
	Somewhat Agree	3	23.1	23.1	38.5
	Strongly Agree	7	53.8	53.8	92.3
	Don't Know	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q3.i I would recommend the Communication program to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	7.7	7.7	7.7
	Somewhat Agree	4	30.8	30.8	38.5
	Strongly Agree	8	61.5	61.5	100.0
	Total	13	100.0	100.0	

q4 After graduation, I intend to pursue a career in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	7.7	7.7	7.7
	Education	1	7.7	7.7	15.4
	health communication	1	7.7	7.7	23.1
	I plan to continue on to graduate school with an assistantship to teach and possibly research. I hope to teach in higher education or speech therapy.	1	7.7	7.7	30.8
	law	1	7.7	7.7	38.5
	Marketing or PR	1	7.7	7.7	46.2
	public advocacy	1	7.7	7.7	53.8
	Public Relations event planning management	1	7.7	7.7	61.5
	Social Work	1	7.7	7.7	69.2
	Sports Broadcasting	1	7.7	7.7	76.9
	Sports Radio	1	7.7	7.7	84.6
	Sports/Athletics	1	7.7	7.7	92.3
	Unknown	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q5 Program status

	Frequency	Percent	Valid Percent	Cumulative Percent

83

	B.S.	10	76.9	76.9	76.9
Valid	B.A.	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q6 Are you a

		Frequency	Percent	Valid Percent	Cumulative Percent
	Freshman	1	7.7	7.7	7.7
	Sophomore	2	15.4	15.4	23.1
Valid	Junior	1	7.7	7.7	30.8
	Senior	9	69.2	69.2	100.0
	Total	13	100.0	100.0	

q7 Elaborate on any answer or additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	46.2	46.2	46.2
	Dr.Thompson, Dr.Green, and Dr.Nagel ROCK!!!	1	7.7	7.7	53.8

Help with internships was dismal. The advisors did not provide any help in going through each general education or major specific classes to determine the classes that I needed to take. My advisor and the department head made a calculation error with my credits forcing me to go an extra semester, an error that I had caught. I would suggest professors not be advisors so students don't continue to suffer the consequences of poor advising help.	1	7.7	7.7	61.5
I wish there was more out of class experiences such as some of the activities Sandy does for her classes. Her out of class experiences make what we learn "come to life". I know, not all classes can do this, however, I wish there was just a little more to some of the classes to really take what we learn and use it to action. I also had the building we are in. It's small, dark, and depressing. I wish (at least for upper level) that the classes could be in different buildings- not the best environment to be in	1	7.7	7.7	69.2
I would like to see the communication program develop into a more exciting major. The program needs to be involved more as a whole with the university. RSO's centered around the program needs to be more involved as well as the University hopefully one day providing a better learning facility. We shouldn't have to learn in a basement.	1	7.7	7.7	76.9
Johnson Hall needs some work. It is opposite of an ideal environment to work on communication. Also, faculty need to realize they may be teaching a certain course with per-requisites but that does not mean previous courses/class/instructors taught it the way they would have taught it. Communication department should lead the way with clear communication throughout the department.	1	7.7	7.7	84.6

Johnson hall needs work. The loud banging of vents is distracting, especially in a communication classroom when people are trying to give presentations. A clock that was broken in 103 took a semester and a half to replace. The classroom quality reflects on how the university values (or doesn't value) communication students.	1	7.7	7.7	92.3
The communication building (Johnson Hall) needs a serious renovation. The classrooms are falling apart. It's dark and either very warm or extremely cold. The heaters in the rooms are very loud and distracting while trying to listen to a presentation or the professor lecture. I think a remodel over the summer would do the communication program a lot of good!	1	7.7	7.7	100.0
Total	13	100.0	100.0	

Appendix C

COMM APR...Internship

Frequencies

Prepared by: Institutional Research & Testing, 05/13

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a The intern was academically prepared for this position	4	0	3.50	4.00	1.000
q1.b The intern demonstrated effective interpersonal skills when interacting with the public	4	0	4.00	4.00	.000
q1.c The intern demonstrated effective interpersonal skills when interacting with other staff persons including supervisors	4	0	3.75	4.00	.500
q1.d The intern worked effectively in groups	4	0	3.75	4.00	.500
q1.e The intern demonstrated appropriate leadership behaviors	4	0	3.50	3.50	.577
q1.f The intern demonstrated effective presentational skills	4	0	3.75	4.00	.500
q1.g The intern dealt with various communication technologies effectively	4	0	3.50	4.00	1.000
q1.h The intern was able to complete the tasks assigned efficiently and effectively	4	0	3.75	4.00	.500

q1.i The intern has the knowledge and skills necessary to be successful in today's changing marketplace	4	0	3.75	4.00	.500
q1.j The intern adapted to workplace cultural expectations	4	0	3.75	4.00	.500
q1.k The intern displayed the kinds of behaviors which contribute to a positive, productive work environment	4	0	3.75	4.00	.500
q1.l I would have hired this intern if there had been a position for which s/he was qualified	4	0	3.50	4.00	1.000
q2 Additional comments	4	0			

Frequency Table

q1.a The intern was academically prepared for this position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	25.0	25.0	25.0
	Strongly Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q1.b The intern demonstrated effective interpersonal skills when interacting with the public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	100.0	100.0	100.0

q1.c The intern demonstrated effective interpersonal skills when interacting with other staff persons including supervisors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	25.0	25.0	25.0
	Strongly Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q1.d The intern worked effectively in groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	25.0	25.0	25.0
	Strongly Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q1.e The intern demonstrated appropriate leadership behaviors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	50.0	50.0	50.0
	Strongly Agree	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

q1.f The intern demonstrated effective presentational skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	25.0	25.0	25.0
	Strongly Agree	3	75.0	75.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	4	100.0	100.0	

q1.g The intern dealt with various communication technologies effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Disagree	1	25.0	25.0	25.0
Valid	Strongly Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q1.h The intern was able to complete the tasks assigned efficiently and effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	1	25.0	25.0	25.0
Valid	Strongly Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q1.i The intern has the knowledge and skills necessary to be successful in today's changing marketplace

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	1	25.0	25.0	25.0
Valid	Strongly Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q1.j The intern adapted to workplace cultural expectations

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	1	25.0	25.0	25.0
Valid	Strongly Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q1.k The intern displayed the kinds of behaviors which contribute to a positive, productive work environment

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat Agree	1	25.0	25.0	25.0
Valid	Strongly Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q1.l I would have hired this intern if there had been a position for which s/he was qualified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	25.0	25.0	25.0
	Strongly Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q2 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Anne has done an excellent job for us: I wish I had a permanent position available for her. She will be an asset where ever she goes!	1	25.0	25.0	25.0
	My poor ratings in this survey may not necessarily reflect the program but the particularly difficult intern I had placed with me. Technological skills were not good and the intern said she wasn't required to take a computer class. Overall, the communication program is fabulous.	1	25.0	25.0	50.0
	Sadie Welch was a pleasure to work with. She was very professional and fit in well in the office. She assisted in our lobby directing customers in the use of our on line kiosks which were relatively new. She has a very outgoing and positive work attitude. She was able to pick up on new training and skills very easily. She was very motivated to learn new skills.	1	25.0	25.0	75.0

Without a doubt, I would hire Katie if we had a position available.	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Appendix D
Communication APR Alumni Survey
As part of the program review process, the communication area has been asked to report on
the progress of our graduates. For this reason, we would like you to answer the following
questions. Please keep in mind that your answers will be anonymous.

1. **What year and semester did you graduate? (e.g., 10Spring, 11Winter)**

2. **Were you able to find a full-time position with your communication degree within one year of receiving your**
degree?

- ☐ Yes
- ☐ No, but I was able to find a part-time position in the communication field
- ☐ No, I was not able to find any position in the communication field

3. **If you have been employed in a communication field, what was your starting salary?**

- ☐ $14,999 or less
- ☐ $15,000-$19,999
- ☐ $20,000-$24,999
- ☐ $25,000-$29,999
- ☐ $30,000-$34,999
- ☐ $35,000-$39,999
- ☐ $40,000 or more

4. **Currently, are you working (Please select only one response.)**

- ☐ One job, full time (32 or more hrs/wk)
- ☐ One or more jobs, part-time (less than 32 hrs/wk)
- ☐ Attending graduate school
- ☐ Attending grad school & working
- ☐ Other

Please Specify:

5. **Who is your employer? (Please provide name and address or company/organization.)**

6. **If working, what job title would best describe the work you do?**

7. **How long have you held your current position?**

- ☐ Less than 1 year
- ☐ 1-less than 2 yrs
- ☐ 2-less than 3 yrs
- ☐ 3-less than 4 yrs
- ☐ 4-less than 5 yrs
- ☐ 5 years or more

8. **What is your current annual pay?**

- ☐ $14,999 or less
- ☐ $15,000-$19,999
- ☐ $20,000-$24,999
- ☐ $25,000-$29,999
- ☐ $30,000-$34,999
- ☐ $35,000-$39,999

○ ○ $40,000-$44,999
○ ○ $45,000-$49,999
○ ○ $50,000 or more

9. **Where do you currently live and work? (City and state)**

10. **Have you or do you plan to attend graduate school?**
○ ○ Yes
○ ○ No

11. **What graduate schools have you attended or considered attending?**

12. **Did you enter Ferris as a freshman?**
○ ○ Yes
○ ○ No

13. **Did you enter Ferris as a communication major?**
○ ○ Yes
○ ○ No

14. **Why did you become a communication major? (Choose the one that best describes your reason.)**
○ ○ Long-term interest in a communication career
○ ○ Took a communication class & really liked it
○ ○ Was not doing well in my other major
○ ○ Other

Please Specify:

15. **Please select the option that best reflects your level of agreement with each of the following statements.**

The communication program has provided me with a sound foundation in the discipline.
○ ○
Strongly Disagree
○ ○
Somewhat Disagree
○ ○
Neutral
○ ○
Somewhat Agree
○ ○
Strongly Agree

The communication program has prepared me for future graduate work if I choose to pursue that option.
○ ○ ○ ○ ○ ○ ○ ○ ○ ○

The communication program has prepared me to be successful in today's marketplace.
○ ○ ○ ○ ○ ○ ○ ○ ○ ○

The communication faculty is knowledgeable about the field.
○ ○ ○ ○ ○ ○ ○ ○ ○ ○

The communication faculty was available to help students when

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problems were encountered.

The communication faculty provided instruction which was interesting and meaningful.

The communication faculty provided adequate academic advising.

If I had to do it all over again, I would still major in communication.

I would recommend the communication program to others.

16. **Please use this space to elaborate on any of the answers that you provided or to add any comments you**
want to make.

Thank you for your time and feedback.

