Academic Senate
Agenda for the Meeting of
January 11, 2011
West Campus Community Center
10:00 – 11:45 a.m.

1. Call to Order and Roll Call

2. Approval of Minutes
    A. Dec. 7 and Dec. 14, 2010

3. Open Forum

4. Reports
    A. Senate President – Douglas Haneline
    B. Senate Vice President – Michael Berghoef
    C. Senate Secretary – Sandy Alspach

5. Committee Reports
    A. HLC Update – Dr. Sandy Balkema
    C. University Curriculum Committee – Dr. Leonard Johnson
    D. Update from Task Force Reviewing Academic Senate Committees – Senators Heaphy/Skrocki
    E. General Education Task Force – Don Flickinger
    F.   Student Government – Morgan Toms
    G. Academic Advising Team Report – Dr. William Potter

6. New Business
    A. Graphic Design AAS Concentration within AIMC Degree – L. Johnson
    B. Academic Affairs Policy Letters
        1. Internet Course Listings
        2. Authentication of Student Identity
        3. Student Complaint Policy

    Roll Call

7. Announcements

    A. FSU President - David Eisler
    B. Provost – Fritz Erickson
    C. Senate President – Douglas Haneline

8. Open Forum

9. Adjournment

Next Regular Senate Meeting: Tuesday, February 1, 2011, at 10 am in the WCCC

DRAFT
Ferris State University
Academic Senate Meeting
December 7, 2010
West Campus Community Center

Minutes

President Haneline called the meeting to order at 10:05 am.

I.			Action Items
	A.		The Minutes of the meetings on November 2 (Joyce, Sun) and November 16, 2010 (Nagel, Heaphy) were approved as corrected for typographic errors and accurate reporting of attendance.
	B.		The recommendations of the Senate "Rules" Committee to revise the Charter as noted below were approved.
		1.	Article III – Representation; Section 1, C.
			"Part-Time" replaced with "Non-Tenure Track"; and throughout the document, this terminology will refer to Non-Board appointed instructional faculty. (Alspach, Isler)
		2.	Article IV – Nominations, Elections, and Referenda
		a.	Section 1. "the representative units" replaced with "all representative units, except Non-Tenure Track Instructional Faculty". (Alspach, Rewers)
		b.	Section 2. "second" replaced with "first" regular meeting. Style clarification to read "…and one (1) of these Senators shall be appointed to chair the Election Committee." (Alspach, Hanna)
		c.	Create new Section 3. "The Election Committee shall conduct an election of two representatives from the Non-Tenure Track Instructional Faculty during the month of September. This election process shall be completed so that the newly-elected Senators can attend the regular meeting of the Senate in October." (Alspach, Griffin; one "no" vote)
		d.	Renumber Section 3 to Section 4 and insert as follows: "…elected from each unit, except the Non-Tenure Track Instructional Faculty unit…" (Alspach, Isler)
		e.	Renumber Section 4 to Section 5.
		f.	Renumber Section 5 to Section 6.
		g.	Renumber Section 6 to Section 7; and revise as follows: "Members of the ten representative units, except the Non-Tenure Track Instructional Faculty unit, wishing…" (Alspach, Isler)
		h.	Renumber Section 7 to Section 8. After much discussion, the recommendation to remove the word "secret" from the section was rejected.
		i.	Renumber Section 8 to Section 9.
		j.	Renumber Section 9 to Section 10; and revise as follows: "Senators, except Non-Tenure Track Instructional Faculty Senators, shall be elected for a term of two (2) years; elections for one (1) year terms may be held at the discretion of the Election Committee for the purpose of balancing terms. Non-Tenure Track Instructional Faculty Senators shall be elected annually, as described in Article IV, Section 3." (Alspach, Isler)
		k.	Renumber Section 10 to Section 11; and revise as follows: strike the sentence "No candidates in the second election shall be other than those properly nominated for the initial election; and replace it with "Only candidates nominated for the first election may be included on the ballot in the second election." (Alspach, Isler)
		l.	Renumber Section 11 to Section 12.
		m.	Renumber Section 12 to Section 13.
		3.	Article VIII – Organization and Procedure; Section 4
			Revise the second sentence to read "In the event of a tie for the third member, there will

			be a re-vote of the tied candidates." (Alspach, Marion)
		Sec. Alspach asked that these recommendations for Charter revision be presented to the full Faculty for approval so that they can be added to the agenda for the Board of Trustees at their next regularly scheduled meeting. She asked Election Committee Chair Sun to work with Administrative Assistant Hadley to conduct this referendum in January.

Narrative

II.	Open Forum	
	A.	Leonard Johnson invited Senators to the meeting of SPARC on December 9 at 3:00 pm in West Campus Community Center. The topic of discussion will be "student engagement".
	B.	Student Government representative Danielle Balmer reported that the Holiday Food Drive will end Friday, Dec. 10, with all donations going to Project Starburst. She wished "love" to students as they prepare for and complete final exams.
	C.	Sen. Jewett reminded the Senate that this date marks the 69th anniversary of the attack on Pearl Harbor.

III.	Officer Reports	
	A.	Pres. Haneline reminded the Senate of the special meeting on December 14 with Provost Erickson. He thanked the Provost for providing dinner at the Rock before the meeting.
	B.	Vice Pres. Berghoef reported that the second call for committee assignments produced quite a few additional volunteers, many of who took open seats in their respective areas or in at-large areas, and a few (6) were placed "out of college" on committees that were substantially short of members: 2 each from BUS, ASC and AHS. He announced that we are at about 86% overall of the 178 committee seats we are responsible to fill.
		He noted that, since committees were near the middle of their work for the year, few additional appointments are likely.
		He looks forward to the report of the Ad Hoc Task Force on Senate Committees so that the Senate can consider their initial findings.
	C.	Sec. Alspach thanked Senators who had caught typographical errors in the draft of the Minutes from the November meetings. She encouraged Senators to bring substantial errors to the Senate's attention so that they can be corrected.
		She thanked the members of the "Rules" Committee for their attention to the charge for this year: to clarify the position of Non-Tenure Instructional Faculty on the Senate and to remedy concerns about the Election process which had been generated by the Senate at the first meeting in April 2009. Specifically, she thanked two-year Committee member David Marion, one-plus-one Committee member Bernadette Fox, one-year Committee members Melinda Isler and Keith Jewett, and invited member Carol Rewers, who chaired the Charter Revision Committee last year. She recommended adding election of two-year positions on the "Rules" Committee to the September Senate meeting, noting that the recommendations of the "Rules" Committee need to be approved by the Faculty before they are sent to the Board of Trustees. This process gives the "Rules" Committee a tacit timetable for recommendations for Charter revisions to be presented at the December Senate meeting.

IV.	Committee Reports	
	A.	Dr. Daniel Burcham, Vice President for Student Affairs, reported that he has met with a number of Senators (Alspach, Haneline, Nagel and Wagenheim) and Gen. Ed. Task Force Chair Fred Heck to discuss ways to give credit for work students do outside of the classroom. He had previously provided a report for Senate review, which asked Senators to consider four key questions.

		1.	He pointed to the two focus events for student engagement unique to Ferris: the Career and Leadership Conference initiated this fall and the Big Event in the spring. He reported that parents recognize activities and service opportunities as recruiting efforts Ferris is known for.
			He described the "co-curricular transcript", an application of the OrgSync software that captures and records Academic Service Learning and Political Engagement Project activities, as well as other student participation. In answer to a question, he offered that internships, awards, and student participation in grants and research projects could also be reported in this application as a way to list discrete things students have learned "on the job". He responded to several suggestions from the Senators for additional items to be captured in the "co-curricular transcript", including relevant work study or other University employment, attendance at presentations with an academic focus, membership on Senate committees and publications. [See OrgSync description and sample co-curricular transcript]
		2.	He asked how Registered Student Organizations might assist the learning process within the class. Senators volunteered examples of RSO groups visiting classes like FSUS 100, RSO groups supported by academic programs like the MCO "Private Practice Club", and RSO interaction with events sponsored by interest groups like the Political Engagement Project.
		3.	He asked how to be intentional and purposeful in offering student activities to enhance overall student learning. Senators suggested that opportunities existed for students that aren't being developed, like making and marketing products (merging Engineering Technology projects with Business); or coordinated to their potential, like the MCO "Private Practice Group". Discussion centered on becoming better at giving students "language" to articulate these experiences.
		4.	He asked how to use all of these initiatives to recruit and retain students. Senators offered suggestions; generally that activities need to be mandated in syllabi, course requirements and/or outcomes on the academic side, and that activities need to be verified for both instructors and employers on the activities side.
	B.		Assoc. VP Roberta Teahen reported on behalf of the Higher Learning Commission Committee.
			She reported on the Filmfest held November 22 to judge student video submissions and shared the first and second place winners with the Senate. She promised to share the third place entry at the January Senate meeting.
			She shared the slide show of activities associated with the HLC site visit in April.
			She provided a handout Synopsis of 2010 NSSE Seniors Data and invited Senators to examine the Academic Affairs newsletter charts comparing Ferris seniors with peers.
	C.		Chair Leonard Johnson reported on behalf of the University Curriculum Committee. He provided a handout of all actions taken by the UCC in the last month. He noted that there was no action during the month that requires Senate approval.
	D.		Senator and Co-chair Heaphy thanked the Task Force reviewing Senate Committees. She reported that this Ad Hoc Committee is on track to make a report to the Senate at the March meeting.
	E.		Assoc. Provost Don Flickinger reported for the General Education Task Force. He provided a handout "Possible Gen Ed Student Learning Outcomes: First Draft to Campus" (October 2010). He invited Senators to attend either Townhall session to discuss the Skills component of General Education: Tuesday, Dec. 14 from 1:30 to 3:00 pm or Wednesday, Dec. 15 from 10:00-11:30 am in Rankin Center 125/127. He thanked Senators for their involvement in the previous Townhall sessions on the Knowledge component, especially since the second session was held on a Friday at 3:00 pm.
		1.	Responding to a question about student involvement in these discussions, he reported

			that he will meet with Student Government in January. Pres. Haneline confirmed that he, Leonard Johnson and Fred Heck met with Student Government last Tuesday (Nov. 30).
	F.		Sen. Tom Liszewski introduced the "Connect the Dots" project developed by the Behavior Review Team (see handout). Assoc. VP Mike Cairns led discussion of this project, which was presented recently at a conference. Essentially the project seeks to establish a process for identifying threatening behaviors that pose a risk to campus security. As the project evolves, faculty will be invited to participate in training workshops on the appropriate steps to take in cases where campus security could be compromised. At present, the Behavior Review Team has an immediate response protocol. Faculty are encouraged to contact Public Safety as a first step in cases of threatening student, faculty or staff behavior; or to contact their Department Head/Chair or Human Resources in cases of faculty or staff behavior irregularities.
	G.		Todd Stanislav, Director of the Faculty Center for Teaching and Learning, presented a summary of Welcome Back Week activities 2006-2010, and led discussion seeking ideas for themes and/or guest speakers for 2011. He affirmed that the Faculty Center wants to make offerings useful to faculty, and he invited Senators to send their ideas to him.
	H.		Sec. Alspach reported that the Standing Charter and Procedures Review Committee, i.e. the "Rules" Committee, will request Senate support of several changes to the Charter regarding representation and elections during New Business.

