

Table of Contents

1. [Graphic Design Program](#)
2. [Program Mission](#)
3. [Program Goals](#)
4. [Curriculum](#)
5. [Assessment of Student Learning](#)
6. [Program Profile](#)
7. [Program Value beyond Productivity and Enrollment Numbers](#)
8. [Program Flexibility and Access](#)
9. [Visibility and Distinctiveness](#)
10. [Demand](#)
11. [Student Achievement](#)
12. [Employability of Graduates](#)
13. [Faculty Composition and Engagement](#)
14. [Program Administration and Support](#)
15. [Support Services](#)
16. [Facilities and Equipment](#)
17. [Perceptions of Overall Quality](#)
18. [Implementation of Findings](#)
19. [Appendix A](#)
20. [Appendix B](#)
21. [Appendix C](#)

1. Graphic Design Program

[Return to Table of Contents](#)

Graphic Design is a unique program situated in the College of Business, that offers a focused design education that integrates business and marketing courses within a comprehensive design curriculum providing its graduates with a range of skills applicable to today's dynamic innovation economy. The program allows each student to develop in particular areas of interest such as brand design, experience design, interactive design and more. Students in the program progress over the course of four years from developing fundamental visual communication skills, and appreciation for user-centered design in a variety of media to working collaboratively in teams to develop complete communication solutions for real clients. In addition to applied creativity, students in the program develop appreciation of the design process, professionalism, presentation, and project management skills that facilitate tangible organizational objectives for a broad range of clients. Graduating students present their portfolios to the elite members of the design industry in a renowned annual Portfolio Review event.

Graduates of the Graphic Design (DSGN) Bachelor degree program develop careers as Designers, Art Directors, Interaction Designers, User Experience Designers, User Interface Designers, Design Directors, Creative Directors, Freelance Designers, Corporate Designers, Production Designers, and Production Managers. DSGN graduates are consistently in demand at some of the leading design firms, corporations, and agencies in the country, (including Herman Miller, Universal Mind, Amazon, IBM, Carnevale, Steelcase, and Microsoft).

Committed full-time faculty maintains strong relationships with industry leaders as we consistently deliver learner-centered design education to students from diverse backgrounds.

Design is becoming more integrated with other industries. Not only are designers expected to have creative and technical skills to make artifacts, now they must conceive, plan, and collaborate with other business professionals. The Graphic Design program at Ferris State University has a bright outlook for the future. It's situated in a unique but ideal environment within the College of Business, strategically positioned it for things to come.

Program history

Prior to 1989, the Graphic Design Program had been a two-year, associate degree program in Commercial Art. Beginning in the fall of 1989, the four-year Bachelor of Science Degree Program began with the first baccalaureate graduates in Spring 1990 from the Visual Communication Program, as well as graduates in the Associate in Applied Arts Degree Program. This continued for fifteen years. After the purchase of Kendall College of Art and Design in the fall of 2000, the Ferris administration decided to combine the Ferris Visual Communication Program with Kendall's Visual Communication Program in Grand Rapids. After one semester, it was decided that as soon as the three-year commitment to the enrolled Ferris VC students was honored, the baccalaureate program in Big Rapids would be reopened as Visual Design and Web Media (VISD). Therefore, in 2002, the junior level of the new VISD Program was maintained in Big Rapids on the FSU campus while the seniors in the Visual Communication Program were housed in Grand Rapids in the KCAD facility. By fall 2003, the Visual Design and Web Media students were back in Big Rapids where we are now, located in the College of Business.

Since the fall of 2006, the Program has been renamed “Graphic Design”, students expect solid foundational design courses delivered with a media-independent intent. Graphic Design faculty review and establish goals during semi-annual daylong retreats. These goals are based on the input of experts and program advisors through ongoing interviews, focus groups, workshops and surveys. For nearly 20 years students have experienced the same commitment to excellence and integrity in everything we do.

Indicate how the program’s history is incorporated into the program’s culture, how program history impacts decision-making within the program, and how the program’s story is communicated to program stakeholders

The Graphic Design program has been housed in the Marketing Department of the College of Business since it started in 1989. We have had long-time reputation of focusing on more of a business aspect in our teaching than fine-art aspect. User’s experience in interactive design and development is also very much emphasized in our program. Housing our program in a College of Business used to be a disadvantage since many students search art schools not business schools for graphic design programs. In recent years faculty in our program have determined to turn this disadvantage into an advantage. We have decided that DSGN will no longer be a fine-art-based Graphic Design Program. It will be developed into a business-based Graphic Design Program, the only one unique graphic design program in U.S. We take the advantage of being housed in a College of Business and their faculty resources and start making changes in our curriculum by adding several business courses as our program electives. They include Introduction to Statistics (STQM 260), Professional Selling (MRKT 231), Principles of Marketing (MKTG 321), Database Design-Implementation (ISYS 200), Public Relations Principle (PREL 240), Web Application Development (ISYS 288), and Marketing Research (MRKT 425). We anticipate these curriculum changes plus being housed in a College of Business students would benefit both our students and faculty members. Students would find it convenient to take business courses and at the same time our faculty would find more opportunities to communicate and cooperate with Business faculty members. As I mentioned above, according to previous research current design practice puts emphasis on the design of experiences and interaction as opposed to the design of artifacts. While historically the design industry relied on print as the primary medium of communication, today’s employers demand design graduates to be equally well versed in interactive and print technologies. Our new curriculum changes reflect this historical strength of the Ferris Graphic Design program. As the Graphic Design program has matured over time, ongoing discussions among the faculty have been the primary driver for curricular development. The institutional history possessed by our faculty helps to keep our programs connected to our past but at the same time, adjusted to the demands of today’s employers, relevant for our students’ futures.

2. Program Mission

[Return to Table of Contents](#)

2-1. FSU mission statement

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves

our rapidly changing global economy and society.

2-2. College mission statement

We are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students can take pride in their developed competencies and the distinctiveness of the College's programs. We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.

2-3. Department mission statement

The mission of the marketing program at Ferris State University is to provide students with the marketing skills and hands-on application of knowledge required to succeed in their future careers in a global economy. We do this by providing exceptional educational experiences in a student centered environment with practical application of theory delivered by marketing professionals with a balance of education and work experience.

2-4. Program mission statement

The Graphic Design program is focused on preparing our students for successful careers in the design field by instilling in them both the highest standards of academic excellence and design practice. We support our students in launching their careers by delivering a design industry savvy curriculum, where a practical application of theory is delivered by experienced design faculty within a collaborative, student-centered environment.

2-5. Incorporating Our Mission

The Graphic Design program mission is well aligned with the department, college, and university missions. We focus on career-oriented teaching strategies and provide a student-learning-centered environment. We have frequently modified our curriculum aiming to prepare our students with solid design knowledge and equip them with practical, updated design skills. Our program is housed in the College of Business. We take a full advantage of our program location and attempt to develop it into a powerful, unique business based Graphic Design program. Our curriculum redesign reflects the changing role of the designer from a decorator to a more rounded visual communicator capable of strategic thinking and a more balanced designer with both creative and practical skills. Through intensive collaboration in curriculum redesign, constant assessment of our current practice, and consultation with industry professionals, our Graphic Design faculty members have continuously made adjustments that have enhanced existing courses within the current curriculum structure. This latest program curriculum change clearly reflects this attempt (see detail in Curriculum [session D](#)). Our program faculty members serve as navigators to guide students to experience the design industry through every single assignment/project that are closely-linked with the design industry. Students' are required to participate in portfolio reviews, one for sophomore students in order to ensure our students' learning quality. And the other review is for senior students to prepare them to be competent in the job market. This senior portfolio review has earned a reputation for our program in West Michigan design communities.

The following comments from some Grand Rapids companies demonstrate our program's excellence.

"Thought that my thinking of the user experience went entering Heartland Hockey Camp was creative and user-centered." (Francisco Inchauste, Universal Mind).

"Said the Swaps site didn't look students did it, meaning it was really good." (Chris Thiele, Blue Cross Blue Shield of Michigan)

"Thought the process packet for Heartland was exactly how designers should start projects like a brand restage." "Said the user paths for Swaps were a great way to show user needs and goals." (Grant Carmichael, The Understanding Group)

"Loved the facility portion of Living Canvas, and how the user can subscribe to a magazine." "Said the Step Up program looked really successful, and went beyond expectations for a student project." (Rob Jackson – Extra Credit Projects)

3. Program Goals

[Return to Table of Contents](#)

3-1. Describe what the program hopes to accomplish.

3-1-1. Program Goals

- Respond to industry practice and design a curriculum that places emphasis on the design of experiences and interaction as opposed to the design of artifacts.
- Create a design curriculum with fewer more robust entry-level courses that serve students by helping them determine earlier if design is their correct path before a significant investment in program specific courses is made.
- Increase the number of students exposed to design as a profession by offering entry-level design courses as service to programs that value design awareness and skill. Collaborative advising with faculty from these programs should result in students with design aptitude choosing to enter the design program.
- Develop a process of continuous student assessment that equips faculty to advise students regularly about whether they should continue in design or enter a related area of study better suited to their interests and aptitudes.
- Expand the number of program specific course credits in the junior and senior years to provide for experiential learning. Students will engage in applied learning through Branding Experiences and client work in the Design Project Center.

The proposed curriculum changes have been conducted in close consultation with West Michigan design community as well as the AIGA, the national professional association for design. Current design professional practice puts emphasis on the design of experiences and interaction as opposed to the design of artifacts. While historically the design industry relied on print as the primary medium of communication, today's employers demand design graduates to be equally well versed in interactive and print technologies. The proposed curriculum changes aim to prepare Graphic Design program graduates for successful careers that blend in equal measure problem solving skills,

creative strategies and technical skills.

With the implementation of this new curriculum the Graphic Design associate degree will be eliminated. Most students entering the program aspire to receive the bachelor's degree and do not like to think of themselves as being in a 2-year program. Faculty and employers view the AAS degree as a stepping stone to further education and as an assessment point for direction into the Graphic design bachelor's degree or other degrees within the department, college and university. In its place, a mechanism of assessment will be developed to assess students without the need for the AAS degree and will better serve students as they are advised to proceed with an academic plan that leads to successful completion of a BS degree and employment within their chosen profession.

3-1-2. How do the described goals apply to preparing students for professional careers, responsible citizenship, lifelong learning, and meeting employer needs or the needs of other stakeholders?

The stated goals prepare students by...

- ...recognizing the transitioning responsibilities of a design professional and implementing changes to the curriculum that acknowledge these changes. Our new curriculum reflects these changes in course work and principles reviewed in lectures. This change in curriculum prepares students to immediately contribute to a contemporary professional design environment.
- ...lowering the resource commitment to investigating design as a career choice This equates to a more probable and faster alignment of student to an appropriate career curriculum.
- ...broadening the exposure of an introductory design course to a larger student population. This equates to a more probable and faster alignment of students to this career curriculum.
- ...establishing review practices that identify earlier in the educational career of the student, the potential success in this industry. Likewise, reviews highlight the need for re-directing the students in a more appropriate field of study.
- ...saturating the final programs years with intense multi-disciplinary aspects of a professional career. Primary among these experiences is the engagement with an actual client design and production process.

3-2. Incorporating program goals

3-2-1. How are the program's goals communicated to students, faculty, and other stakeholders?

These goals are communicated to students through catalog course descriptions, recruiting presentations, and student organizations such as the Student AIGA.

These goals are communicated to faculty through regularly schedule meetings at the program, department and college level.

Theses goals are communicate to stakeholders through faculty intervention in the industry, job shadowing and internship programs, and professional organizational participation by the faulty and students.

3-2-2. How and when are the program's goals reviewed and re-evaluated

Program goals are reviewed through standardized assessment tools such as semester TracDat assessment forms.

Goals are addressed as needed in program and department meetings throughout the academic year. We meet every fall semester to review our program and discuss issues or concerns about our goals. We focus more on how to make our program serve better for our students. The recent curriculum change is the evidence of reevaluating our program goals. We also use the following mechanisms to review our program goals.

Feedback from industry, alumni and student population is attained through surveys and is reviewed annually for its alignment to the program goals.

Formal evaluation of student progress is considered at all levels of the program through annual portfolio reviews by faculty.

Information contained in SAI data is reviewed annually by the department chair and corresponding faculty.

Scheduled APR efforts comprehensively review the program's goals, document the results and submit the results for review by the APR committee.

3-2-3. How have the program's goals changed in the last five years?

Many of the programs goals have change dramatically in the last five years. Some have not changed. Some goals are constant to a design discipline that has, at its root, underlying principles that apply despite advances in technology and changes in industry approaches.

The goals that have changed relate to set of responsibilities a graphic designer has today as opposed to five years ago. Today a designer is expected to participate in the conceptual and strategic structuring of communication solutions. This is opposed to merely designing and producing artifacts that support a marketing effort. While this may still constitute a portion of their responsibility, employers are looking for design professionals that embrace the experience of the end user. It is this aspect of design consideration that constitutes the largest change in the program's goals in the past five years.

3-3. Strategic Plan

3-3-1. Program's short-term strategic plan

- Bring the program up to date with current industry needs by reviewing and adjusting the contemporary relevance of the curriculum.
- Increase enrollment by re-structuring the pace of the 4-year program curriculum to allow low-risk, early investigation of aptitude for this career path.
- Increase the program's value to the university by looking for opportunities to offer service courses across the campus.
- Expand the interaction of the student population with the professional population through a job

shadowing and internship program.

3-3-2. Program's long-term strategic plan

- Establish the program as a national benchmark for contemporary professional design curriculum.
- Add to growing the reputation of Ferris State University as a leader in innovative and relevant educational practices.
- Expand the technical capabilities and resources of the program.
- Enhance the program real and perceived value by exchanges with professional organizations and other respected educational entities. We are implementing a senior portfolio exit review with key industry partners to evaluate how program goals and initiatives are being met. This will include assessment of long and short-term goals as well as program learning objectives. Discussion will happen immediately after student portfolio review and will be recorded and entered into TrakDat. Program faculty will take action adjusting or setting new goals based on this essential feedback. In the past this feedback from our industry stakeholders has been used to set goals and assess program outcomes but has not been formally documented. This will change with the new process.
- Continue the effort to maintain an industry-informed faculty.

3-3-3. How is the program's strategic plan reviewed and re-evaluated

The Program's strategic plan is evaluated through meetings at the program level.

3-4. Goal Attainment

3-4-1. Evaluate the program's success in achieving the stated program goals.

As we mentioned above, we have made changes in our graphic design program curriculum. Those changes are made to better meet the stated program goals. They are not made to reflect new program goals. We believe our recent curriculum changes are consistent with our goals and meanwhile benefit students tremendously.

3-4-2. How does the program plan to address both met goals (reflection) and goals not realized (action?)

Our plan will be to review the specific goals for their individual success and shortcomings. This review will be a program-wide effort of all participating faculty and appropriate administration. Those goals that are deemed to be successfully accomplished will be reviewed for possible enhancement in annual meetings. Those that are determined to have failed achievement will be disseminated for adjustments or restructuring at an annual review meeting.

4. Curriculum

[Return to Table of Contents](#)

4-1. [Program check sheets](#) (anchor links)

4-2. [Syllabi for program courses](#) (anchor links)

4-3. **Evaluate program policies and procedures implemented to ensure quality, consistency, and currency related to content within each course within the program.**

Portfolio review (sophomore) —

Portfolio review (senior) —

Industry Consultation —

Surveys —

Colleague Oversight —

SAIs —

Course assessment (Tractate)—

Collaborative program curriculum development and evaluation by program faculty—

4-4. **Evaluate general education requirements, co-curricular experiences, and service learning or other experiential education experiences incorporated into the curriculum.**

We consider general education to be an essential part of the education of a professional designer, and so require all students to take a substantial number of general education courses offered by other departments throughout the university. As a program in the College of Business, a modified business core is included in our directed electives. This core in conjunction with Graphic Design course makes the program's graduates distinctive and employable.

Specific areas of General Education emphasis

Art History —

English/written composition and communication —

Math —

Public speaking —

Social Awareness —

Directed electives — including components of the business core

we strongly believe in an early and active engagement with the professional industry for our students. This is essential to properly align the student to an appropriate education track and acclimate them to industry expectations.

Service Learning and Experiential Learning opportunities

DPC —

Job shadow program —

Internship program —

Advisor consultations —
Industry field trips —
Guest lecturers —
RSOs — AIGA
Competitions —
Industry related employment —

4-5. How is the importance of general education requirements, co-curricular experiences, and service learning or other experiential education experiences communicated to potential students, currently enrolled students, and other stakeholders?

These parties are made aware of the importance of experiences through various channels.

Potential students:

- Presentations at recruiting efforts
- Marketing materials

Currently Enrolled students:

- Faculty participation with student AIGA
- In-class announcements
- Advising

Other Stakeholders:

- University, college and department meetings

4-6. How are program requirements communicated to potential students, currently enrolled students, and other stakeholders?

Program requirements are communicated to potential students through program catalog entries, promotion materials, school visits, Dawg Days, Day of Discovery, and scheduled meetings with interested potential students. Currently enrolled students are presented with program requirements through individual and group advising. Other stakeholders are made aware of program requirements through methods appropriate to the party and university procedures.

4-7. Evaluate curricular changes that have been implemented in the last five years

The Graphic Design program has periodically updated course content, however it is in a timely position for comprehensive curricular change to keep pace with current industry standards. Design industry has been affected not only by profound technological change but also a fundamental philosophical rethinking of the role of the design professional. The proposed curriculum changes have been done in close consultation with the West Michigan design community as well as the AIGA, the national professional association for design. According to the conducted research the current design practice puts emphasis on the design of experiences and interaction as opposed to the design of artifacts. While historically the design industry relied on print as the primary medium of communication, today's employers demand design graduates to be equally well versed in interactive and print technologies. The proposed

curriculum changes aim to prepare Graphic Design program graduates for successful careers that blend in equal measure problem solving skills, creative strategies and technical skills.

4-8. Evaluate curricular changes currently under consideration

The program faculty are aggressively engaged in maintaining an industry-relevant curriculum. This is reflected in comprehensive changes in the current curriculum. These changes have been developed through extensive communication with industry professionals. We have also looked to strengthen the curriculum focus and brand message of our program. This is achieved through faculty collaboration, cooperation and agreement that individual faculty processes lead to a pool of common outcomes. These “focus-outcomes” exist at the program, course and assignment level.

Our program is no longer a fine-art-based Graphic Design Program. We have not only added several business courses as electives, but also changed the way of teaching for all of our DSGN design courses. The key point of the change is focusing on more design process than design result. Take an assignment of DSGN Typography class as an example. Students need to understand how to develop a design project from beginning to the end, specifically from research, analysis, and group discussions to concept, sketches, layout, critique, prepress, printing and publishing. To achieve this goal, students need to understand the user-centered experience. Different from other design schools, which focus more on aesthetic aspect of design, our program emphasizes this process driven teaching method. Most faculty members in our program have had more than ten years design industry experience and many of them still keep a close relationship with design industry. This is our valuable faculty-professional resources, which we believe should be fully utilized to benefit our students. Meanwhile, our program requires all faculty members and all high-level students to join the membership of AIGA. AIGA is not only a design association for students, but also a comprehensive organization mainly run by designers from design industry.

4-9. Evaluate program policies and procedures implemented

The number of credits keeps the same as the old curriculum. All program courses have been updated and redesigned to meet current industry needs. Graphic Design courses used by Languages and Literature programs are being eliminated and replaced.

A new progression will be introduced by which the number of major courses are gradually increased over the four years in the B.S. program. First semester students in the program receive a single program course designed as an introduction to the diverse aspects of this field of study. This offers the uninitiated a lower resource commitment while being introduced to this discipline. It allows earlier consideration of the “rightness” of the program before a significant investment is made on the part of the student both in finances and accumulating “program-only” credit hours. For those interested in exploring the waters of the program, this calls for less risk (and stress) in the beginning of their college experience. This change is attractive to anyone looking for scheduling flexibility and low early commitment to a particular major.

The low commitment aspect of a single first semester major course will peak the interest of students from across the campus. Students who were previously wary of investing 6 first semester credits in the program now may be more likely to use this opportunity to explore this potential career. It is anticipated that this course sequence structure will be attractive to student from a wider range of disciplines than currently apply to the Graphic Design program. It is also anticipated that it will serve to disqualify this program for many students and direct them more promptly to other programs in the college and university. Everyone benefits from this structure. The Graphic Design program acquires previously unidentified prosperous candidates and disinterested students are redirected earlier to a more appropriate track. This course sequence also means that the student’s schedule is being opened up to acquire more mandatory General Education credits, credits that apply to various degrees, earlier in their college careers while the decision regarding their major may still be forming.

In addition to a fully-online service course to the rest of the College, several of the proposed interaction design courses would be conducive to mixed-delivery, and in the case of the 300-

level interaction design and publishing courses, could be delivered fully-online.

With the implementation of this new curriculum the Graphic Design associate degree will be eliminated. Most students entering the program aspire to receive the bachelor's degree and do not like to think of themselves as being in a 2-year program. Faculty and employers view the AAS degree as a stepping stone to further education and as an assessment point for direction into the Graphic design bachelor's degree or other degrees within the department, college and university. In its place, a mechanism of assessment will be developed to assess students without the need for the AAS degree and will better serve students and as they are advised to proceed with an academic plan that leads to successful completion of a BS degree and employment within their chosen profession.