ID: Name:

ASSOCIATE /.\ ARTS IS

APPLIED SPEECH COMMUNICATION

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: Dr. Cami Sanderson
Major Advisor: Dr. Sandy Alspach
OFFICE: JOH 127   PHONE: (231) 591-2779   E-MAIL: alspachs@ferris.edu

Program requirements: for students entering the Associates in Applied Speech Communication
Fall Semester 2012

COURSE		COURSE TITLE- FOR PREREQUISITES NOT INDICATED SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR				
COMM	101	Introduction to Communication Study	3	
COMM	105	Interpersonal Communication	3	
COMM	121	Fundamentals of Public Speaking (may substitute COMH 121)	3	
COMM	221	Small Group Decision Making	3	
COMM	299	Theories of Human Communication (COMM 221 and COMM 105 and COMM 12 or COMH 121)	3	
		PROGRAM ELECTIVE	3	
		PROGRAM ELECTIVE	3	
		PROGRAM ELECTIVE	3	

GENERAL EDUCATION REQUIREMENTS

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

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE — 9 Sem Credits

Course	Grade	Credits
ENGL 150		3
ENGL 250		3
COMM - Achieved in program major		(3)
TOTAL		

B. SCIENTIFIC UNDERSTANDING — 7 Sem Credits

Only approved "Z" courses may count toward this category (one must be a lab course).

Course	Grade	Credits
Lab		
TOTAL		

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course (MATH 117 recommended)	Grade	Credits
	MATH115 or higher *or*		
	MATH115 or higher proficiency *or*		3
	MATH ACT subtest score ≥ 24	Score	
	TOTAL		

D. CULTURAL ENRICHMENT — 9 Sem Credits

Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 3 credit hours of music and/or theater activities may apply.

Course	Grade	Credits
200+ Level		
TOTAL		

E. SOCIAL AWARENESS — 9 Sem Credits

Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas ; 2) one "foundation" course

Course	Grade	Credits
Foundation		

TOT

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

First Year

FaU Semester		Spring Semester	
COMM 101 Intro to Communication Study	3	COMM 221 Small Group Decision Making	3
COMM 105 orCOMM 121	3	Social Awareness elective	3
ENGL 150 English 1	3	ENGL 250 English 2	3
Cultural Enrichment elective	3	Cultural Enrichment elective	3
Social Awareness elective	J.	Program elective	J.
	15		15

OFFICIAL AUDIT FORM- APPLIED SPEECH COMMUNICATION
FERRIS ATE UNIVERSITY COLLEGE OF ARTS A:"ID SCIENCES ASSOCIATE IN ARTS DEGREE

STUDENT NAME:_____ STUDENT NUMBER: _____

ADVISOR: _____

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

Graduation requirements:
1. Minimum 2.0 CUMULATIVE GPA with a "C" or better grade in all COMM, and ENGL classes
2. Minimum 60 credits including general education requirements
3. Residency requirement: 15 minimum FSU semester credits

I. GENERAL El>t:CATION Rl Ql.JIRE:\IENTS

A. COMMUNICATION COMPETENCE — 9 Sem Credits

Course	Grade	Credits
ENGL !50		3
ENGL250		3
COM"\l(achicvcd in program course work)		(3)
	TOTAL	

U. SCU.:NTIFIC UNDEHSTANDIN{} — 7 Sem Credits

Only approved "Z" courses may count toward this category (one must be a lab course).

Course	Grade	Credits
Lab		
	TOTAL	

C. QUA!ITITATIVE SKILL.c.;;

This rc< uircment can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credits
	MATH 115 orhioheror		3
	\IATH 115 or higher *or*		
	MATH ACTsubtcst score 24	Score	
		TOTAL	

n. CtJLTURAL r:NRICHMENT — 9 Sem Credits

Only app1v "-u "C" courses may count toward this category.
!)one he200+ 2)maximum3 credit hours of music and/or theater activities may applv.

Course	GraJe	Credits
200+ level		
	TOTAl	

K SOCIAl.AWAHENESS — 9 Sem Credits

Only approved "S" courses may count toward this category.
Requirements: l) two different subject areas; 2) one '"foundation" course

Course	Grade	Credits
Foundation		
	TOTAL	

II. PROGRA."\1COURSE WORK — 21 Sem Credits

No grade lower than "C" may applv toward this rnaor

Course	Grade	Cr dits
COMM 101		3
COMM 105		3
COMM 121		3
COMM221		}
COMM299		3
Pro;tram Elective		3
Pro"ram Ele tive		3
Prtmram Elective		3
	TOTAL	

III. PROGRAM ELECTIVES — li Sem Credits

Course	Grade	Credits
	TOTAL	

IV, ELECTIVES-ARTS AND SCIENCES

To a total renuirement ()|60 Semester Credit<t

Course	GraJe	Credits
	TOTAL	

To graduate with an Associate in Applied Speech Communication you must achieve a minimum 2.0 cumulative **ENGL** fur **grade point** average (GPA) with no grade lower than "C" in any COMM or **graduation should be initiated** during the semester before graduation.

ID: Name:

BACHELOR OF SCIENCE IN
APPLIED SPEECH COMMUNICATION

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: Dr. Cami Sanderson
Major Advisor: Dr. Sandy Alspach
OFFICE: JOH 127   PHONE: (231) 591-2779   E-MAIL: alspacbs@ferris.edu

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

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

Number of 300+ Credits:

Program Requirements: for students entering Applied Speech Communication Fall Semester 2012

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR (54 credit min) Minimum grade of "C" required in all COMM and ENGL courses				
		(Prerequisites)		
COMM	101	Intro to Communication Study (F)	3	
COMM	105	Interpersonal Communication (F,Sp)	3	
COMM	121	Fundamentals of Public Speaking (F,Sp) (May substitute COMH 121)	3	
COMM	221	Small Group Decision Making (F,Sp,Su)	3	
COMM	299	Theories of Human Communication (F,Sp) (COMM 221 and 105 and 121 or COMH121)	3	
COMM	300	Research Methods in Comm. (F) (COMM 105 and COMM 121 or COMH121 and COMM 299)	3	
COMM	365	Intercultural Communication (F,Sp,Su)	3	
COMM	380	Organizational Communication (F) (COMM 105 or 200 or 221)	3	
COMM	460	Communication Rights/Responsibilities (Sp) (COMM 105 or 121 or COMH 121)	3	
COMM	493	Internship in Communication (total 6 credit minimum) (F,Sp,Su) (instructor consent)	1 - 8	CR/NC
COMM	499	Communication Senior Seminar (F,Sp) (COMM 299 and COMM 300)	3	
MAJOR SUPPORT (minimum ...)				
			3	
			3	
			3	
	300+		3	
	300+		3	
	300+		3	
APPLICATIONS TO THE WORKPLACE (minimum ...)				

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

GENERAL EDUCATION REQUIREMENTS

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

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE   12 Sem Credits

Course	Grade	Credits
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM (Achieved in program coursework)		(3)
	TOTAL	

B. SCIENTIFIC UNDERSTANDING   7 Sem Credits

Only approved "Z" courses may count toward this category (one must be a lab course).

Course		
Lab		

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credits
	MATH 115 or higher *or* (MATH 117 recommended)		
	MATH 115 or higher proficiency *or*		
	MATH ACT subtest score ≥ 24	Score	
		TOTAL	

D. CULTURAL ENRICHMENT   9 Sem Credits

Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credits
200+ level COMM 231 recommended		
	TOTAL	

E. SOCIAL AWARENESS   9 Sem Credits

Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one 200+ level course

Course	Grade	Credits
Foundation		
200+ level		
	TOTAL	

F. GLOBAL CONSCIOUSNESS

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

G. RACE/ETHNICITY/GENDER

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

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

First Year Fall Semester

COMM 101 Introduction to Communication Study	3
COMM 105 Interpersonal Communication	3
Social Awareness Elective	3
ENGL 150 English I	3
Cultural Enrichment / Global Consciousness Elective	J
	15

First Year Spring Semester

COMM 121 or COMH121 Public Speaking	3
COMM 221 Small Group Decision Making	3
Scientific Understanding	3
MATH 115 or higher or proficiency	3-4
ENGL 250 English 2	J
	15-16

NOTICE REGARDING WJTHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

OFFICIAL AUDIT FORM -APPLIED SPEECH COMMUNICATION

FERRIS STATE UNIVERSITY-COLLEGE OF ARTS AND SCIENCES-BACHELOR OF SCIENCE DEGREE

STUDENT NAME: ——————————————————————— STUDENT NUMBER: ———————————————

ADVISOR:

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

Graduation Requirements:
1. 2.0 CUMULATIVE grade point average in all courses With no grade lower than a "C" in any COMM or ENGL class, and a 2.5 GPA in the Applications to the Workplace coursework.
2. 120 minimum semester credits including general education requirements.
3. Residency requirement: 30 minimum FSU semester credits.
4. Minimum of 40 credits numbered 300 or higher.

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE — 12 Sea Cndlll

Course	Gmde	CmJn
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 324 or 325		3
COMM (AchteH .I tn prog,nun course work)		(3)

TOTAL

B. ""-IlloAIIrl'-'| — 7-"" Cndlll

Onl ppro\ cd ·•Z" ursc may c untloward th· gory(nc musllx: a lll b course).

Course	Grode	Crechts
Lab		

TOTAL

C. QUANTITATIVE SKILLS

This requirement will be fulfilled ONE of the following options

I,.IU,CK	Course	Grade	Craltts
	MATIIIISor bigher or		
	MA111 IIS or htghcr prolicu:ncy or		
	MATII ACT subtcst!e()n24	Score	

TOTAL

D. CULTURAL V.IUC — 9 Saa Cndlll

Onl • pprovc:d ·'C u may unt l ward this c:ueg ry. Rcquirem n - I) one course mu tlx: 200+ lc\cl, 2 mru imwn credit hours of music and/or theater activities may appl

Course	Grade	<:redlis
200+ lt:\"el- COMM 231 recommended		

TOTAL

L.AT.AWARENESS..il — 'Saa Crtdlll

OnI p vcd "S" u ma unt t ward thi tegof}. Requircmcn 1) two diffen:n subJed arc including tl t one "foundati()J1"" roursc, 2) Q ne 200+ level course

Course	Grade	Crc.hts
Found3llon		
200+ lev !		

TOTAL

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COIItR from the liJI of qual•fY•III courses pracntod m the UCltllol- Thas coune IN) al counc towan:l fullilhna die Cultural Enridlrnent or Social A"•mtea rcqum:mcnt.