Attendance (Roll Call)	
Senators present	Abbasabadi, Alspach, Berghoef, Bokina-Lashaway, Boncher, Brandly, Colley, Compton, Cook, Dakkuri, Drake, Fox, Gillespie, Griffin, Haneline, Hanna, Heaphy, Isler, Jewett, Joyce, Klatt, Liszewski, Luplow, Maike, Marion, Nagel, Nash, Rewers, Reynolds, Sanderson, Skrocki, Sun, Taylor, Wagenheim
Senators absent with cause	Lukusa-Barnett, Thapa, Prakasam, McNulty
Senators absent	Daugherty, Hancock
Ex Officio and Guests	Teahen, Burcham, Cairns, Coon, Cron, Hill, Johnston, McKean, Nicol; Leonard Johnson, Danielle Balmer, Carol Quigley, Shikara Watkins, Todd Stanislav, David Eisler, Fritz Erickson, Don Flickinger

V.	New Business: See Action Items (I)

VI.	Administrative Reports	
	A.	University President Eisler reported that construction of the new Michigan College of Optometry is on track. He was pleased to share that the "lame duck" session of the Legislature had approved $6.8 million for Ferris to buy space on the "medical mile" in Grand Rapids for the Pharmacy program. He is hopeful that Governor-elect Snyder's team is reaching out to higher education.
		He invited Senators to the Holiday Reception for faculty and staff from 3:00-5:00 pm Thursday, Dec. 9 in the Rankin Center Dome Room. He encouraged Senators to come by the "pancake breakfast" offered at 11:00 pm on Monday, Dec. 13 in Westview Dining Room, Rankin Center.
	B.	Provost and Vice President for Academic Affairs Erickson reported that he will be able to roll out one-time money rather than enact budget cut proposals made by the Deans. The Deans Council will prioritize the list of needs for these funds and get the funds out to the colleges earlier than last year. He answered a question from a Senator on the disproportionate projected budget cuts for the College of Engineering Technology.

The meeting was adjourned at noon.

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Sandy Alspach, Secretary   Douglas Haneline, President

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Ferris State University
Academic Senate Meeting
Special Session with the Provost
December 14, 2010
West Campus Community Center

Minutes

I.	President Haneline called the meeting to order at 6:00 PM. He reminded Senators that there would be no official business conducted at this meeting. He reminded Senators of the next regular meeting of the Senate in January and invited their suggestions for agenda items. He relinquished the floor to the Provost and Vice President for Academic Affairs Fritz Erickson.

Attendance

Senators attending	Alspach, Berghoef, Bokina-Lashaway, Brandly, Compton, Dakkuri, Daugherty, Drake, Fox, Gillespie, Griffin, Haneline, Hanna, Heaphy, Isler, Jewett, Klatt, Liszewski, Lukusa Barnett, Luplow, Maike, Marion, Nagel, Nash, Rewers, Reynolds, Sanderson, Skrocki, Sun, Taylor, Wagenheim
Senators absent with cause	Thapa, Colley, Cook, Joyce, McNulty, Nagel, Prakasam
Senators absent	Abbasabadi, Boncher
Ex Officio and Guests	Erickson, Teahen, Flickinger, Burcham, Cron, Hill, Johnston, McKean, Nicol, John Schmidt, Steve Durst, William Potter, Mike Cairns, Susan Hastings-Bishop, Julie Coon, Fred Wyman, Clayton Rye, Carol Quigley

Narrative

Provost Erickson opened the session by referring to the opportunity to review the organizational structure of academics at the University, prompted by the unique situation of having five interim deans. He focused on the importance of a process for addressing this opportunity, with respect to the history of the institution. He reported several responses from his visits to all of the colleges to gather ideas about this process. (See handout: "Reviewing Our Academic Organization: A Suggested Process")			
I.	Goals need to be clear and precise. He offered four goals for our academic structure:		
	a.	Provide the best opportunity for student success	
	b.	Promote a climate that enhances opportunities for cross-disciplinary collaboration for all	
	c.	Support and maintain a commitment to the University's mission, vision and core values	
	d.	Maintain the financial health of the University	
He articulated six Driving Principles to achieve these goals:			
	a.	No predefined outcome	
	b.	All ideas are welcomed, valued and fully considered	
	c.	Open and transparent	
	d.	Respectful	
	e.	A focus on student success	
	f.	Iterative with ample opportunity for engagement	
He laid out four elements of a simple process:			
	a.	Identify a Core Review Team	
	b.	Define the Core Review Team Charge and Outcome	
		1.	Target for reporting is April 15
		2.	A single proposal will be forwarded; the default position is staying the way we are
		3.	Every college weighs in
		4.	Importance of deliberation by the Academic Senate

December 29, 2010

	c.	Establish the Core Review Team Commitment to meet the timeline	
	d.	Establish the Rules of Engagement	
		1.	Begin with a SWAT-type retreat
		2.	Aim for consensus but vote as needed

He opened the floor for discussion. Many Senators engaged in lively deliberation on three elements of the proposal.

II.	Identifying the Core Review Team		
	a.	Discussion of selecting the College representatives and other members of the CRT led to several "straw votes".	
		1.	The Senate was split on whether to include a representative from the FFA.
		2.	The Senate agreed that the proposed number of representatives was appropriate, but could be expanded as necessary.
		3.	The Senate agreed that Provost Erickson should chair the Team, but were split on whether there should be a co-chair.
		4.	The Senate agreed that the non-tenured faculty should not be represented on the Team.
		5.	The Senate agreed that the head of the Clerk/Technical Union should not be on the Team.
		6.	There was confusion about how to prevent disproportional representation from the same College.
	b.	The following suggestions for populating the CRT were made:	
		1.	Academic Leadership Council (Chairs and Department Heads) should select at least one representative.
		2.	FFA will be invited to participate and to select a representative.
		3.	Student Government will be invited to participate and to select a representative.
		4.	Provost Erickson will explore a process for including at least one non-faculty academic staff member.
		5.	It was agreed to use the SPARC as a resource rather than including a representative on the Team.
		6.	The Senate requested that each college elect a faculty representative. The faculty representative should be a full time faculty member.
		7.	The Senate agreed that all units within Academic Affairs should be represented, but not Kendall School of Art and Design.
III.	Defining the Charge and Outcome		
	a.	The Senate supported the idea of letting the CRT decide whether to forward a single plan or multiple plans.	
	b.	The Senate agreed that April 15 should be considered a working target; but the CRT should update the Senate regularly and announce when they are ready for a Senate vote.	
		1.	Pres. Haneline reminded the Senate that there are three scheduled Senate meetings in April: April 5, April 19 and April 26; where a Senate vote could be taken.
IV.	Defining Rules of Engagement		
	a.	Voting	
		1.	The goal for the CRT is to reach consensus; but any vote is advisory. The Provost will look for a preponderance of agreement in any vote. He wants the standard for recommending a change to be high.
		2.	Team members will be asked to "go on record" with their positions, unless the Team agree to take a "closed vote". The Team will weigh the desire for transparency with sensitivity to potentially "politically charged" issues.

The meeting adjourned at 7:35 pm.

Respectfully submitted,

December 29, 2010

Sandy Alspach
Secretary

December 29, 2010

Analyzing the Ferris Institutional Snapshot

Where information was available, the institutional snapshot provides data for two or three years. This analysis captures the highlights of indicators of performance or changes over time for each of the categories.

Student Demographics
With 13,164 undergraduates, almost 36% are classified as seniors in the Fall 2010 period. This higher proportion of seniors is consistent over time. Demographics also indicate an increase in undergraduate enrollment of 8% over the two-year period. The largest minority group of students served are African-Americans, non-Hispanic. Although their numbers are still low, there is progress noted in the total enrollments between Fall 2008 and Fall 2010, as the number of African-American men who were either part-time or full-time degree seeking increased from 326 to 416, a 28% increase; African-American women numbers increased by 10%, increasing by 44 to a total of 481.

The total number of full-time graduate students seeking a degree decreased from 779 to 754 over the period of 2008-10, a 5 percent decline.

Admissions and Recruitment
Total applications increased from 10,632 to 11,285 in the period from 2008 to 2010, a 6% increase. Average ACT incoming scores were 21.4 in Fall 2010, up from 21.1 in the Fall of 2009

Retention and Productivity
Retention increased from 68% from F08 to F09 to a 70% retention rate for F09 to F10.

The total number of graduate or professional degrees awarded declined from 372 to 330. The highest number of graduates in the 2009-10 year were in the disciplines of health, with 721 graduates.

Financial Aid
Undergraduates are increasingly taking loans to support their education, as the percentage rose from 61% to 64% and 68% in 2008, 2009, and 2010, respectively, and in total 73% of undergrads received some form of aid in 2008; 75% in 2009; and 78% in 2010. Ferris students are increasingly relying on aid to support their education. The undergraduate discount rate stayed constant at 12% in 2008 and 2009 but increased to 15% in fall 2010.

Faculty Demography
The total full-time faculty count increased from 502 in Fall 2008 to 512 in Fall 2010, while the total number of part-time faculty declined from 279 to 229 over the same period. Minority faculty does not appear to have increased among the full-time faculty, as there are still 11 full-time African-Americans and 5 Hispanics, but there are an increased number (23 vs. 2) whose ethnicity is unknown.

Instructional Resources
The University continues to expand its technology capacity. From 2009 when there were 287 computers in the library, there are now 358 in FLITE laboratories Faculty office computers increased from 1609 to 1628 between 2009 and 2010. There are fewer computers in designated labs, which is a part of a changing phenomena as more students arrive on campus with their own computers, and over the past few years, the campus has become completely wireless, enabling students to access computers everywhere. Some areas are reducing their reliance on specialized laboratories.

Finances

Over the period from 2008 until fall 2010, the University's total operating revenue increased from $155 million, to $165.3 million, to a high of $177.9 million in total operating revenue during fall 2010. The change in net assets increased by $1 million in 2008, declined by $4.7 million in 2009, and increased again in 2010 by $5.3 million.

Licensure Rates

Teacher education has the greatest array of tests and test dates. Overall, in the most recent year, 68% of the students who took a subject-area test passed the exam. Highest performances were achieved in Reading and Science at 100%, although the numbers were low; speech, cognitive impairment, and learning disability passed at 90%. The highest number of test takers was elementary education, with 188 taking the test and a pass rate of 80%.

The next most active area for external testing is the College of Allied Health Sciences, where there are a variety of exams, including nuclear medicine, nursing, radiography, and dental hygiene. Allied health professionals typically pass their tests in the 80-100% range and frequently outperform national averages, when that information is available.

Summary

Ferris' indicators are strong, as the Institutional Snapshot, this executive summary, and other university records will affirm. Despite a challenging economic climate, our operating revenues have increased, our student enrollments are higher, and we have maintained a full-time faculty cadre to serve our growing population.