5. Assessment of Student Learning

[Return to Table of Contents](#)

The graphic design program is assessed by applying the Learn and Improve Cycle to program level outcomes. Five graduating students are selected from the top and bottom performers. They are evaluated on the following program outcomes:

1. **Critical Thinking: Demonstrate creative problem solving through use of a design process and deliverables.**
2. **Creative Concept: Develop creative user-centered communication solutions.**
3. **Execution: Produce professional level industry-relevant media deliverables.**
4. **Collaboration: Work Collaboratively with clients and design teams.**
5. **Professionalism: Exhibit design professionalism.**

5-1. Identify and evaluate the assessment measures that are used to gauge overall student success in accomplishing established program-level learning outcomes

Students' performance of (1) thinking critically; (2) generating creative concept that demonstrates user-centered communication solutions; (3) producing professional level industry-relevant media deliverables; (4) working collaboratively with design teams and clients; (5) exhibiting design professionalism are measured, against course level rubrics throughout the four years of the program. Course level measures include: individual assignments, group assignments, quizzes, tests, group and individual critiques, student presentations. Please see [Table below](#) for program specific outcome assessment measures. In addition to course level assessments, the Graphic Design program conducts a formal Sophomore Portfolio Review (See [Review Documents](#)) and Senior Portfolio Review for all Graphic Design students. Sophomore students are assisted in the preparation of their sophomore portfolios by the faculty advisors. Sophomore Portfolio Review is adjudicated by the Graphic Design program faculty. Students are assisted in the preparation of the Senior Portfolio Review by the faculty advisors, while feedback is given by invited industry experts during the Senior Portfolio Review event held each year, at the end of April in Grand Rapids. Senior Students are also encouraged to seek feedback for their portfolios from selected Marketing faculty within the College of Business.

Both Sophomore Portfolio Review and Senior Portfolio Review are aligned with our program outcomes: critical thinking, creativity, execution, collaboration, and professionalism. There are some specific requirements and evaluations for the Sophomore Portfolio Review (See [Review Documents](#)). Sophomore Portfolio Review involves all faculty members in Graphic Design Program. The evaluation

for each student is based on three aspects: attitude, visual literacy, and design skill. Attitude is measured through their reputation as a student, story about progression, and showing ideas rather than talking around them. Visual literacy is measured by students' inspiration (designer, cultural), their statement and resume, and subject in a portfolio piece. Design skill is measured by macro aesthetic of their work, ideas, typographic detailing, use of grids, and consistency.

Senior Portfolio is mainly assessed following the standards established by industry and the demand in the job market. We work together with our key industry partners to evaluate senior portfolio. In this way we are able to foresee how our program goals and initiatives are met. Accordingly program faculty take action modifying or setting new goals based on this essential feedback. In the past this feedback from our industry stakeholders has been used to set goals and assess program outcomes even though they were not fully documented. We now decide to formalize this process by recording and entering our industry stakeholders' feedback into TrakDat.

5-2. Identify and evaluate program policies and procedures designed to formalize the process of establishing, monitoring, and updating program-level student learning outcomes

The Graphic Design program has an established protocol for seeking input from the industry advisors, following the standards established by the design industry association (AIGA) and seeking consultation from campus and college wide academic partners to continually monitor and update all of the program level student learning outcomes. The Senior Portfolio Review provides an opportunity for program advisors and partners to interact and communicate. They use our student learning outcomes to evaluate student works and give them feedback. The Sophomore Portfolio Review is the time for us to invite faculty from other departments to participate the whole process. Faculty members from outside Graphic Design Program have fresh or objective eyes viewing our program outcomes. They usually make valuable suggestions and advising. We also use monthly department meeting time to share our program outcomes with business faculty since our program is housed in Marketing Department. All syllabi in Graphic Design Program are required to include updated Program Outcomes and to list them at the beginning of each syllabus.

5-3. How is the process of measuring and monitoring program-level student learning outcomes for making program improvements communicated to program stakeholders (including students, advisory members and employers, community members, and the University?)

Our program keeps connecting through professional relationships with high school teachers. Some faculty members serve as advisors of local professional schools. Current students have two portfolio reviews and are required to complete high-quality assignments in all level courses. We have a group of advisory members in Michigan, which include employers, alumni, and designers.

The "DSGN Course/Year/Program Outcomes Alignment" Table presented below indicates how our program communicates with current students about the measuring of the program-level student learning outcomes. Each student should have one individual table similar with this "DSGN Course/Year/Program Outcomes Alignment" Table. Student performance will be aligned with the program outcomes directly.

For other stakeholders such as employers and student parents, we do our best to communicate with

them through Dawg Days, Senior Portfolio Review, and DPC projects. We use The Dawg Days to communicate with student parents and use The Senior Portfolio Review to communicate with employers and our partners. The DPC is the place where multiple stakeholders are connected, such as local communities, design industries, other departments, and many student organizations.

5-4. [Link to TracDat results](#) which show the program's continued use of program-level student learning outcomes as one way to make program improvements.

5-5. Program curricular map

The Table of DSGN Course-Year-Program Outcomes Alignment presented below can be used as our program curricular map. It outlines each year's student learning outcomes and the relevant courses that help students to achieve those outcomes.

DSGN Course/Year/Program Outcomes alignment

[Back to Assessment of Student Learning](#)

Program outcomes	Critical thinking Demonstrate creative problem solving through use of a design process and deliverables	Creative concept Develop creative user-centered communication solutions	Execution Produce professional level industry-relevant media deliverables	Collaboration Work collaboratively with clients and design teams	Professionalism Exhibit design professionalism
4th yr outcomes	<ul style="list-style-type: none"> o Analyze and synthesize the design process to applied business problems o Synthesize professional design deliverables and built prototypes o Develop a personal career plans and professional brand o Demonstrate understanding of the application of design business goals for freelance and start-ups o Synthesize the design process within time constraints o Produce professional-level design deliverables within project constraints 	<ul style="list-style-type: none"> o Evaluate design solutions against client requirements and user goals o Apply visual communication skill in presenting work against program standards 	<ul style="list-style-type: none"> o Synthesize professional design deliverables and built prototypes o Apply skill for vendor and client interactions o Understanding of project management methods o Produce professional-level design deliverables within project constraints o Apply industry standards to deliverables 	<ul style="list-style-type: none"> o Knowledge of the business realities of design o Apply skill for vendor and client interactions o Understanding of project management methods o Produce professional-level design deliverables within project constraints o Apply communication skill to vendor and client interaction 	<ul style="list-style-type: none"> o Knowledge of the business realities of design Apply skill for vendor and client interactions o Understanding of project management methods o Produce professional-level design deliverables within project constraints o Apply communication skill to vendor and client interaction o Knowledge of the business realities of design Knowledge of budgets and client needs Knowledge of design industry best practice. o Demonstrate personal development and professional preparation o Apply skill for vendor and client interactions o Develop a personal career plans and professional brand o Demonstrate understanding of the application of design business goals for freelance and start-ups

					<ul style="list-style-type: none"> o Apply verbal communication skill in presenting for professional environments
4th yr courses <ul style="list-style-type: none"> • DSGN412: Design Professionalism & Entrepreneurship • DSGN410: Design Project Center 1 • DSGN420: Design Project Center 2 • DSGN499: Portfolio Preparation 					
3rd yr outcomes	<ul style="list-style-type: none"> o Construct a variety of solutions across multiple digital formats. o Understand key branding principles o Apply design process and principles of visual communication to business problems o Understand how the user experience model relates to building brand experiences 	<ul style="list-style-type: none"> o Construct a variety of solutions across multiple digital formats. o Understand key branding principles o Apply design process and principles of visual communication to business problems o Understand how the user experience model relates to building brand experiences o Construct a variety of solutions across multiple digital formats. o Understand key branding principles o Apply design process and principles of visual communication to business problems o Research and synthesize solutions to given business problems. o Generate and apply appropriate creative concept to given business problems based on exploration o Create and analyze bit prototypes 	<ul style="list-style-type: none"> o Knowledgeable in the technical aspects of current communication methods. o Aware of content management systems, resources, vendors, and other industry partners o Knowledge of a variety of systems and techniques in the production of design solutions o Knowledge in the management of design solutions throughout the production process o demonstrate solutions that use data-driven dynamic template systems. o Knowledge of current digital productivity tools Construct a variety of solutions across multiple digital formats o Create and analyze bit prototypes 	<ul style="list-style-type: none"> o Apply design process and principles of visual communication to business problems o Research and synthesize solutions to given business problems. o Generate and apply appropriate creative concept to given business problems based on exploration o Create and analyze bit prototypes 	<ul style="list-style-type: none"> o Apply design process and complete third year deliverable requirements
3th yr courses <ul style="list-style-type: none"> • DSGN310: Branding Experiences 1 • DSGN300: Producing Design Systems • DSGN320: Branded Experiences 2 • DSGN301: Interactive Design Development • DSGN399: Internship/Study abroad 					
2nd yr outcomes	<ul style="list-style-type: none"> o Apply typographic principles for readability across media types o Aware of interaction principles as they related to typography o Knowledge of basic navigation structures and way finding methods o Apply interactive design principles to digital media Knowledge of user input and testing o Understanding of user experience model 	<ul style="list-style-type: none"> o Apply typographic principles for readability across media types o Aware of interaction principles as they related to typography o Knowledge of basic navigation structures and way finding methods o Apply interactive design principles to digital media o Apply effective, engaging, efficient design solutions to a 	<ul style="list-style-type: none"> o Demonstrate technical skill and craft in prototypes o Skill in dynamic, functional prototype tools and technique 		<ul style="list-style-type: none"> o Apply design process and complete second year deliverable requirements

	through the creative of user-centered experiences	variety of communication problems. Understanding of user experience model through the creative of user-centered experiences			
2th yr courses					
<ul style="list-style-type: none"> • DSGN210: Typography & Visual Interfaces • DSGN212: Visual Communication • DSGN220: Interactivity & Development • DSGN222: Principles of Experience Design 					
1rd yr outcomes	<ul style="list-style-type: none"> o Knowledgeable in the process of user centered design, role of a designer o Knowledge of visual literacy Mood, emotion, style 	<ul style="list-style-type: none"> o Digital image appropriation and creation Knowledge of design principles Simplification and abstraction o Typographic best practice with historical context Composition and grid o Mood, emotion, style 	<ul style="list-style-type: none"> o Production of image systems o Knowledge of design, technology, tools, and resources 	<ul style="list-style-type: none"> o Knowledgeable in the process of user centered design 	<ul style="list-style-type: none"> o Knowledge of user centered design, role of a designer Apply design process and complete first year deliverable requirements
1th yr courses					
<ul style="list-style-type: none"> • DSGN100: Design Foundations • DSGN110: Type & Technology • DSGN120: Image & Technology 					

As we mentioned earlier in this report, we have made changes in our curriculum in order to enhance student success in our program. The table below is our new curriculum table that we will implement in the fall 2016. The old curriculum table is followed by this new one.

The New Curriculum Table:

Year 1	Year 2	Year 3	Year 4
FSUS 100 (1 credit)		Scientific Understanding Elective (3 credits)	Social Awareness Elective (3 credits)
Art History or Cultural Enrichment (3 credits)	STQM260 Introduction to Statistics (3 credits)	ISYS288 Web Application Dev (3 credits) MRKT 425 Market Research (3 credits)	BLAW321 Contracts and Sales (3 credits)
Scientific Understanding Elective (4 credit lab)	ENGL250 English 2 (3 credits)	Cultural Enrichment (3 credits)	DSGN 412 Design Professionalism & Entrepreneurship (3 credits, Fall)
MATH 114 (4 credits)	MKTG231 Professional Selling (3 credits) MGMT301 Principles	DSGN 310 Branding Experience Design 1 (6 credits, Fall) Students will learn and understand key branding principles.	DSGN 410 Design Project Center 1 (9 credits, Fall)
ENGL150 English (3 credits)	DSGN 210 Type & Visual Interfaces (3 credits, Fall)		

DSGN 100 Design Foundations (3 credits, Fall)	DSGN 212 Visual Communication (3 credits, Fall)	DSGN 300 Producing Design Systems (3 credits, Fall)	
DSGN 110 Type & Technology (3 credits, Spring)	DSGN 220 Interactivity & Development (3 credits, Spring)	DSGN 320 Branding Experience Design 2 (6 credits, Spring)	DSGN 420 Design Project Center 2 (9 credits, Spring)
DSGN 120 Image & Technology (3 credits, Spring)	DSGN 222 Principles of Experience Design (3 credits, Spring)		
ANTH-122 Intro Cultural Anthropology (3 credits)	MKTG321 Principles of Marketing (3 credits)	DSGN 301 Interaction Design Development (3 credits, Spring)	
ECON221 Principles of Macro Economics (3 credits)	Cultural Enrichment Elective / Foreign Language/Photography (3 credits)	DSGN 399 Internship or International Experience (3 credits, Spring, Summer)	DSGN 499 Portfolio Preparation (3 credits, Spring)
COMM121 Fundamentals of Public Speaking (3 credits)	ISYS200 Database Design-Implementation (3 credits) PREL240 Public Relations Principles (3 credits)	ENGL325 Advanced Writing for Business (3 credits)	

The Old Curriculum Table:

Year 1	Year 2	Year 3	Year 4
GRDE 110 Design I	GRDE 210 Typography	GRDE 310 Communication Design I	GRDE 410 Visual Communication I
GRDE 116 Computers in Visual Media	GRDE 216 Digital Imaging	GRDE 312 Production Techniques	GRDE 412 Design Application I
GRDE 109 Drawing for Media Application	GRDE 226 Principles of Interactive Design	GRDE 316 Interactive Design and Development	GRDE 414 Design Seminar
GRDE 120 Design II	GRDE 228 Interactive Media Development	GRDE 320 Communication Design II	GRDE 420 Visual Communication II
GRDE 126 Digital illustration and Layout	GRDE 299 Typographics	GRDE 326 Production Seminar	GRDE 422 Design Application II
GRDE 114 Design and Digital Media Survey	GRDE 328 Interactive Design Studio Or GRDE329 Interpretive Image Development	GRDE 499 Portfolio
.....	ENGL 250 English II
ENGL 150 English I	Lab Science Elective	ENGL 325 Advanced Writing for Business	Social Awareness Elective
MATH 115	Art History Elective	Cultural Enrichment Elective
Art History Elective	MKTG 231 Professional Selling	MKTG 321 Principles of Marketing	Social Awareness Elective
COMM 105 Interpersonal Communication Or COMM 121 Fundamentals of			

Public Speaking		MGMT 301 Applied Management Free Elective Science Elective	
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5-6. Outlining how program outcomes are addressed throughout the curriculum

Historically, assessment of outcomes for the Graphic Design program has been implemented primarily at the course level. Members of the Graphic Design faculty have utilized a variety of means to measure and track student learning. Currently the faculty members of the Graphic Design program are working on an online tool of assessing student learning. It is the assessment for each student.

The above “**DSGN Course/Year/Program Outcomes Alignment**” indicates how the program-level outcomes are addressed and measured in the curriculum. Program-level outcomes are measured by courses. Each course is aligned with specific program-level outcomes. The layers are presented as follows:

- Assignment-level outcomes in each course are aligned with course-level outcomes.
- Course-level outcomes are aligned with year-level outcomes.
- Both year-level outcomes and course-level outcomes are aligned with program-level outcomes.

Course syllabi were examined to categorize the types of assessment instruments currently used to measure student learning. A series of projects/assignments were evaluated by faculty and peers. The judgments of each project/assignment was based on the project/assignment sheet. It includes the objectives of the project/assignment, the learning outcomes, and process. Each project/assignment learning outcomes align with course outcomes. Each course outcomes align with program outcomes.

The other common form of assessment measure used was exams (which includes quizzes). Focus group discussions were also held with faculty. Less common were student performances and attendance. On average though, approximately 85% of all course points were completed using projects/assignments. Moreover, the vast majority of these instruments were used to collect student learning data related to program learning outcome.

6. Program Profile

[Return to Table of Contents](#)

6-1. Applications, Admissions, and Enrolled

	2011	2012	2013	2014	2015
Applications	124	140	176	139	122
Admitted	95	101	125	108	106
Enrolled	N/A	N/A	51	44	36

From the Chart above, the trend of application increased from 2011 to 2013 and decreased from 2013 to 2015. The decreased applications and enrollments in the last two years we believe are caused by an economic factor more than a program factor. It may relate to the nationwide recovered economy that we are currently facing. According to an article online from CBS Money Watch, since spring 2011 colleges overall have lost over 1 million enrollments. During the periods of recession it is common for displaced workers to go back to college to seek new skills. We will continue to use our usual promotion programs such as Dawg Days, and at the same time we will keep a closer contact with high school Graphic Design teachers. We have invited a couple of them to visit our program in the fall 2016. We hope once they know us better, they would recommend more students to Ferris Graphic Design Program.

Currently the program is aiming to attract students to apply, so that the program will have more room to choose the best students enrolled. Fifty (50) enrollments are the comfortable number for the program. The program used the following strategy/efforts to maintain/increase the number of enrollment:

- Join the university promotion program - Day of Discovery
- Send out print promotion materials
- Promote through program award winning website
- Visit high schools, communication colleges and tech centers
- Invite teachers, students and families visit our program
- Call the students who had applied to increase the enrollment

6-2. Enrollment - Headcounts

Note: Program has on-campus only

	2012-13	2013-14	2014-15	2015-16
AAS	98	98	107	89
BS	37	38	28	27
Total	135	136	135	116

Enrollment headcounts for Graphic Design program has remained steady over the past four years, with a bit of a decrease for this year. 116 are still the ideal numbers for our program. The slight enrollment drop in 2015-16 may be caused by several reasons experienced not only at Ferris, but also statewide colleges. There are five reasons for Michigan college enrollment decreases. First, the population of 18-year-olds is in decline, and that is where most freshmen come from. Second, some admissions officials have been arguing that the turnaround of the economy is working to lower the numbers. It is true that enrollments are somewhat anti-cyclical. When the economy tanks, young people and even older adults who are unable to get jobs head to college, and go back to work when

the job situation improves. Third, eligibility for federal financial assistance has been tightened. Fourth, colleges may in some cases be pricing themselves out of the market. Last and possibly most important, concern appears to be rising about the rate of return on college investments. One estimate is that as many as 53 percent of recent college graduates are either unemployed or have relatively low-paying, low-skilled jobs.

6-3. Student Credit Hour Trends

AAS	2011	2012	2013	2014	2015
Freshman	691	572	685	586	463
Sophomore	602	575	529	653	584
Junior	149	180	142	241	150
Senior	48	0	44	24	60
Total	1490	1327	1400	1504	1257

BS	2011	2012	2013	2014	2015
Freshman	29	13	75	0	0
Sophomore	16	57	0	47	0
Junior	184	145	177	153	142
Senior	417	273	251	186	212
Total	646	488	503	386	354

The number of student credit hours has remained steady for AAS degree. The data collection for BS does not look consistent. Freshman year and Sophomore year are not included in 2015. If eliminate both Freshman year and Sophomore year of 2011-2014 for the purpose of matching the 2015 data, the numbers are 2011=601, 2012=418, 2013=428, 2014=339, and 2015=354. It was a noticeable decrease due to the enrollment reduced for recent 5 years.

6-4. Productivity

Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
	Summer	Fall	Spring	F+SP(a)	Summer	Fall	Spring	Avg F+SP(b)	Summer	Fall	Spring	F+SP (a/b)
2010-11		1,470.00	1,653.00	3,123.00		7.25	8.45	7.99		195.38	195.62	391.02
2011-12		1,494.00	1,188.00	2,682.00		7.25	7.00	7.12		206.07	169.71	376.42
2012-13		1,110.00	1,107.00	2,217.00		5.75	5.25	5.50		193.04	210.86	403.09
2013-14		1,248.00	1,035.00	2,283.00		6.00	5.50	5.75		208.00	188.18	397.04
2014-15		1,179.00	1,035.00	2,214.00		7.25	6.00	6.63		162.62	172.50	334.19

The University average SCH/FTEF												
Student Credit Hours					Full Time Equated Faculty				SCH/FTEF			
Year	Summer	Fall	Spring	F+SP(a)	Summer	Fall	Spring	Avg F+SP(b)	Summer	Fall	Spring	F+SP (a/b)
2012-13	35,023.00	168,457.00	157,038.00	325,540.00	237.15	718.26	689.39	703.83	147.68	234.53	227.86	462.53
2013-14	34,135.50	167,183.50	157,302	324,485.50	241.65	701.92	681.49	691.71	141.26	238.18	230.82	469.11
2014-15	33,743.50	166,435.00	157,633.50	324,086.50	234.76	705.24	703.03	704.13	143.74	236.02	224.22	460.26

Productivity numbers for faculty in the program have been consistent over time, and our averages appear to be much lower than the campus averages.