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G. RACE/i.lll!'li iCIT ."......:.R: Exh student must complcle one

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Cull

IL OR ÷WORK 54 Cftdlt ————

Mill.16 ——Cndlll

Course	Grade	Craltts
COMM 101		J
COMM IOS		3
COMM III		3
COMM 221		3
COMM 299		3
COMM J00		3
MM 36S		3
COMM 380		)
COMM 460		3
COMM 493 (6 a mtn)		1-8
COMM 499		3

TOTAL

IlL DIKM-IUI TION EU:Ci••....,OR oo..ATION CMRil wllll,, ...CMrdiMior . . . Cndlll- cn.tta=...... 30D+ IInl

Course	Grade	CmJlts
		3
		3
		3
300+		3
!00+		3
300+		3

TOTAL

IV. APPLICATION TO WORKPLACE er ACADEMIC MINOR II Cndlll

c...Jiwl*.......caardiu Dr for 111'01 ercetmeldecdDIII

Course	Grade	Crcdtts

TOTAL

V.£L£Cfi\'ES-To ator.l or J20 San CmHIJ

CoMUII with)Our f•culty •d• Mr ror proJXr m u ne sd«tio.u

Course	Grade	Credtts

I'OTAl

Number of 300+ Credits: ——— — ——————

ID: Name:

BACHELOR OF SCIENCE IN APPLIED SPEECH COMMUNICATION
WITH COMMUNITY LEADERSHIP CONCENTRATION

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: Dr. Cami Sanderson   Major Advisor: Dr. Sandy Alspach
Program Champion: Dr. George Nagel
OFFICE: JOH 114 PHONE: (231) 591-3618 E-MAIL: nagelg@ferris.edu

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

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

ʃ Number of 300+ Credits:

Program Requirements: for students entering Applied Speech Communication Fall Semester 2012

REQUIRED		COURSE TITLE-FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR (54 credit min) Minimum grade of "C" required in all COMM, and ENGL courses				
		(Prerequisites)		
COMM	101	Intro to Communication Study (F)	3	
COMM	105	Interpersonal Communication (F,Sp, Su)	3	
COMM	121	Fundamentals of Public Speaking (F,Sp,Su) (May substitute COMH 121)	3	
COMM	221	Small Group Decision Making (F,Sp,Su)	3	
COMM	299	Theories of Human Communication (F,Sp) (COMM 221 and 105 and 121 or COMH121)	3	
COMM	300	Research Methods in Comm. (F) (COMM 299)	3	
COMM	365	Intercultural Communication (F,Sp,Su)	3	
COMM	380	Organizational Communication (F) (COMM 105 or 221)	3	
COMM	460	Communication Rights/Responsibilities (Sp) (COMM 105 or 121 or COMH 121)	3	
COMM	493	Internship in Communication (total 6 credit minimum) (F,Sp,Su) (instructor consent)	1 - 8	CR/NC
COMM	499	Communication Senior Seminar (F,Sp) (COMM 299 and COMM 300)	3	
Major Circle Collr 1 and Communication Emphasis: Sport Communication Concentration Minimum 12 credit h				
COMM		Communication elective approved by advisor	3	
COMM	116	Parliamentary Procedure and Meeting Management	3	
COMM	395	Leadership Practicum (Instructor permit)	3	
COMM	421	Leadership and Communication (COMM221)	3	
ELECTIVES: Select 2 courses from the following: COMM251, COMM305, COMM310, COMM332, COMM333, COMM340, COMM341, COMM366, COMM370, PHIL216, PHIL315, PLSC121, PLSC122, PLSC323, ECON221, ECON222, MGMT302, MGMT373, MGMT375, MGMT492				
			3	
			3	
APPLICATION TO THE WORKPLACE OR APPROVED SEQUENCE (12 MIN): Minimum IX credit h (consult program coordinator for more or clear ll Ur) k				

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

GENERAL EDUCATION REQUIREMENTS

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

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE   12 Sem Credits

Course	Grade	Credits
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM (Achieved in program coursework)		(3)
	TOTAL	

B. SCIENTIFIC UNDERSTANDING   7 Sem Credits

Only approved "Z" courses may count toward this category (one must be a lab course).

Course	Grade	Credits
Lab		
	TOTAL	

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credits
	MATH 115 or higher *or* (MATH 117 recommended)		3
	MATH 115 or higher proficiency *or*		
	MATH ACT subtest score ≥ 24	Score	
		TOTAL	

D. CULTURAL ENRICHMENT   9 Sem Credits

Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credits
200+ level COMM 231 recommended		
	TOTAL	

E. SOCIAL AWARENESS   9 Sem Credits

Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one 200+ level course

Course	Grade	Credits
Foundation		
200+ level		
	TOTAL	

F. GLOBAL CONSCIOUSNESS

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

G. RACE/ETHNICITY/GENDER

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

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

First Year Fall Semester

COMM IOI Introduction to Communication Study	3
COMM I05 Interpersonal Communication	3
Social Awareness Elective	3
ENGL 150 English I	3
Cultural Enrichment / Global Consciousness Elective	1
	15

First Year Spring Semester

COMM I21 or COMH I21 Public Speaking	3
COMM 221 Small Group Decision Making	3
Scientific Understanding	3
MATH 115 or higher or proficiency	3-4
ENGL 250 English 2	J.
	15-16

ID: _____   Name: _____

BACHELOR OF SCIENCE IN APPLIED SPEECH COMMUNICATION YOUTH PUBLIC ADVOCACY CONCENTRATION

FERRIS STATE UNIVERSITY

PROGRAM COORDINATOR: Dr. Cami Sanderson   Major Advisor: Dr. Sandy Alspach
Program Champion: Dr. Stephanie Thomson
OFFICE: JOH 113   PHONE: (231) 591-3504 E-MAIL: thomsos@ferris.edu

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

Graduation Requirements:
I.   2.0 CUMULATIVE grade point average in all courses with no grade lower than a "C" in any COMM or ENGL class, and a 2.0 GPA in the Application to the Workplace course work.
2.   120 minimum semester credits including general education requirements.
3.   Residency requirement: 30 minimum FSU semester credits.
4.   Minimum of 40 credits numbered 300 or higher.

j Number of 300+ Credits: _____

Program Requirements: for students entering Applied Speech Communication Fall Semester 2012

REQUIRED		COURSE TITLE- FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR (54 credit min) Minimum grade of "C" required in all COMM, and ENGL courses		**(Prerequisites)**		
COMM	101	Intro to Communication Study (F)	3	
COMM	105	Interpersonal Communication (F,Sp, Su)	3	
COMM	121	Fundamentals of Public Speaking (F,Sp,Su) (May substitute COMH 121)	3	
COMM	221	Small Group Decision Making (F,Sp,Su)	3	
COMM	299	Theories of Human Communication (F,Sp) (COMM 221 and 105 and 121 or COMH121)	3	
COMM	300	Research Methods in Comm. (F) (COMM 299)	3	
COMM	365	Intercultural Communication (F,Sp,Su)	3	
COMM	380	Organizational Communication (F) (COMM 105 or 221)	3	
COMM	460	Communication Rights/Responsibilities (Sp) (COMM 105 or 121 or COMH 121)	3	
COMM	493	Internship in Communication (total 6 credit minimum) (F,Sp,Su) (instructor consent)	1 - 8	CR/NC
COMM	499	Communication Senior Seminar (F,Sp) (COMM 299 and COMM 300)	3	
Major Unrelated Speech and Communication Intercultural Communication Concentration Minimum # credit				
COMM	251 or	Argumentation and Debate (COMM 121 or COMH 121)		
	332	Persuasive Speaking (COMM 121 or COMH 121)	3	
COMM	333	Theories of Persuasion (COMM 105 or COMM 121 or COMH 121 orCOMM 221)	3	
COMM	340	Communicator as Public Advocate (COMM 105 or COMM 121 or COMH 121 orCOMM221)	3	
COMM	421	Leadership and Communication (COMM221)	3	
ELECTIVES: Select 2 courses from the following: COMM315, COMM320, COMM366, COMM370, HIST259, HIST301, INTB410, INTB420, PHIL216, PHIL305, PHIL315, PHIL316, PLSC121, PLSCI22, PLSC323, PREL342, PREL440, SOCY270, SOCY340, SOCY341, SOCY345, SSCI425, MGMT492				
			3	
APPLICATION TO THE WORKPLACE				

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

GENERAL EDUCATION REQUIREMENTS

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

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE   12 Sem Credits

Course	Grade	Credits
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM (Achieved in program coursework)		(3)
TOTAL		

B. SCIENTIFIC UNDERSTANDING   7 Sem Credits

Only approved "Z" courses may count toward this category (one must be a lab course).

Course	Grade	Credits
Lab		
TOTAL		

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credits
	MATH 115 or higher *or* (MATH 117 recommended)		3
	MATH 115 or higher proficiency *or*		
	MATH ACT subtest score ≥ 24	Score	
	TOTAL		

D. CULTURAL ENRICHMENT   9 Sem Credits

Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credits
200+ level COMM 231 recommended		
TOTAL		

E. SOCIAL AWARENESS   9 Sem Credits

Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one 200+ level course

Course	Grade	Credits
Foundation		
200+ level		
TOTAL		

F. GLOBAL CONSCIOUSNESS

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

G. RACE/ETHNICITY/GENDER

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

SAMPLE COURSE SEQUENCE: The following chart depicts one strategy to begin program requirements. In order to complete this JTOgram in a four year plan, students must average 16- 17 credit hours per semester. Students MUST consult with the to develop a course sequence pbn appropriate to tl1eir academic development and educational pans.

First Year Fall Semester
COMM 101 Introduction to Communication Study		3
COMM 105 Interpersonal Communication		3
Social Awareness Elective		3
ENOL 150 English I		3
Cultural Enrichment / Global Consciousness Elective		J.
		15

First Year Spring Semester
COMM 121 orCOMHI21 Public Speaking		3
COMM 221 Small Group Decision Making		3
Scientific Understanding		3
MATH 115 or higher or proficiency		3-4
ENOL 250 English 2		■
		15-16

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

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

ID: Name:

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: Dr. Cami Sanderson
Major Advisor: Dr. Sandy Alspach
OFFICE: JOH 127   PHONE: (231) 591-2779   E-MAIL: alspachs@ferris.edu

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

Graduation Requirements:

I.   2.0 CUMULATIVE grade point average in all courses with no grade lower than a "C" in any COMM or ENGL class, and a 2.0 GPA in the Application to the Workplace course work.

2.   120 minimum semester credits including general education requirements.