Report and Recommendations of the Ferris State University Academic Advising Team
March, 2010

To: Dr. Fritz Erickson, Provost

From: Dr. William Potter, Chair and Dean of University College on behalf of Team Members,
David Baker, Faculty, College of Professional and Technical Studies
Carma Burcham, Coordinator of NCAA Compliance, Enrollment and Student Affairs
Mary Cline, Educational Counselor, College of Education and Human Services
Debra Cox, Department Head of Educational Counseling and Disabilities Services
Robert Eastley, Associate Professor, College of Engineering Technology
Joanne Gerst, Associate Registrar, Enrollment and Student Affairs
Karen GreenBay, Coordinator of SCHOLAR Program
Bea Griffith-Cooper, Instructional Designer, Academic Affairs
Clyde Hardman, Associate Professor, College of Business
Leonard Johnson, Professor, College of Education and Human Services
Linda Kuk, Advising Assistant, College of Allied Health Sciences
Jana Pisani, Associate Professor, College of Arts and Sciences
Lynnae Selberg, Educational Counselor, College of Business
Kent Sun, Professor, College of Arts and Sciences
Ric Underhile, Educational Counselor, College of Arts and Sciences (now at GRCC)

Section I: A Brief History

Part A: The Mandate from Interim VPAA Thomas Oldfield, February, 2008

In a university-wide memorandum on February 11, 2008, Dr. Oldfield had accepted the recommendations from the 2006-7 Academic Advising Task Force and charged Dean Bill Potter with the task of forming a new group to implement those recommendations. This charge, paraphrased below for the sake of brevity and to allow for subsequent updates (see Appendix A for the original document), was ambitious to say the least.

1. With significant faculty input, develop a philosophy statement for advising to include a mission statement, goals and objectives.
2. Identify a mechanism for continuous review and assessment of the effectiveness of advising on and off campus.
3. Expand opportunities for advisor training that include building on the current on-line advising, an enhanced web presence, and the development of learner-centered training modules. Require new faculty advisor training and provide continuous advisor training opportunities for all faculty and staff who advise.
4. Identify and resolve the issues related to a degree audit software system with full implementation by 2010.
5. Identify a process to further review how best to recognize effective and exemplary advising.

The Academic Advising Team was formed in March and met in the spring semester of 2008 to devise a plan of attack. This plan included division of the group into five subcommittees that initiated work on each of the mandates simultaneously. Before reporting the recommendations from the team, a brief review of academic advising at Ferris might be helpful to provide a context.

Part B: Academic Advising at Ferris State University – Current Status

Academic Advising at Ferris is conducted, for the most part, according to the faculty model with students assigned for advisement to a faculty member or staff member in the degree program to which they have been admitted. This system is in contrast to the Advising Center model, typically staffed by professional academic advisors. In greater detail, academic advising at Ferris is provided in the four ways described below.

Because of the program-oriented nature of education that Ferris has employed since its founding, most new students (freshmen, transfers, and readmits) are enrolled directly into the degree program of their choice and for which they qualify. Academic advising begins with summer orientation and registration when the educational counselors in each college, supported by

trained faculty and department or program leaders, help new students develop the schedule of courses appropriate to that program and the students' qualifications. From that point on, each student is assigned to a specific faculty advisor in a degree program for subsequent transactions including schedule changes, semester-by-semester planning, and assessing progress toward the degree as well as for general advice about the academic aspects of university life.

Many new students who lack one or more of the requirements for direct admission to a degree program are enrolled in "pre" programs (e.g., in applied biology, criminal justice, allied health). Those students experience the same summer orientation and registration as their peers but are assigned to a general (non-faculty) advisor for academic issues until they qualify to be admitted to the degree program of their choice. This general advisor is typically an advising specialist or a graduate student in the program who shepherds the "pre" students through the curriculum of developmental, general education and/or pre-requisite courses they need. The "pre" model variation permits the non-faculty advising specialists to work with the "pre" students in an efficient and economical manner. Faculty advisors can then work directly with the students who have been admitted to the degree program under more reasonable advising load conditions. This change is a recent development and seems to be working quite well. The appointment of additional specialists is under consideration in two colleges.

One other level of advising occurs in University College (UC) for students who were granted conditional admission to the University (i.e., did not meet standards either for program or "pre" program admission). These academically at-risk students also participate in summer orientation and registration with the University College staff. Beginning in fall semester, these students are advised by the University College faculty or staff member who teaches the required freshman seminar taken by that student. This arrangement permits UC advisors to have weekly contact with their advisees so that transition issues can be addressed promptly while the students complete the developmental, general education and/or pre-requisite courses they need. Students who pass the required developmental and pre-requisite courses are then eligible for admission to the programs of their choice.

Academic advising for students who enroll away from the Big Rapids campus has been handled in a variety of ways. Ten years ago, such students were advised by the Big Rapids faculty who were assigned to teach at the several enrollment centers. It was not a satisfactory approach. During recent years, as both the array of programs and the number of students enrolled have grown, Ferris has shifted to the appointment of advising specialists located at the various enrollment centers who work with the student cohorts by program. This change has not been in effect long enough to allow any meaningful assessment, but we believe that, like the pre-program advisors, it will be a marked improvement.

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With regard to the mandated tasks, then, the current status for each at the onset of the Advising Team's work is listed below:

Purpose and Goals – There was some preliminary language in the web-based Academic Advising Guide, but there was no comprehensive statement of advising purposes and goals that had been endorsed by the Division of Academic Affairs.

Assessment – Preliminary surveys about academic advising had been conducted among juniors and seniors in 2003 and some feedback about advising had been gleaned from the NSSE surveys, but no formal or ongoing survey(s) about advising had been conducted.

Training – For the past ten years, the Dean of University College, the Educational Counseling Department Head, and most recently the current educational counselor in the College of Arts and Sciences had provided advisor training for several colleges as well as for new and returning advisors. These efforts were not, however, part of a University-wide training plan. The subsequent, college- and program-specific training of advisors in the colleges was available at the discretion of the educational counselor in each of the undergraduate colleges, most notably Business and Education and Human Services. Some were consistent, others not.

Degree Audit – Ferris had tried to identify a software product that would enable students, advisors, and others to chart degree progress while students were enrolled and then to facilitate the degree clearance process prior to graduation since the late 1990s. With the advent of Banner in 2005, there was hope that the CAPP product that was part of that student records system, would solve this problem at long last. It did not and so degree audits, supported by Banner student records, continued to be completed by hand with a greater chance for errors, personal interpretations of requirements, changes from semester to semester in the audit results, and confusion.

Recognition – There was no recognition or reward program for academic advising.

Section II: Recommendations and Rationales

Part A: Academic Advising Purpose Statement

The subcommittee assigned with the task of developing a philosophy statement to include mission, goals and objectives produced a proposal in time for consideration by Fall 2008. This statement was modified by the Advising Team and submitted to the VPAA for approval during the same semester on December 15. It is reproduced below and in Appendix B:

Ferris State University Academic Advising Purpose Statement

Purpose – The University provides support and works in partnership with advisors and students to develop thoughtful strategies that result in effective academic plans.

Vision – Academic advising at Ferris State University provides students with coordinated and comprehensive strategies so that they may gain lifelong skills in planning, decision-making, and setting and attaining goals. More than a series of business transactions, advising at FSU is a thoughtful, rigorous learning experience that inspires and educates students to take the lead in their paths to success.

Roles & Responsibilities – To this end the University will provide resources, professional development, and a reflective learning model for advising commensurate with its mission; advisors will work with students to balance support with challenge, ensure student access to existing resources, and advocate for and engage in innovative advising practices; students will be provided educational strategies so that they may be active partners in the advising experience and use University resources to their advantage as they seek to accomplish their educational and career goals.

Strategies to Accomplish the Purpose –
The University will:
- provide an advising infrastructure including educational counselors, support services, and transition classes and other resources as needed
- develop and maintain advising materials
- provide training and encourage professional development for faculty, staff, and peer mentors
- conduct periodic program assessment, adopt best practices, and utilize emerging technologies
- seek continuous improvement
- recognize and reward excellent advising

Advisors will be encouraged to:
- participate in training and professional development
- provide current academic information to students
- be available and responsive to students
- refer students to support services as needed
- assist students in developing education and career goals

Students will:
- seek academic and career information and utilize support services
- contact assigned advisor(s) regularly
- maintain advising material related to education and career goals
- seek support resources when needed and when referred

Recommendation *– The Advising Team recommends that this statement of purpose be adopted on a University-wide scale on a par with Academic Affairs Policy letters. It is important to note that the purpose statement assigns responsibilities to all stakeholders, including students. Endorsement by the Provost is an essential condition for academic advising to be valued at the University. The Statement of Purpose is necessary to provide consistent direction.*

With regard to the University strategies listed above, the team also recommends that University College, specifically the ECDS Department, be assigned primary responsibility for those functions.

Part B: Assessment of Academic Advising

The subcommittee tasked with developing a way to assess and evaluate academic advising at Ferris reviewed materials available from the National Academic Advising Association (NACADA) and determined that the absence of a national survey instrument together with the unique nature of advising at Ferris State University required a locally developed survey. During Fall 2008, the subcommittee devised a survey for new first-year students that was pilot tested at mid-term in selected sections of FSUS 100, and then administered at the conclusion of the fall semester. With assistance from the Office of Institutional Research and Testing, the new survey instrument was sent to all freshmen in Big Rapids and administered in class to the first-year students in the Digital Animation and Game Design program at the Grand Rapids campus. A complete accounting of the survey results is provided in Appendix C, but based upon a return rate of 16% (very high for on-line, campus surveys according to IR&T), we learned the following:

- 65% reported satisfaction with guidance and direction from their advisors
- 74% met with their advisors at least once during fall semester
- 52% planned schedules one semester at a time
- 64% reported discussing class selections with their advisors
- 30% discussed back-up plans with their advisors

The narrative responses to this survey were very encouraging. Nearly 100 students wrote that advising was good, very good, great, helpful, very helpful, excellent, etc. Many identified their advisor by name in the context of their complimentary narratives. Only 20 of the freshman

respondents were not as happy, citing availability, knowledge, and interest as areas that could be improved.

Then, in spring semester, the subcommittee modified the survey instrument and conducted a survey of graduating seniors, again with help from IR&T. This effort resulted in a 9% return rate and affirmed much of what we had learned from the freshmen (again, a complete copy of the survey with results may be found in Appendix D). Of the responding degree candidates,

- 81% were satisfied or very satisfied with their advising experience
- 69% reported receiving good guidance from their advisors
- 64% met with their advisors to plan their last semester
- 44% said that they planned their schedules through completion of their degree
- 65% reported discussing class selections with their advisors
- 72% met with their advisors to review their graduation status

As was the case with the freshman survey, the narrative responses in the senior survey were quite complimentary. For example, the words helpful, great, good or very good, and excellent were used by 35 students who wrote narrative responses while only 18 students offered negative commentary. Most of the student concerns related to advisor knowledge about requirements and rules or advisor availability.