The Graphic Design program is, by nature, time intensive and requires a tremendous amount of faculty and student contact. In order for a graduate to be employed they must demonstrate what they can do through the creation of a professional design portfolio. This requires countless hours of student and faculty interaction to produce and every student's portfolio is unique. The program is labor intensive throughout, but especially with upper classmen because faculty instruct, as art directors for individual student projects. Traditional tests that can be graded and assessed easily cannot be given.

Graphic Design program faculty meet with individual students and groups critiquing, giving feedback, responding to revisions and assessing performance. Design courses are not successful with larger sections because of this and are also limited in size by the number of design workstations the program can provide.

Lab time is used for hands-on access to design application with faculty assistance. Expensive Macintosh computers and software can only be provided and maintained in small numbers.

6-5. Enrollment - Residency

Residency/Midwest Compact/Non-Residency				
	2011	2013	2014	2015
AAS	105/1/2	94/3/1	103/4/0	87/0/2
BS	43/2/1	37/1/0	27/1/0	26/0/1
Total	148/3/3	131/4/1	130/5/0	113/0/3

Nearly all AAS and BS students are recruited from Michigan – to date providing growing enrollments in the AAS program and sustainable enrollments in the BS program. However, growing awareness of the program beyond Michigan positions the program to expand to out-of-state markets – when capacity/resources permit or if future in-state recruitment maxes out.

6-6. Enrollment - Gender and Ethnicity

AAS	2011	2012	2013	2014	2015
Enrolled	108	98	98	107	89

Male	33	36	30	31	34
Female	75	62	68	76	55
Unknown	3	1	2	2	1
Black	2	3	5	5	5
Hispanic	2	3	1	0	2
Native	1	0	1	1	0
Asian	0	1	1	1	1
White	100	89	83	95	77
Hawaiian	0	0	0	0	0
Multi	0	1	4	3	3
Foreign	0	0	1	0	0
Full Time	102	93	96	104	88
Part Time	6	5	2	3	1

BS	2011	2012	2013	2014	2015
Enrolled	46	37	38	28	27
Male	17	17	16	13	9
Female	29	20	22	15	18
Unknown	3	1	3	2	0
Black	0	1	0	0	1
Hispanic	0	0	0	0	0
Native	1	0	0	0	0
Asian	1	1	0	0	0
White	40	34	35	25	25
Hawaiian	0	0	0	0	0
Multi	0	0	0	1	1
Foreign	1	0	0	0	0
Full Time	45	32	35	28	25
Part Time	1	5	3	0	2

Gender: Consistently, more women than men have enrolled in the program. This is a trend that has been seen in Graphic Design programs across the country, so it is not unexpected. This is not something that will be addressed at this time.

Ethnicity: There is little racial or ethnic diversity since the main body of the students in AAS and BS are white. Since the size of the minority students is small, it may not generate any significant impact in curriculum, scheduling, and delivery method.

Full Time/Part Time Status: Nearly all AAS and BS students enroll full-time. The program provides these full-time students an integrated curriculum through block scheduling flexing where possible to accommodate those relatively few individuals needing to enroll part-time.

6-7. Retention

2-Year Degree	#		Year 2	Year 3	Year 4	Year 5	Year 6
2010	44	% Graduated By	0	18	36	43	50
		% Still Enrolled in	70	41	25	14	5
		% Persisters	70	59	61	57	55
		% Non-Persisters	30	41	39	43	45
2011	40	% Graduated By	0	20	30	43	
		% Still Enrolled in	75	53	30	18	
		% Persisters	75	73	60	60	
		% Non-Persisters	25	27	40	40	
2012	32	% Graduated By	0	6	22		
		% Still Enrolled in	72	47	31		
		% Persisters	72	53	53		
		% Non-Persisters	28	47	47		
2013	41	% Graduated By	0	22			
		% Still Enrolled in	78	46			
		% Persisters	78	68			
		% Non-Persisters	22	32			
2014	33	% Graduated By	0				
		% Still Enrolled in	79				
		% Persisters	79				
		% Non-Persisters	21				

4-Year Degree	#		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2007	1	% Graduated By	0	0	0	0	0	0
		% Still Enrolled in	0	0	0	0	0	0
		% Persisters	0	0	0	0	0	0
		% Non-Persisters	100	100	100	100	100	100
2008	1	% Graduated By	0	0	0	0	0	0
		% Still Enrolled in	0	0	0	0	0	0
		% Persisters	0	0	0	0	0	0
		% Non-Persisters	100	100	100	100	100	100
2011	2	% Graduated By	0	50	50	50		
		% Still Enrolled in	100	50	50	50		
		% Persisters	100	100	100	100		
		% Non-Persisters	0	0	0	0		
2012	1	% Graduated By	0	0	0			
		% Still Enrolled in	0	0	0			
		% Persisters	0	0	0			
		% Non-Persisters	100	100	100			
2013	5	% Graduated By	0	20				
		% Still Enrolled in	100	80				
		% Persisters	100	100				
		% Non-Persisters	0	0				

Students entering our program are not selected through a portfolio process. Freshmen come from varying experiences: high school graphic design curriculums, career tech-centers, a general interest in art or a curiosity of design and design technologies. Our foundation design classes and freshmen technology curriculum are geared towards building skills with these varying levels of student experience in the graphic arts in mind. The Graphic Design student has 33 Graphic Design credits in the first two years, which make up the AAS degree. These classes are rigorous and demand commitment from the students. Students that complete the AAS requirements and have a GPA of 2.70 or above are encouraged to apply for the BS degree.

The attrition rate is considered high after the first two years with an average of 20 students out of 50-60 continuing onto the BS degree. Most students that have the GPA and competency to go on do continue and graduate. Many students by end of the sophomore year matriculate into other programs within the university. On average 30-35 students apply for Sophomore Portfolio Review

and acceptance into the BS program. The 10-15 students who do not meet the requirements for the BS degree are advised and assisted transiting into other programs within the COB; many provide “soft-landings” for these students. Ninety-eight percent of students entering the BS program graduate and make successful contributions to the field.

Most AAS and Bachelors degrees are completed within the 2-year and 4-year time schedules. Our program is structured within a ladder system; this ensures that students complete courses in sequence following a succession, which naturally moves them through to completion of all program courses within 2 and 4 years. Occasionally we have students that fail or have general education classes to retake or finish beyond the specified length of time allotted for each degree.

6-8. Program Graduates

AAS	2010-11	2011-12	2012-13	2013-14	2014-15
	43	36	38	13	31

BS	2010-11	2011-12	2012-13	2013-14	2014-15
	17	17	18	14	10

The total number of students who graduate from Graphic Design program has been slightly reduced in the last five years. This reduction is mainly caused by the decreased enrollment in the program. There may be two other reasons for this reduction. First, Graphic Design is a job oriented major.

Some may find a job before they graduate and decide to leave college to pursue their design career. Second, the program has developed more strict standards for graduation in the recent years. Some students can be denied to grant a Bachelor Degree in Graphic Design due to their low quality works and unsatisfactory performance.

6-9. Six Year Graduation Rate

4-Year Degree	#		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2007	1	% Graduated By	0	0	0	0	0	0
		% Still Enrolled in	0	0	0	0	0	0
		% Persisters	0	0	0	0	0	0
		% Non-Persisters	100	100	100	100	100	100
2008	1	% Graduated By	0	0	0	0	0	0
		% Still Enrolled in	0	0	0	0	0	0
		% Persisters	0	0	0	0	0	0
		% Non-Persisters	100	100	100	100	100	100
2011	2	% Graduated By	0	50	50	50		

		% Still Enrolled in	100	50	50	50		
		% Persisters	100	100	100	100		
		% Non-Persisters	0	0	0	0		
2012	1	% Graduated By	0	0	0			
		% Still Enrolled in	0	0	0			
		% Persisters	0	0	0			
		% Non-Persisters	100	100	100			
2013	5	% Graduated By	0	20				
		% Still Enrolled in	100	80				
		% Persisters	100	100				
		% Non-Persisters	0	0				

The seven-year persister rate is 100% in 2007 and 2008. There are no data for the recent years. Six-year graduation rate is high.

6-10. Graduate Average GPA

AAS	2010-11	2011-12	2012-13	2013-14	2014-15
Average GPA	3.07	3.21	3.04	3.03	3.23
Min. GPA	1.83	2.04	2.1	2.13	2.07
Max. GPA	3.85	3.96	3.88	3.97	3.96

BS	2010-11	2011-12	2012-13	2013-14	2014-15
Average GPA	3.27	3.41	3.37	3.35	3.27
Min. GPA	2.62	2.73	2.56	2.76	2.71
Max. GPA	3.56	3.92	3.8	3.84	3.61

The average GPA for graduates has not appeared to increase or decrease over time. There is a large percent of students that participate in the honors program enrolled in graphic design.

6-11. Graduate Average ACT

AAS	2010-11	2011-12	2012-13	2013-14	2014-15
Average ACT	22.14	22.74	21.94	21.31	21.72
Min. ACT	15	15	16	17	15

Max. ACT	29	33	32	30	30
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BS	2010-11	2011-12	2012-13	2013-14	2014-15
Average ACT	22.71	23.06	23.80	23.54	24.44
Min. ACT	16	16	18	19	20
Max. ACT	29	30	31	30	29

The data show a slight trend downward for AAS ACT scores but a slight trend upward for BS scores. Elevating the incoming freshmen ACT scores, is set as a goal in the future recruitment.

6-12. State and National Examinations

We do not maintain or have access to data in this area.

7. Program Value beyond Productivity and Enrollment Numbers

[Return to Table of Contents](#)

The Graphic Design Program is beneficial to the department, college and university, to the students who are enrolled in the program, and to the public.

Benefits to the department, college and university demonstrate as follows:

- Designing web pages for College of Business.
- Maintaining two Mac labs.
- Teaching service courses, e.g. GRDE118 and DSGN224.
- Faculty representatives serving on college and university committees.
- Student consulting projects for university.

Additional benefits are made by the Graphic Design program faculty through lectures, exhibitions, and consultation in local communities, involving in design professional events, and various freelance design contributions.

Our program is beneficial to students in various ways. The benefits include valuable design knowledge to prepare students for future job search and career development the provision of the opportunity for professional experience at DPC, and the opportunity of becoming a professional design organization (AIGA) member.

8. Program Flexibility and Access

[Return to Table of Contents](#)

Graphic Design Program is making changes in the old curriculum. One of our program changes is to eliminate the AAS degree. The current AAS and BS are exclusively accessible to full-time students enrolled in the Big Rapids on-campus program. Six full-time faculty use online tools to facilitate course delivery, which include lectures, handout materials, assignment sheets, discussions, and grading.

Junior and Senior students learn about the power of personal branding. They create and maintain online learning blogs, portfolios and a social media presence with professional content. They also create portfolio websites, where marketing tools are used for the program. In order to practice what we teach, we rely on multiple online networking tools to increase its enrollment and improve its market share.

We create program block scheduling for freshman, sophomore, and transfers. It ensures that they all have sit in Graphic Design courses.

In the new curriculum, we will offer a summer course. It opens to non-major students.

We do not offer any courses on offsite locations.

We do not offer courses on weekends.

9. Visibility and Distinctiveness

[Return to Table of Contents](#)

9-1. Visibility and Distinctiveness

Graphic Design program at Ferris is not a fine-art based graphic design program. Unlike other Graphic Design programs nationwide, our program is housed at the College of Business instead of at Fine Art College. Our program takes the advantage of this unique feature by incorporating business components into our graphic design curriculum. We emphasize in the curriculum critical thinking and problem solving skills. Students are required to evaluate, select and use these appropriate tools and techniques in the context of solving business communication problems. We believe this unique combination of business with design will potentially expand our graduates' job prospect in the graphic design industry.

Design industry has been affected not only by profound technological change but also a fundamental philosophical rethinking of the role of design professionals. According to previous research the current design practice puts emphasis on the design of experiences and interaction as opposed to the design of artifacts. While historically design industry relied on print as the primary medium of communication, today's employers demand design graduates to be equally well versed in interactive and print technologies. Student interest in the program has aligned with the rising profile of design as a profession, as well as the program's high student employment rates after graduation. We have found that the incoming generation of Graphic Design program student prospects are well aware of the program's reputation for being up to date on industry best practices in business, technology and creativity.

9-2. Competitive Programs

Kendall College of Art & Design (KCAD) currently offers two programs with some content similarities: Digital Media and Graphic Design. In both cases, the inherent differences in a fine-arts

based graphic design degree and one housed in the College of Business has long been a key differentiator for the Graphic Design program here at Ferris. Our students are instilled with the business realities of the graphic design industry.

In KCAD's Digital Media (Current enrollment: 143), course content is heavily focused on tools and technologies, which will be similar in content to some part of several courses.

KCAD's Graphic Design program (Current enrollment: 211) is a traditional, fine-art-based graphic design program, with emphasis on the connection between the traditional arts and their influence on graphic design. All design programs will share early emphasis on the building blocks of visual design - image, typography, composition, etc. Our proposed curriculum, however, emphasizes critical thinking and problem solving in teaching those design subjects.

9-3. Preeminent Program

Graphic Design Programs around the world are currently facing the same challenge of transition from traditional printing media to modern multi medias. Nowadays, graphic design engages a lot more subjects, such as communication design, web design, mobile first design, motion picture design, and strategic planning. AIGA provides many platforms to connect all design programs and design companies together. We learn from each other through attending conferences and workshops, and other medias such as internet web pages, facebook, and twitter. There are some excellent design schools in the U.S. like Rhode Island School of Design. The undergraduate Graphic Design Program in this school allows students to fully absorb an informed design process that provides lifelong support as they go on to engage in real-world design opportunities. Students gain a thorough understanding of the principles of design, theories of communication and strategies for problem solving. As we mentioned above, our Graphic Design Program is housed in a school of business. Fully utilizing this unique feature, we work our program more towards business-based in our new Graphic Design curriculum in addition to our emphasis on problem solving skills for students.

10. Demand

[Return to Table of Contents](#)

10-1. Why do students enrolled in the program choose FSU?

Comments from recent survey of currently enrolled Graphic Design students.

- The program was highly rated by alumni and hiring/graduation rate was high. I like the business core too.
- They have a higher job placement rate after graduation and I was interested in the program
- I enjoyed art and being creative. I took three art classes in high school and a computer class where I learned about the Adobe programs
- I want to be a designer and I knew Ferris had a great graphic design program that

could teach me to be successful

- Because it was one of the best programs in the state and wasn't too far away from home
- The Design program has such high credibility and employment rates. Also, I thought the business classes make this program stand out above all others.
- I want it to be my future career
- I want to be a designer and the Graphic Design program at Ferris was the best choice.
- They had the best program that allowed you to start design right away and have business classes as well.
- The amalgam of business and visual communication is something that appealed to both my left and right brain, so it seemed like a natural choice. The more well-rounded I am as a student, the more I will be able to communicate with and help people.
- Didn't require a portfolio
- It stood out from all the rest because of its unique placement in the college of business.
- My brother who had previously attended Ferris told me I would be a good fit
- The fact that it was a Bachelors of Science and that the program was so business oriented was appealing to me. I believed it would make me better prepared after college when finding a job in a competitive work force
- I love creating things and seeing my creations come to life when they are printed and used. My graphics teacher in high school told me Ferris had one of the best programs in the state. When I visited the school I felt at home and all of the faculty was very nice and welcoming.
- To receive an education that prepared me well for my professional career.
- I have always loved to be creative and it seemed like a perfect fit for me.
- Business focus
- It seemed like a good fit for my skills at the time.
- I wanted to use my creativity to solve problems for others
- Because I felt there was a creative freedom. That it would also fit with my creative mind.
- It was a business degree in the fine arts world. That is a ginormous step ahead of the design game in this kind of market.

10-2. Would students enrolled in the program choose the program at FSU if they had to do it over again?

24 out of 25 (92%) currently enrolled students would choose Ferris if they had it to do all over again.

10-3. Would students enrolled in the program recommend the program at FSU to others?

24 out of 25 (96%) currently enrolled students would recommend Ferris to others

10-4. Evaluate the projected market outlook for demand for program graduates.

It is projected that the demand for program graduates versed in current communications technologies will continue to grow. Graduates competent in the integration of sound marketing principles, strong problem solving strategies, and collaborative skills will continue to be given preference in the hiring process. Graduates committed to continuing their education beyond their formal undergraduate experience will create a more desirable potential employee.

10-5. Would alumni choose the program at FSU if they had to do it over again?

Suggest adding as a question to Accreditation Survey/Alumni?

10-6. Would alumni recommend the program at FSU to others?

Based on survey data of 56 alumni respondents gathered in the Winter/Spring of 2016, 32% responded likely and 56% 5-out-of-5 responded very likely to recommend the Graphic Design Program at Ferris to a friend or colleague.

10-7. What do alumni say about the continued demand for program graduates?

? (This should be asked of alumni actively (alumni/employers) employed in the industry. Just "program alumni" doesn't qualify you to respond to this question with pertinent data. Add to Employers Accreditation Survey?)

Additionally, based on survey data of 56 alumni respondents gathered in the Winter/Spring of 2016, 48% of respondents gave the Ferris Graphic Design graduate 5-out-of-5 in preparedness for the current workplace. 46% gave the Ferris graduate a 4-out-of-5.

10-8. What do faculty teaching within the program say about the continued demand for program graduates?

The program faculty feel the demand for program graduates will continue to rise as technology adds to traditional methods of visual information delivery. Additional, support roles of production and management grow along side the design responsibilities.

10-9. What do potential employers say about the continued demand for program graduates?

(Specific response to this question would have best been a component of the employer survey.)

Based on survey data gathered in the Winter/Spring of 2016, 60% of employer respondents would be "very likely" recommend the Graphic Design Program at Ferris to a friend or colleague. Another 20% would be "likely" to recommend the Graphic Design Program at Ferris to a friend or colleague

10-10. What do advisory board members say about the continued demand for program graduates?

Advisory board members made up of industry professionals attending formal graduate review events express interest in looking to Ferris Graphic Design Program graduates to fill

opportunities in their organizations in the future.

10-11. Evaluate overall “demand” trends within the program.

All trends within the program indicate the continued demand for Ferris Graphics Design graduates. This has been determined by the evaluation of survey results, feedback from portfolio review session, formal and informal faculty dialog with design professionals, internship and job shadow opportunity follow-up information, monitoring of industry information from professional organizations such as the AIGA (American Institute of Graphic Arts.)

10-12. How does the program address “demand” trends within the program (general) and how will the program address “demand” trends reported (specific).

The program actively participates in promoting and reviewing the biannual assessment surveys from the students. These survey provide timely information and identify areas of improvement on a faculty, course, and program level. The program faculty meet monthly to present and address program concerns as they become apparent. Additionally, the program addresses “demand” trends generally by assembling a faculty genuinely interested in the meaningful evolution of our industry.

The program addresses “demand” trends specifically by reviewing and modifying the curriculum and equipment utilized in the program to insure it matches with the latest professional expectations in regard to those trends. The program aggressively seeks the resources as needed to implement changes are determined.

Current state of Accreditation survey (same set of questions for students, alumni and employers)

Accreditation Survey Graphic Design Program at Ferris State University

- 1 * Is NASAD Accreditation a factor in your hiring decisions?
- 2 * Does the program name "Graphic Design" best describe the program at Ferris State?
- 3 * If no, what would you suggest?
- 4 * Compared to other schools, how prepared are Ferris graduates for the workplace?
- 5 How would you describe the Graphic Design Program at Ferris State University to a friend or colleague?
- 6 * How likely are you to recommend the Graphic Design Program at Ferris State University to a friend or c...

Drag & drop questions here

Thank you for your time. Go Bulldogs.

11. Student Achievement

[Return to Table of Contents](#)

11-1. The percentage of students who are members of a Registered Student Organization by year, for the past five years

For the academic year 2015–2016, of those students responding to a recent survey, 68% are in an RSO (25 responded in the affirmative of 37 respondents.)

As this survey pool consisted of current enrollment, a full representation of data from previous academic years was not available.

Data can be provided as to the 25 positive respondent's previous participation in RSOs. The descending values are reflective of the diminishing number of pool members.

2015–2016 — 96%/24

2014–2015 — 68%/17

2013–2014 — 16%/4

2012–2013 — 16%/4

2011–2012 — 1%/1

11-2. The percentage of students who are members of Student Government by year, for the past five years

For the academic year 2015–2016, of those students responding to a recent survey, 5% are members of Student Government (2 responded in the affirmative of 37 respondents.)

As this survey pool consisted of current enrollment, a full representation of data from previous academic years was not available.

Data can be provided as to the 2 positive respondent's previous participation in Student Government. The descending values are reflective of the diminishing number of pool members.

2015–2016 — 50%/1
2014–2015 — 50%/1
2013–2014 — 0%/0
2012–2013 — 0%/0
2011–2012 — 0%/0

11-3. The percentage of students who are members of the Honors Program by year, for the past five years

For the academic year 2015–2016, of those students responding to a recent survey, 5% are members of the Honors Program (10 responded in the affirmative of 37 respondents.)

As this survey pool consisted of current enrollment, a full representation of data from previous academic years was not available.

Data can be provided as to the 27 positive respondent's previous participation in Student Government. The descending values are reflective of the diminishing number of pool members.