3.   Residency requirement: 30 minimum FSU semester credits.

4.   Minimum of 40 credits numbered 300 or higher.

Number of 300+ Credits: _____

Program Requirements: for students entering Applied Speech Communication Spring 2013

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR (54 credit min) Minimum grade of "C" required in all COMM and ENGL courses (Prerequisites)				
COMM	101	Intro to Communication Study (F)	3	
COMM	105	Interpersonal Communication (F,Sp, Su)	3	
COMM	121	Fundamentals of Public Speaking (F,Sp,Su) (May substitute COMH 121)	3	
COMM	221	Small Group Decision Making (F,Sp,Su)	3	
COMM	299	Theories of Human Communication (F,Sp) (COMM 221 and 105 and 121 or COMH121)	3	
COMM	300	Research Methods in Comm. (F) (COMM 299)	3	
COMM	365	Intercultural Communication (F,Sp,Su)	3	
COMM	380	Organizational Communication (F) (COMM 105 or 221)	3	
COMM	460	Communication Rights/Responsibilities (Sp) (COMM 105 or 121 or COMH 121)	3	
COMM	493	Internship in Communication (total 6 credit minimum) (F,Sp,Su) (instructor consent)	1 - 8	CR/NC
COMM	499	Communication Senior Seminar (F,Sp) (COMM 299 and COMM 300)	3	
Required Speech Communication Emphasis (public Communication Concentration Minimum 9H sh credit)				
COMM		Communication elective approved by advisor	3	
COMM		Communication elective approved by advisor	3	
COMM	301	Interviewing (COMM 105 or 121 orCOMH 121)	3	
COMM	389	Sports Communication (COMM 105 or 121 or221 orCOMHI21 and ENGL 250, all with grades of C or better)	3	
ELECTIVES: Select 2 courses from the following including 1 course 300+ level: COMM385, COMM387, TDMPIIO, TDMP243, TDMP314, JRNL121, JRNL251, HIST285, AIMC300, PREL240, PREL34l, MGMT375, MKTG321, MKTG420, HOMT305, HOMT401, GRDEII4, GRDEI16, GRDEI18, FMAN321, FMAN322, RMLS250, RMLS428, BLAW4ll				
			3	
APPLICATION TO THE WORK PLACE FORMAT MOVE> CAUf\11(' Il'iOR Minimum IX nl-Jah twn,ull rrogr,un Clllllf IlIIJI Chir Cropicclaon I				

GENERAL EDUCATION REQUIREMENTS

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

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE   12 Sem Credits

Course	Grade	Credits
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM (Achieved in program coursework)		(3)
TOTAL		

B. SCIENTIFIC UNDERSTANDING   7 Sem Credits

Only approved "Z" courses may count toward this category (one must be a lab course).

Course	Grade	Credits
Lab		
TOTAL		

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credits
	MATH 115 or higher *or* (MATH 117 recommended)		3
	MATH 115 or higher proficiency *or*		
	MATH ACT subtest score ≥ 24	Score	
	TOTAL		

D. CULTURAL ENRICHMENT   9 Sem Credits

Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credits
200+ level COMM 231 recommended		
TOTAL		

E. SOCIAL AWARENESS   9 Sem Credits

Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one 200+ level course

Course	Grade	Credits
Foundation		
200+ level		
TOTAL		

F. GLOBAL CONSCIOUSNESS

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.
Course:

G. RACE/ETHNICITY/GENDER

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.
Course:

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

First Year Fall Semester

COMM 101 Introduction to Communication Study	3
COMM 105 Interpersonal Communication	3
Social Awareness Elective	3
ENGL 150 English I	3
Cultural Enrichment / Global Consciousness Elective	
	15

First Year Spring Semester

COMM 121 or COMH121 Public Speaking	3
COMM 221 Small Group Decision Making	3
Scientific Understanding	3
MATH 115 or higher or proficiency	3-4
ENGL 250 English 2	J
	15-16

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

ID: Name:

BACHELOR OF ARTS
CONIJIJUN/CATION IAJOR

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: Dr. Cami Sanderson
Major Advisor: Dr. Sandy Alspach
Phone: (231) 591-2779   Campus Address: JOH 127   E-mail: alspachs@ferris.edu

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

Graduation Requirements:
1. Miniml lllll 2.0 CUMULATIVE grade point average in all courses
2. No grade lower than a "C" in course work included in the minimum 36 credit "major"; 15 credits must be FSU credits; 15 credits must be 300/400 level
3. Must complete an approved academic minor.
4. 120 minimum semester credits including general education requirements
5. Residency requirement: 30 minimum FSU semester credits
6. Miniml lllll of 40 credits numbered 300 or higher

Number of 300+ Credits:

Courses required for students entering this major Fall Semester 2012

REQUIRED		COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )		FSU S.H.	GRADE
Major: Minimum 36 credits. No grade lower than "C" (2.0) allowed to apply toward this major.					
Required Courses: 18 credits					
COMM	101	Introduction to Communication Studies (F)		3	
COMM	105	Interpersonal Communication (F,SP,SU)		3	
COMM	121	Public Speaking (F,SP,SU) (May substitute COMH121)		3	
COMM	299	Theories of Human Communication (F,SP)	(COMM 221 and COMM 105 and COMM 121 or COMH121)	3	
COMM	300	Research Methods in Communication (F)	(COMM105 and COMM 121 or COMH 121 and COMM 299)	3	
COMM	499	Communication Senior Seminar (F, SP)	(COMM 299 and COMM 300)	3	
Major Electives: Choose min. 18 credits (9 credits must be at the 300-400 level) from courses with a COMM designator not required above.					
				3	
				3	
				3	
		300+		3	
		300+		3	
		300+		3	
Academic Minor: An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.					
Bachelor of Arts Core: 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, for this major only, students are required to take COMM 221					
COMM	221	Small Group Decision Making (F,SP,SU)		3	
Electives to the minimum 120 credits required for this degree. Students must achieve a min. of 40 credits numbered 300 or higher.					

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

http://www.ferris.edu/htmls/academics/gened/courses.btml

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE   12 Sem Credits

Course	Grade	Credit
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM (this requirement is satisfied in the major and BA core)		
TOTAL		

B. SCIENTIFIC UNDERSTANDING   7 Sem Credits

Only approved "Z" courses may count toward this category. At least one lab course.

Course	Grade	Credit
Lab		
TOTAL		

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credit
	MATH 115 or higher or		3
	MATH 115 or higher proficiency or		
	MATH ACT subtest score 24 or higher	Score	
	TOTAL		

D. CULTURAL ENRICHMENT   9 Sem Credits

Only approved "C" courses may count toward this category, excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credit
200+ level course		3
TOTAL		

E. SOCIAL AWARENESS   9 Sem Credits

Only approved "S" courses may count toward this category. Requirements: 1) Two different subject areas including at least one "foundation" course, 2) one course at the 200+ level

Course	Grade	Credit
Foundation		
200+ level		
TOTAL		

F. GLOBAL CONSCIOUSNESS: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness

Course:

G. RACE/ETHNICITY/GENDER: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness

Course:

Sample Course Sequence: The following chart depicts one strategy to begin the program requirements. In order to complete this program in a four year plan, students must average 15- 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

FIRST YEAR

Fall Selllf Ster		Spring Semester	
ENGL 150	3	COMM 105 or 121	3
COMM 101	3	MATH (by placement)	3-4
COMM 105 or 121	3	General Education Elective	3
General Education Elective	3	General Education Elective	3
Foreign Language	l.=..1	Foreign Language	
	15-16		15- 17

NOTICE REGARDING WTTHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
Students who rerum to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

OFFICIAL AUDIT FORM-COMMUNICATION MAJOR
FERRIS STATE UNIVERSITY-COLLEGE OF ARTS AND SCIENCES-BACHELOR OF ARTS DEGREE

STUDENT NAME: — — — — — — — — — — — — — — — STUDENT NUMBER : — — — — — — — — —

ADVISOR:

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

Graduation Requirements:
1. Minimum 2.0 CUMULATIVE grade point average in all courses
2. No grade lower than a "C" in COMM or ENGL classes;
   15 credits must be FSU credits; 15 credits must be 300/400 level
3. Must complete an approved academic minor
4. 120 minimum semester credits including general education requirements
5. Residency requirement: 30 minimum FSU credits
6. Minimum of 40 credits numbered 300 or higher (excluding community college credits)

1. GENERAL EOtrCATIOREQLIRE■L,TS

A. COMMtJNICATION COI'IP ro ■ _ 125m , CndJts

Course	Grade	C rechts
8-IGL ISO		J
ENGL2SO		3
ENGL 311 or I11 or I13 or 325		3
COMM adl1evcd m llliiJOr		{J_l
TOTAL B.		

B.A.CORE "·15S.1

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Counc	Grade	Credll
COMM221		3
TOTAL		

(ILI'IiflCUND£RST 1)fNG 7 Srlll Cred

OnI approved "Z" w's(:s ma count t wnrd this tegory. AI least one lab course.

Course	Grade	Crcdll5
Lab		
TOTAL		

D. VUAI'II IA I IYIP. SICIU.S

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	MATil ACT subtcst score ◁■	Score
	TOTAL	

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TOTAL		

Number of 300+ Credits: — — — — — — —

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Course:

IL MAJOR 35 ,aCredlls

Course	Gl11dt	CredilS
COMM 101		3
COMM 105		3
COMM 121		3
COMM299		3
COMMJOO		3

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Counc	Grade	CrrollS
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BACHELOR OF ARTS- COMMUNICATION
WITH COMMUNITY LEADERSHIP CONCENTRATION

FERRIS STATE UNIVERSITY

PROGRAM COORDINATOR: Dr. Cami Sanderson   Major Advisor: Dr. Sandra Alspach
Program Champion: Dr. George Nagel
OFFICE: JOH 114   PHONE: (231) 591-3618   E-MAIL: nagelg@ferris.edu

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

Graduation Requirements:
I.   Minimum 2.0 CUMULATIVE grade point average in all courses
2.   No grade lower than a "C" in course work in COMM and ENGL courses included in the minimum 36 credit "major"
3.   15 credits must be FSU credits; 15 credits must be 300/400 level in the concentration
4.   Must complete an approved academic minor.
5.   120 minimum semester credits including general education requirements
6.   Residency requirement: 30 minimum FSU semester credits
7.   Minimum of 40 credits numbered 300 or higher   Number of 300+ Credits:

Courses required for students entering this major Fall Semester 2012

REQUIRED		COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )	FSU S.H.	GRADE
Major: Minimum 36 credits. No grade lower than "C" (2.0) allowed to apply toward this major.				
Required Courses: 18 credits				
COMM	101	Introduction to Communication Studies (F)	3	
COMM	105	Interpersonal Communication (F,SP,SU)	3	
COMM	121	Public Speaking (F,SP,SU) (May substitute COMH121)	3	
COMM	299	Theories of Human Communication (F,SP) (COMM 221 and COMM 105 and COMM 121 or COMH121)	3	
COMM	300	Research Methods in Communication (F) (COMM105 and COMM 121 or COMH 121 and COMM 299)	3	
COMM	499	Communication Senior Seminar (SP) (COMM 299 and COMM 300)	3	
Major Directed Courses and Communication Electives: Sports Communication Concentration Minimum 18 credits				
COMM	116	Parliamentary Procedure and Meeting Management	3	
COMM	221	Small Group Decision Making	3	
COMM	395	Leadership Practicum (Instructor permit)	3	
COMM	421	Leadership Communication (COMM221)	3	
ELECTIVES: Select 2 courses from the following: ELECTIVES: Select 2 courses from the following: COMM251, COMM305, COMM310, COMM332, COMM333, COMM340, COMM341, COMM366, COMM370, PHIL216, PHIL315, PLSC121, PLSC122, PLSC323, ECON221, ECON222, MGMT302, MGMT373, MGMT375, MGMT492				
			3	
			3	
Academic Minor: An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.				
Bachelor of Arts Core: 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, for this major only, students are required to take COMM 221				
COMM	221	Small Group Decision Making (F,SP,SU)		Achieved

Electives to the minimum 120 credits required for this degree. Students must achieve a min. of 40 credits numbered 300 or higher.		