Recommendation - *While these preliminary surveys provided an excellent model and baseline data for future studies, the Advising Team recommends that the job of conducting such surveys (or telephone questionnaires or focus groups) on a regular basis needs to be assigned to a particular office or perhaps to the colleges as a routine on-going function. Such assessments need to gauge student satisfaction with advising and the effectiveness of advisors, advising resources, and advising processes. Similarly, student retention and degree completion rates - by degree program – should be assessed to indirectly assess advising effectiveness.*

Moreover, the Advising Team suggests that an analysis of the survey and retention data – with breakdowns by college/program and comparisons over time – should become part of the Academic Program Review process.

Part C: Degree Audit System

For many years, Ferris has tried to identify a software product that would enable students, advisors, and others to chart degree progress while students were enrolled and then to facilitate the degree clearance process prior to graduation. In the late 1990s, the University attempted to implement the On Course product in conjunction with SIS. This initiative was not effective and was shelved. With the advent of Banner in 2005, there was hope that the CAPP product that was

part of that student records system, would solve this problem at long last. This potential solution, however, had been dormant for the three years following the installation of Banner Student. Thus, the original mandate from Interim VPAA Oldfield charged the Advising Team to "identify and resolve the issues related to the CAPP" degree audit software system from Banner.

The basic charge from the VPAA was addressed with dispatch. Based upon earlier demonstrations of CAPP, there was already a consensus among the educational counselor group (and the degree audit clerks in their respective offices) that this product was not adequate for the work that needed to be done. Specifically, CAPP was not capable of addressing the wide variety of programs taught at Ferris, each with unique general education and major requirements. Moreover, CAPP did not effectively deal with requirement substitutions – a common occurrence in all of the undergraduate colleges. For that reason, the subcommittee tasked with this assignment began to explore other options.

Upon further investigation both on-line and at the national NACADA meetings in Fall 2008, one package, DegreeWorks, seemed to suit the specifications of the many Ferris curricula and so company representatives were invited to campus in December 2008 to demonstrate that product. A more detailed follow-up demonstration was provided in February 2009 to a host of Ferris department heads and chairs, faculty, administrators, support staff, IT specialists, and educational counselors. Members of the degree audit subcommittee checked DegreeWorks references with a number of institutions, including a site visit to the Davenport University campus in Lansing. In addition, the staff from the Information Technology unit at Ferris was connected to their counterparts at DegreeWorks to make sure that the product would interface properly with Banner, determine the hardware required to support the product, and identify the likely costs associated with implementation.

As a result of these efforts, the subcommittee and the Advising Team recommended to Interim VPAA Dan Burcham that the University purchase DegreeWorks to answer the original mandate. This recommendation was submitted as an annual planning document in Spring 2009 (see Appendix E). The planning document indicated a cost of more than $200,000 and thus required approval by the Board of Trustees. Approval was granted in summer 2009, the product and a range of support services were purchased, and a plan was made to install, code, and implement DegreeWorks for use by students and advisors by Fall 2010. That formal installation plan developed by IR&T and IT, known as a Charter, is in Appendix F.

At this writing (March 2010), the DegreeWorks implementation plan is on schedule. The necessary hardware was purchased, the software was installed, and the "scribing" of Ferris degree and general education requirements is nearly completed and ready for testing by the educational counselors and the various department heads and department/program chairs.

Additional benefits derived from the implementation of DegreeWorks include:

- Inclusion of the College of Pharmacy and the Michigan College of Optometry.
- Inclusion of Kendall College of Art and Design and CPTS.
- Rationalization of long-standing issues related to transfer credits, substitutions, closed programs, and curricular mapping.
- Provision of an option for students and advisors to play "what if?" in order to quickly see how their academic record fits with a different or additional program.

Recommendation: The Advising Team recommendation to purchase and implement the Degreeworks product was implemented in 2009-10. The availability of a user-friendly should shorten time to degree completion and degree completion rates. It should save considerable staff time for advisors in advising and scheduling sessions and for support staff charged with degree clearance functions. It could also facilitate the advising and registration of transfer students although great care must be exercised to make sure that any feedback provided from DegreeWorks to prospective students, prior to enrollment at Ferris, comes from academic affairs professionals who are responsible for those curricula along with necessary caveats and disclaimers.

Part D: Advisor Recognition

Because of the importance of academic advising to the institution, the recognition subcommittee conducted research about ways to publicly affirm exemplary academic advising. Their proposal for a University-wide award was supported by the entire Academic Advising Team and the Provost in Fall 2009 and was implemented effective Spring 2010. The process and criteria are reproduced below and in Appendix G.

Outstanding Academic Advisor Award Guidelines

Awards:

(1) At least one award of $1000 each for exemplary academic advising will be given campus-wide during each academic year.
(2) Each recipient will be given an individual plaque in addition to the monetary award.
(3) Each recipient's name will be listed on an Outstanding Academic Advisor Award plaque.

Eligibility:

(1) Candidates must be Ferris employees and have a minimum of two years of advising experience at Ferris State University.
(2) All faculty and staff members at all Ferris campuses are eligible for consideration.

(3) Faculty and staff members who have received the Outstanding Academic Advisor Award within five (5) years are not eligible.

(4) Awards could be granted to a combination of faculty or staff recipients.

Nominations:

(1) Any individual may nominate someone for an Outstanding Academic Advisor Award. This includes, but is not limited to staff, faculty, students, alumni, and parents of students.

(2) A web link will be established to allow nominations to be made on-line.

(3) Each year, an electronic communication will be sent to all students, faculty, and staff inviting them to make nominations.

(4) Nominator should complete a Nomination Form summarizing the extent to which the nominee meets the award criteria.

Evaluation Criteria:

Nominations will be sought for individuals who provide outstanding academic advising services. The criteria used for evaluation are listed below. Nominees are not required to excel in all listed areas. The criteria may include:

(1) A positive and committed attitude toward students

(2) Years of academic advising service at Ferris

(3) Knowledge of university policies, procedures and requirements

(4) Development of innovative advising strategies and tools

(5) Use of appropriate information resources and referrals

(6) Attendance at advisor training sessions, symposiums, or conferences

(7) Mentoring students

(8) Effective interpersonal skills

(9) Other areas deemed relative to effective advising

Selection Committee:

The Outstanding Academic Advisor Committee will consist of members from the Educational Counselor group, representation from the Academic Advising Implementation Team and Associated Student Government.

Nominee Requirements:

(1) The selection committee will develop a prioritized list of nominees.

(2) From the prioritized list, four to five (or a number deemed appropriate by the committee) will be asked to submit a paper describing their academic advising philosophy, methods, challenges, and accomplishments they deem noteworthy.

Award Ceremony:

Recipients will be honored at the annual Ferris Service Awards Reception and the Distinguished Teaching/Faculty Reception.

Recommendation: As noted above, the Advising Team recommendation to recognize a University-wide academic advisor of the year effective in 2010 was implemented in Spring 2010. It is a pleasure to report here that there were six nominees for this award in 2010. Three nominees completed the application process and Ms. Linda Kuk, Advising Assistant in the College of Allied Health Sciences was selected as the inaugural Outstanding Academic Advisor recipient.

Although the Advising Team originally recommended that up to five faculty or staff be recognized each year, Academic Affairs limited the number to one per year for several valid reasons. The Team recommends now, however, that each college consider the value of identifying an outstanding academic advisor, using the process and criteria adapted by Academic Affairs. Adoption of college-level awards would serve to reinforce the value of advising in the colleges and optimize the recognition function without overwhelming the University-wide award process.

Part E: Advisor Professional Development

With the assignments of purpose, recognition, and finding a degree audit tool accomplished and the assessment task addressed, the training issue remains as the most challenging task to be achieved. The Advising Team subcommittee assigned to consider the training (we believe that professional development is a better term) issue conducted an exhaustive set of studies in order to come up with the recommendations listed below.

Based upon student comments on the academic advising surveys conducted in 2008-9, it is clear that the most significant area for improvement is enhancing the professionalism of academic advisors of all types. Student concerns included availability, responsiveness, knowledge of requirements and regulations, and knowledge about referral resources. Moreover, other indicators such as freshman probation rates, student retention, and degree completion rates offer concrete evidence that there is room for improvement. For example, for the past three years the proportion of new first-year students earning a gpa below 2.0 (i.e., on probation) has been steady at about 25%. Similarly, following the introduction of firm admission standards during the past eight years, first to second year retention of those first-year students improved quickly but leveled off at just under 70% during the past three years. Degree completion rates during that same period also improved, but remain well below the benchmark rates at other public universities in Michigan or among peer institutions.

All of these issues can be addressed through improved academic advising. Such improvements, however, depend upon the introduction of professional development for advisors.

In 2010, Ferris State University has both University-wide and college-specific training needs for academic advisors (both faculty and staff who perform advising tasks). **It is quite probably the most important element in this report and justifies the longer list of recommendations below.** These recommendations were excerpted from the report of the subcommittee (the complete report is included in Appendix H).

Recommendations:

1. *University College should provide newly hired faculty with introductory academic advising professional development via a summer workshop after their first year of employment and before they begin advising duties.*
2. *Due to the program-centric nature of advising at FSU, each undergraduate college should offer college/department specific professional development for new advisors prior to the first semester of advising.*
3. *New advisors should be paired with an experienced mentor advisor in their department (or college) during the second semester of teaching to observe best practices prior to the assumption of advising duties.*
4. *In conjunction with the FCTL and IT, the colleges should develop blended or on-line professional development options in order to reach greater numbers of faculty and to reinforce the initial orientation to advising tools such as the Advising Guide, FerrisConnect, and DegreeWorks.*
5. *University College and the FCTL should collaborate to develop a standardized program of on-going development for experienced advisors to include a step-wise approach and certification incentives.*
6. *Professional development opportunities for academic advisors should be assessed on a regular basis, with assessments to include learning outcomes and learner satisfaction.*
7. *The overall effectiveness of professional development efforts should be assessed on a regular basis by observing and comparing student satisfaction, academic probation rates, student retention rates, and degree completion rates.*
8. *Administration of professional development opportunities for academic advisors should be assigned to University College, with primary responsibility for development activities assigned to the Educational Counseling Department.*

Section III – Unsolicited Recommendations

As a result of the work completed by the Advising Team during the past two years to address the mandate from the VPAA's office, it also identified a number of advising-related issues that warrant attention even though they were not specified on that list.

Part A - Advising Load

In the work completed by the Advising Team training subcommittee, it was determined that the most significant restraining force to success was perceived to be student to advisor ratios. This finding correlates to the data gathered in the 2007 Advisor Survey that found the two highest priorities for improvement were reducing student/advisor ratios and developing a reward system. At Ferris, advising load varies significantly based on college, program, department, and on campus versus off campus. Part of this load discrepancy is related to student numbers, part-time/temporary faculty (who don't advise), full time faculty numbers, teaching load, and skill level of the advisor.

Recommendation: Based upon the standard loads identified on the NACADA website, the Advising Team recommends that the University consider establishing norms for academic advising loads, both for faculty advisors and advising specialists. Targets established by NACADA would suggest a 20:1 ratio for faculty and a 300:1 ratio for advising specialists. In the determination of actual loads, colleges and degree programs should take into consideration the type of students served by an advisor. For example, advisors who work primarily with students who have more extensive advising needs should have fewer advisees. The institution must decide, of course, which students need more extensive advising. On many campuses those students are classified as undecided, underprepared, adult, disabled, minority, international and/or first generation.