2015–2016 — 90%/9
2014–2015 — 30%/3
2013–2014 — 10%/1
2012–2013 — 10%/1
2011–2012 — 0%/0

11-4. The average number of hours a typical student in the program is engaged in paid employment.

For the academic year 2015–2016, of those students responding to a recent survey, 68% are active in employment on or off campus (25 responded in the affirmative of 37 respondents.)

The average number of hours worked in a week among this group of 25 is 18.6 with a high of 40 and a low of 5.

11-5. Highlight student achievement in research over the past five years.

No currently enrolled Graphic Design Student has participated in research in the past five years.

11-6. Highlight student honors and awards received over the past five years.

46% of the 2015–2016 Graphic Design Program enrollment have received honors or awards associated with their studies or Ferris related activities in the past five years. (17 responded in the affirmative of 37 respondents.)

A Sampling of awards includes:

4.0 GPA award
Dean's List
4.0 Certificate
Studio Excellence
4.0 Award
Towers,
quiz bowl,
naacp,

ybbw,
cpv
4.0 honors dinner,
Herman Miller award
The National Society of Collegiate Scholars

11-7. Highlight student participation in community and other volunteer service

For the academic year 2015–2016, of those students responding to a recent survey, 68% participated in community or other volunteer service (25 responded in the affirmative of 37 respondents.)

Activities included:

- The Big Event
- Rake and Run
- Animal Shelter Volunteer
- Off-campus church related volunteer events
- Mission trip during spring break
- Third Avenue lunch program
- Salvation Army Bell Ringing
- Habitat for Humanity
- Adopt-a-Highway
- Volunteered at St. Peter's Lutheran school, reading and administering tests to children
- Girl Scouts of America
- The American Legion
- Cran-Hill Ranch
- Reality remix
- College visits guide
- Multicultural festival
- Dawg Days
- Built houses with Habitat for Humanity
- AIGA volunteer

11-8. Evaluate program trends related to “student achievement.”

The Graphic Design Program sees evidence of student achievement in multiple forms. The program maintains high standards for defining quantitative academic success in the form of a uniform grading policy. We require a minimum 2.7 GPA in our program courses to advance into the junior year of the program. Currently, the trend has been a consistent achievement of these standards based on prior years results.

Additionally, we are currently developing an internship program to increase the quality and most compatible placement of our graduates into the professional environment. We see this as facilitating their post-graduate achievement. We expect the professional achievement and industry satisfaction in our graduates to increase.

We are active in integrating our students in professional settings while still within our program. Current efforts in this regard have produced positive feed back from both the industry and student satisfaction in the program. This has resulted in increased engagement in course content, outcomes and objectives.

11-9. How does the program address “student achievement” trends within the program (general) and how will the program address “student achievement” trends reported

(specific).

Student achievement trends within the program are addressed by review of information in program meetings by the full program faculty.

Student achievement trends reported within the program will be addressed with specific actions as determined by the program meetings. These may include the formation of sub-committees to address specific student achievement goals. There may also be assignment of research and/or leadership responsibilities to specific individuals within the program faculty.

12. Employability of Graduates

[Return to Table of Contents](#)

12-1. Employment Post-Graduation

2013/2014 Graduate Follow Up Survey Summary							
AAS	BS	TOTAL	# Responded	% Responded	# Employed/CE	Pcmt Rate	Ave Salary
13		13	1	8%	0	0%	NA
	14	14	5	36%	5	100%	\$44,750

The above table shows post-graduation employment data from the university's annual graduate follow-up report. Survey response rate is not high enough.

Graphic Design graduates have a long-standing tradition of employment after graduation. According to the Graphic Design Data Base, our graduates not only are competitive but sought after by employers, their ability "to hit the ground running" has followed their performance record and made them valuable employees within the first year of hire.

Our largest concentration of employers is concentrated in the West Michigan Market. However, our Alumni are employed all over the country: New York, Atlanta, Santa Fe, Miami, Tampa, Washington DC, Chicago, Detroit, Ann Arbor, Lansing, Midland and Bay City.

2012	88% placement in the profession
2013	100% placement in the profession
2014	93% placement in the profession

2015	92% placement in the profession
------	---------------------------------

We had 100% placement in the notes from the class of 2011.

Also, as of June 2016, 8 of the 12 students in the 2016 class are employed. The other 4 haven't reported yet.

Student Name	Companies
Jake Bradford	?
Hayley Bunschoten	?
Jesse Chaney	Active Marketing TC
Meghan Dziewit	?
Alex Johnson	Multiple, Chicago IL
Stephen Kelley	Brightly, GR
David Meldrum	Brightly?
Kaila Parent	Universal Mind, GR
Jacob Pintal	IN Marketing Services Chicago IL (as a Junior Art Director working mainly with Tyson foods)
Maria Roelofs	Nucraft Furniture, Part time
Ryan Seguin	Herman Miller
Shelby Soberalski	Contract job at Non profit in Ludington

12-2. Stakeholder Perceptions of the Employability of Graduates

(Waiting for the survey)

- 12-2-1. Report alumni perceptions of the program's ability to prepare graduates for a career in their field of study

- 12-2-2. Report advisory board perceptions of the program’s ability to prepare graduates for a career in their field of study
- 12-2-3. Report employer perceptions of the program’s ability to prepare graduates for a career in their field of study
- 12-2-4. Report program faculty perceptions of the program’s ability to prepare graduates for a career in their field of study
- 12-2-5. Evaluate career assistance opportunities available to students
- 12-2-6. Evaluate trends related to “Stakeholder Perceptions of the Employability of Graduates.”
- 12-2-7. How does the program address “Stakeholder Perceptions of the Employability of Graduates” trends within the program (general) and how will the program address “Stakeholder Perceptions of the Employability of Graduates” trends reported (specific).

13. Faculty Composition and Engagement

[Return to Table of Contents](#)

13-1. Organization

During the 2015-2016 academic year, there were 6 tenure-track or tenured faculty within the Graphic Design program. All of these faculty members teach their load on the Big Rapids campus. During the 2015-2016 academic year, there was 1 adjunct faculty within the Graphic Design program. No major changes are required.

13-2. Curriculum Vita

Tenure-Track and Tenured Faculty		
Name	Highest Degree Earned	Average Semester Load (FTE)
Jeff Ek	MS	
Mike Hu	MFA	
Nic Mata	MS	
Alison Popp Meier	MBA	
Time Powers	MFA	
Peter Zakrzewski	MFA	

Adjunct Faculty		
Name	Highest Degree Earned	Average Semester Load (FTE)
Stephen V. Allie		

13-3. Stakeholder Perceptions of the Quality and Composition of Faculty

Almost all graphic design faculty members have more than ten years of working experience in the Graphic Design industry before they were hired to teach graphic design in this program. They have consistently received high scores in their teaching evaluation. Our junior faculty members have achieved high scores as well. The overall student evaluation indicates that our faculty teaching quality in general is improving every year.

(Waiting for the Surveys)

- 13-3-1. Evaluate overall student evaluation trends within the program
- 13-3-2. How does the program address student evaluation trends within the program (general) and how will the program address student evaluation trends reported (specific).
- 13-3-3. Evaluate alumnus perceptions of the composition and quality of program faculty
- 13-3-4. Evaluate overall alumnus evaluation trends within the program
- 13-3-5. How does the program address alumnus evaluation trends within the program (general) and how will the program address alumnus evaluation trends reported (specific).
- 13-3-6. Evaluate advisory board members' perceptions of the composition and quality of program faculty
- 13-3-7. Evaluate overall advisory board evaluation trends within the program
- 13-3-8. How does the program address advisory board evaluation trends within the program (general) and how will the program address advisory board evaluation trends reported (specific).

13-4. Program Policies and Procedures

Graphic Design program strongly encourages their faculty members to attend any design conferences. In design industry there are various design conferences nationwide. One of the most important conferences is AIGA (American Institute of Graphic Art) Design conference. The faculty members, who attend the conferences are financially funded through the department's Faculty Development budget and Dean's office from the conference's registration fee to hotel accommodation and even transportation.

The program faculty members regularly meet to discuss teaching content for each course. Course

syllabi and lecture outlines are shared among all Graphic Design faculty members. They are particularly helpful for our junior faculty members. Every graphic design faculty member is expected to serve on at least one college or university committee starting the second year at Ferris State University.

The program assigns students to each faculty member for advising. Faculty members are expected to work with advisees to make sure they are doing well in their academic life and school life. Faculty members often meet with their students to discuss their academic or discipline issues.

Graphic Design program currently has three faculty members under review for their tenure. A tenure sub committee is set up responsible for evaluating them every year. The committee's responsibilities include sitting in classes each semester and providing detailed written comments and feedback and suggestion.

The Program currently has only one adjunct faculty. He is actively participating in all the program activities.

13-5. Hiring and Retention

Graphic Design program hiring and retention process focuses on identifying and hiring high-qualified and capable individuals and then providing them with appropriate guidance and feedback to succeed as faculty members. When we organize and carry out searches for tenure-track faculty members, there is a culture within the program that all or nearly all of the members of the program take an active part in the interview process by meeting with the candidate and attending the candidate's teaching seminar. We also put candidate in a regular class, so that we can observe how the candidate works with students. And what are students' reactions toward the candidate's teaching style. We make a concerted effort to provide a genuine picture of the department and our students for the candidates. We have had good success with searches over the years, as those who have been hired have developed into productive members of the program. The tenure process is outlined in detail as part of the Marketing Department policy in provided constructive feedback to our tenure-track faculty to help them reach their potential as teachers and as colleagues. This process has been successful for many years, as no members of the program have failed to achieve tenure for at least 20 years.

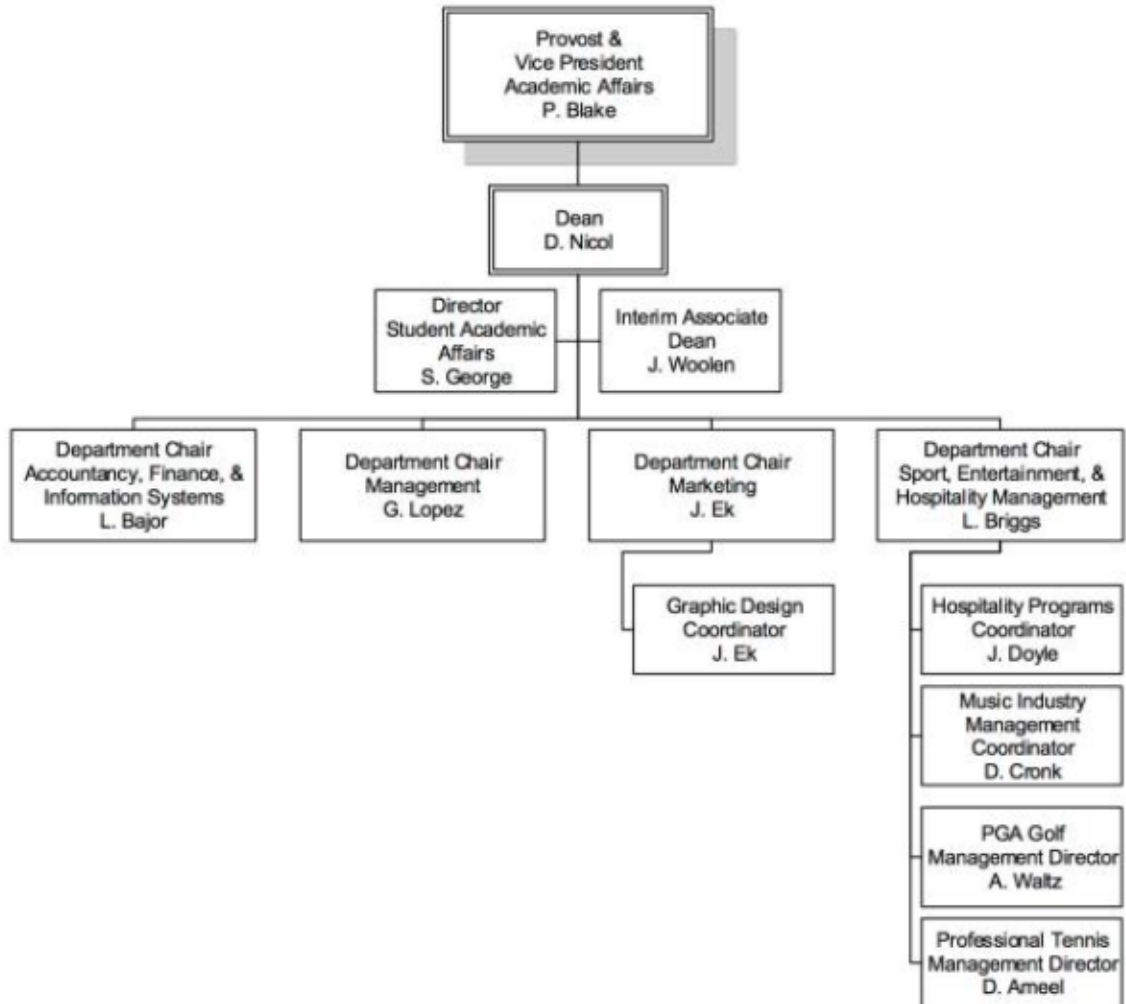
14. Program Administration and Support

[Return to Table of Contents](#)

14-1. Administration

FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION

COLLEGE OF BUSINESS



Name	Title	Degree	Experience in Position
David Nicol	College Dean	PHD	More than 10 years
Jeff Ek	Department Chair & Program Coordinator	MS	More than 10 years

In the College of Business administrative effectiveness is demonstrated in several ways all of which provide a more effective teaching and learning environment. Tangible examples include: approving funding requests; granting faculty release time for the senior level Design Project Center; providing clerical support with a part-time dedicated secretary; and dedicating classrooms and individual faculty office space in close proximity for collaboration. The College of Business administrators

understand the unique nature of the Graphic Design programs particularly because of its placement within the university.

The Graphic Design program is organized through the collaborative efforts of our program coordinator, faculty and part-time secretary. At minimum we meet every month for one-hour program meeting with all faculty. Traditionally we have held at least one daylong retreat per semester to discuss program curriculum, and direction. Meeting agendas are circulated amongst faculty and staff prior to meetings for input and review, outcomes and goals are clearly established and workload is distributed to appropriate faculty according to areas of expertise, and class schedules. The program coordinator handles scheduling of all Graphic Design students by creating blocks of program courses that students are automatically registered for. Students then schedule general and directed electives around their blocks. The program coordinator, secretary with GRDE faculty input prepares faculty-teaching schedules.

14-2. Staff

Name	Title	Degree	Experience in Position
Patty Rettinger	Marketing Department Secretary	Associate Degree – Secretarial Science, Baker College of Muskegon	2 years

15. Support Services

[Return to Table of Contents](#)

In general, services are well-provided to our program by units from across campus. In general, there have been no major concerns or complaints regarding our interactions with those units. Some units in particular, as listed below, provide particularly important services for us.

15-1. FLITE

Research is essential to students and designers who are actively working on communication ideas, content and concepts with teachers, clients and specific audiences. The Graphic Design Program has had an active role with FLITE to increase the periodicals, and books readily available for students to access and use in their design classes. Design periodicals that have been secured by FLITE are, Communication Arts, Print Magazine and Art in America. FLITE also provide several Mac computers. Graphic Design students hold the priority of using them.

15-2. Technology Assistance Center (TAC)

Technology Assistance Center regularly provides tech support for faculty and students. There are

two Mac computer labs in Graphic Design program. Tech problems often time pop up unexpectedly and need immediate fix or repair. TAC comes to the classroom very promptly and provides effective solutions. TAC also updates the design software, such as Creative Suite, in a timely manner. On-line tech support starts to be more effective with their assistance and quick response time.

15-3. Bookstore

Graphic Design program has special reading requirements for students. Bookstore works effectively with our faculty to create a design tool and material packages for students, which has saved our students' a lot of time to shop for their required course materials.

16. Facilities and Equipment

[Return to Table of Contents](#)

Lecture Rooms	BUS310, BUS311, BUS312. Senior Lab: BUS308, BUS309.
Mac Labs	BUS109, BUS110
Storage Rooms	BUS306
Offices	BUS300, BUS301(also meeting room), BUS302, BUS304, BUS306, BUS307
Meeting Rooms	BUS301
Other Spaces	Work Room in T Hall basement

16-1. Space

Graphic Design program constantly needs hallways to display students' design works. We need to demonstrate our students' design works to the public in the building. This public demonstration or display can motivate our students to create more high quality design works, and at the same time they are the best decoration in our academic building. Currently we have only classrooms available for students to display exemplary works, but the display usually cannot last long because the same classrooms are needed for students to display their critiques and process their assignments. We are currently using two little boards located in the short hallway in the faculty office area to display students' good works temporarily.

Graphic Design students need a place to work, draw and create using different mediums collaboratively. Tools and space are essential for graphic design students to succeed in the program. It is crucial for students to have a hands-on experience in which they find a problem and create a solution to fix it. The problem solving skills will prepare our students to enter a diverse and demanding field. In the first two years, most design assignments require students to print and mount their design works on a black board. Students need a room to spray glue on the board. Currently our students complete this step outside the building.

16-2. Computers

Graphic Design program, like the industry, is very dependent on technology. The computer platform predominantly used by the design industry is the Apple Macintosh. The Graphic Design program currently provides two computer labs. Business Lab 109 has 25 Macintosh computers and is available to all sophomore, junior, and senior level Graphic Design students. There is a set of photography equipment setting up there too. Business Lab 110 has 25 Macintosh computers. This lab is designated as our entry-level lab and serves Graphic Design freshmen, as well as students from other curricula such as Print Media Management and Public Relations, through the Graphic Design service courses provided for these programs. There is also one scanner in this lab. But there is no printer in this lab. Software provided by the program consists of OS operation system and Adobe Creative Suite. Faculty and students rely on computers and hardware that are working well all the time especially during the hour and fifty minutes used for classroom instruction. Each faculty member has a laptop Mac Book and a laser printer.

- 16-2-1. Evaluate the adequacy of the computers (including software) used by the program.
- 16-2-2. How does the program plan to address potential negative program impact as a result of the current state of computers available for use by the program?
- 16-2-3. What changes to the computers available for use by the program would have a positive impact on program quality?

16-3. Equipment

Each classroom is equipped with a teacher station. One of them for freshman students has crafting and cutting surface stage.

The program has limited numbers of cameras, laptops and other design tools available for checkout.

Faculty members use FerrisConnect as the main teaching, communication, and grading tool.

- 16-3-1. Evaluate the adequacy of the equipment used by the program.
- 16-3-2. How does the program plan to address potential negative program impact as a result of the current state of equipment available for use by the program?
- 16-3-3. What changes to the equipment available for use by the program would have a positive impact on program quality?

16-4. Printers

Graphic Design program no longer provides printing services to students. Students have to print their works in Copy Center or the printing lab in Print Media Management program. To better serve our students each lab should be equipped with one tabloid-size (11"x17") black and white laser printer.

17. Perceptions of Overall Quality

[Return to Table of Contents](#)

17-1. Perceptions of Overall Quality

17-1-1. Student Perceptions ([Link](#))

17-1-2. Faculty Perceptions

Faculty: 19 (68%). Administration: 6 (21%). Staff: 3 (11%)

Score: 5 (Outstanding) – 1 (Needs Improvement).

Communication: 5 =8 (31%). 4 =17 (65%). 3 =1 (4%)

Collaboration: 5 =8 (30%). 4 =15 (56%). 3 =3 (11%). 2 =1 (4%)

Problem Solving: 5 =7 (26%). 4 =14 (52%). 3 =5 (19%). 2 =1 (4%)

17-1-3. Program Coordinator/Department Chair Perceptions

To: University Academic Program Review Committee

From: Jeff Ek, Marketing Department Chair, College of Business

Date: August 11, 2016

Re: Graphic Design Program (DSGN) Perceptions of Overall Quality

Perceptions of Overall Quality

Rate the overall quality of the program. On a scale of 1 – 100

Based on the criteria for assessing the quality of the Graphic Design program I am assigning the program an overall score of 95.

Alignment with the mission of the Marketing Department, College of Business and University

The Graphic Design program is distinctive, highly regarded in the industry and provides a career-oriented business education that is valued by employers. Unlike most graphic design programs housed in fine art departments, the program at Ferris is located in a College of Business. Graduates are extremely marketable because of this unique position.

Program visibility, distinctiveness, enrollment

The Ferris DSGN program is well known by employers, industry professionals and high school/career tech centers. Its distinctiveness and business focus attracts students interested in applying their artistic and creative ability to communication and user experience solutions. Program transfers are common from areas all over campus and first time student enrollment is good but has room to expand. Prospective high school students need to be better informed about what designers do and the rewarding opportunities available to those that enter the profession.

Characteristics, quality, and employability of students

Graduates are well prepared and extremely competitive as they enter the job market. With a strong grounding in design principles, typography and visual literacy, graduates expand their skills into user experience design and branding strategy. Employers look for and seek out Ferris graduates because they have the reputation of being prepared for current industry expectations.

Curriculum and Assessment

The Graphic Design curriculum is continually under review and assessment providing for

quick response to industry needs. Faculty meet with industry leaders, advisors and alumni to understand and respond to current trends. Faculty engage in course and program objectives assessment at the end of each semester and use this information to close the loop and make adjustments to instruction. The faculty have just completed a major curriculum re-design that will be implemented Fall 2016 and this is a result of strong industry connections and thorough course and program assessment.