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

http://www.ferris.edulhtmls/academics/gened/courses.html

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE   12 Sem Credits

Course	Grade	Credit
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM (this requirement is satisfied in the major and BA core)		
	TOTAL	

B. SCIENTIFIC UNDERSTANDING   7 Sem Credits

Only approved "Z" courses may count toward this category. A least one lab course.

Course	Grade	redit
Lab		
	TOTAL	

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credit
	MATH 115 or higher *or*		3
	MATH 115 or higher proficiency *or*		
	MATH ACT subtest score 24 or higher	Score	
		TOTAL	

D. CULTURAL ENRICHMENT   9 Sem Credits

Only approved "C" courses may count toward this category, excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credit
200+ level course		3
	TOTAL	

E. SOCIAL AWARENESS   9 Sem Credits

Only approved "S" courses may count toward this category. Requirements: 1) Two different subject areas including at least one "foundation" course, 2) one course at the 200+ level

Course	Grade	Credit
Foundation		
200+ level		
	TOTAL	

F. GLOBAL CONSCIOUSNESS:
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

G. RACE/ETHNICITY/GENDER:
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

Sample Course Sequence: The foUowing chart depicts one strategy to begin the program requirements. In order to complete ths program in a four year plan, students must average 15- 16 credit hours per semester. Students MUST consult their faculty advisor to develllJ a course sequence plan appropriate to their academic development md educational plans.

FIRST YEAR

Fall Semester		Spring Semester	
ENGII50	3	COMM 105 or 121	3
COMMIOI	3	MATH (by placement)	3–4
COMM 105 or 121	3	General Education Elective	3
General Education Elective	3	General Education Elective	3
Foreign Language	3–4	Foreign Language	1.::_1.
	15 – 16		15- 17

BACHELOR OF ARTS - COMMUNICATION
WITH PUBLIC ADVOCACY CONCENTRATION

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: Dr. Cami Sanderson   Major Advisor: Dr. Sandra Alspach
Program Champion: Dr. Stephanie Thomson
OFFICE: JOH 113   PHONE: (231) 591-3504   E-MAIL: thomsos@ferris.edu

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

Graduation Requirements:
1. Minimum 2.0 CUMULATIVE grade point average in all courses
2. No grade lower than a "C" in course work in COMM and ENGL courses included in the minimum 36 credit "mlljor"
3. 15 credits must be FSU credits; 15 credits must be 300/400 level in the concentration
4. Must complete an approved academic minor.
5. 120 minimum semester credits including general education requirements
6. Residency requirement: 30 minimum FSU semester credits
7. Minimum of 40 credits numbered 300 or higher   Number of 300+ Credits:

Courses required for students entering this major Fall Semester 2012

REQUIRED		COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ()		FSU S.H.	GRADE
Major: Minimum 36 credits. No grade lower than "C" (2.0) allowed to apply toward this major.					
Required Courses: 18 credits					
COMM	101	Introduction to Communication Studies (F)		3	
COMM	105	Interpersonal Communication (F,SP,SU)		3	
COMM	121	Public Speaking (F,SP,SU)	(May substitute COMH121)	3	
COMM	299	Theories of Human Communication (F,SP)	(COMM 221 and COMM 105 and COMM 121 or COMH121)	3	
COMM	300	Research Methods in Communication (F)	(COMM105 and COMM 121 or COMH 121 and COMM 299)	3	
COMM	499	Communication Senior Seminar (SP)	(COMM 299 and COMM 300)	3	
Major Directed Courses and Communication Electives: Sports Communication Concentration Minimum 18 credits					
COMM	251 or 332	Argumentation and Debate Persuasive Speaking	(COMM 121 or COMH 121) (COMM 121 or COMH 121)	3	
COMM	333	Theories of Persuasion	(COMM 105 or COMM 121 or COMH 121 or COMM 221)	3	
COMM	340	Communicator as Public Advocate	(COMM 105 or COMM 121 or COMH 121 or COMM 221)	3	
COMM	421	Leadership and Communication	(COMM 221)	3	

ELECTIVES: Select 2 courses from the following COMM315, COMM320, COMM366, COMM370, HIST259, HIST301, INTB410, INTB420, PHIL216, PHIL305, PHIL315, PHIL316, PLSC121, PLSC122, PLSC323, PREL342, PREL440, SOCY270, SOCY340, SOCY341 SOCY345, SSCI425 MGMT492

				3	
				3	

Academic Minor: An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.

Bachelor of Arts Core: 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, for this major only, students are required to take COMM 221

COMM	221	Small Group Decision Making (F,SP,SU)		3	

Electives to the minimum 120 credits required for this degree. Students must achieve a min. of 40 credits numbered 300 or higher.			

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

http://www.ferris.edu/htmls/academics/gened/courses.html

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE 12 Sem Credits

Course	Grade	Credit
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM (this requirement is satisfied in the major and BA core)		
TOTAL		

B. SCIENTIFIC UNDERSTANDING 7 Sem Credits

Only approved "Z" courses may count toward this category. At least one lab course.

Course	Grade	Credit
Lab		
TOTAL		

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credit
	MATH 115 or higher *or*		3
	MATH 115 or higher proficiency *or*		
	MATH ACT subtest score 24 or higher	Score	
	TOTAL		

D. CULTURAL ENRICHMENT 9 Sem Credits

Only approved "C" courses may count toward this category, excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credit
200+ level course		3
TOTAL		

E. SOCIAL AWARENESS 9 Sem Credits

Only approved "S" courses may count toward this category. Requirements: 1) Two different subject areas including at least one "foundation" course, 2) one course at the 200+ level

Course	Grade	Credit
Foundation		
200+ level		
TOTAL		

F. GLOBAL CONSCIOUSNESS:
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

G. RACE/ETHNICITY/GENDER:
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

Sample Course Sequence: The foUowing chart depicts one strategy to begin the program requirements. In order to complete tlis program in a four year plan, students must average 15- 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development 11ld educational plans.

FIRST YEAR

Fall Semester		Spring Semester	
ENGII50	3	COMM 105 or 121	3
COMM 101	3	MATH (by placement)	3-4
COMM lOS or 121	3	General Education Elective	3
General Education Elective	3	General Education Elective	3
Foreign Language	3-4	Foreign Language	L.i
	IS – 16		15- 17

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

BACHELOR OF ARTS - OMMUNICATION
JIITH SPORTS C0VCENTRATION

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: Dr. Cami Sanderson
Major Advisor: Dr. Sandra Alspach
OFFICE: JOH 127   PHONE: (231) 591-2779   E-MAIL: alspachs@ferris.edu

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

Graduation Requirements:
1. Minimum 2.0 CUMULATIVE grade point average in all courses
2. No grade lower than a "C" in course work in COMM and ENGL courses included in the minimum 36 credit "major"
3. 15 credits must be FSU credits; 15 credits must be 300/400 level in the concentration
4. Must complete an approved academic minor.
5. 120 minimum semester credits including general education requirements
6. Residency requirement: 30 minimum FSU semester credits
7. Minimum of 40 credits numbered 300 or higher   Number of 300+ Credits:

Courses required for students entering this major Fall Semester 2013

REQUIRED		COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )	FSU S.H.	GRADE
Major: Minimum 36 credits. No grade lower than "C" (2.0) allowed to apply toward this major.				
Required Courses: 18 credits				
COMM	101	Introduction to Communication Studies (F)	3	
COMM	105	Interpersonal Communication (F,SP,SU)	3	
COMM	121	Public Speaking (F,SP,SU) (May substitute COMH121)	3	
COMM	299	Theories of Human Communication (F,SP) (COMM 221 and COMM 105 and COMM 121 or COMH121)	3	
COMM	300	Research Methods in Communication (F) (COMM105 and COMM 121 or COMH 121 and COMM 299)	3	
COMM	499	Communication Senior Seminar (SP) (COMM 299 and COMM 300)	3	
Major Directed Courses and Communication Electives: Sports Communication Concentration Minimum 18 credits				
COMM		Communication elective approved by advisor	3	
COMM	301	Interviewing (COMM105 or 121 or COMH 121)	3	
COMM	380	Organizational Communication (COMM 105 or 221)	3	
COMM	389	Sports Communication (COMM105 or 121 or 221 and ENGL 250, all with C or higher)	3	
ELECTIVES: Select 2 courses from the following: AIMC300, BLAW411, COMM385, COMM387, FMAN321, FMAN322, GRDE114, GRDE116, GRDE118, HIST285, HOMT305, HOMT401, JRNL121, JRNL251, MGMT375, MKTG321, MKTG420, PREL240, PREL341, TDMP110, TDMP243, TDMP314				
			3	
			3	
Academic Minor: An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.				
Bachelor of Arts Core: 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, for this major only, students are required to take COMM 221				
COMM	221	Small Group Decision Making (F,SP,SU)	3	

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

http://www.ferris.edu!htmls/academics/gened/courses.html

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE   12 Sem Credits

Course	Grade	Credit
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM (this requirement is satisfied in the major and BA core)		
	TOTAL	

B. SCIENTIFIC UNDERSTANDING   7 Sem Credits

Only approved "Z" courses may count toward this category. At least one lab course.

Course	Grade	Credit
Lab		
	TOTAL	

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credit
	MATH 115 or higher *or*		3
	MATH 115 or higher proficiency *or*		
	MATH ACT subtest score 24 or higher	Score	
		TOTAL	

D. CULTURAL ENRICHMENT   9 Sem Credits

Only approved "C" courses may count toward this category, excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credit
200+ level course		3
	TOTAL	

E. SOCIAL AWARENESS   9 Sem Credits

Only approved "S" courses may count toward this category. Requirements: 1) Two different subject areas including at least one "foundation" course, 2) one course at the 200+ level

Course	Grade	Credit
Foundation		
200+ level		
	TOTAL	

F. GLOBAL CONSCIOUSNESS:
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

G. RACE/ETHNICITY/GENDER:
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

Sample Course Sequence: The following chart depicts one strategy to begin the program requirements. In order to complete ths program in a four year plan, students must average 15- 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

FIRST YEAR

Fall Semester		Spring Semester	
ENG1150	*3*	COMM 105 or 121	3
COMM 101	3	MATH (by placement)	3–4
COMM 105 or 121	3	General Education Elective	*3*
General Education Elective	3	General Education Elective	3
Foreign Language	3–4	Foreign Language	3–4
	15-16		15- 17

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum whtch are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

COMMUNICATION MINOR

FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES
PROGRAM COORDINATOR: DR. CAMI SANDERSON ADVISOR: DR.
CAMI SANDERSON
PHONE: (231) 591-2995   CAMPUS ADDRESS: JOH 115   E-MAIL: sandersc@ferris.edu

Why Choose a Communication Minor?

The communication minor at Ferris is the perfect complement to just about any course of study. Required courses help students develop skills in public presentation, interpersonal communication and group dynamics. *This* is supplemented by coursework in communication theory. Students build on this foundation by electing 9 credits of 300 level courses that are relevant to their interests or career goals. *This,* in turn, allows students to design a minor which enhances their marketability in today's competitive world while improving their personal communication skills in ways that can lead to greater success and satisfaction in their private lives.