Part B - Off Campus Advising

The current state of off-campus faculty support presents another opportunity for improvement. Availability of faculty advisors both on and off-campus has varied significantly based on teaching schedule. To be candid, many of the concerns expressed on the several surveys about academic advising seemed to originate from students at sites other than Big Rapids. Obviously, advising at the other sites offers some challenges as the staff members assigned to those sites are not always fully trained with regard to every program offered and the faculty advisors are only available limited days per week. At some of the off campus sites, advising is only available a few times a month. To date, there has been no standardized support system in place for off-campus faculty and staff. Advising for students enrolled in on-line degree programs presents similar, but additional, challenges.

Recommendation: *Because all off-campus programs and advisors are now in the College of Professional and Technical Studies, there is an opportunity to enhance advising at all sites. That opportunity should be seized in line with the recommendations made above regarding purpose, assessment, degree audit, recognition, and professional development.*

Advising for on-line programs should be the responsibility of the college and department offering the program in line with the recommendations made above regarding purpose, assessment, degree audit, recognition, and professional development.

Part C - National Association of Academic Advising (NACADA)

The NACADA organization provides opportunities for professional development at the national, regional and state levels. The national conference is always in the first week of October and provides an array of excellent professional presentations and workshops. NACADA also sponsors numerous advisor recognition programs that may be of interest to Ferris advisors. Moreover, the national NACADA also offers special interest meetings to deal with technology, assessment, and management issues every year. The regional branch of NACADA (Region 5) allows advisors from the Great Lakes area to meet every spring. While there may not be the range of sessions that would be offered at the national conference, the Region 5 meeting is still high quality and usually affordable. Finally, Michigan now has its own statewide branch – MIACADA – and holds a drive-in conference for Michigan advisors every May. University College and the Advising Team have supported advisors of all types to attend the Region 5 meeting in Grand Rapids two years ago and the national conference in Chicago last year. Counselors, faculty, and advising specialists alike found these meetings to be beneficial.

Recommendation: *Because professional development should not and cannot be limited to University efforts if we are to successfully address the other recommendations in this document, it is recommended that attendance at state, regional and national meetings of NACADA be supported as legitimate professional development activities for faculty and professional advisors with regard to budget and advancement. In addition, the University might invite NACADA-approved advising experts to campus to provide lectures and workshops for advisors to maximize professional development at a relatively low cost.*

Revised 11/16/10

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: **Graphic Design AAS Concentration within AIMC Degree**

Initiating Unit or Individual: **Marketing Department**
Contact Person's Name: **Tom Mehl** e-mail: **mehlt@ferris.edu** phone: **X2414**
Date or Term of Proposal Implementation: **Fall 2011**

☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
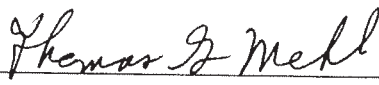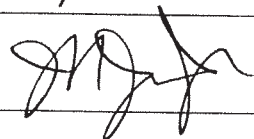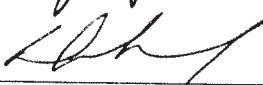
X Group I - B – New minors or concentrations

☐ Group II - A – Minor curriculum clean-up and course changes

☐ Group II - B – New Course

☐ Group III - Certificates

☐ Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program Faculty	*Thomas J Mehl*	11-16-10	2 Support — Support with Concerns 0 Not Support
Department Faculty	*Laura Dix*	11-16-10	17 Support 0 Support with Concerns 0 Not Support
Department Head	*A*	11-17-10	X Support — Support with Concerns — Not Support
College Curriculum Committee	*(signature)*	11-23-10	6 Support — Support with Concerns — Not Support
Dean	*(signature)*	11/25/10	✓ Support ___ Support with Concerns ___ Not Support
University Curriculum Committee			___ Support ___ Support with Concerns ___ Not Support
Senate			___ Support ___ Support with Concerns ___ Not Support
Academic Affairs			___ Support ___ Support with Concerns ___ Not Support

* Support with Concerns or Not Support <u>must</u> include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

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

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

The proposal is for a new concentration (called the AAS Graphic Design Concentration) within the existing Advertising/Integrated Marketing Communications (AIMC) program. The proposed concentration will require completion of an AAS in graphic design; the AAS degree will be taken as fulfillment of (all) 18 credits required for the proposed program concentration. The proposed concentration has been developed collaboratively by the AIMC and GRDE programs.

The purpose of this concentration is to create a smooth transition from the GRDE AAS program to the AIMC program following completion of the GRDE AAS degree. In particular, students who complete the GRDE AAS program but fail to qualify for continuation in the GRDE BS program may easily transfer into the AIMC program under the proposed concentration.

The concentration is specifically designed as a retention tool for GRDE students who need a bridge from the GRDE-AAS program to a BS program other than the GRDE BS program. In addition, the very prolific GRDE program will use this bridge as one piece in the overall marketing strategies for the GRDE and AIMC programs.

While there are other options for the GRDEE AAS student within FSU, an equivalent of the popular ADVG program option that had existed in previous years no longer exists – the proposed concentration within the AIMC program is designed to re-introduce this option to GRDE AAS students not qualified to enter the GRDE BS program. No similar program is known to exist within Michigan.

Past experience and on-going interest from GRDE AAS students not qualified to enter the GRDE BS program indicates continued interest/support for this proposed program. It is expected that 10 to 20 GRDE students per year will take advantage of the proposed concentration. The AIMC program does not intend to pull students from the GRDE program; rather, GRDE faculty will advise students into the program.

The proposed concentration does not include any new courses or the elimination of any existing courses. All courses included in the concentration exist –essentially within the current GRDE-AAS program. All complementary courses within the AIMC program already exist. Sustaining enrollments in these programs do not depend upon those students who may utilize this bridge between the GRDE-AAS and AIMC-BS programs.

2. Summary of All Course Action Required*

   a. **Newly Created Courses to FSU:**
   Prefix   Number   Title

   b. **Courses to be Deleted From FSU Catalog:**
   Prefix   Number   Title

   c. **Existing Course(s) to be Modified:**
   Prefix   Number   Title

   d. **Addition of existing FSU courses to program**
   Prefix   Number   Title

   e. **Removal of existing FSU courses from program**
   Prefix   Number   Title

3. **Summary of All Consultations**

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom

No external Form B's were deemed necessary. The proposed concentration has been developed collaboratively within the Marketing Department by the AIMC and GRDE programs.

4. **Will External Accreditation be Sought? (For new programs or certificates only)**

ACBSP ____ Yes   __✗__ No

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

5. **Program Checksheets affected by this proposal.**

Only the existing AIMC program checksheet is affected.

(old curriculum)

FORM 1

Ferris State University - College of Business

BACHELOR OF SCIENCE DEGREE IN BUSINESS – ADVERTISING/INTEGRATED MARKETING COMMUNICATIONS- 123/124 credits

NAME: _____ ID#: _____

Required	Course Title - Prerequisites Shown in Brackets ( )	Crs	Gr	Gr Pt
COMMUNICATION COMPETENCE - 12 Credits Required				
COMM 121	Fundamentals of Public Speaking (none)	3		
ENGL 150	English 1 (ENGL 074 w/C- or better or ACT 14 or SAT 370)	3		
ENGL 250	English 2 (ENGL 150 w/C- or better)	3		
ENGL 325	Advanced Business Writing – (ENGL 250 or 211 w/C- or better)	3		
SCIENTIFIC UNDERSTANDING – 7-8 Credits Required				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/sci/courses.html for approved courses.				
	Scientific Understanding	4		
	Scientific Understanding	3-4		
QUANTITATIVE SKILLS – 3 Credits Required				
MATH 115	Intermediate Algebra (MATH 110 w/C- or better, or 19 on ACT or 460 on SAT) If MATH ACT score is 24+, substitute a general education elective.	3		
CULTURAL ENRICHMENT – 9 Credits Required* - one at 200-level or above				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/cult/courses.html for approved courses.				
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective	3		
PHIL	Business Ethics	3		
SOCIAL AWARENESS – 9 Credits Required*				
**ECON 221	Principles of Macroeconomics 1 (MATH 110 w/C- or better or 19 ACT or SAT of 460)	3		
**ECON 222	Principles of Microeconomics 2 (ECON 221)	3		
**PSYC 150	Introduction to Psychology (ACT 17 READ or Verbal 430 SAT or READ 106 w/C or better)	3		
GENERAL EDUCATION ELECTIVES – 8 Credits Required*				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/gened.html for approved courses.				
	General Education elective	3		
	General Education elective	3		
	General Education elective	2		
BUSINESS CORE - 30 Credits Required				
ACCT 201	Principles of Accounting 1 (MATH 110 w/C- or better or 19ACT or 460SAT)	3		
ACCT 202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW 321	Contracts and Sales (None)	3		
BUSN 499	Integrating Experience (FINC 322 or MGMT 350, MGMT 370, MKTG 321, Sr status)	3		
FINC 322	Financial Mgmt 1 (ACCT 202, Math 115 or 116 or 117 or MATH ACT 24)	3		
ISYS 321	Business Information Systems (ACCT 202, MKTG 321, and MGMT 301)	3		
MGMT 301	Applied Management (none)	3		
MGMT 370	Quality/Operations Management (Soph Standing or Instructor Permit)	3		
MKTG 321	Principles of Marketing (Sophomore standing)	3		
STQM 260	Intro to Statistics (MATH 115, 116, 120, 126, 130, 132, or 135 with a grade of C- or better or 24 on ACT or 560 on SAT.)	3		

Required	Course Title - Prerequisites Shown in Brackets ( )	Crs	Gr	Gr Pt
ADVERTISING/IMC MAJOR COURSES – 30 Credits Required				
AIMC 101	Intro to Advertising/IMC (none)	1		
AIMC 222	Principles of Advertising/IMC (None)	3		
AIMC 301	Advertising/IMC Career Seminar (none)	2		
AIMC 312	Layout and Production (AIMC 222)	3		
AIMC 324	Promotional Writing (AIMC 222, ENGL 250)	3		
AIMC 334	Fundamentals of Media (AIMC 222)	3		
AIMC 486	Advertising/IMC Management (AIMC majors w/senior status, or instructor permit)	3		
AIMC 488	Advertising/IMC Campaigns (AIMC 301, AIMC 312, AIMC 324, & AIMC 334)	3		
MKTG 231	Professional Selling (COMM 121 highly recommended)	3		
MKTG 322	Consumer Behavior (MKTG 321, PSYC 150)	3		
MKTG 425	Marketing Research (MKTG 321, STQM 260)	3		
CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:				
(Must receive prior course approval from your advisor.)				
ACCOUNT MANAGEMENT – 15 CREDITS REQUIRED				
AIMC 375	Bus-to-Bus Advertising (AIMC 222, Jr. status)	3		
AIMC 491	Internship (strongly recommended, minimum of 3 credits) or Directed Elective (advisor approval)	3		
MKTG 434	Advanced Selling (MKTG 231 and MKTG 321 and Senior Status)	3		
Choose 1 with advisor approval:				
MKTG 375	Marketing for Non-Profit Organizations (MKTG 321)	3		
MKTG 410	Industrial Marketing (MKTG 321)	3		
MKTG 475	Product Marketing (MKTG 321 and STQM 260)	3		
Choose 1 with advisor approval:				
AIMC 376	Media Strategy and Tactics (AIMC 334)	3		
ECOM 375	Business-to-Business E-Commerce Marketing (MKTG 321)	3		
ECOM 383	Business-to-Consumer E-Commerce Marketing (MKTG 321)	3		
MKTG 383	Direct Marketing (ADVG 222 and MKTG 321)	3		
PREL 240	Public Relations Principles (ENGL 150)	3		
MEDIA – 15 CREDITS REQUIRED				
AIMC 376	Media Strategy and Tactics (AIMC 334)	3		
AIMC 491	Internship (strongly recommended, minimum of 3 credits) or Directed Elective (advisor approval)	3		
ECOM 375	Business-to-Business E-Commerce Marketing (MKTG 321)	3		
STQM 270	Data Mining (STQM 260 with C- or better)	3		
Choose 1 with advisor approval:				
ECOM 383	Business-to-Consumer E-Commerce Marketing (MKTG 321)	3		
MKTG 383	Direct Marketing (AIMC 222 and MKTG 321)	3		

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.