Composition and Quality of Faculty and Administration

The program has six tenure/tenure-track faculty that bring excellence in teaching and years of industry experience to the program. I (Jeff Ek) serve as program coordinator and marketing department chair and have taught in the program for over 15 years. Associate Professor Mike Hu and Assistant Professor Tim Powers have been instrumental in design foundation instruction and in preparing students for their second year portfolio review. Assistant Professor Nic Mata has been key in preparing all levels of the program in user centered design principles and technology. Assistant Professor Peter Zakrzewski works with third year students and introduces branding and packaging concepts and assists in the Senior Design Project Center (DPC). Associate Professor Alison Popp is an award winning professional that teaches at all levels of the program but primarily as lead for the DPC. She is diligent in maintaining alumni and industry connections.

Overall value of the program to stakeholders, including Ferris State University

The Graphic Design program serves the profession by providing a steady stream of sought after graduates to help fill the ever increasing demand. Students throughout the university transfer into the program as they learn about the opportunities it provides and discover their personal interests and talents. As students learn through application they serve the region, community and university by providing communication, design and user experience solutions.

Summarize the reason(s) for the rating assigned.

The program is strong and scores very well in all categories. An area to enhance is its visibility to first time students and good but slightly low enrollment. There are many employers seeking graduates and starting salaries are attractive, making the career path strong. The challenge continues to be how to market the program to first time students.

Outline recommended next steps to improve program quality.

The administration and faculty are encouraged to develop and support innovative ways to inform perspective students about the many opportunities the profession has to offer.

The faculty have been very responsive to changes in the industry and adapting curriculum to meet ever changing needs. This awareness and ability to stay relevant needs to be maintained through expanded relationships with design professionals. Innovative partnerships with employers providing experiential learning in the workplace are being piloted and will need to continue to be developed.

Design students spend an enormous amount of time in a studio setting engaged in the design process. An environment that is conducive to creativity and attractive to prospective students is important for retention and growth. Administration and faculty need to look for creative ways to enhance the facilities and work environments through partnership with alumni and industry professionals.

Faculty are encouraged to continue and maintain excellence in professional development and service to the profession. The administration has been very supportive of these activities and it will continue to be an important element of continued success.

17-1-4. Dean Perceptions

As I think the report conveys, the faculty of the Graphic Design program are doing a commendable job of constantly enhancing their program to best serve students in preparation for the workplace. The program is distinctive in both the quality and orientation of the curriculum and the skill sets its graduates acquire as they engage in the program's experiential components. The program's distinctiveness reflects the commitment of a fine group of faculty who invest significant time outside of the classroom in support of their students, and promotion of programmatic excellence.

The restructuring of the curriculum is the result of extensive effort to be responsive to input from all of the program's stakeholders. I am confident that it will further enhance an already exceptional curricular experience for our students, for both those that graduate from the program, and those that conclude alternative directions are better aligned with their interests and skills. Our students are, indeed, fortunate to benefit from such a talented and dedicated cadre of faculty.

The program is an excellent example of what makes the college distinctive -- the merging of specific skills and interests with a meaningful understanding of the business environment in which they are practiced. It is a unique and valuable offering, and an excellent fit for the college and the university.

17-1-5. PRP Faculty Member from Outside the College Perceptions

Date: August 11, 2016
To: Graphic Design Program Faculty
From: Diane L. Nagelkirk, Professor and Program Coordinator
Architecture and Facility Management Department
College of Engineering Technology
Re: Academic Program Review for Graphic Design Program

As a Ferris faculty member I have had the opportunity to observe and work with the graphic design professors and students on the following projects:

- 1) During the academic year of 2002-2003, the senior capstone course (GRDE 412) designed and produced the following: Program logo, brochures and posters for our AAS in Architectural Technology.
- 2) During the academic year of 2004-2005, the senior capstone course (GRDE 412) designed and produced the following: Program logo, brochures and posters for our BS in Facility Management.
- 3) During the academic year of 2006-2007, the (GRDE 411) produced the following: Architectural Posters.
- 4) During the academic year of 2008-2009, the (GRDE 411) produced the following: Brand and marketing brochures for "The Not so Big Housing" Development Project.
- 5) During the academic year of 2011-2012, the senior capstone course (GRDE 412) produced the following: Small Town Studio logo, brand, stationary, business cards, video spotlight and web page.

As a client, and professor, I watched the students analyze our needs, discover and explore solutions, professionally present schematic and final designs, effectively manage the process, and synthesize my comments into real solutions that to this day are still vibrant and used by our program. Throughout this process the students demonstrated the ability to gain rapport with "clients" and understand the needs of "clients". At all times they conducted themselves in professional and ethical manners.

In particular the students that I worked with demonstrated the following skills: responsibility; critical thinking and problem solving skills; ability to work independently and participate as team members; ability to find, understand and use information in creative ways; ability to communicate effectively both orally and graphically; and ability to use professional tools such as software, etc.

The above skills are a testament to the quality of the curriculum and the composition and quality of faculty. Clearly the program is delivering quality education that provides the hard and soft skills that are necessary for the workplace. I have watched many of those senior graphic design students secure and launch successful graphic design roles and careers.

In general the quality of core classes is good to excellent as evident by the work the students produce. Program instructional use of software tools is current and representative of the industry. In short, the preparation of graduates for entry level positions is excellent and graduates are prepared to advance quickly and successfully in the field of graphic design.

I have found the faculty and students of the Graphic Design program to epitomize the mission of the College of Business and Ferris State University. The program is truly unique and distinct and one that Ferris should be proud of.

Sincerely,

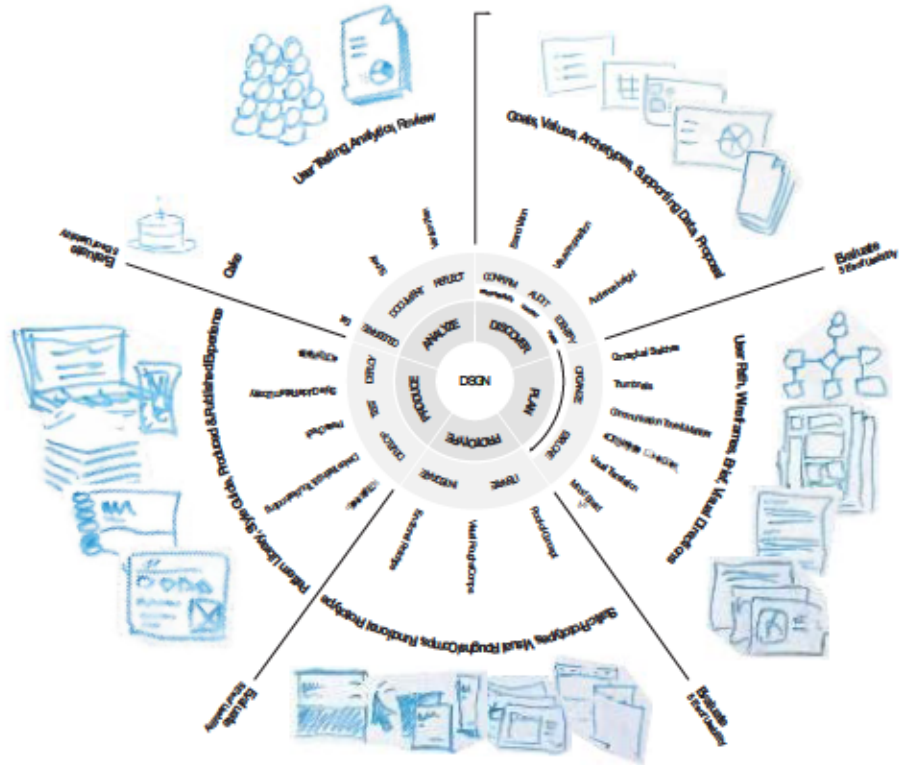
Diane L. Nagelkirk

Professor and Program Coordinator
Architecture and Facility Management Department

18. Implementation of Findings

[Return to Table of Contents](#)

We have made changes to our Graphic Design curriculum. Those changes reflect the changing role of a designer from a decorator to a more rounded visual communicator, who is capable of strategic thinking and balanced with creative and practical skills as well. This program review helps us document our old curriculum and implement the new one smoothly. Through intensively collaborative curriculum design, constant assessment of our current practice, and consultation with industry professionals, the Graphic Design faculty members have continuously made adjustments that have enhanced existing courses within the current curriculum structure. The following sketch demonstrates a concept of teaching cycle. This concept was developed as a result of our faculty discussion. We will continue to discuss this topic in the semesters to come.



- **Critical Thinking:** Demonstrate creativity and problem solving through a design process and deliverables
- **Creative Concept:** Develop creative user-centered communication solutions
- **Execution:** Produce professional level industry-relevant media deliverables
- **Collaboration:** Work collaboratively with clients and design teams
- **Professionalism:** Exhibit design professionalism

Curriculum Change Goals

- To respond to industry practice, design a curriculum that places emphasis on the design of experiences and interaction as opposed to the design of artifacts.
- To create a design curriculum with few more robust entry-level courses that serve students and help them determine earlier if design is their career choice before they make any significant investment in the program.
- To increase the number of students exposed to design as a profession by offering entry-level design courses as service to programs that value design awareness and skills. Collaborative advising with faculty should result in students with design aptitude

influencing them to choose the design program.

- To develop a process of continuous student assessment that equips faculty to advise students regularly about whether they should continue in design or enter a related area of study, which better suits to their interests and aptitudes.
- To increase the number of program specific course credits in the junior and senior years to provide students experiential learning. Students will engage in applied learning through Branding Experiences and client work in the Design Project Center.

Associate Degree Elimination

With the implementation of our new curriculum the Graphic Design associate degree will be eliminated. Most students entering the program aspire to receive the bachelor's degree. They do not like to think of themselves as being in a 2-year program. Faculty and employers view the AAS degree as a stepping stone to further education and as an assessment point for direction into the Graphic Design bachelor's degree or other degrees within the department, college and university. In its place, an assessment mechanism will be developed to assess students and will better serve students, as they are advised to proceed with an academic plan that leads to a successful completion of a BS degree and employment within their chosen profession.

Share Our Findings

The findings and survey feedbacks of this report will be shared with the faculty and staff of the Graphic Design program. A PDF version of this document will also be stored on the Graphic Design program network drive and will be available for all faculty and staff to review.

Appendix A

Syllabi

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN100: Design Foundations
Prerequisite: None
Email: XXX@ferris.edu

Syllabus for Fall Semester 2016
Instructor: Name Office Hours: BUS000
Contact: 231 000-0000

Course description:

Design Foundations is intended to introduce the student to the design profession. It does so with a cursory review of the history of the profession, an introduction to the skill sets required, the rigors and responsibilities, and impact the design field has in society and business. Students will be introduced to "user-centered design," principles of design, knowledge of the application of visual literacy, and design technology, resources and craft.

COURSE OUTCOMES

At the end of this course:

- Students will be knowledgeable in the process of user-centered design and the role of a graphic designer.
- Students will demonstrate knowledge of design principles.
- Students will demonstrate knowledge of visual literacy
- Students will demonstrate knowledge of design technology, tools, and resources

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging in social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. The instructor is responsible for delivering assignment information thoroughly, once, during scheduled class time. You are responsible to attain any information delivered in a class you did not attend. The instructor will not necessarily always be available to deliver that information a second time. The instructor will not take a second class period to do so.

There are no "excused" absences. There are only absences. You will not be

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course.

Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction.

If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Instructor background, syllabus review, font usage policy, design history, design: business & society, design history and visual literacy
Week 2	Career opportunities and responsibilities, lifelong learning, research projects
Week 3	Exam covering history, principles, professionalism,
Week 4	Resources and professional organizations, Design principles, terminology/vocab
Week 5	Design principles, composition, color theory
Week 6	Design process, creative strategies and deadlines, concept, composition, type, color, craft, history non-digital project (hand-made book)
Week 7	Non-digital project (hand-made book)
Week 8	Non-digital project (hand-made book)
Week 9	Design technology tools, on-line education resources, Illustrator
Week 10	Design software demonstrations
Week 11	Visiting lecturer. Critique, Agency, Studio, Freelance: structure and dynamics
Week 12	Service Bureaus, Vendors, Production, work flow, Digital archiving, production techniques
Week 13	Teamwork, book built as team
Week 14	Teamwork, book built as team
Week 15	Teamwork, book built as team, Review for exam
Final	Exam covering history, principles, professionalism,

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN110: Type and Technology

Syllabus for Fall Semester 2016

Prerequisite: DSGN100 Design Foundations Co-requisite: DSGN120 Image and Technology

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This course is intended to introduce graphic design students to the history and effective use of type in visual communications. It will present organized processes to disseminate multiple typographic factors and employ them in technically and aesthetically structured methods. This course is intended to balance basic design principles with the current industry technology as it concerns typography and its use in visual communications.

COURSE OUTCOMES

At the end of this course:

- Students will be able to identify, integrate, and verbalize basic typographic best- practices and historical context in original visual communications
- Students will be capable of developing a focused, organized design process leading to a user-centered solution with an emphasis on typography
- Students will be able to technically establish and logically plan a composition based upon a grid system

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging I social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. The instructor is responsible for delivering assignment information thoroughly, once, during scheduled class time. You are responsible to attain any information delivered in a class you did not attend. The instructor will not necessarily always be available to deliver that information a second time. The instructor will not take a second class period to do so.

There are no "excused" absences. There are only absences. You will not be penalized for missing two classes. Save them and use them wisely. You will get sick. Do not bring your disease to the classroom.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course.

Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction.

If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Instructor background, syllabus review, font usage, type history — lecture and projected visual reference/aids
Week 2	Type history, type anatomy, vocabulary & families, emotive type, history quiz, anatomy, vocab and type family lecture, anatomy, vocab and family quiz, emotive type — lecture and assignment delivery
Week 3	Emotive (expressive) type, InDesign introduction, — review emotive type assignment progress in class, critique, hierarchy lecture and assignment delivery
Week 4	Type hierarchy, typeface pairing, paragraph indication — critique/hierarchy, typeface pairing lecture and assignment delivery
Week 5	Paragraph indication, design process and creative strategies, thumbnailing — paragraph indication critique, design process/ strategy lecture
Week 6	Thumbnailing, user-centered design research, process/ research, analog documenting, documenting/formatting — review thumbnail work in class, lecture on hand-assemble documenting, “word-mark” assign, review for craft of assembly
Week 7	User-centered design research, process/research documenting/ formatting — review progress on word-mark assignment in class
Week 8	User-centered design research, process/research documenting/ formatting, film — student presentation, review/critique in class, “Helvetica,” “Typeface,” written response to film due after Spring
Week 9	Grid — lecture on and presentation of grid samples, grid assignment delivery, review grid assignment progress, one-on- one reviews
Week 10	Grid, style sheets, palettes in InDesign — critique grid assignment, lecture on style sheets, style sheet assignment delivery
Week 11	InDesign Style Sheets, InDesign layout, (Type Specimen Book- Phase 1) — review Style sheet assignment, lecture ion InDesign layout features, deliver Type Specimen Book (Phase 1) assignment
Week 12	TSB — review progress on TSB project
Week 13	TSB — review progress on TSB project
Week 14	TSB, type concerns in various media — student presentation of TSB, lecture, type in various media
Week 15	Type and various media — review progress in class
Final	Finals Week — project delivery/exam

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN120: Image and Technology

Syllabus for Fall Semester 2016

Prerequisite: DSGN100 Design Foundations Co-requisite: DSGN110 Type and Technology

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This course will emphasize simplification, abstraction and categorization of imagery. Students will be aware of the mood, style and emotional qualities of imagery and their appropriate application. Additionally, students will apply best practices of appropriation, creation and manipulation of images for effective communication. This course will convey best practices for the production of image systems.

COURSE OUTCOMES

At the end of this course:

- Students will apply best practices of digital image appropriation and creation.
- Students demonstrate awareness of mood, emotion and appropriate style through imagery.
- Students demonstrate knowledge of simplification and abstraction.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging in social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. The instructor is responsible for delivering assignment information thoroughly, once, during scheduled class time. You are responsible to attain any information delivered in a class you did not attend. The instructor will not necessarily always be available to deliver that information a second time. The instructor will not take a second class period to do so.

There are no "excused" absences. There are only absences. You will not be penalized for missing two classes. Save them and use them wisely. You will get sick. Do not bring your disease to the classroom.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course. Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction.

If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Course introduction, Instructor introduction, Syllabus, course software/materials, Raster vs. Vector, image file formats, CS suite introduction
Week 2	Image composition — principles of composition exercise with camera/Photoshop (cropping, economy, framing, emphasis, leading lines) Design principles
Week 3	Image design — figure/ground exercise
Week 4	Image simplification — form reduction exercise/bitmap to vector and application of color theory
Week 5	Image categorization — research exercise
Week 6	Image mood and emotive qualities — image content
Week 7	Analog, Vector and Raster images — Best practices for application and resolution. Software applications. Original image creation in each format with focus on
Week 8	Mid-term — quantitative content to date
Week 9	Image appropriation — Inspiration, imitation, plagiarism and parody/writing and research
Week 10	Workflow and imagery — InDesign + Photoshop/Illustrator best practices. Image importing and linking, Masking/selection integrity (wand, lasso,
Week 11	Workflow cont.
Week 12	Image Interpretation — Illustrator pen tool, eye dropper and color palette use (assignment with emphasis on simplification and interpretation)
Week 13	Image Interpretation Project continuation, peer and instructor critique
Week 14	Conceptual imagery content
Week 15	Conceptual content — Shadow portrait, Class critique and image review
Final	Project presentation

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN190:

Special Topics in Graphic Design
Syllabus for Fall Semester 2016

Prerequisite: None

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

COURSE OUTCOMES

This special studies course has been designed to allow students the creation

At the end of this course:

- Outcome: Will be defined in a written proposal during the development of the experimental course.

of experimental courses as necessary. _____

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging in social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

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There are no "excused" absences. There are only absences. You will not be penalized for missing two classes. Save them and use them wisely. You will get sick. Do not bring your disease to the classroom.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

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- Six (6) absences will result in failure of the course. Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction.

If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

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63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Final	

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN210: Type and Visual Interfaces

Syllabus for Fall Semester 2016

Prerequisite: DSGN110 Type and Technology

DSGN120 Image and Technology Co-requisite: DSGN212 Visual Communication

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This course will introduce the concepts of readability, legibility and usability as they relate to typography across multiple media formats. Assignments allow students to apply typography principles while considering basic interaction principles necessary for navigation and wayfinding. The course stresses the importance of technical prototyping skill through the execution of exercises and assignments.

COURSE OUTCOMES

At the end of this course:

- Students will be able to apply typographic principles for readability across media types.
- Students will be aware of interaction principles as they relate to typography.
- Students will demonstrate knowledge of basic navigation structures and wayfinding methods.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

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DEADLINES

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RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

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93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Introduction to typography on various surfaces, review type principles (Project: 1)
Week 2	Typefaces, font usage, pairings and styles
Week 3	Software and tools review, Software tools and styles, Intro to Cascading style sheets, and structure
Week 4	Readability and legibility across media (Project: Resumé)
Week 5	Usability and Interfaces
Week 6	Grid use on various surfaces (Project: Publication)
Week 7	Navigation, labels and buttons
Week 8	Forms and tables
Week 9	Typographic systems and standards
Week 10	Software and tools for prototyping (Project: Event)
Week 11	Studio time and critique
Week 12	Studio time and critique
Week 13	Studio time and critique
Week 14	Present prototypes and test Promotion projects
Week 15	Present Final Projects
Final	Final Exam

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN212: Visual Communication

Syllabus for Fall Semester 2016

Prerequisite: DSGN110 Type and Technology

DSGN120 Image and Technology Co-requisite: DSGN210 Type and Interfaces

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This course introduces students to specific methods in the creation and development of concepts that address visual problem solving. It focuses on creating multiple initial design concepts, the evaluation and refinement of those, and the development of iterations on a chosen direction. The course will investigate narrative in visual information delivery. It will review research methods relevant to visual problem solving. It will also introduce and oversee the professional development of a portfolio and its presentation.

COURSE OUTCOMES

At the end of this course:

- Students will apply user-centered research and visual reference material to visual problem solving.
- Students will apply skill in creative concept development strategies to generate multiple solutions.
- Students will demonstrate knowledge of visual and verbal storytelling.
- Students will apply the user-centered design process and demonstrate iterative prototyping skill.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging in social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. The instructor is responsible for delivering assignment information thoroughly, once, during scheduled class time. You are responsible to attain any information delivered in a class you did not attend. The instructor will not necessarily always be available to deliver that information a second time. The instructor will not take a second class period to do so.

There are no "excused" absences. There are only absences. You will not be penalized for missing two classes. Save them and use them wisely. You will get

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

sick. Do not bring your disease to the classroom.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course.

Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction.