Admission Requirements

This Communication minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree except those pursuing a B.S. in Applied Speech Communication or a B.A. with a Communication major. The minor is designed to complement any Ferris major program. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student's major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. The Communication minor requires a minimum of 21 credits of course work in communication, nine of which are at the 300 level or above, completion of COMM 299 (Theories of Human Communication), and a minimum 2.0 grade average in all communication course work comprising the minor. Also, 50% of the credits for a minor must be taught by Ferris State University.

MINOR IN COMMUNICATION

NAME_____ STUDENTNUMBER _____

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

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

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

General Requirements:
1) At least 9 of the credits of the minor must be numbered 300 or higher
2) At least 50% of the credits of the minor must be Ferris State University credits
3) This minor requires a minimum of 21 credits
4) This minor requires a minimum GPA of 2.0 in these courses:
5) Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.
6) A maximum of 1/3 of the minor credits may overlap the student's major*.
7) Students may apply 6 credit hours of overlap between minors**.

Required Courses	Credit Hours	Grade	Semester Completed
COMM 105	3		
COMM 121	3		
COMM 221	3		
COMM 299	3		
COMM 300+ Level	3		
COMM 300 +Level	3		
COMM 300 +Level	3		

Signatures		Date
Student		
Advisor		
Dep_artment		

Routing (FOLLOWING COMPLETION OF THE REQUIRED CO RSES FOR THE MINOR}		Date
Department		
Dean	O MyOegree Verified	
Registrar		

DECIARATION SENT TO RECORDS:------   COMPLETION SENT TO RECORDS------

.Approved by Ule Aca:lerric Senate. Mardi 13, 2001
•• ApproYed by Ule Acad<mc Senate. April 19, 2001

COMMUNITY LEADERSHIP MINOR

FERRIS STATE UNIVERSITY- COLLEGE OF ARTS AND SCIENCES
ADVISOR: Dr. George Nagel
OFFICE: JOH 114 PHONE: (231) 591-3618 E-MAIL: nagelg@ferris.edu

Why Choose a Community Leadership Minor?

Leadership is a key skill for career success and community satisfaction. This minor complements any major by focusing on the importance of communication skills for leaders. Courses move from fundamentals of leading meetings and groups to actual practice leading groups, finally capping the leadership experience by examining theories and processes that will enable students to continue lifelong learning as a leader. Students select elective courses from an array of disciplines to build a knowledge base for the workplace or community in which they will serve as leaders.

Admission Requirements

This Community Leadership minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree except those pursuing a B.S. in Applied Speech Communication or a B.A. in Communication major. The minor is designed to complement any Ferris major program. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student's major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements

Students desiring to complete this minor should file an official declaration with the minor advisor as soon as possible, and meet with that advisor regularly throughout their college experience. An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. The Community Leadership minor requires a minimum of 18 credits of course work in communication, nine of which are at the 300 level or above, and a minimum 2.0 grade average in all communication course work comprising the minor. Also, 50% of the credits for a minor must be taught by Ferris State University.

Required Courses-Pre-requisite: COMM 105, COMM 121, orCOMH 121 withCorhigher
COMM 116   Parliamentary Procedure and Meeting Management
COMM 221   Small Group Decision Making
COMM 395   Leadership Practicum
COMM 421   Leadership and Communication

Elective Courses-select 2 (one course must be 300 Level)

COMM251 Argumentation and Debate	PHIL216 Introduction to Ethics
COMM305 Communication- Human Relations	PHIL316 Applied Ethics
COMMJIO Nonverbal Communication	PLSCI21 American Government 1- People and Politics
COMM332 Persuasive Speaking	PLSCI22 American Government 2- Policy Making
COMM333 Theories of Persuasion	PLSC323 International Organizations
COMM340 Communicator: Public Advocate	ECON221 Principles ofMacroeconomics
COMM341 Political Communication	ECON222 Principles of Microeconomics
COMM365 Intercultural Communication	MGMT302 Team Dynamics- Org Behavior
COMM366 Diversity in Communication	MGMT373 Human Resource Management
COMM370 Communication and Conflict	MGMT375 Negotiations
COMM380 Organizational Communication	MGMT492 Lean Service Enterprise Leadership

COLLEGE OF ARTS AND SCIENCES·ACADEMIC MINOR CLEARANCE FORM

MINOR IN COMMUNITY LEADERSHIP

NAME_____ STUDENTNUMBER _____

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

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

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

General Requirements:
1) At least 9 of the credits of the minor must be numbered 300 or higher
2) At least 50% of the credits of the minor must be Ferris State University credits
3) This minor requires a minimum of 18 credits
4) This minor requires a minimum GPA of 2.0 in these courses:
5) Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.
6) A maximum of 1/3 of the minor credits may overlap the student's major*.
7) Students may apply 6 credit hours of overlap between minors**.

Required Courses	Credit Hours	Grade	Semester Complete
COMM 116	3		
COMM 221	3		
COMM 395	3		
COMM 421	3		
Elective Courses: Select 2 courses from the following: COMM251, COMM305, COMM310, COMM332, COMM333, COMM340, COMM341, COMM365, COMM666, COMM370, COMM380, PHIL216, PHIL316, PLSC121, PLSC122, PLSC323, ECON221, ECON222, MGMT302, MGMT373, MGMT375, MGMT492	3		
	3		

Ignatures		**Date**
Student		
Advisor		
Department/ Dean		

ROUting (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)		**Date**
Department		
CAS Dean	O MyDegree Verified	
Registrar's Office		

"App"oved by the AcOOenic Senate. Mard113. 2001
•• ApJ:roved by the Academic Senate. April19. 2001

DECLARATION SENT TO RECORDS   COMPLETION SENT TO RECORDS
J:lSTUDENT AFFAIRS\MINORSICOMMUNITY LEADERSHIP.DOC   IMPLEMENTED FALL 2012 — — — — — —

PUBLIC ADVOCACY MINOR

FERRIS STATE UNIVERSITY- COLLEGE OF ARTS AND SCIENCES
ADVISOR: Dr. Stephanie Thomson

PHONE: (231) 591-3504   E-MAIL: tbomsos@ferris.edu   CAMPUS ADDRESS: JOH 113

Why Choose a Public Advocacy Minor?
In the workplace or in the community, we are faced with issues that require people to take a position and to advocate for better solutions. Advocacy is a key communication skill for all careers, but especially for careers in law, government and social services. The ability to advocate appropriately and effectively for personal needs contributes to life satisfaction. Students select elective courses from an array of disciplines to build a knowledge base for the workplace or community for which they will advocate.

Admission Requirements
This Public Advocacy minor is open to any student admitted to Ferris State University pursing a baccalaureate degree except those pursuing a B.S. in Applied Speech Communication or a B.A. in Communication major. This minor is designed to complement any Ferris major program. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student's major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements
Students desiring to complete this minor should file an official declaration with the minor advisor as soon as possible, and meet with that advisor regularly throughout their college experience. An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. The Public Advocacy minor requires a minimum of 18 credits of course work in communication, nine of which are at the 300 level or above, and a minimum 2.0 grade average in all communication course work comprising the minor. Also, 50% of the credits for a minor must be taught by Ferris State University.

Required Courses-Pre-requisite: COMM 105, COMM 121 orCOMH 121, COMM221 withCorhigher
COMM 332   Persuasive Speaking OR COMM 251 Argumentation and Debate
COMM 333   Theories of Persuasion
COMM 340   Communication as Public Advocate
COMM 421   Leadership and Communication

Elective Courses -select 2

COMM 315 Gender Communication	PHIL 316 Applied Ethics
COMM 320 Family Communication	PLSC 121 American Gov 1- People and Politics
COMM 366 Diversity and Communication	PLSC 122 American Gov 2- Policy Making
COMM 370 Communication and Conflict	PLSC 323 International Organizations
COMM 380 Organizational Communication	PREL 342 Public Relations Tactics/Plans
HIST 259 Women in Activism Global Perspective	PREL 440 Public Relations Strategy
HIST 301 Racism in the Modern World	SOCY 270 Sociological Theory
INTB 410 International Economics-Comm Policies	SOCY 340 Race and Ethnicity in the U.S.
INTB 420 Comparative International Law	SOCY 341 Community Studies
PHIL 216 Introduction to Ethics	SOCY 345 The Field of Aging
PHIL 305 Feminist and Gender Theory	SSCI 425 Issues in Public Policy
PHIL 315 Political & Social Philosophy	MGMT 492 Lean Service Enterprise Leadership

COLLEGE OF ARTS AND SCIENCES · ACADEMIC MINOR CLEARANCE FORM

MINOR IN PUBLIC ADVOCACY

NAME _____ STUDENT NUMBER _____

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

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

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

General Requirements:
1) At least 9 of the credits of the minor must be numbered 300 or higher
2) At least 50% of the credits of the minor must be Ferris State University credits
3) This minor requires a minimum of 18 credits
4) This minor requires a minimum GPA of 2.0 in these courses:
5) Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.
6) A maximum of 1/3 of the minor credits may overlap the student's major*.
7) Students may apply 6 credit hours of overlap between minors**.

Required Courses	Credit Hours	Grade	Semester Completed
COMM 251 OR COMM 332	3		
COMM 333	3		
COMM 340	3		
COMM 421	3		
Elective Courses: Select 2 courses from the following: COMM315, COMM320, COMM380, HIST259, HIST301, INTB410, INTB420, PHIL216, PHIL305, PHIL315, PHIL 316, PLSC121, PLSC122, PLSC323, PREL342, PREL440, SOCY270, SOCY340, SOCY341, SOCY345, SSCI425, MGMT492	3		
	3		

Signatures		Date
Student		
Advisor		
Department/ Dean		

Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)		Date
Department		
CAS Dean	O MyDegree Verified	
Registrar's Office		

*Approved by 1M Academic Senate. March 13, 2001
** Approved by 1M Academic Senate, April 19, 2001

DECLARATION SENT TO RECORDS
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COMPLETION SENT TO RECORDS ― ― ― ― ― ― ― ―
IMPLEMENTED FALL 2012

SPORTS COMMUNICATION MINOR

FERRIS STATE UNIVERSITY- COLLEGE OF ARTS AND SCIENCES
ADVISOR: Dr. Sandy Alspach
PHONE: (231) 591-2779   E-MAIL: alspachs@ferris.edu   CAMPUS ADDRESS: JOH 127

Why Choose a Communication Minor?