Advising notes:

FSUS 100 requirement satisfied by _____

Global Consciousness requirement satisfied by _____

Race, Ethnicity, Gender requirement satisfied by _____

Effective Fall 2009

* Global consciousness requirement must be met either through Cultural Enrichment, Social Awareness, General Education or major courses.

** Courses meet the Social Awareness requirements.

Note: A 2.00 cumulative GPA is required in the major, concentration, business core and overall for completion of the Advertising/Integrated Marketing Communication degree.

SUGGESTED SEMESTER BY SEMESTER COURSE COMPLETION

FIRST YEAR

Fall Semester

		CrHrs	Grade
ENGL 150	English 1	3	
COMM 121	Fundamentals of Public Speaking	3	
MATH 115	Intermediate Algebra (if not needed, sub Gen Ed Elec)	3	
	Scientific Understanding elective w/lab	4	
	General Education Elective	3	
	TOTAL	16	

Spring Semester

		CrHrs	Grade
AIMC 101	Introduction to Advertising/IMC	1	
PSYC 150	Introduction to Psychology	3	
ECON 221	Principles of Macroeconomics	3	
	General Education Elective	3	
	Cultural Enrichment Elective	3	
	General Education Elective	2	
	TOTAL	15	

SECOND YEAR

Fall Semester

		CrHrs	Grade
ACCT 201	Principles of Accounting 1	3	
MKTG 321	Principles of Marketing	3	
ECON 222	Principles of Microeconomics	3	
STQM 260	Introduction to Statistics	3	
	Scientific Understanding Elective	3-4	
	TOTAL	15-16	

Spring Semester

		CrHrs	Grade
ACCT 202	Principles of Accounting 2	3	
ENGL 250	English 2	3	
AIMC 222	Principles of Advertising	3	
MKTG 231	Professional Selling	3	
PHIL	Business Ethics	3	
	TOTAL	15	

THIRD YEAR

Fall Semester

		CrHrs	Grade
AIMC 312	Layout and Production	3	
AIMC 334	Fundamentals of Media	3	
MKTG 322	Consumer Behavior	3	
MGMT 301	Applied Management	3	
	AIMC Concentration (see front page for list)	3	
	TOTAL	15	

Spring Semester

		CrHrs	Grade
AIMC 301	Advertising/IMC Career Seminar	2	
AIMC 324	Advertising/IMC Copy	3	
BLAW 321	Contracts and Sales	3	
MKTG 425	Marketing Research	3	
FINC 322	Financial Management	3	
	AIMC Concentration Elective (see front page for list)	3	
	TOTAL	17	

FOURTH YEAR

Fall Semester

		CrHrs	Grade
AIMC 486	Advertising/IMC Management	3	
AIMC 488	Advertising/IMC Campaigns	3	
ISYS 321	Business Information Systems	3	
MGMT 370	Quality/Operations Management	3	
	AIMC Concentration Elective (see front page for list)	3	
	TOTAL	15	

Spring Semester

		CrHrs	Grade
BUSN 499	Integrating Experience	3	
ENGL 325	Advanced Business Writing	3	
	Cultural Enrichment Elective	3	
	AIMC Concentration Elective (see front page for list)	3	
	AIMC Concentration Elective (see front page for list)	3	
	TOTAL	15	

TOTAL HOURS REQUIRED 123/124

ADDITIONAL INFORMATION:
See front of sheet for notations regarding:
1. Prerequisites
2. Specific course requirements and suggested directed electives
3. Graduation requirements
4. Interrupted studies – re-admission

(new checksheet)

FORM 1

Ferris State University - College of Business

BACHELOR OF SCIENCE DEGREE IN BUSINESS – ADVERTISING/INTEGRATED MARKETING COMMUNICATIONS- 123/124 credits

NAME:

ID#:

Required	Course Title - Prerequisites Shown in Brackets ( )	Crs	Gr	Gr Pt
COMMUNICATION COMPETENCE - 12 Credits Required				
COMM 121	Fundamentals of Public Speaking (none)	3		
ENGL 150	English 1 (ENGL 074 w/C- or better or ACT 14 or SAT 370)	3		
ENGL 250	English 2 (ENGL 150 w/C- or better)	3		
ENGL 325	Advanced Business Writing – (ENGL 250 or 211 w/C or better)	3		
SCIENTIFIC UNDERSTANDING – 7-8 Credits Required				
	Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html for approved courses.			
	Scientific Understanding	4		
	Scientific Understanding	3-4		
QUANTITATIVE SKILLS – 3 Credits Required				
MATH 115	Intermediate Algebra (MATH 110 w/C- or better, or 19 on ACT or 460 on SAT) If MATH ACT score is 24+, substitute a general education elective.	3		
CULTURAL ENRICHMENT – 9 Credits Required* - one at 200-level or above				
	Consult the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html for approved courses.			
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective	3		
PHIL	Business Ethics	3		
SOCIAL AWARENESS – 9 Credits Required*				
**ECON 221	Principles of Macroeconomics 1 (MATH 110 w/C- or better or 19 ACT or SAT of 460)	3		
**ECON 222	Principles of Microeconomics 2 (ECON 221)	3		
**PSYC 150	Introduction to Psychology (ACT 17 READ or Verbal 430 SAT or READ 106 w/C or better)	3		
GENERAL EDUCATION ELECTIVES – 8 Credits Required*				
	Consult the Ferris website: www.ferris.edu/htmls/academics/gened/gened.html for approved courses.			
	General Education elective	3		
	General Education elective	3		
	General Education elective	2		
BUSINESS CORE - 30 Credits Required				
ACCT 201	Principles of Accounting 1 (MATH 110 w/C- or better or 19ACT or 460SAT)	3		
ACCT 202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW 321	Contracts and Sales (None)	3		
BUSN 499	Integrating Experience (FINC 322 or MGMT 350, MGMT 370, MKTG 321, Sr status)	3		
FINC 322	Financial Mgmt 1 (ACCT 202, Math 115 or 116 or 117 or MATH ACT 24)	3		
ISYS 321	Business Information Systems (ACCT 202, MKTG 321, and MGMT 301)	3		
MGMT 301	Applied Management (none)	3		
MGMT 370	Quality/Operations Management (Soph Standing or Instructor Permit)	3		
MKTG 321	Principles of Marketing (Sophomore standing)	3		
STQM 260	Intro to Statistics (MATH 115, 116, 120, 126, 130, 132, or 135 with a grade of C- or better or 24 on ACT or 560 on SAT.)	3		

* Global consciousness requirement must be met either through Cultural Enrichment, Social Awareness, General Education or major courses.
** Courses meet the Social Awareness requirements.

Advising notes:
FSUS 100 requirement satisfied by _____
Global Consciousness requirement satisfied by _____
Race, Ethnicity, Gender requirement satisfied by _____

Required	Course Title - Prerequisites Shown in Brackets ( )	Crs	Gr	Gr Pt
ADVERTISING/IMC MAJOR COURSES – 30 Credits Required				
AIMC 101	Intro to Advertising/IMC (none)	1		
AIMC 222	Principles of Advertising/IMC (None)	3		
AIMC 301	Advertising/IMC Career Seminar (none)	2		
AIMC 312	Layout and Production (AIMC 222)	3		
AIMC 324	Promotional Writing (AIMC 222, ENGL 250)	3		
AIMC 334	Fundamentals of Media (AIMC 222)	3		
AIMC 486	Advertising/IMC Management (AIMC majors w/senior status, or instructor permit)	3		
AIMC 488	Advertising/IMC Campaigns (AIMC 301, AIMC 312, AIMC 324, & AIMC 334)	3		
MKTG 231	Professional Selling (COMM 121 highly recommended)	3		
MKTG 322	Consumer Behavior (MKTG 321, PSYC 150)	3		
MKTG 425	Marketing Research (MKTG 321, STQM 260)	3		
CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:				
(Must receive prior course approval from your advisor.)				
ACCOUNT MANAGEMENT – 15 CREDITS REQUIRED				
AIMC 375	Bus-to-Bus Advertising/IMC (AIMC 222, Jr. status)	3		
AIMC 491	Internship (strongly recommended, minimum of 3 credits) or Directed Elective (advisor approval)	3		
MKTG 434	Advanced Selling (MKTG 231 and MKTG 321 and Senior Status)	3		
Choose 1 with advisor approval:				
MKTG 375	Marketing for Non-Profit Organizations (MKTG 321)	3		
MKTG 410	Industrial Marketing (MKTG 321)	3		
MKTG 475	Product Marketing (MKTG 321 and STQM 260)	3		
Choose 1 with advisor approval:				
AIMC 376	Media Strategy and Tactics (AIMC 334)	3		
ECOM 375	Business-to-Business E-Commerce Marketing (MKTG 321)	3		
ECOM 383	Business-to-Consumer E-Commerce Marketing (MKTG 321)	3		
MKTG 383	Direct Marketing (ADVG 222 and MKTG 321)	3		
PREL 240	Public Relations Principles (ENGL 150)	3		
MEDIA – 15 CREDITS REQUIRED				
AIMC 376	Media Strategy and Tactics (AIMC 334)	3		
AIMC 491	Internship (strongly recommended, minimum of 3 credits) or Directed Elective (advisor approval)	3		
Choose 1 with advisor approval:				
ECOM 375	Business-to-Business E-Commerce Marketing (MKTG 321)	3		
STQM 270	Data Mining (STQM 260 with C- or better)	3		
Choose 1 with advisor approval:				
ECOM 383	Business-to-Consumer E-Commerce Marketing (MKTG 321)	3		
MKTG 383	Direct Marketing (AIMC 222 and MKTG 321)	3		
GRAPHIC DESIGN AAS DEGREE (completion of associate meets concentration requirements)				

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.

Note: A 2.00 cumulative GPA is required in the major, concentration, business core and overall for completion of the Advertising/Integrated Marketing Communication degree.