If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Instructor background, syllabus review, font usage/management, The blank page, student approaches to getting started lecture
Week 2	Creative strategies, research project/posting
Week 3	Professional practices
Week 4	The design process, other professional approaches
Week 5	Project introduction
Week 6	Current project, project presentation, critique
Week 7	Developing iterations
Week 8	Current project - iterations, final selection refined design
Week 9	Research and visual reference lecture
Week 10	Visualizing statistical information and data lecture and
Week 11	Current project - visualizing statistical information and data, narrative in design
Week 12	Portfolio, cover letter
Week 13	Narrative design, visual and verbal storytelling, narrative design, portfolio
Week 14	Narrative design, portfolio — project submission, mock portfolio presentations, review portfolio progress
Week 15	Portfolio reviews — portfolio faculty review panel
Final	Finals Week — project delivery, portfolio pick-up, exit advising, identify individual strengths

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN220:

Interactivity and Development

Syllabus for Fall Semester 2016

Prerequisite: DSGN210 Type & Visual Interfaces

DSGN212 Visual Communication

Co-requisite: DSGN222 Principles of Experience Design

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This course will introduce students to current web-based interactive technologies and standards, content and technical execution in order to create good experiences. Students will also gain a practical understanding of interface development, site organization, hosting, and management techniques. Students will gain experience in applying user-centered principles to the process of creating interactive experiences. Students will also demonstrate a working knowledge of current inter-active technologies and standards.

COURSE OUTCOMES

At the end of this course:

- Students will be able to apply typographic principles for readability across media types.
- Students will be aware of interaction principles as they relate to typography.
- Students will demonstrate knowledge of basic navigation structures and wayfinding methods.
- Students will be demonstrating technical skill and craft in prototypes.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging I social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. The instructor is responsible for delivering assignment information thoroughly, once, during scheduled class time. You are responsible to attain any information delivered in a class you did not attend. The instructor will not necessarily always be available to deliver that information a second time. The instructor will not take a second class period to do so.

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The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

the final grade by one (1) letter grade.

- Six (6) absences will result in failure of the course.

Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction.

If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Introduction to typography on various surfaces, review type principles (Project: 1)
Week 2	Typefaces, font usage, pairings and styles
Week 3	Software and tools review, Software tools and styles, Intro to Cascading style sheets, and structure
Week 4	Readability and legibility across media (Project: Resumé)
Week 5	Usability and Interfaces
Week 6	Grid use on various surfaces (Project: Publication)
Week 7	Navigation, labels and buttons
Week 8	Forms and tables
Week 9	Typographic systems and standards
Week 10	Software and tools for prototyping (Project: Event)
Week 11	Studio time and critique
Week 12	Studio time and critique
Week 13	Studio time and critique
Week 14	Present prototypes and test Promotion projects
Week 15	Present Final Projects
Final	Final Exam

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN222:

Principles of Experience Design

Syllabus for Fall Semester 2016

Prerequisite: DSGN210 Type & Visual Interfaces

DSGN212 Visual Communication

Co-requisite: DSGN220 Interactivity and Development

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This course will introduce students to the principles of designing effective, engaging and efficient user experiences incorporating user research and the idea of a repeatable design process along with principles of visual communication. It uses current communication technologies and explores execution strategies, establishing the environment for a user-centered approach to design. This course provides the foundation for deeper understanding of the user experience model.

COURSE OUTCOMES

At the end of this course:

- Students will comprehend the place of user research in the design process.
- Students will apply effective, engaging, efficient design solutions to a variety of communication problems.
- Students will demonstrate understanding of the user experience model through the creation of user-centered experiences.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging in social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

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FONTS

Students are required to purchase the use of program fonts **each** fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Review design process, overview of user-centered design, characteristics of experiences, definitions
Week 2	Sensorial awareness, Social sciences and user-centered design, Project Discovery: Research, communication
Week 3	Usability, user research, user personas, usability reports
Week 4	Schematics, labeling, constraints of human perception
Week 5	Navigation, wayfinding, Discovery and Planning
Week 6	Visual prototyping process, Paper prototype techniques, iteration
Week 7	How aesthetics, typography, grid, color express
Week 8	Project 1: Introduction, discussion, research
Week 9	Project 1: Planning and Prototyping
Week 10	Project 1: Presentation
Week 11	Introduction to techniques, producing experiences, communication through the design process
Week 12	Project 2: Discovery
Week 13	Project 2: Planning
Week 14	Project 2: Prototyping
Week 15	Project 2: Production
Final	Final exam: Interactive design process, Final project Evaluation

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN224: Web Design & Planning

Syllabus for Fall Semester 2016

Prerequisite: None

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This course introduces the planning and production of interactive content using current industry standards and technology to non Graphic Design majors. Students will create, publish, and test interactive content using modern technology and best practices.

The process of organizing and publishing interactive content based on user-centered principles will be the primary focus.

COURSE OUTCOMES

At the end of this course:

- Demonstrate a working knowledge of current interactive technologies and standards.
- Understand the concept of user-centered interaction design, content organization and technical execution
- Show understanding of site organization, hosting and management techniques.
- Apply user-centered principles to the process of creating interactive experiences.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging in social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

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There are no "excused" absences. There are only absences. You will not be penalized for missing two classes. Save them and use them wisely. You will get sick. Do not bring your disease to the classroom.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course.

Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Introduction of design process.
Week 2	The web environment, tools and work environment.
Week 3	Planning interactive experiences, changing technologies – Mobile, HTML5, CSS3, Image Optimization
Week 4	Planning interactive experiences, changing technologies – Mobile, HTML5, CSS3, Image Optimization
Week 5	User-centered design, site structure, HTML & CSS
Week 6	User-centered design, site structure, HTML & CSS
Week 7	CSS layout, type and color
Week 8	Device/Browser differences, testing and deployment
Week 9	Behavior and scripting
Week 10	HTML Tables & forms
Week 11	Server-side technologies, databases
Week 12	Web server environments, hosting
Week 13	Content management systems
Week 14	Workflow
Week 15	Maintenance, keeping current with technology changes
Final	

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN290:

Special Topics in Graphic Design
Syllabus for Fall Semester 2016

Prerequisite: None

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

COURSE OUTCOMES

This special studies course has been designed to allow students the creation

At the end of this course:

- Outcome: Will be defined in a written proposal during the development of the experimental course.

of experimental courses as necessary. _____

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging in social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. The instructor is responsible for delivering assignment information thoroughly, once, during scheduled class time. You are responsible to attain any information delivered in a class you did not attend. The instructor will not necessarily always be available to deliver that information a second time. The instructor will not take a second class period to do so.

There are no "excused" absences. There are only absences. You will not be penalized for missing two classes. Save them and use them wisely. You will get sick. Do not bring your disease to the classroom.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course. Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Final	

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN297:

Special Studies in Graphic Design
Syllabus for Fall Semester 2016

Prerequisite: None

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This special studies course has been designed to allow students to work closely with a faculty member to pursue a topic of specialized interest. Topics for study and project requirements will be negotiated jointly between the faculty member and the student.

COURSE OUTCOMES

At the end of this course:

- Outcome: Will be defined in a written proposal between the student and faculty.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging in social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. The instructor is responsible for delivering assignment information thoroughly, once, during scheduled class time. You are responsible to attain any information delivered in a class you did not attend. The instructor will not necessarily always be available to deliver that information a second time. The instructor will not take a second class period to do so.

There are no "excused" absences. There are only absences. You will not be penalized for missing two classes. Save them and use them wisely. You will get sick. Do not bring your disease to the classroom.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course. Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
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87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Final	

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN300: Producing Design Systems

Syllabus for Fall Semester 2016

Prerequisite: DSGN220 Interactivity & Development

DSGN222 Principles of Experience Design Co-requisite: DSGN310 Branding Identity Systems

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This course introduces students to the role of technical specifications, processes and methodology of content management and delivery in the production of visual communication solutions across multiple media. Students will explore content management systems, resources, and interact with vendors and industry. Students will apply a variety of systems and techniques in the production of their design solutions. This course stresses the importance of managing quality, time and resources in the production process.

COURSE OUTCOMES

At the end of this course:

- Students will be knowledgeable in the technical aspects of current communication methods.
- Students will be aware of content management systems, resources, vendors and other industry partners
- Students will be able to apply their knowledge of a variety of systems and techniques in the production of their design solutions.
- Students will demonstrate knowledge in the management of their design solutions throughout the production process.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging I social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. The instructor is responsible for delivering assignment information thoroughly, once, during scheduled class time. You are responsible to attain any information delivered in a class you did not attend. The instructor will not necessarily always be available to deliver that information a second time. The instructor will not take a second class period to do so.

There are no "excused" absences. There are only absences. You will not be

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

penalized for missing two classes. Save them and use them wisely. You will get sick. Do not bring your disease to the classroom.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course.

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If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction.

If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts **each** fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Introduction to producing and publishing content
Week 2	Research and gather examples of analog and digital production methods
Week 3	Explore production, publishing and fulfillment processes, Studio/Vendor visit
Week 4	Apply production methods in the preparation and production of an analog design project (business
Week 5	Introduce content management strategies and systems
Week 6	Research and evaluate content management systems, Studio/ Vendor visit
Week 7	Select and apply content management system to publish a design solution (blog)
Week 8	Project – prepare and produce multi-page document for analog and digital delivery
Week 9	Project – prepare and produce multi-page document for analog and digital delivery
Week 10	Evaluate execution of multi-page document, Studio/Vendor visit
Week 11	Project – Produce variable-data direct mail and email marketing campaign
Week 12	Project – Produce variable-data direct mail and email marketing campaign
Week 13	Project – Produce variable-data direct mail and email marketing campaign
Week 14	Project – Produce variable-data direct mail and email marketing campaign
Week 15	Evaluate delivery and engagement of campaign
Final	Finals Week — project delivery/exam

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN301:

Interaction Design Development

Syllabus for Fall Semester 2016

Prerequisite: DSGN310 Branding Experiences 1

DSGN320 Branding Experiences 2 Co-requisite: DSGN320 Branding Experiences 2

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This class prepares students for real- world workflows in interactive media. Students will apply design principles and key concepts of interaction design in order to create compelling, attractive, and easy-to-use digital experiences.

Through an emphasis on process and collaboration, class projects examine dynamic media and the demands of a designer's analytical, visual, and technical skills. Students will produce projects that demonstrate best practices in digital media development. Students will demonstrate an understanding of current topics of technical development in the industry.

COURSE OUTCOMES

At the end of this course:

- Students demonstrate solutions that use data-driven dynamic template systems.
- Students demonstrate knowledge of current digital productivity tools.
- Students construct a variety of solutions across multiple digital formats.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging I social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

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There are no "excused" absences. There are only absences. You will not be penalized for missing two classes. Save them and use them wisely.

You will get sick. Do not bring your disease to the classroom.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

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FONTS

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GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
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83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Review User-centered interaction, Server-side processing, Project 1
Week 2	Review Responsive design principles, Mobile First principles, Code standards
Week 3	Mobile Devices, Abstracting code, Project 1: Discovery
Week 4	Forms and validation, Blog posts, Project 1: Planning
Week 5	Interaction prototyping, Blog posts, Project 1: Planning & Prototyping
Week 6	Interface Patterns and modular development, Form processing, Project 1: Development
Week 7	Data visualization, Project 1: Development &
Week 8	Project 1: Formal presentation & Evaluation
Week 9	Technical Strategies, User experience teams and environments, Studio tour
Week 10	Project 2: Teams assigned, Discovery & Planning
Week 11	Project 2: Planning & Prototyping, Development workflows, Version control
Week 12	Project 2: Prototyping, Technical Strategy
Week 13	Project 2: Development & Testing
Week 14	Project 2: Development & Testing
Week 15	Project 2: Deployment & Evaluation
Final	Final Exam: Project and Team Evaluation, Formal Presentations
Final	Final Exam: Project and Team Evaluation, Formal Presentations

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN310:

Branding Experience Design 1

Syllabus for Fall Semester 2016

Prerequisite: DSGN220 Interactivity and Development DSGN222 Principles of Experience Design

Co-requisite: DSGN300 Producing Design Systems

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This course introduces the design of user-centered brand experiences for business, organizations, services, and products. Students will research and create identity systems designed for engaging user interaction. Students will discover, plan and prototype a variety of brand touch points across multiple media formats. Students will apply knowledge of typography, color, and other principles of visual communication to the design of a visual system. The study of brand identity design will be complemented with examples of work done for leading global brands. Students refine skills to present deliverables throughout the duration of the course.

COURSE OUTCOMES

At the end of this course:

- Students will learn and understand key branding principles.
- Students will apply design process and principles of visual communication to business problems.
- Students will research, and synthesize solutions to given business problems. Students will generate and apply appropriate creative concept to given business problem based on exploration.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

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CLASS ATTENDANCE POLICY

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

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FONTS

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GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
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77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Review user-centered design process, What is branding? Definitions and terms, characteristics of
Week 2	Sensorial awareness, Social sciences and user-centered design, Project Discovery: Research, communication. Design basics apply to branding design.
Week 3	Usability, user research, user personas, usability reports
Week 4	Schematics, labeling, constraints of human perception
Week 5	Navigation, wayfinding, Discovery and Planning Visual language: Photography, Illustration and
Week 6	Visual prototyping process, Paper prototype techniques, iteration. Introduction to semiotics. Project 1:
Week 7	Creative brand concept development. Project 1: Concept
Week 8	The creative brief. Project 1: Prototyping & testing
Week 9	Visual translation. Project 1: Prototyping & testing
Week 10	Type & branding. Project 1: Presentation/Evaluation
Week 11	Pictorial identity. Project 2: Introduction, discussion,
Week 12	Brand design systems. Project 2: Discovery
Week 13	Brand identity manual. Project 2: Planning
Week 14	Project 2: Prototyping
Week 15	Project 2: Production
Final	Final exam: Interactive design process, Final project Evaluation

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN320:

Branding Experience Design 2

Syllabus for Fall Semester 2016

Prerequisite: DSGN310 Branding Design Experience 1 Co-requisite: DSGN301 Interaction Design

Development Instructor: Name

Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

The focus of this course will be the application of fundamentals of brand identity and interactive design to create effective, efficient and engaging brand experiences. Through exposure to a variety of business and social problems, students will be challenged to create unique ideas and solutions that meet real world challenges. An emphasis will be placed on understanding and capturing the essence of a chosen brand (corporate, product, service, NGO, media personality) to develop experiences designed for interaction and engagement that target all environments and platforms through which the brand has to connect with their users. Student presentations demonstrate solutions for multiple media formats.

COURSE OUTCOMES

At the end of this course:

- Students will apply user-centered research methods to brand design projects.
- Students will apply branding principles to experience design.
- Students will synthesize design solutions to business problems.
- Students will analyze appropriateness of design solutions, based on user research and business strategy
- Students apply effective presentation skills

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

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Keep your cell phones off and remove headphones during class. Sleeping in class and engaging in social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
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83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Introduction to Dynamic Branding: Brands for the Real
Week 2	Designing Experiences
Week 3	Empathic design user research methods
Week 4	Scenario as a Design Tool
Week 5	Cognitive aspects of design. Project 1: Introduction, discussion, research
Week 6	Project 1: Discovery
Week 7	Project 1: Planning and concept development
Week 8	Project 1: Prototyping & testing
Week 9	Project 1: Prototyping & testing
Week 10	Project 1: Presentation/Evaluation
Week 11	Project 2: Introduction, discussion, research
Week 12	Project 2: Discovery
Week 13	Project 2: Concept
Week 14	Project 2: Prototyping & testing
Week 15	Project 2: Prototyping & testing
Final	Project 2: Presentation/Evaluation

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN399: Internship

or International Experience

Syllabus for Fall Semester 2016

Prerequisite: DSGN310 Branding Design Experience 1 Co-requisite: None

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

COURSE OUTCOMES

Internships provide students with the opportunity to gain experience in workplace settings and to translate classroom learning into practice. Students

At the end of this course:

- Students demonstrate knowledge of the business realities of design.
- Students demonstrate knowledge of budgets and client needs.
- Students will demonstrate knowledge of design industry best practices.
- Students demonstrate personal development and professional preparation.

are required to deliver detailed summary _____

COURSE REQUIREMENTS

reports of experience during and at end

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity.

Students are also required to use school email addresses and check it regularly.

of internship. The experience includes supervision and feedback by a design manager, creative director, art director, and professor. Experiences contribute to personal development and professional preparation. Study abroad experiences approved by an advisor could also be considered as equivalence.

Classroom participation

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CLASS ATTENDANCE POLICY

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

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RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

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GRADING

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63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR*Course Time Allocation:*

Direct engagement with current professional personalities and facilities, 100% / 120 Hours

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Final	Evaluation

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN390:

Special Topics in Graphic Design
Syllabus for Fall Semester 2016

Prerequisite: None

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

COURSE OUTCOMES

This special studies course has been designed to allow students the creation

At the end of this course:

- Outcome: Will be defined in a written proposal during the development of the experimental course.

of experimental courses as necessary. _____

COURSE REQUIREMENTS

Online participation

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Classroom participation

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

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RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

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COURSE CALENDAR

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Final	

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN397:

Special Studies in Graphic Design
Syllabus for Fall Semester 2016

Prerequisite: None

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This special studies course has been designed to allow students to work closely with a faculty member to pursue a topic of specialized interest. Topics for study and project requirements will be negotiated jointly between the faculty member and the student.

COURSE OUTCOMES

At the end of this course:

- Outcome: Will be defined in a written proposal between the student and faculty.

COURSE REQUIREMENTS

Online participation

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Final	

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN410: Design Project Center

Syllabus for Fall Semester 2016

Prerequisite: DSGN320 Branding Design Experience 2

DSGN301 Interaction Design Development

Co-requisite: DSGN412 Design Professionalism and Entrepreneurship Instructor: Name

Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This course is designed for students to synthesize all program outcomes in a professional studio environment involving client contact and project management. Students will research, plan, prototype and produce a design

system and the appropriate artifacts that meet a real client need. Students will research, identify and present design proposals for projects across multiple media formats. Clients include the University, regional community business and non-profit organizations. Through weekly meetings students will prepare updates and requirements with vendors

and clients, meet project milestones, and

CLASS ATTENDANCE POLICY

respond to faculty and client feedback. Through daily time tracking, students accurately track all project progress.

Students have an assigned role and are required to manage the studio as a real work environment.

COURSE OUTCOMES

At the end of this course:

- Students analyze, synthesize the design process to applied business problems
- Students synthesize professional design deliverables and built prototypes
- Students apply skill for vendor and client interactions

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging I social media is absolutely prohibited. Lap tops will remain closed during lectures.

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overall learning needs of the class.

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

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GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
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70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Welcome to the Design Project Center (DPC) Conduct an exploratory /scoping workshop with design team and stakeholders. Note-taking, Client/project
Week 2	Begin Project Proposals: Agreement for Design Services, Define client objective. define process and deliverables, estimate any known costs, define, timeline, terms and conditions, Signed by client and
Week 3	Content analysis: Audit existing content, comprehensive "as is" content map, log analysis, web logs, search criteria. Describe images, copy, messages, resources. Client requirements: Confirm stakeholders, interview stakeholders, Benchmark competitors, Benchmark related solutions: learn client's existing technical environments and research possible solutions. Benchmark search and document goals
Weeks 4	User research due: Identify user groups (audiences), User focus groups for each audience, User interviews for each audience, interviews with core customers for needs, behaviors and goals, User workshop (blue sky), Define personas; needs/ wants analysis, audience identification. Assignment User
Week 5	Project Discovery Phase Due: Summarize findings, users, content, context, create conceptual prototype, present findings to stakeholders. Create a document summarizing target audiences, communication goals/outcomes, locked-in project scope, tone and manner, outline development, platforms, hosting requirements, imperatives, considerations, and final
Week 6	Client Presentations on Discovery findings includes a visual translation of strategic direction. Planning
Weeks 7 –9	User modeling: Users and user task analysis, develop conceptual diagrams of user experience. Content modeling: Card sorts, diagrams, outlining, imagery, conceptual development, and message Business/client context: Research and test technical environments, solutions and document. Track project with calendar and chart. Communicate with stakeholders
Week 10	Project Planning Phase Due: Schematics, Wireframes, Imagery, Messages, Presentation to client results in strategic alignment with the shared vision and values
Week 11	Strategic direction for visual brand language established
Week 12	Static prototypes represent actual messages and visuals across appropriate media
Week 13	Develop proof-of-concept, comps, mockups. Clickable wireframes deployed to client-facing server
Week 14	Design iteration with creative direction, final prototype
Week 15	Design production, final production budgets due, estimates
Final	Project Prototyping Phase Due: Client presentation approved by creative directors/professors

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN412: Design Professionalism and Entrepreneurship

Syllabus for Fall Semester 2016

Prerequisite: DSGN320 Branding Design Experience 2

DSGN301 Interaction Design Development Co-requisite: DSGN410 Design Project Center

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

The consultative, service-oriented, and often freelance-based nature for the design field makes the business side of design a critical component of design education.

Complementing other studio courses in the program, students will learn about the internal management and marketing issues pertinent to successful contemporary design practice.

This course will provide a framework for students to launch their careers in design, be it working for a design firm, an in-house design department or freelance. In accordance with best practices of contemporary design field, students

will develop: project management skills, personal brand identity systems, presentation and job interview skills.