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

Admission Requirements

This Sports Communication minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree except those pursuing a B.S. in Applied Speech Communication or a B.A. with a Communication major. The minor is designed to complement any Ferris major program. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student's major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements

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

Required Courses -Pre-requisite: COMM 105, COMM 121, or COMM 221 with C or higher
COMM 301   Interviewing
COMM 380   Organizational Communication
COMM 389   Sports Communication

Elective Courses-select 3

COMM 385	Broadcast Writing COMM	MKTG420	Sports Marketing
387	Broadcast Presentation	HOMT305	Convention and Meeting Sales
TVPR 110	Video Communications	HOMT401	Special Event Planning
TVPR 301	TV Studio Techniques	NMPP 330	Digital Multimedia Production
TVPR 314	Remote TV Production	NMPP420	World Wide Web Publishing
JRNL 121	Writing for Mass Media	RMLS 250	Introduction to Sport
JRNL 251	Understanding Mass Media		Communication
HIST 285	History of Sport	RMLS 428	Recreation and Athletic Sports
PREL 240	Public Relations Principles		Marketing
MGMT 375	Negotiations	BLAW 411	Legal Environment: Sport-
MKTG 321	Principles of Marketing		Resort Management

MINOR IN SPORTS COMMUNICATION

NAME _____ STUDENTNUMBER _____

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

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

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

General Requirements:
1) At least 9 of the credits of the minor must be numbered 300 or higher
2) At least 50% of the credits of the minor must be Ferris State University credits
3) This minor requires a minimum of 18 credits
4) This minor requires a minimum GPA of 2.0 in these courses:
5) Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.
6) A maximum of 1/3 of the minor credits may overlap the student's major*.
7) Students may apply 6 credit hours of overlap between minors**.

Required Courses	Credit Hours	Grade	Semester Completed
COMM 301	3		
COMM 380	3		
COMM 389	3		
Elective Courses: Select 3 courses from the following: COMM385,	3		
COMM387, TVPR110, TVPR301, TVPR 314, JRNL121, JRNL251,	3		
HIST285, PREL240, MGMT375, MKTG321, MKTG420, HOMT305, HOMT401, NMPP330, NMPP420, RMLS250, RMLS428, BLAW411	3		

Signatures			Date
Student			
Advisor			
Department/ Dean			

	$ Uting (FOUOWIPLE!!2.__2F THE REOUI ED COURSES FOR THE MINOR) .!!_____	
Department		
CAS Dean	O MyDegree Verified	
Registrar's Office		

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•• ApJ:rowd by the Academe Senate, A!Jil19. 2001

COMMUNITY LEADERSHIP CERTIFICATE

NAME_____STUDENTNUMBER _____

STUDENT'S COLLEGE: ― ― ― ― ― ― ― ― ― ― ―

FOR MORE INFORMATION CONTACT: Dr. George Nagel JOH 114 PHONE: (231) 591-3618
E-MAIL: nagelg@ferris.edu

WHY CHOOSE A COMMUNITY LEADERSHIP CERTIFICATE

Leadership is a key skill for career success and community satisfaction. This certificate complements any major by focusing on the importance of communication skills for leaders. Courses move from fundamentals of leading meetings and groups to actual practice leading groups, finally capping the leadership experience by examining theories and processes that will enable students to continue lifelong learning as a leader.

ADMISSION REQUIREMENTS

This Community Leadership certificate is open to any student admitted to Ferris State University. The certificate is designed to compliment any Ferris major program, or to provide additional post-baccalaureate skills and training.

GRADUATION REQUIREMENTS

Students desiring to complete this certificate should file an official declaration with the certificate advisor as soon as possible, and meet with that advisor regularly. The Community Leadership certificate requires a minimum of 12 credits of course work and a minimum 2.5 grade point average in all course work comprising the certificate. Also, 50% of the credits for the certificate must be taught by Ferris State University.

General Requirements:
1) This certificate requires a minimum of g credits
2) This certificate requires a minimum GPA of 2.5 in these courses.
3) At least 50% of the credits for this certificate must be Ferris State University credits.

Required Courses	Credit Hours	Grade	Semester Completed
COMM116 Parliamentary Procedure and Meeting Management	3		
COMM 221 Small Group Decision Making	3		
COMM 395 Leadership Practicum	3		
COMM 421 Leadership and Communication	3		

Signatures		Date	
Student			
Advisor			
Department			

Routing (FOLIOWING COMPLETION OF THE REQUIRED COURSES FOR THE CERTIFICATE) Date	
Department	
CAS Dean	
Registrar	

PUBLIC ADVOCACY CERTIFICATE

NAME _____   STUDENTNUMBER _____

STUDENT'S COLLEGE: — — — — — — —

FOR INFORMATION CONTACT: DR. STEPHANIE THOMSON   JOH 113   PHONE: 591-3504
E-MAIL: THOMSOS@FERRIS.EDU

WHY CHOOSE A PUBLIC ADVOCACY CERTIFICATE
> In the workplace or in the community, we are faced with issues that require people to take position and to advocate for better solutions. Advocacy is a key communication skill for all careers, but especially for careers in law, government and social services. The ability to advocate appropriately and effectively for personal needs contributes to life satisfaction

ADMISSION REQUIREMENTS
> This Public Advocacy certificate is open to any student admitted to Ferris State University. The certificate is designed to compliment any Ferris major program, or to provide additional post-baccalaureate skills and training

GRADUATION REQUIREMENTS
> Students desiring to complete this certificate should file an official declaration with the certificate advisor as soon as possible, and meet with that advisor regularly. The Public Advocacy certificate requires a minimum of 12 credits of course work and a minimum 2.5 grade point average in all course work comprising the certificate. Also, 50% of the credits for the certificate must be taught by Ferris State University.

General Requirements:
1) This certificate requires a minimum of <u>12</u> credits
2) This certificate requires a minimum GPA of <u>2.5</u> in these courses.
3) At least 50% of the credits for this certificate must be Ferris State University credits.

Required Courses	Credit Hours	Grade	Semester Completed
COMM 251 Argumentation and Debate OR COMM 332 Persuasive Speaking	3		
COMM 333 Theories of Persuasion	3		
COMM 340 Communicator as Public Advocate	3		
COMM 421 Leadership and Communication	3		

Signatures   ___,.____ Date

Student _____

Advisor _____

Department _____

<u>Routing</u> (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE CERTIFICATE) <u>Date</u>

Department _____

_____

CAS Dean

Registrar

DECLARATION SENT TO **RECORDS**-----   COMPLETION SENT TO **RECORDS**-----

SPORTS COMMUNICATION CERTIFICATE

NAME_____STUDENTNUMBER _____ _

STUDENT'S COLLEGE: — — — — — — — —

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

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

General Requirements:
1) This certificate requires a minimum of .16. credits
2) This certificate requires a minimum GPA of 2.0 in these courses.
3) At least 50% of the credits of the certificate must be Ferris State University credits. No more than six credits from this certificate may count towards completion of an academic major.

Required Courses	Credit Hours	Grade	Semester Completed
COMM 301	3		
COMM 380	3		
COMM 389	3		
Choose one course from: COMM385 or COMM387 or TVPR110 or TVPR301 orTVPR314 or JRNL121 or JRNL251 or HIST285 or PREL240 or MGMT375 or MKTG321 or MKTG420 or HOMT305 or HOMT401 or NMPP330 or NMPP420 or RMLS 250 or RMLS 428 or SLAW 411	3		

Signatures _____   _____ **Date** _____

Student		
Advisor		

Department

Routing (FOLLOWING COMPLETI OF THE EQUIRED COURSES FOR THE CERTIFICATE) **Date**

Department		
CAS Dean		

Registrar

DECLA.RATION SENT TO **RECORDS**-------- COMPLETION SENT TO **RECORDS**--------

Ferris State Universtiy

Humanities

New Student Enrollment by Program (FTIAC,Re-Admit, Transfer, Guest) Enrollment by Program

Fall 2007 - Fall 2012

College	Program Major	Student Type	Dept	Major Description	Applied	Admitted	Enrolled	Prog total
				Fall 2012				
AS	APSC		HUMN	Applied Speech Communication	14	13	5	35
		FTIAC*					1	
		READMIT					1	
		TRANSFER					3	
AS	ASCA		HUMN	Applied Speech Communication	NA	0	1	3
		FTIAC						
		TRANSFER					1	
AS	COM		HUMN	Communication	49	32	7	10
		FTIAC					2	
		GUEST					1	
		READMIT					1	
		TRANSFER					3	

College	Program Major	Student Type	Dept	Major Description	Applied	Admitted	Enrolled	Prog total
				Fall 2009				
AS	APSC		HUMN	Applied Speech Communication	34	26	6	26
		FTIAC*					3	

		READMIT					
		TRANSFER				3	
AS	ASCA	HUMN Applied Speech Communication		NA	2	2	5
		FTIAC				1	
		TRANSFER				1	
AS	COM	HUMN Communication		34	14	2	9
		FTIAC				1	
		GUEST					
		READMIT					
		TRANSFER				1	

* First time in any
college

Source: Office of Institutional Research g:/…/ipeds banner/F12.xlxs
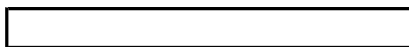
Fall 2011				Fall 2010			
Applied	**Admitted**	**Enrolled**	**Prog total**	**Applied**	**Admitted**	**Enrolled**	**Prog total**
13	13	8	24	19	9	4	26
		6				3	
		1					
		1				1	
NA	1	1	2	NA	1	1	3
		1				1	
38	28	4	12	37	19	4	14
		3				2	
		1				2	

Fall 2008				Fall 2007			
Applied	**Admitted**	**Enrolled**	**Prog total**	**Applied**	**Admitted**	**Enrolled**	**Prog total**
42	26	4	31	31	27	5	45
		2				3	

		2				2	
NA	4	5	7	NA	0	2	2
		3 2					
51	16	0	12	51	20	4	16
						3 1	

COMMAPR...Faculty

Frequencies

Prepared by: Institutional Research & Testing, 05/13

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a Goals are consistent with the mission of the university	7	0	4.86	5.00	.378
q1.b Prepares students for careers in today's marketplace	7	0	4.57	5.00	.535
q1.c Prepares students for graduate study	7	0	4.00	4.00	1.000
q1.d Contributes to the general education of all univ students by providing basic courses that build communication competency	7	0	4.86	5.00	.378
q1.e Contributes to the development of an informed and effective citizenry	7	0	4.57	5.00	.535
q1.f Compares favorably with similar programs throughout the state	7	0	4.00	4.00	1.155
q1.g Guided by an effective advisory board	7	0	4.29	5.00	.951
q2.a Program content is reviewed and evaluated periodically	7	0	4.14	4.00	.900
q2.b Program content is responsive to the needs of employers	6	1	4.17	4.00	.753
q2.c Program content is responsive to the changes occurring within the broader discipline	7	0	3.43	4.00	1.134
q2.d Program content draws upon the humanistic and social scientific traditions	7	0	4.86	5.00	.378
q2.e Program faculty make themselves accessible to students	7	0	4.43	5.00	.787
q2.f Faculty advise students effectively	7	0	4.57	5.00	.787
q2.g Faculty are effective classroom instructors	7	0	4.43	5.00	.787
q2.h Faculty engage in university service	7	0	4.71	5.00	.488
q2.i Faculty participate in a variety of professional development activities	7	0	4.57	5.00	.535
q3.a Comm students demonstrate effective writing skills	7	0	3.00	3.00	1.414