Effective Fall 2010

SUGGESTED SEMESTER BY SEMESTER COURSE COMPLETION

FIRST YEAR

Fall Semester

		CrHrs	Grade
ENGL 150	English 1	3	
COMM 121	Fundamentals of Public Speaking	3	
MATH 115	Intermediate Algebra (if not needed, sub Gen Ed Elec)	3	
	Scientific Understanding elective w/lab	4	
	General Education Elective	3	
	TOTAL	16	

Spring Semester

		CrHrs	Grade
AIMC 101	Introduction to Advertising/IMC	1	
PSYC 150	Introduction to Psychology	3	
ECON 221	Principles of Macroeconomics	3	
	General Education Elective	3	
	Cultural Enrichment Elective	3	
	General Education Elective	2	
	TOTAL	15	

SECOND YEAR

Fall Semester

		CrHrs	Grade
ACCT 201	Principles of Accounting 1	3	
MKTG 321	Principles of Marketing	3	
ECON 222	Principles of Microeconomics	3	
STQM 260	Introduction to Statistics	3	
	Scientific Understanding Elective	3-4	
	TOTAL	15-16	

Spring Semester

		CrHrs	Grade
ACCT 202	Principles of Accounting 2	3	
ENGL 250	English 2	3	
AIMC 222	Principles of Advertising	3	
MKTG 231	Professional Selling	3	
PHIL	Business Ethics	3	
	TOTAL	15	

THIRD YEAR

Fall Semester

		CrHrs	Grade
AIMC 312	Layout and Production	3	
AIMC 334	Fundamentals of Media	3	
MKTG 322	Consumer Behavior	3	
MGMT 301	Applied Management	3	
	AIMC Concentration (see front page for list)	3	
	TOTAL	15	

Spring Semester

		CrHrs	Grade
AIMC 301	Advertising/IMC Career Seminar	2	
AIMC 324	Advertising/IMC Copy	3	
BLAW 321	Contracts and Sales	3	
MKTG 425	Marketing Research	3	
FINC 322	Financial Management	3	
	AIMC Concentration Elective (see front page for list)	3	
	TOTAL	17	

FOURTH YEAR

Fall Semester

		CrHrs	Grade
AIMC 486	Advertising/IMC Management	3	
AIMC 488	Advertising/IMC Campaigns	3	
ISYS 321	Business Information Systems	3	
MGMT 370	Quality/Operations Management	3	
	AIMC Concentration Elective (see front page for list)	3	
	TOTAL	15	

Spring Semester

		CrHrs	Grade
BUSN 499	Integrating Experience	3	
ENGL 325	Advanced Business Writing	3	
	Cultural Enrichment Elective	3	
	AIMC Concentration Elective (see front page for list)	3	
	AIMC Concentration Elective (see front page for list)	3	
	TOTAL	15	

TOTAL HOURS REQUIRED 123/124

ADDITIONAL INFORMATION:
See front of sheet for notations regarding:
1. Prerequisites
2. Specific course requirements and suggested directed electives
3. Graduation requirements
4. Interrupted studies – re-admission

Graphic Design Program Outcomes
Associates Degree
Revised 04/23/09

Graduates of the Graphic Design Associates Degree Program are expected to demonstrate the following program-level outcomes:

- Understanding of the design principles, typography, information hierarchy, and symbolic representation.

- Demonstrate proficiency with tools and technologies to create, reproduce, and distribute visual messages.

AIMC Program Outcomes
BS Degree

Select, develop, recommend, and execute integrated marketing communications strategies (e.g. advertising, sales promotion, public relations and publicity, personal selling, e-commerce, direct marketing) to meet organizational goals

Conduct primary and secondary research and apply intelligence to the integrated marketing communications process

Innovate effective integrated marketing communications via the blending of the creative work of copywriters, graphic designers, as well as marketing, media, and production specialists

Formulate advertising, media, and integrated marketing communications budgets, including media plans with appropriate media strategies and tactics for diverse clients and program objectives

Utilize the synergies arising from the dynamic relationships among agencies, clients, vendors, media, and regulatory agencies - while adhering to professional, ethical, and social responsibilities

Program Level Assessment Plan (Including assessment of BS degree w/ proposed concentration)
Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: 1) target one or two program outcomes; 2) select (e.g. randomly) ten senior capstone course students; 3) select capstone course work demonstrating student competence levels for each targeted outcome; 4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; 5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion. Success Criterion: At least 80% of sampled students showing med or hi level performance.

Ferris State University
ACADEMIC AFFAIRS POLICY LETTER

October, 2010   10-02

INTERNET COURSE LISTINGS
Effective January, 2011

Three types of courses that utilize the Internet have been identified by Ferris State University: Web-Enhanced, Blended, and Fully Online. Instructors proposing to offer either Blended or Fully Online sections must have these plans approved in advance by the Department Chair/Head or the Dean of the College. Courses that have not been submitted for this review will not be listed in the schedule of courses offered by Ferris State University.

To protect both the University and the faculty member from unnecessary liability, only those blended and fully online courses that are conducted through the University's course management system (currently FerrisConnect) will be listed in the Ferris schedule of courses. Faculty may offer students additional resources, like wikis, YouTube, Skype, etc., as long as students access such products through the University's course management system. An exception, such as courses offered directly through another site, such as a commercial provider, must be approved in writing by the Dean of the College.

Faculty are encouraged to use Ferris e-mail to communicate with students whenever FerrisConnect is temporarily unavailable.

Different procedures apply to submissions for Blended and Fully Online courses. Further elaboration on the characteristics of each type of Internet-reliant course and the current procedures may be found on the accompanying Procedures for Listing Internet Courses as well as on the Academic Affairs website, where the latest policy and procedures will be available.

PROCEDURES FOR LISTING INTERNET COURSES

To clarify what distinguishes each of the three types of Internet-related courses identified by Ferris, characteristics of each are provided below. These characteristics, with some modification here, were first suggested by the Fall 2004 Best Practices Forum Faculty Work Group on the design and delivery of online courses:

Characteristics of Internet Course Types

Web-enhanced:
- Features typically include administrative uses of web materials such as posting of course syllabus, listing of schedule, course and instructor information, and posting of grades
- Provides additional, but not exclusive, point of reference for pages of course content, links to relevant websites, study guides, self-assessment activities, etc.
- Communication tools may be provided to facilitate contact with instructor and fellow learners;
- Participation in the web course space may or may not be required in order to meet course outcomes

Blended (formerly referred to as Hybrid):
- Access to and participation in the web course activities is required; a learner cannot be a productive member of the class and meet course objectives without regular web access
- Face-to-face meetings are retained, but are scheduled with reduced frequency than the class would meet in a fully face-to-face section
- Much of the course content, student learning, and other aspects of the course are facilitated through peer-to-peer, group, and instructor-to-student discussion, collaboration, and presentation.

Fully Online:
- Face-to-face meetings no longer occur
- All student-to-student, student-to-instructor, and student-to-content interaction takes place via the web course tools

Course Listing Procedures

Procedures to be followed for listing each of these Internet course type options on the Ferris Schedule of Classes follow:

Fully Online
Because of the integrated nature of Ferris State University's enrollment, financial, and administrative software (currently, Banner) and its course management systems

(currently FerrisConnect), all fully online courses must be offered through FerrisConnect. This requirement is designed to maximize efficiency, enhance accountability, and avoid unnecessary liability for faculty members and the University.

No course with the Internet (V or VL) designation will be listed in the Ferris course schedule unless a corollary course has been established and is utilized within the University's course management system. This policy will take effect for courses to be offered after January 1, 2011, and subsequent semesters.

Each course/instructor combination to be offered fully online must be approved by the Department Chair/Head or the Dean of the College ahead of its being listed in the course schedule and at least 30 days ahead of the first day of classes in the planned semester. Once an instructor/course combination has been approved, this approval carries forward to future offerings of that course by that instructor, unless other stipulations are imposed. That is, once a particular instructor has been approved for a fully online course, s/he may continue to offer that class fully online without seeking additional approvals. However, another instructor desiring to offer that same course would need to seek initial approval. Approvals follow the course and an instructor in combination. An instructor approved for one course is not automatically approved for another without following the procedure. The responsibility for approving faculty to teach courses resides within the College.

The form to be used for a fully online course request is included within this procedures document and will be available on the Academic Affairs website. The form must be submitted electronically, and all approvals and comments will also be processed electronically.

Deans may delegate the responsibility for the review and approval process to a course lead instructor, coordinator, and/or another person within the College.

Blended:
All blended classes must also be approved in advance by the Department Head/Chair or the Dean of the College. Blended courses refer only to those where there is a reduction in the class meeting times. Requests to offer blended courses should be submitted ahead of the due date for the schedule for the semester in which the course is to be offered.

When requesting a blended course, faculty members should supply the Department Chair/Head with a rationale for offering the course as blended, the specific dates that the class will meet for the semester, and how the course components (such as exams, activities, content, etc.) will be incorporated into the face-to-face and online portions of the course. A sample of the form to be used for this request is included in this procedures document and can be accessed on the Academic Affairs website. This form should be submitted through the approval processes electronically. This section of the policy will take effect for Spring 2011. Once dates for blended courses are specified in the schedule, these dates are not to be changed except in rare circumstances and only with the approval of the Dean and a designee in the Office of the Provost.

Because the specific schedule for face-to-face meetings will change from semester to semester and a variety of other systems are impacted, such as scheduling of classrooms and information about availability of instructors, blended courses must be submitted for review and approval each semester. Much of the information will likely apply from semester to semester so that the initial request may simply be updated each semester with the new calendar. Request forms will be available online to simplify updating.

Deans may delegate the responsibility for the review and approval process to a course lead instructor, coordinator, and/or another staff person within their College.

Web-Enhanced:
No special procedures apply to web-enhanced courses since, by definition, these courses are scheduled to meet for all of the planned face-to-face sessions.

c. Have you achieved a level of certification via the Online Instructor Certification Program? If so, what level(s) of certification have you completed? Refer to the Faculty Center for Teaching and Learning website for descriptions of these instructor certification levels. *Certification through at least Level 4 is strongly recommended for all fully online instructors.*

_____ None
_____ Level 1
_____ Level 2
_____ Level 3
_____ Level 4
_____ Level 5

d. Please indicate with a check mark (√) which of the following course "best practices" you believe this course meets: (*Note: All of these would ideally be met in a fully online format For more explanation of each of these, refer to http://www.ferris.edu/htmls/academics/center/WebCT/BestPracticesinOnline.htm.*

e. The Faculty Center for Teaching and Learning has staff prepared to assist you with meeting these best practices.