COURSE OUTCOMES

At the end of this course:

- Students will develop a personal career plan and professional brand
- Students will demonstrate understanding of the application of design business goals for freelance and start-ups
- Students will demonstrate knowledge of design business agreements
- Students will demonstrate an understanding of project management methods

COURSE REQUIREMENTS

Online participation

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Classroom participation

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DEADLINES

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RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

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FONTS

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GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
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67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Clients, industries, design specialties
Week 2	Making a living as a creative professional
Week 3	Determining personal branding goals, defining your niche, identifying uniqueness and value Assignment: Present Personal Career Plan
Week 4	Job hunting, marketing creative services, acquiring clients Assignment: Develop Personal Business Identity system
Week 5	Design business models: Freelance, Small Business, Large firms, In-house
Week 6	Project management basics and the tools and
Week 7	Common Independent contractor issues and sample contracts, awareness of legal issues Assignment: Create Forms and Standards for Professional work
Week 8	Networking, portfolio and industry events, connecting in the community
Week 9	Design business planning and financial management
Week 10	Building an online identity
Week 11	Proposals, pricing models, setting rates
Week 12	Presentation skills
Week 13	Working with a sales rep, placement services
Week 14	Reflection: Including but not limited to: wardrobe, website content, blog content, website design, blog design, LinkedIn profile, Facebook profile, Twitter profile, Google+ profile, email signature, social media profile picture, the way you conduct business
Week 15	All assignments due for final grade
Final	Final Exam

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN420: Design Project Center 2

Syllabus for Fall Semester 2016

Prerequisite: DSGN410 Design Project Center 1

DSGN399 Internship and International Experience Co-requisite: DSGN499 Portfolio Presentation

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

As a continuation of the project work established in the Fall semester, students in the Design Project Center will produce the client work based on the research, planning, and prototyping from previous semester. This course structure will simulate a professional studio environment involving client contact, design, project management, and production. Through weekly meetings students will prepare updates and requirements with vendors and clients, meet project milestones, and respond to faculty and client feedback. Through daily time tracking, students accurately track all project progress. Students have an assigned role and are required to manage the studio as a real work environment.

COURSE OUTCOMES

At the end of this course:

- Students synthesize the design process within time constraints.
- Students produce professional-level design deliverables within project constraints.
- Students apply industry standards to deliverables.
- Students apply communication skill to vendor and client interaction.
- Students will evaluate design solutions against client requirements and user goals.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

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If a student must be absent please notify the instructor ahead of time.

DEADLINES

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RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

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GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Welcome back to the Design Project Center (DPC) Review Planning and Prototypes. Begin functional evaluation prototype. Post link for review
Week 2	Complete preflight checklist, coding, file optimization, import content, assembly.
Week 3	Testing on multiple devices browsers, and platforms, mail test paper dummies. Present demonstrations
Week 4	Quality assurance, tweaking and debugging begin. Add Google Analytics and other tracking tools.
Week 5	Submit link and/or pre-press files and project
Week 6	Produce identity manual, complete with brand identity, logo variations, rules, signature, colors, typography, business system, applications (including environments, print and digital). Build online style
Week 7	Project Production Phase Due
Week 8	Present identity, document project, photograph, note
Week 9	Communicate outcomes and strategy to stakeholders
Week 10	Finalize project documentation, update schematics and diagrams. Submit Binder to DPC
Week 11	Deliver final style guide/identity manual. Educate and deliver standards to stakeholders
Week 12	Document user satisfaction survey, features, version planning
Week 13	Finalize project summaries
Week 14	Project Evaluation Phase Due
Week 15	Reflection, Present Projects to incoming DPC class
Final	Final archives, DPC website updates, housekeeping

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN499: Portfolio Presentation

Syllabus for Fall Semester 2016

Prerequisite: DSGN410 Design Project Center 1 Co-requisite: DSGN420 Design Project Center 2 Instructor:
Name

Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This class will prepare senior students to enter the job market with a portfolio that demonstrates readiness for the design industry. Students will develop a professional-level presentation of their projects as a digital and physical capstone portfolio that is a documentation of the design process, craft, and technical ability. Students will develop presentation skills in preparation for job interviews and portfolio review

COURSE OUTCOMES

At the end of this course:

- Students apply visual communication skill in presenting work against program standards
- Students apply verbal communication skill in presenting for professional environments.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

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DEADLINES

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RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

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GRADING

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67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	Review weekly schedules, Discuss portfolios and industry expectations
Week 2	Portfolio pages plan due
Week 3	Project one due, Blog started
Week 4	Project Two due
Week 5	Project Three due
Week 6	Project Four due
Week 7	Project Five due
Week 8	Stationery paper and print samples, résumé content due, port descriptions
Week 9	Present digital portfolio
Week 10	Full portfolio due in PDF form
Week 11	Portfolio pages final design due
Week 12	Portfolio production, Portfolio presentation practice to peers Personal identity packages due
Week 13	Portfolio Presentation practice (All Design Faculty)
Week 14	Portfolio Review Day! Send Thank You Notes (mailed by following Monday)
Week 15	Post final files to Blackboard Clean Senior Studio Archiving Graduation checksheet Develop website graphics for Program website
Final	Alumni requirements filed Final Comments

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN490:

Special Topics in Graphic Design
Syllabus for Fall Semester 2016

Prerequisite: None

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This special studies course has been designed to allow students to work closely with a faculty member to pursue a topic of specialized interest. Topics for study and project requirements will be negotiated jointly between the faculty member and the student.

COURSE OUTCOMES

At the end of this course:

- Outcome: Will be defined in a written proposal between the student and faculty.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

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DEADLINES

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RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

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COURSE CALENDAR

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Final	

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

[Return to Curriculum](#)

[Return to Table of Contents](#)

DSGN497:

Special Studies in Graphic Design
Syllabus for Fall Semester 2016

Prerequisite: None

Instructor: Name Office Hours: BUS000

Email: XXX@ferris.edu

Contact: 231 000-0000

Course description:

This special studies course has been designed to allow students to work closely with a faculty member to pursue a topic of specialized interest. Topics for study and project requirements will be negotiated jointly between the faculty member and the student.

COURSE OUTCOMES

At the end of this course:

- Outcome: Will be defined in a written proposal between the student and faculty.

COURSE REQUIREMENTS

Online participation

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It is expected that you to actively engage in the learning process. This is expected to be demonstrated through punctuality, attentiveness, and a passionate effort in the fulfillment of the course requirements. You are expected to engage in class discussions and activities.

Keep your cell phones off and remove headphones during class. Sleeping in class and engaging in social media is absolutely prohibited. Lap tops will remain closed during lectures.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. The instructor is responsible for delivering assignment information thoroughly, once, during scheduled class time. You are responsible to attain any information delivered in a class you did not attend. The instructor will not necessarily always be available to deliver that information a second time. The instructor will not take a second class period to do so.

There are no "excused" absences. There are only absences. You will not be penalized for missing two classes. Save them and use them wisely. You will get sick. Do not bring your disease to the classroom.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course. Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction.

If a student must be absent please notify the instructor ahead of time.

DEADLINES

Missed deadlines or late assignments will not be accepted without prior arrangements with the instructor.

RESOURCES, REFERENCES & SUPPLIES

The following are required for this course:

FONTS

Students are required to purchase the use of program fonts each fall of their academic year while they are in the DSGN program. These are purchased through the university bookstore. Students must present a proof of purchase receipt for these fonts in the first week of the semester. Students are required to sign an annual contract outlining the terms of use for these fonts. See your advisor to review and complete this contract.

GRADING

Grading will be structured as follows:

Percentage of total course points	Grade	Definition
93 – 100	A	Excellent. Exceeds expectations and requirements in all areas
90 – 92	A-	
87 – 89	B+	Good. Successfully meets requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	Average. Accomplishes published assignment requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	Poor. Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	Unsatisfactory. Fails to successfully meet minimum requirements in

COURSE CALENDAR

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Final	

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week), Percentages (100 percent)

Appendix B

Faculty Vita

[Return to Faculty Composition and Engagement](#)

[Return to Table of Contents](#)

Mr. Jeff A. Ek
Ferris State University
MKTG
(231) 591-2442

Education

MS, Ferris State University, 2001.
Major: Career Technical Education
BS, Ferris State University, 1995.
Major: Visual Communication
AAS, Ferris State University, 1987.
Major: Commercial Art

Professional Positions

Academic - Post-Secondary

Interim Marketing Department Chair, Ferris State University, College of Business.
(August 2013 - Present).

Coordinator, Graphic Design Program, Ferris State University, College of Business.
(2001 - Present).

Assistant Professor, Ferris State University. (1999 - Present).

Adjunct Instructor, Ferris State University. (1998 - 1999).

Professional

Web Designer/Developer, Ferris State University, University Advancement Office. (2000 - 2011).

Design Consultant, Lerner Financial Group, Inc. (2003).

Freelance Designer. (1992 - 1999).

Graphic Designer, Ferris State University, Media Production. (1988 - 1999).

Professional Memberships

AIGA -The Professional Association for Graphic Design. (2004 - 2014).

Development Activities Attended

- Conference Attendance, "Leadership Training for Department Chairs," Academic Impressions, Orange County, California, USA. (November 14, 2014 - November 15, 2015).
- Workshop, "Assessment Planning Workshop - Jennifer Fager Ph.D.," University Of Wisconsin-Eau Claire. (February 20, 2014 - February 21, 2014).
- Conference Attendance, "Academic Leadership Retreat," Ferris State University Academic Affairs, Bellaire, Michigan, USA. (February 16, 2014 - February 18, 2014).
- Self-Study Program, "Lynda.com Training," Lynda.com, Carpinteria, CA, USA. (2012).
- Conference Attendance, "Seek Design Conference," Northern Illinois University, Dekalb, Illinois, USA. (November 12, 2011).
- Conference Attendance, "AIGA Design Educators Conference," The Professional Organization for Graphic Design (AIGA), New York, NY, USA. (2010).
- Workshop, "FCTL Rubrics, Readability, and Retention— The 3 R's: Making the Connection," Faculty Center for Teaching and Learning, Ferris State University, Big Rapids, MI, USA. (September 21, 2010 - November 11, 2010).
- Webinar, "Website Redesign: Crash Course to Revamp Your College's Online Presence," Wayne State University, Detroit, MI, USA. (March 29, 2010).
- Conference Attendance, "AIGA National Design Conference," The Professional Organization for Graphic Design (AIGA), Memphis, Tennessee, United States. (October 8, 2009 - October 11, 2009).
- Self-Study Program, "Lynda.com Training," Lynda.com, Carpinteria, CA, USA. (September 10, 2009 - September 18, 2009).
- Speaker, "Ric Grefé, Executive Director of the AIGA, Dialogue About National Design Policy Initiatives," Kendall College of Art and Design, Grand Rapids, MI, USA. (September 15, 2009).
- Conference Attendance, "NACADA Advising Conference," National Academic Advising Association (NACADA), San Diego, California, USA. (2008).
- Conference Attendance, "The Leadership Summit," Willow Creek Organization, Barrington, Illinois, USA. (August 10, 2006 - August 12, 2006).
- Conference Attendance, "AIGA Conference," New York, NY, US. (2004).
- Conference Attendance, "How Design Conference," How Magazine, San Fransisco, CA, US. (2001).
- Workshop, "Critical Thinking Workshop," Ferris State University, Big Rapids, MI, US. (August 24, 2001).
- Conference Attendance, "How Design Conference," How Magazine, Atlanta, GA, USA. (2000).

Conference Attendance, "Lilly North Conference," Lake Arrowhead, CA. (2000).

Workshop, "New Faculty Transition Program," Ferris State University, Big Rapids, MI, US. (August 1999 - May 2000).

Awards and Honors

Addy Award. (1995).

Teaching

Teaching Experience

Ferris State University

GRDE 210, Typography, 4 courses.

GRDE 216, Digital Imaging, 16 courses.

GRDE 228, Interactive Media Development, 11 courses.

GRDE 299, Typographics, 2 courses.

GRDE 316, Web Animation, 1 course.

Non-Credit Instruction

Continuing Education, Academic Affairs, 25 participants. (2006 - 2008).

Seminar, MOISD Monday Night Technology Program, 30 participants. (2000 - 2004).

Seminar, Ferris State University Summer University, 35 participants. (2001 - 2003).

Workshop, Ferris Web Developers Initiative, 30 participants. (2000 - 2003).

Research

Presentations Given

Ek, J. (Presenter & Author), MOISD Monday Night Technology Program, "Digital Imaging," Mecosta Osceola Intermediate School District, Big Rapids, MI. (2002).

Ek, J. (Presenter & Author), Annual Ferris Web Developers Training, "Digital Imaging and Web Graphics," Ferris Web Initiative, Big Rapids, MI. (2001).

Ek, J. (Presenter & Author), Ferris Summer University, "Print and Web," Ferris State University, Big Rapids, MI. (2001).

Service

Department Service

- Committee Chair, Graphic Design Search Committee Pos #F11046. (2013 - 2014).
- Committee Chair, Marketing Department Tenure Committee. (August 2005 - August 2013).
- Committee Chair, Academic Program Review – Graphic Design. (2009 - 2010).
- Committee Chair, Graphic Design Search Committee Pos #F11152. (2009 - 2010).
- Committee Chair, Marketing Department Program Promotion Team. (2007 - 2008).
- Committee Chair, Graphic Design Search Committee, Position #F11033. (2006 - 2007).
- Committee Chair, Graphic Design Search Committee, Position #F11152. (2006 - 2007).
- Committee Member, Marketing Department Online Delivery Team. (2006 - 2007).
- Committee Member, Marketing Department Faculty Retreat. (July 2007 - August 23, 2007).
- Attendee, Meeting, Marketing Department Faculty Retreat. (August 20, 2007).
- Committee Member, Marketing Department Faculty Retreat. (July 2006 - August 2006).
- Co-Chair, Marketing Department Tenure Committee. (August 2004 - May 2005).

Student Service

- Student Org Advisor (Non-Professional Org), Ferris AIGA West Michigan Chapter. New York City Studio Tours. (October 18, 2013 - October 21, 2013).
- Student Org Advisor (Non-Professional Org), Ferris AIGA West Michigan Chapter. Cranbrook Academy of Art Talk/Tour. (October 25, 2012).
- Student Org Advisor (Non-Professional Org), Ferris AIGA West Michigan Chapter. Chicago Studio Tours. (October 17, 2011 - October 20, 2011).

College Service

- Committee Chair, College of Business Website Advisory Committee. (August 23, 2011 - Present).
- Coordinator, College of Business Website. (August 23, 2011 - Present).
- Presenter, DECA Presentation. (January 20, 2014).
- Committee Member, Design & Innovation MBA - Planning Team. (October 2013 - December 2013).
- Committee Member, College of Business Promotion Merit Committee. (2010 - 2012).

Committee Chair, College of Business DAWG DAY Video Production. (June 2012 - August 2012).

Committee Member, University Web Work Group Committee. (2008 - 2011).

Committee Chair, College of Business Website Implementation Team. (June 15, 2009 - August 26, 2011).

Presenter, DECA Presentation. (2010).

Committee Chair, University Graphic Standards Committee. (2007 - 2010).

Committee Member, College of Business Promotion Merit Committee. (2006 - 2007).

Committee Member, College of Business Sabbatical Leave Committee. (2006 - 2007).

Committee Member, Futures Conference presentation on digital media. (2005 - 2006).

Volunteer, College of Business First Impressions. (2004 - 2006).

Committee Member, College of Business Recruitment and Retention Committee. (2004 - 2006).

Committee Member, University Strategic Marketing Committee. (1995).

University Service

Committee Member, Digital Signage Advisory Committee. (August 2014 - Present).

Judge, Annual Spaghetti Bridge Building Competition. (2000 - Present).

Guest Speaker, Honors Invitational. (2011 - 2013).

Committee Member, Coordinator of Instructional Technology Hiring Committee. (2011).

Committee Member, Programmatic Marketing Committee. (2003 - 2004).

Senator, Academic Senate. (2002 - 2004).

Committee Member, Student Life Committee. (2002 - 2004).

Committee Member, Presidential Inauguration Committee. (2003).

Panelist, Pathways Conference. (2001).

Professional Service

Website Design and Development and Maintenance, Reed City Church of the Nazarene Website. (May 2009 - Present).

Member, Kent County Intermediate School District Graphic Arts Advisory Board, Grand Rapids, MI. (2005 - Present).

Member, Newaygo County Intermediate School District Graphic Arts Advisory Board, Newaygo, MI. (2005 - Present).

Member, Mecosta/Osceola Intermediate School District Graphic Arts Advisory Board, Big Rapids, MI. (2000 - Present).

Public Service

Video Producer, Reed City Church of the Nazarene, Reed City, MI. (2007 - Present).

Portfolio Reviewer, Kent, Mecosta and Newaygo Career Technical Centers, MI. (2006 - Present).

Promotional Design, Northern Michigan District Women's Ministries, Traverse City, MI. (2005 - Present).

Set Designer, Reed City Church of the Nazarene, Reed City, MI. (April 2013).

Chairperson, Reed City Church of the Nazarene Technology Committee, Reed City, MI. (2007 - 2011).

Identity Package Design, Reed City Church of the Nazarene, Reed City, MI. (2009).

Promotional Design, Northern Michigan District Laity Conference, Traverse City, Michigan. (2006 - 2008).

Print Design and Video Production, Reed City Church of the Nazarene, Forward in Faith Pledge Campaign, Reed City, MI. (2005).

Consulting

For Profit Organization, University Advancement and Marketing, Ferris State University. (2000 - 2011).

For Profit Organization, Logic Plus. (1998 - 2010).

For Profit Organization, Lerner Financial Group. (2002 - 2003).

For Profit Organization, Communication that Counts. (2002).

For Profit Organization, Michigan Motion X-ray. (2001).

For Profit Organization, Growth Finance Corporation. (1999).

[Return to Faculty Composition and Engagement](#)

[Return to Table of Contents](#)

Mike Hu

Ferris State University

MKTG

(231) 591-2417

Email: mike_hu@ferris.edu

Education

MFA, Savannah College of Art & Design, 1995.

Major: Graphic Design

BS, Evening University of Beijing Foreign Studies University, 1988.

Major: English Literature

Professional Positions

Academic - Post-Secondary

Assistant Professor, University of Indianapolis, Department of ART & Design. (August 2004 - August 2005).

Full-time Temporary Instructor, Ferris State University, Visual Design and Web Media Program. (August 2003 - April 2004).

Adjunct Instructor, Kendall College of Art & Design. (December 2002 - August 2003).

Professional

Graphic Designer, Freelance Work.

Senior Graphic Designer, Structure Interactive. (October 1999 - February 2003).

Graphic Designer, Rapido Design & Imagesetting. (May 1996 - January 1998).

Graphic Designer, Kidd & Driscoll Advertising Co., (November 1995 - April 1996).

Professional Memberships

AIGA West Michigan Board Member, The Professional Association for Design. (March 1, 2008 - Present).

Development Activities Attended

Conference Attendance, "SEEK Design Conference," AIGA, Chicago, IL, USA. (November 11, 2011 - November 13, 2011).

Conference Attendance, "Web Design Conference," MogoMedia, Orlando, Florida, USA. (September 15, 2008 - September 18, 2008).

Awards and Honors

Exhibition - University of Indianapolis Art & Design Department Faculty Show, University of Indianapolis. (2005).

Ferris and Kendall Faculty Show, Ferris and Kendall. (2004).

Designed posters for Chinese National Art Gallery. (1996).

Solo Graduation Exhibition, Savannah, GA. (1995).

Teaching

Teaching Experience

Ferris State University

PREL 499, Trip to China, 1 course.

Non-Credit Instruction

Design Thinker conference, RGD: The Association of Registered Graphic Designers, 1000 participants. (November 11, 2015 - November 14, 2015).

Guest Lecture. (November 2012).

Workshop, 22 participants. (April 2, 2010).

Directed Student Learning

Supervised Teaching Activity. (March 2009).

Research

Published Intellectual Contributions

Journal Articles

Hu, M. (2011). "So-called Love" Poem. (66). <http://www.cnd.org/>

Hu, M. (2010). Underground Music in China. (65). <http://www.cnd.org/>

Other

Hu, M. (2015). *Design a logo for Diversity committee.*

Hu, M. (in press). *Poster and Bookcover.*

Hu, M. (2011). *Designed the website for Viotto Chemical.* www.voittochemical.com

Hu, M. (2011). *Designed the website for VoittoGroup*. www.voittogroup.com

Hu, M. (2011). *Designed the booklet holder for VoittoGroup*.

Hu, M. (2010).

Hu, M. (2010). *Designed the website for Freshever*. www.freshever.com

Hu, M. (2010). *Designed the logo for Freshever*.

Hu, M. (2010). *Design the brochure for SmartiePet*.

Hu, M. (2010). *Logo for Metro Warehouse International*.

Hu, M. (2009). *Ferris/Kandall Faculty Exhibit*.

Hu, M. (2009). *Mirror of an undercover spy in Shanghai in 1930s*.

Hu, M. (2008). www.itellegentSim.com

Hu, M. (2007). *Modern Art Appreciation*. Chinese Digest.

Presentations Given

Hu, M., AIGA Design Conference 2011, AIGA, Phoenix, AZ (October 13, 2011).