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q3.b Comm students demonstrate effective oral skills	7	0	4.00	4.00	.577
q3.c Comm students are motivated to be successful in school	7	0	3.29	3.00	.951
q3.d Comm students compare favorably with students from other FSU programs	7	0	3.43	4.00	1.134
q3.e Number of clerical and support staff is sufficient to meet program needs	7	0	3.71	4.00	1.604
q3.f Instructional facilities and equipment are sufficient to meet program needs	7	0	2.29	2.00	1.380
q3.g Faculty offices are sufficient for completing needed tasks	7	0	2.29	2.00	1.380
q3.h Faculty offices are well located for meeting faculty and program needs	6	1	2.67	2.50	1.862
q3.i Library and research resources are sufficient to meet program needs	7	0	4.14	4.00	.690
q3.j Faculty receives adequate technological assistance	7	0	4.14	4.00	.378
q3.k Administration supports the Comm program	7	0	2.86	3.00	1.069
q4 Elaborate on any answers	7	0			
q5 Additional comments	7	0			

Frequency Table

q1.a Goals are consistent with the mission of the university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	14.3	14.3	14.3
	Strongly Agree	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1.b Prepares students for careers in today's marketplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	42.9	42.9	42.9
	Strongly Agree	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

q1.c Prepares students for graduate study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	14.3	14.3	14.3
	Somewhat Agree	4	57.1	57.1	71.4
	Strongly Agree	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q1.d Contributes to the general education of all univ students by providing basic courses that build communication competency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	14.3	14.3	14.3
	Strongly Agree	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1.e Contributes to the development of an informed and effective citizenry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	42.9	42.9	42.9
	Strongly Agree	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

q1.f Compares favorably with similar programs throughout the state

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	14.3	14.3	14.3
	Neutral	1	14.3	14.3	28.6
	Somewhat Agree	2	28.6	28.6	57.1
	Strongly Agree	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

q1.g Guided by an effective advisory board

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	28.6	28.6	28.6
	Somewhat Agree	1	14.3	14.3	42.9
	Strongly Agree	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

q2.a Program content is reviewed and evaluated periodically

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	28.6	28.6	28.6
	Somewhat Agree	2	28.6	28.6	57.1
	Strongly Agree	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

q2.b Program content is responsive to the needs of employers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	14.3	16.7	16.7
	Somewhat Agree	3	42.9	50.0	66.7
	Strongly Agree	2	28.6	33.3	100.0
	Total	6	85.7	100.0	
Missing	System	1	14.3		
Total		7	100.0		

q2.c Program content is responsive to the changes occurring within the broader discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	28.6	28.6	28.6
	Neutral	1	14.3	14.3	42.9
	Somewhat Agree	3	42.9	42.9	85.7
	Strongly Agree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q2.d Program content draws upon the humanistic and social scientific traditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	14.3	14.3	14.3
	Strongly Agree	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q2.e Program faculty make themselves accessible to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	14.3	14.3	14.3
	Somewhat Agree	2	28.6	28.6	42.9
	Strongly Agree	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

q2.f Faculty advise students effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	14.3	14.3	14.3
	Somewhat Agree	1	14.3	14.3	28.6
	Strongly Agree	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

q2.g Faculty are effective classroom instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	14.3	14.3	14.3
	Somewhat Agree	2	28.6	28.6	42.9
	Strongly Agree	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

q2.h Faculty engage in university service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	28.6	28.6	28.6
	Strongly Agree	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

q2.i Faculty participate in a variety of professional development activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	42.9	42.9	42.9
	Strongly Agree	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

q3.a Comm students demonstrate effective writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	14.3	14.3	14.3
	Somewhat Disagree	2	28.6	28.6	42.9
	Neutral	1	14.3	14.3	57.1
	Somewhat Agree	2	28.6	28.6	85.7
	Strongly Agree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q3.b Comm students demonstrate effective oral skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	14.3	14.3	14.3
	Somewhat Agree	5	71.4	71.4	85.7
	Strongly Agree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q3.c Comm students are motivated to be successful in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	14.3	14.3	14.3
	Neutral	4	57.1	57.1	71.4
	Somewhat Agree	1	14.3	14.3	85.7
	Strongly Agree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q3.d Comm students compare favorably with students from other FSU programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	28.6	28.6	28.6
	Neutral	1	14.3	14.3	42.9
	Somewhat Agree	3	42.9	42.9	85.7
	Strongly Agree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q3.e Number of clerical and support staff is sufficient to meet program needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	14.3	14.3	14.3
	Somewhat Disagree	1	14.3	14.3	28.6
	Somewhat Agree	2	28.6	28.6	57.1
	Strongly Agree	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

q3.f Instructional facilities and equipment are sufficient to meet program needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	42.9	42.9	42.9
	Somewhat Disagree	1	14.3	14.3	57.1
	Neutral	1	14.3	14.3	71.4
	Somewhat Agree	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q3.g Faculty offices are sufficient for completing needed tasks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	42.9	42.9	42.9
	Somewhat Disagree	1	14.3	14.3	57.1
	Neutral	1	14.3	14.3	71.4
	Somewhat Agree	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q3.h Faculty offices are well located for meeting faculty and program needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	42.9	50.0	50.0
	Somewhat Agree	2	28.6	33.3	83.3
	Strongly Agree	1	14.3	16.7	100.0
	Total	6	85.7	100.0	
Missing	System	1	14.3		
Total		7	100.0		

q3.i Library and research resources are sufficient to meet program needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	14.3	14.3	14.3
	Somewhat Agree	4	57.1	57.1	71.4
	Strongly Agree	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q3.j Faculty receives adequate technological assistance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	6	85.7	85.7	85.7
	Strongly Agree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q3.k Administration supports the Comm program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	14.3	14.3	14.3
	Somewhat Disagree	1	14.3	14.3	28.6
	Neutral	3	42.9	42.9	71.4
	Somewhat Agree	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q4 Elaborate on any answers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	42.9	42.9	42.9
	Comparatively, i do think the comm majors & minors provide very solid faculty support for students who are willing to push themselves and set goals. My own alma mater is considered one of the best schools in the nation, yet it's comm dept. did not provide speech contests, or field a debate team, & although my profs were excellent in the classroom, there were not the opportunities to do undergrad research or travel to comm conferences. The mentoring is here if our majors want it, and our successful graduates are invarialby the students who took advantage of the opportunities. I also think the majority of my colleagues all have a genuine interest in, and commitment to their students. We are especially blessed at this particular time to have an adjunct faculty that is the most dedicated I have ever worked with at ANY university over the last 34 years. I am incredibly proud of their work.	1	14.3	14.3	57.1

q4 Elaborate on any answers

		Frequency	Percent	Valid Percent	Cumulative Percent
	Some responses are marked neutra because I honestly don't know. Some responses are based purely on limited anecdotal evidence. I would appreciate opportunities to collectively address some of the issues above.	1	14.3	14.3	71.4
	We have needed a new tenure line faculty hire for several years; but the case has not been made for one. We've lost 5 tenure line faculty in 5 yrs with no replacements, except adjuncts. We cannot maintain, let alone build, a program without "new blood". Given this situation, we are hard pressed to develop our major in ways that will attract new students, when we can barely meet our service obligations to Gen Ed. Most of us work on overload regularly, so we have neither the time nor the energy to develop new courses or to initiate & maintain a research agenda that would engage our majors. We anticipate several retirements from our tenured faculty w/in the next five years, w/out any hope that these faculty will be replaced with new tenure-line faculty. It is challenging to develop new program initiatives when the faculty support needed for them is insecure.	1	14.3	14.3	85.7
	We lose faculty & they are not replaced. We depend heavily on adjuncts. The pcs in the Johnson Hall classrooms are extemely old & operate very slowly. At times, they do not operate at all. It is difficult having to depend on them. In Johson 104 and 103 during the winter the radiators clang endlessly. This is very distracting to students attempting to give a speech.	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q5 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	71.4	71.4	71.4
	as we move forward, two huge needs are obvious, but are of course balanced with university budget issues. We need one to two new tenure lines. With a new Sports major & looming retirements of tenured faculty, we really need to make a commitment to tenured faculty lines. We have been lucky with our current adjuncts & I worry that it won't always be so. The other concern is our physical presnece in the deteriorating Johnson Hall. The input from our corporate advisor from Dow was crucial-with the rickety wiring and rudimentary elctronic support we do have, are we really preparing our students for life at a large modern organization?	1	14.3	14.3	85.7
	The facilities in Johnson Hall are deplorable. The classrooms are noisy, uninspiring, uncomfortable (temperature) & poorly laid out for many comm classes' activities. It is an embarrassment to bring guest speakers to these rooms to share with our students.	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

APPENDIX: ADVISORY COMMITTEE SURVEY

FERRIS STATE UNIVERSITY
Communication Advisory Board Survey

As part of our Communication Area program review, we are asking you to take just a few moments to respond to this short survey. During program review, our communication major will be examined by a committee made up of faculty members from across the University. Your input is greatly appreciated.

Q1   Please select the answer that best represents your opinion regarding each of the following statements.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Don't Know
a. Program content reflects what is needed to be successful in today's workplace.	☐	☐	☐	☐	☐	☐
b. Professors are knowledgeable and draw upon current research in the field.	☐	☐	☐	☐	☐	☐
c. The program prepares students to continue their education on the graduate level.	☐	☐	☐	☐	☐	☐
d. Graduates have the skills and expertise to pursue a variety of career paths.	☐	☐	☐	☐	☐	☐
e. Program graduates are viewed favorably within the business community.	☐	☐	☐	☐	☐	☐
f. The employment prospects for communication graduates are positive.	☐	☐	☐	☐	☐	☐
g. Instructional facilities are conducive to learning.	☐	☐	☐	☐	☐	☐
h. Faculty have the resources they need to effectively serve students in the program.	☐	☐	☐	☐	☐	☐
i. The university provides students with the resources they need to succeed in this program.	☐	☐	☐	☐	☐	☐
j. Suggestions from Advisory Board members are encouraged.	☐	☐	☐	☐	☐	☐
k. The Board members are well-informed about the program.	☐	☐	☐	☐	☐	☐
l. Board members are knowledgeable about the field.	☐	☐	☐	☐	☐	☐

Q2 Please use this space to elaborate on any of the above or to add any comments you want to make.

Thank you for your time and participation.

1. How adequate were introductory courses in providing a foundation for 300 and 400 level classes? Respond to each listed here individually:

   COMM 101 Introduction to Communication Study

   COMM 105 or 200 Interpersonal Communication or Foundations to Interpersonal Communication

   COMM 121 Public Presentation or COMM 201 Public Presentation Practices

2. To what extent was the redundancy of information between classes appropriate?

3. Are there courses that are offered that you would ADD or SUBTRACT from your major?

4. If required, was your internship experience effective in supplementing course information and preparing you for a career?

5. Comment on the quality of your academic advising.

6. Do you feel the amount of help were able to receive from instructors outside of the scheduled class times was adequate?

7. Did you transfer in COMM credits or has a BS or BA in Communication always been your declared major?

8. How satisfied are you graduating with this degree? Why or why not.

9. Do you have any specific comments or suggestions for the general improvement of the communication program?