- Learner Support and Resources   Meets _____
- Online Organization and Design   Meets _____
- Instructional Design and Delivery   Meets _____
- Assessment and Evaluation of Student Learning Meets _____
- Innovative Teaching with Technology   Meets _____
- Faculty Use of Student Feedback   Meets _____

Comments from Department Chair/Head/Dean:

_____   _____
Department Chair/Head or Dean Approval   Date

Electronic Copy sent by Dean's Office to FerrisOnline Office on _____(date)

e-mail: *FerrisOnline@ferris.edu*

Request for Approval for Offering a Blended Course

Date of Submission of Request: _____

Proposed Course: _____

Proposed Semester: _____

Instructor: _____

Course Information

Include the following with this cover-sheet in your electronic submission:
1. Brief rationale for proposing this as a blended course
2. Preliminary syllabus for course
3. Intended course learning outcomes (if not included on syllabus)
4. General description of how you intend to utilize the online components of the course vs. the activities of the face-to-face environment
5. Course assessment plans, including how students' performance will be evaluated and how the instructor will evaluate the course's effectiveness
6. Proposed course calendar (clearly demonstrating planned meeting times and activities associated with web-based components; this information must also be included on the syllabus)

Instructor Information

a. Have you taught a blended or online course in the past?
    _____ Yes
    _____ No

b. Have you completed the FerrisConnect training?:

    _____ Yes
    _____ No

c. Have you achieved a level of certification via the Online Instructor Certification Program? If so, what levels of certification have you completed? Refer to the Faculty Center for Teaching and Learning website for descriptions of these instructor certification levels.
    _____ None
    _____ Level 1
    _____ Level 2
    _____ Level 3

_____ Level 4
_____ Level 5

d. Please indicate with a check mark (√) which of the following course "best practices" you believe this course substantially meets: *Note: It is less critical that all of these be met in a mixed-delivery format. For more explanation of each of these, refer to http://www.ferris.edu/htmls/academics/center/WebCT/BestPracticesinOnline.htm.*

e. ***The Faculty Center has staff who are prepared to assist you in meeting these best practices.***

- Learner Support and Resources   Meets _____
- Online Organization and Design   Meets _____
- Instructional Design and Delivery   Meets _____
- Assessment and Evaluation of Student Learning Meets _____
- Innovative Teaching with Technology   Meets _____
- Faculty Use of Student Feedback   Meets _____

Comments from Department Chair/Head/Dean:

_____   _____
Department Chair/Head Approval   Date

Academic Affairs Policy Letter

Authentication of Student Identity

Effective Immediately

Policy

Ferris State University verifies the identity of each student enrolled in and completing its courses and programs. Students' identity will first be verified upon enrollment, when official records (including transcripts) are required through the admissions process. The University re-verifies student identity through a variety of methods that are outlined in its student authentication procedures, including the requirement that students access their online courses through a secure login process. Online courses should provide sufficient interaction between students and instructors to further contribute to verifying a student's identity. The University continuously monitors the requirements associated with student authentication at the accreditor, state, and/or national levels and evaluates whether its approaches best meet its requirements.

Procedures

1. Students enrolled at Ferris are required to possess an official identification document that includes their picture. This may include a driver's license, passport, or a Ferris ID.

2. Students enrolled in online courses are required to enter their login ID and a password to access their online courses. At present, that secure access is provided through the MyFSU/FerrisConnect system. The login takes place through a secure connection.

3. Present University Information Technology policy requires that passwords must be changed frequently. Passwords must be sufficiently complex that they are not easily decoded in that, at present, they must be between 8 and 30 characters and require the inclusion of at least one upper-case letter, one lower-case letter, and one numeral.

4. Students are asked to set up a challenge question at the time they establish the password

5. Faculty, through their course syllabi or other communications, will illuminate the ways that they utilize varied methods to instruct and to assess in the online environment.

6. Online courses are, by design, available to University personnel through the course management system (FerrisConnect, currently a WebCT product), just as the face-to-face classes are visible within the university in their physical classroom presence.

7. Faculty and/or program leaders will determine the situations when a proctored examination will be required. Proctored exams are another of the many methods employed by Ferris to verify a student's identity. Frequently arrangements are made at regional sites or with community colleges to provide this testing oversight.

8. The University does not assess additional charges for verification of identity unless it makes such requirements known as fees associated with the course at the time of a student's enrollment. Such additional fees must be included on the course syllabus and must be approved by the University's Student Fees committee. Exceptions may exist if a student requires proctoring of an examination or other activity at a center that assesses a fee for this service.

Academic Affairs Policy Letter

November 2010

Student Complaint Policy

Ferris State University is committed to assuring a supportive process that invites student feedback in a manner that promotes a positive learning environment. Students should follow established policies and procedures to resolve their complaints. College leaders are responsible for maintaining records of student complaints and providing an annual report to the Provost's Office. If a complaint alleges discrimination or harassment, the student may follow other processes to have the situation resolved, including contacting Student Affairs or the Office of Equal Opportunity.   This policy and the associated procedures apply to areas within Academic Affairs, including all of the Colleges, the Library, the Faculty Center for Teaching and Learning, the Charter Schools Office, and the International Center.

Procedures

Guide for Students to Resolve their Complaints Related to Academic Affairs

Overview and Introduction
This document outlines ways students may communicate complaints within the Division of Academic Affairs at Ferris State University. If your complaint concerns another student or student services, such as transcripts, housing, or university recreation, refer to the Student Affairs complaint policy and procedures here:
http://www.ferris.edu/htmls/administration/StudentAffairs/judicial/OSC_student_complaint_p olicy.pdf

The Code of Student Community Standards is found here
http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/

This Code states that "each Ferris State University student has a right to initiate a complaint that may bring about an investigation and/or disciplinary action involving another member of the University academic community."

Claims of Harassment or Discrimination
If your complaint alleges discrimination or harassment, including sexual harassment, you are encouraged to contact the Office of Student Conduct within Student Affairs, call (231) 591-3619 or e-mail nortonk5@ferris.edu if your complaint is about a student; or, if the concern relates to a Ferris employee or other campus visitor, contact the Office of Equal Opportunity in McKessy House, the Office of the General Counsel of the University, on the Big Rapids Campus, telephone (231) 591-2152 or e-mail yostk@ferris.edu

Expressing Your Concerns

You should first express a concern to the individual closest to the problem who has the ability to remedy the situation. For example, if the concern relates to a course, your instructor is the appropriate first step. If the concern relates to advising, then your advisor should be contacted. If you do not know who to contact, you can contact the Dean's office in your college to get guidance on where to express your concern. Contact information for each college will be found here: http://www.ferris.edu/htmls/colleges/ Each college should provide a "contact" link to the Dean's Office on their College's home page.

Suggestions that may help you to approach faculty or advisors constructively are provided at the end of this document.

Grade Appeals

Separate policies exist for appealing a grade. You will find the grade appeal process here: http://www.ferris.edu/htmls/administration/academicaffairs/policyLetters.html

Some colleges have additional information on their websites concerning the complaint process, so students are encouraged to look for this additional guidance. Each academic college follows the following procedures:

Step 1 – Direct discussion with instructor, advisor, or other appropriate individual. The first step is for the student to discuss the concern/complaint directly with the individual who is closest to the issue or with whom the student has a concern. Students are encouraged to talk with this person as early as possible. The complaint does not need to be in writing at this stage of the process. Many situations can be satisfactorily addressed, or misunderstandings clarified, at this level. When this occurs, no further action is required.

Step 2 – Department Chair/Head/Director Review. In the event that a concern/complaint cannot be adequately addressed through direct discussion at step 1, the student may take another step by contacting the department chair, department head, or director of the program area (hereinafter referred to as Department Representative). At this step, the student must submit a written statement to the Department Representative.

In cases where there is not a department head, chair, or director, the complaint should be directed to an assistant or associate dean, or other designated individual. Students enrolled through other locations (not in Big Rapids) should express their complaints through the colleges where their major is located or the college or area where the concern exists.

Student's Written Statement. The written statement should identify the student; instructor, advisor, or other party(ies) to the complaint; course (as appropriate); a factual description of the problem; and any other relevant information such as past efforts to address the problem. Typically, the student will also meet with the department representative after the recipient of the complaint has had an opportunity to review the written statement. The written statement may be provided in electronic form, such as e-mail or fax. The student is encouraged to submit

a written complaint as close to the concern as possible. All complaints must be received within the same calendar year.

Normally the department representative will ask the individual against whom the complaint has been filed to review the written statement of complaint and to file a written response. The department representative may also meet with any involved individuals to discuss the situation and to review any relevant materials.

Following the department representative's review, s/he is authorized to undertake whatever action and/or discussion may be called for within the limitations of relevant University, College, and/or Program policies and procedures. That action may involve denying the complaint, working out a solution, referring the matter to another office, or some other appropriate action. The Department Representative should complete action within seven (7) business days.

If the department representative concludes that the student has engaged in dishonesty or other violation of Ferris's code of student responsibilities, the department representative may initiate action with student judicial services.

The department representative is not authorized to change the student's grade, although the department head may recommend grade change appeal review by the Dean's office and Academic Standards and Policies Committee.

Step 3 – Dean's Review. In the event that the student or the individual against whom the complaint was filed is dissatisfied with the resolution at the department representative's level, he/she may appeal that decision to the Dean's office of the College. A student wishing to pursue this level of appeal should submit a written statement to the dean or his/her designate. The dean (or designate) will review the complaint and the record of review at the department level and will adjudicate the case. The Dean or his/her designate should complete any action within seven (7) business days. **The dean's decision is final and is not subject to further appeal.**

Any complaints that reach the dean's office are subject to the annual official student complaint reporting required of Academic Affairs units. Thus, the annual report to the Provost's Office should include any written complaints that reached the Dean's Office for resolution or action.

Reporting Guidelines for Colleges
Annually, every academic college and unit (such as the International Center or FLITE) is required to submit a summary report to the Provost's Office regarding the types and number of complaints received during the academic year. These reports will be due June 30 each year and include a summary of the actions taken to resolve the complaints and to avoid similar ones in the future. A template is provided on the Academic Affairs shared drive for this purpose. In addition, each College is required to maintain its student complaint log electronically for a minimum of 5 years so that the University may refer to these archived documents if necessary. Only complaints that reach the dean's level need to be included in the annual report.

Approaching Others With Your Complaint

Expressing a concern is never easy, but it is important both in the academic environment and in other settings. Problems are always best remedied directly with the person with whom you have the concern. You will benefit from developing your skills in the area. In the work context, your colleagues will appreciate knowing that you address your concerns directly with them rather than with their supervisors.

When you approach another, explain how the problem is affecting you and avoid accusing others. For example, you might say that "I felt diminished when you pointed out in class in front of my peers that my homework had been done wrong" or "Requiring me to work with a team that is not near has made it difficult for me to complete the required assignments." Avoid using "you" in sentences like: "You diminished me in front of my peers," or "You were unfair to assign me to a team that was not nearby." Instead, frame your complaint from the view of how it is impacting you. . . how it is impairing your ability to complete your assignments, how it made you feel, or other personalized approaches. In addition, be prepared to ask for the "remedy" that you desire. In the examples provided here, you may simply ask: "I would appreciate it if you would not point me out in class for things I have done wrong, as I am trying to do my best;" or "I was embarrassed that you pointed out my weaknesses in front of my colleagues." Or, "Would you allow me to work on this assignment independently, because it is not possible for me to coordinate a meeting schedule with these students?"

It is often also desirable to ask for the "remedy" you desire. For example, you may ask that the instructor review his assessment of your homework assignment; or give you another opportunity to correct the assignment, if you did not understand the requirements; etc.