Hu, M., C + W: Rob Carter and Sandra Wheeler, Design educators presentation, AIGA West Michigan, Kendall College, Grand Rapids. (September 23, 2011).

Hu, M., Mobile Creativity: Being Relevant and Staying Competitive, Kendall College, Grand Rapids. (September 22, 2011).

Hu, M., AIGA West Michigan Lecture, "Coming Unstuck: Thinking About Design in a Stalled Economy," JW Marriott in Grand Rapids. (September 8, 2011).

Hu, M., Freak Show & Tell: Design Army, AIGA, JW Marriott, GR. (October 29, 2010).

Hu, M., AIGA Design Conference, AIGA, Memphis, Tennessee. (October 8, 2009).

Hu, M., Designed the book cover for Global Scholarly Publications new York, "The Imperative of Understanding: Chinese Philosophy, Comparative Philosophy, and Onto-Hermeneutics." (July 2008).

Hu, M., Designed the book cover for Global Scholarly Publications new York, "Polishing the Chinese Mirror: Essays in Honor of Henry Rosemont, Jr." (June 2008).

Hu, M., Join an AIGA Seminar, "Chip Kidd, an award-winning graphic design pioneer and best selling author," GVSU, Grand Rapids. (March 18, 2008).

Hu, M. (Presenter & Author), Art Department High School Day, "Photoshop Workshop," University of Indianapolis, Art Department, Indianapolis, IN. (2006).

Hu, M. (Presenter & Author), Art Department High School Day, "Photoshop Workshop," University of Indianapolis, Art Department, Indianapolis, IN. (2005).

Hu, M. (Presenter & Author), Study Abroad Expo, University of Indianapolis, Indianapolis, IN, US. (2005).

Contracts, Grants and Sponsored Research

Grant

Hu, M. (Co-Principal), "Faculty/Staff Mini Grant," Ferris State University, \$2,100.00.

Hu, M. (Principal), "Sabbatical Leave," Sponsored by Ferris, Ferris State University, \$0.00. (August 1, 2013 - May 1, 2014).

Hu, M. (Principal), "Professional Development," Sponsored by Ferris, Ferris State University, \$3,220.00. (September 15, 2013).

Hu, M., "Timme Travel Grant," Sponsored by Faculty Center for Teaching & Learning, Ferris State University, \$700.00. (October 13, 2011 - October 16, 2011).

Service

Department Service

Committee Chair, Peter Zakrzewski's Tenure committee Chair. (September 2012 - Present).

Committee Chair, Sending promotion email to future students in high school through MailChimp once per month. (August 2011 - Present).

Attendee, Meeting, MDE-CTE Standards Review and Revision Webinar. (November 10, 2010 - Present).

Maintaining the Font Server, UTS. (August 24, 2009 - Present).

Committee Chair, Graphic Design Program Review. (August 30, 2015 - August 30, 2016).

Committee Member, Tenure committee member for Henry Ho. (September 1, 2015 - May 1, 2016).

Committee Member, Tenure committee member for Tim Power. (September 1, 2015 - May 1, 2016).

Committee Member, Diversity. (August 25, 2015 - May 1, 2016).

PCAF for GRDE program. (September 1, 2015 - September 10, 2015).

Committee Chair, Developed a plan to re-arrange the Mac lab 110. (April 2011 - May 2011).

Faculty Advisor, Presentation at the Kent career and Tech Center. (December 3, 2010).

Attendee, Meeting, Program Review. (August 23, 2010 - November 23, 2010).

Actively participated the program review. (August 2010 - October 2010).

Marketing solicitor for the United Way. (October 21, 2010).

Faculty Mentor, Field trip. (October 23, 2009 - October 25, 2009).

Student Service

Student Recruiter.

Student/Industry Connection. (October 3, 2014).

Student Org Advisor (Professional Org), Senior and Junior students. (October 12, 2012).

Took senior and Junior students to Chicago to join the SEEK conference and visit design firms and art institute. (November 11, 2011 - November 13, 2011).

Student Recruiter, 400. Presentation in the Kent Career and Tech Center. (December 3, 2010).

Join the discussion of the Taggart Hall working room for graphic design students. (September 27, 2010).

College Service

Committee Member, Diversity Committee Member. (August 2009 - Present).

Committee Member, Diversity. (August 25, 2015 - May 1, 2016).

Design a flyer and a poster for the guest speaker Bing Goei and a panel discussion, Diversity. (October 2012).

Design a logo for Data & Text Analytics Team of COB. (September 7, 2011 - October 15, 2011).

COB commencement volunteer. (May 7, 2011).

Design two posters for COB diversity committee for visiting speaker Michelle Marshall. (January 2011).

Attendee, Meeting, Participated Dawg Day. (February 13, 2010).

Design, Design and layout the Business Week for the college. (September 5, 2009 - September 9, 2009).

University Service

Participated the workshop: Creating Inclusive Learning Environments to Promote Student Success.

Setting up Confucius Institute at Ferris. (October 2011 - Present).

Committee Member, Diversity Committee. (September 2010 - Present).

Committee Member, Professional Development. (September 1, 2010 - Present).

Faculty Advisor, New Faculty Transition Program. (November 19, 2015).

Program Organizer, International office. (October 7, 2012).

Program Coordinator, International office. (January 24, 2012).

Discussion of Globalization and Higher Education. (April 2, 2010).

Manager, Departmental Computer Lab, University of Indianapolis. (2005 - 2006).

Faculty Advisor, Serve as student advisor. (2005 - 2006).

Committee Member, University Curriculum Committee. (2005 - 2006).

Professional Service

Creative Design, Art, Music and Theater Departments, University of Indianapolis, Indianapolis, IN.

Graphic Designer, Claucoma Eye Center, Grand Rapids, MI.

Graphic Designer, Clayfest 2006, University of Indianapolis, Indianapolis, IN.

Graphic Designer, Community Music Center.

Graphic Designer, Designed a logo for ACT International, LLC., Detroit, MI.

Graphic Designer.

Graphic Designer.

Graphic Designer.

Member, Membership, GIGA. (August 2009 - Present).

Member, Membership, AIGA West Michigan. (January 2009 - Present).

Committee Member, Articulate Judging Panel, Indianapolis, IN. (2005).

Public Service

Member, Board Member of Chinese Association of W. Michigan. (March 26, 2010 - Present).

Board Member, Chinese Association of West Michigan, Grand Rapids, Michigan. (March 2010 - Present).

Program Organizer, The Chinese Association of West Michigan, Grand Rapids, Michigan. (April 1, 2009 - Present).

Program Coordinator, Chinese Association of W. Michigan, Grand Rapids, Michigan. (August 1, 2015 - February 16, 2016).

Adopt Highway, Grand Rapids. (June 1999 - June 2011).

Chinese Association of West Michigan, Grand Rapids. (April 9, 2011).

Join the 2008 Grand Rapids Art Festival. (June 6, 2008 - June 8, 2008).

I was an Art Director for the 2008 Chinese New Year celebration gala in Grand Rapids.
(February 2008).

Officer, President/Elect/Past, Chinese Association of West Michigan, Grand Rapids, MI.
(2004).

Officer, Vice President, Chinese Association of West Michigan, Grand Rapids, MI.
(2003).

Chief Executive, Chinese Association of West Michigan, Grand Rapids, MI. (2002).

Consulting

For Profit Organization, FocusVest, Shanghai, China. (August 10, 2009 - August 15,
2009).

For Profit Organization, D&B, LLC China, Shanghai, China. (February 2, 2009 - February
20, 2009).

Non-Governmental Organization (NGO), Global Scholarly Publications, New York.
(September 12, 2008 - October 12, 2008).

Awards and Honors

Service, Professional

Winner of logo design for Ad Club of West Michigan. (1999).

[Return to Faculty Composition and Engagement](#)

[Return to Table of Contents](#)

Mr. Nic J. Mata
Ferris State University
MKTG
(231) 592-2487
Email: matan@ferris.edu

Education

MS, Ferris State University, 2014.
Major: Information Security and Intelligence
Supporting Areas of Emphasis: Certificate in Business Intelligence
Dissertation Title: Business Intelligence Application
BS, Ferris State University, 1994.
Major: Visual Communication

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 18, 2012 - Present).
Temporary Full Time Faculty, Ferris State University. (August 23, 2010 - May 15, 2012).

Professional

Principal, Workroom Design, LLC Novi Michigan. (May 2003 - Present).
User Interface Architect, Infor Global Solutions Ann Arbor Michigan. (February 2002 - October 2004).
Web Designer, Colorquik Graphix Northville Michigan. (May 1998 - February 2002).
Graphic Designer, Facet. (1996 - 1998).

Professional Memberships

American Institute of Graphic Arts. (September 2011 - Present).

Development Activities Attended

1-on-1 Meeting with Jackie Hughes, "Discussion of online teaching techniques specific to Discussions and Projects," FCTL, Big Rapids, Michigan, US. (September 2013).
Workshop, "Blackboard workshops for online teaching," FCTL, Big Rapids, Michigan. (August 2013).

Teaching

Teaching Experience

Ferris State University

GRDE 110, Design 1, 1 course.
GRDE 226, Principles of Interactive Design, 4 courses.
GRDE 228, Interactive Media Development (Service), 5 courses.
GRDE 316, Interactive Design & Development, 4 courses.
GRDE 328, Interactive Design Studio, 3 courses.

Non-Credit Instruction

Guest Lecture, 25 participants. (February 2015).
Workshop, Ferris State University AIGA, 20 participants. (February 2014).

Awards and Honors

Recognized for outstanding support of current students, Student Alumni Gold Club. (April 2014).
Recognition for support of student athletes, FSU Athletics. (March 2012).

Research

Presentations Given

Popp, A. (Presenter & Author), Mata, N., AIGA Ferris State University Presents: FSU UX-UI, "FSU UX-UI," AIGA Ferris State University, Big Rapids, Mi. (February 27, 2014).
Mata, N. (Presenter & Author), Workroom Design, "Workroom Design: Graphic Design for print, screen and environment," AIGA Student group, Big Rapids, Michigan. (February 14, 2012).

Research in Progress

"User-centered Business Intelligence" (Planning).
Thesis project for MISI program exploring the ability to translate big data into a usable, user-oriented visual format for ease of analysis and subsequent decision making.

Service

Department Service

Faculty presence/guide, AIGA Student Trip, 2013. (October 2013 - Present).

Faculty presence/guide, AIGA Student Trip, 2011. (October 2011 - Present).

Attendee, Meeting, Seek Conference 2011. (October 2011 - Present).

Faculty Advisor, Equipment, Technology and Procedures. (September 2010 - Present).

Hardware/software support, Graphic Design Program Technical Support. (May 2015 - August 2015).

Student Service

Support for Ferris State Graphic Design Program's Design Project Center, Ferris State University Design Project Center. Ongoing technical consulting and support. (September 2010 - Present).

College Service

Faculty Advisor, Bulldogs Abroad. (September 2013 - Present).

Faculty Advisor, Study Abroad Recruiting. (January 2013 - Present).

Participant, President's Invitational Fundraiser. (October 2012 - Present).

Committee Member, Website Advisory Committee. (September 2011 - Present).

Professional Service

Attendee, Meeting, AIGA, Grand Rapids, Michigan. (October 25, 2013 - Present).

Attendee, Meeting, Seek Conference, 2011, DeKalb, Illinois. (October 2011 - Present).

Attendee, Meeting, AIGA, Grand Rapids, Michigan. (October 2010 - Present).

Consulting

For Profit Organization, Axalta Coatings Systems, Plymouth, MI. (July 2013 - September 2013).

Awards and Honors

Service, University

Recognition for Outstanding Advising and Service, College of Business. (September 2014).

[Return to Faculty Composition and Engagement](#)

[Return to Table of Contents](#)

Alison P. Meier
Ferris State University

MKTG

Email: alisonpopp@ferris.edu

Education

MBA, Ferris State University, 2009.

Major: Master of Business Administration/Design and Innovation Management
Supporting Areas of Emphasis: Advanced Studies in Design and Innovation Management

BS, Ferris State University, 1994.

Major: Visual Communication

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 2007 - Present).

Faculty - Full-time temporary, Ferris State University. (August 20, 2005 - May 11, 2007).

Professional

Freelance Design Consultant, Alison Popp Design. (August 2005 - Present).

Senior Designer, BBK Studio. (April 1, 1997 - August 2005).

Designer, Dawson and Company Creative Group. (April 1996 - May 1997).

Designer, Brilliance Audio Publishing. (1994 - May 1996).

Professional Memberships

Ladies that UX GR. (April 2015 - Present).

Design West Michigan. (2008 - Present).

AIGA, the professional association for design. (January 1, 1998 - Present).

Design Management Institute. (2007 - 2009).

Development Activities Attended

Tutorial, "Web development technologies, Creative Software," Lynda.com, O'Reilly books, online tutorials. (January 2006 - Present).

Talk, "Joe Johnston: Designing Frictionless Experiences," IxDA Grand Rapids, Grand Rapids, MI. (January 21, 2016).

Tour, "French Paper Tour," Niles, Michigan. (April 14, 2015).

Lecture attendee, "Typecast: Claudia de Almeida on Her Design Journey," AIGA WM, Grand Rapids, Michigan. (April 8, 2015).

Lecture attendee, participant, "Typecast: Claudia de Almeida on Her Design Journey," AIGA WM, Grand Rapids, Michigan. (April 8, 2015).

Tour, "Carnevale," Grand Rapids, Michigan. (March 18, 2015).

Tour, "Gazillion and one," Grand Haven, Michigan. (July 24, 2014).

Gallery opening, "Michigan Modern: Killing It," KCAD, Grand Rapids, Mi. (June 20, 2014).

Self-Study Program, Carnevale, Grand Rapids, Mi. (June 20, 2014).

Lecture attendee, participant, "AIGA WM Hullabaloo," AIGA West Michigan, Holland, Michigan. (March 1, 2014).

Symposium, "French Paper design and business," Herman Miller, Inc., Zeeland, Michigan. (November 6, 2013).

Lecture attendee, "Charles Spencer Anderson," Hope College, Holland, Michigan. (September 6, 2013).

Conference Attendance, "SEEK student design conference," Northern Illinois University, DeKalb, Illinois. (November 12, 2011).

Design competition, "Yardsticks," The Polishing Center, Grand Rapids, Michigan. (October 27, 2011).

Workshop, "Blackboard Learn 9.1 Training 2," Ferris State University Faculty Center for Teaching and Learning. (October 23, 2011).

Lecture attendee, "Graveyard Shift with House Industries," Grand Rapids Public Museum, AIGA West Michigan, Grand Rapids, Michigan. (October 13, 2011).

Workshop, "Blackboard Learn 9.1 Training 1," Ferris State University Faculty Center for Teaching and Learning. (October 5, 2011).

Meeting, "Herman Miller lunch," Herman Miller Inc, Zeeland, Michigan, USA. (September 23, 2011).

Tour, discussion, "Herman Miller Inc, business, manufacturing, design, communications," Herman Miller Inc, Zeeland, Michigan, USA. (September 23, 2011).

"Steve Piscitelli, the keynote speaker at the Retention Summit," The Office of the Provost and Vice President for Academic Affairs and the Faculty Center for Teaching and Learning, Big Rapids, Michigan. (August 22, 2011).

Summit, "Retention Summit," Ferris State University Academic Affairs. (August 22, 2011).

Conference Attendance, "An Event Apart: Boston," Boston. (May 2, 2011 - May 4, 2011).

Conference Attendance, "An Event Apart Boston," Boston, MA. (May 1, 2011 - May 3, 2011).

Lecture attendee, "Steven Frykholm," AIGA, Ferris State University. (April 21, 2011).

Lecture attendee, "Design Educate Connect," Grand Rapids Public Museum, AIGA West Michigan, Grand Rapids. (March 25, 2011).

Colloquium, "Small Devices in Education," Ferris State University, College of Business. (March 3, 2011).

Seminar, "Advice to Young Creative Professionals," FunctionFox Webinar Series. (November 22, 2010).

Seminar, "Best Practices Any Design Firm Should Know," FunctionFox Webinar Series. (November 22, 2010).

Workshop, "FCTL Rubrics, Readability, and Retention— The 3 R's: Making the Connection," Faculty Center for Teaching and Learning, Ferris State University. (September 21, 2010 - November 11, 2010).

Conference Attendance, "Webcast Recording: Keep It Safe and Legal with Effective Font Management," Extensis. (November 8, 2010).

Lecture attendee, "Design Army, Washington DC," Design Army brought by AIGA West Michigan, Grand Rapids, Michigan, USA. (October 29, 2010).

Design competition, "Yardsticks," Portfolio, Grand Rapids, Michigan. (October 28, 2010).

Studio Tours in Grand Rapids, "Square One Design, Williams Group," Square One Design, Williams Group, Grand Rapids, Michigan, USA. (October 22, 2010).

Conference Attendance, "AIGA Design Educators Conference: New Contexts, New Practices," NC State, AIGA, the professional association for design. (October 10, 2010).

Lecture attendee, "Brian Edlefson," AIGA, Ferris State University. (October 7, 2010).

Seminar, "Designer as Content Creator by Steven Heller," Wiley Faculty Network. (September 21, 2010).

Guest Speaker, "Publishers Metcalf and Grady Rediscover the power of print with Kevin Grady and Colin Metcalf," AIGA West Michigan, Grand Rapids, MI, USA. (September 9, 2010).

Workshop, "OrgSync Training," Ferris State University. (August 24, 2010).

Guest Speaker, "Good enough to eat: An evening with designer Louise Fili,," AIGA West Michigan, Grand Rapids, Michigan, USA. (July 15, 2010).

Guest Lecture, "Steven Frykholm," AIGA Ferris State University Student Group. (April 28, 2010).

Seminar, "Website Redesign: Crash Course to Revamp Your College's Online Presence," Wayne State University. (April 1, 2010).

Conference Attendance, "AIGA Design Conference 2009," AIGA, the professional association for design, Memphis, Tennessee, USA. (October 8, 2009 - October 11,

2009).

Speaker, "Ric Grefé, Executive Director of the AIGA, Dialogue About National Design Policy Initiatives." (September 15, 2009).

Lecture attendee, "Kevin Budelmann, People Design," AIGA Ferris State University Student Group. (March 19, 2009).

Conference Attendance, "AIGA Design Educators Conference, Future History 3: 21st Century Curriculum," AIGA, the professional association for design, Chicago, Illinois, US. (March 7, 2009 - March 8, 2009).

Conference Attendance, "AIGA Business and Design Conference," AIGA, the professional association for design, New York City, NY, USA. (October 23, 2008 - October 25, 2008).

Conference Attendance, "UX Week 2007 Discussion Panel: Skills for Current and Future User Experience Practitioners," Adaptive Path. (July 2008).

Lecture attendee, "Mark Greiner, Senior VP, Steelcase: Design thinking in a global company," Steelcase, Kendall College of Art and Design/Ferris State University, Grand Rapids, Michigan, USA. (May 2008 - May 1, 2008).

Lecture attendee, "Kelley Losey, Cascade Engineering: The Triple Bottom Line," Cascade Engineering, Kendall College of Art and Design/Ferris State University, Grand Rapids, Michigan. (May 17, 2008 - May 18, 2008).

Lecture attendee, "Chip Kidd," GVSU, Allendale, Michigan, USA. (March 18, 2008).

Conference Attendance, "AIGA Design Conference 2007," AIGA, Denver, CO, US. (October 11, 2007 - October 14, 2007).

Webcast, "Project Management," Dynamic Graphics. (August 14, 2007).

Webcast, "Designing for the Mobile User," Big Shot Media. (February 21, 2007).

Conference Attendance, "AIGA Design Conference," Northern Illinois, Chicago, IL, US. (2006).

Conference Attendance, "AIGA National Design Conference," AIGA, Boston, MA, US. (2005).

Conference Attendance, "Design the User Experience," Grand Rapids, MI, US. (2004).

Conference Attendance, "AIGA National Design Conference," AIGA, Washington, DC, US. (2003).

Conference Attendance, "Elements of a User Experience," Chicago, IL, US. (2003).

Awards and Honors

Addy Award for Design Project Center Brand Identity, AAF West Michigan. (February 2014).

Addy Award for Katke Golf Course Brand Identity, AAF West Michigan. (February 2014).

Addy Award for Small Town Studio Brand Design, AAF West Michigan. (February 2013).

Addy Award for Student Advancement Foundation work, AAF West Michigan. (February 2013).

Sliver Addy Award for Student Advancement Foundation work, AAF West Michigan. (February 23, 2012).

West Michigan Addy for Graphic Design Program Website, AAF West Michigan. (April 2009).

100s visual ideas: Formats, Folds & Bindings, Angela Patchell Books Ltd, by Matt Woolan. (May 2008).

100s visual ideas: Logos & Letterheads, Angela Patchell Books Ltd, by Matt Woolan. (May 2008).

365: AIGA Annual Design 26, AIGA. (2005).

Rebrand 100 Award, Rebrand. (2005).

Best of Web Design Annual 2005, Step Inside Magazine. (October 2005).

Books, Collections, Rockport Publishers. (June 2005).

Print's Regional Design Annual Review 2004, Print's Regional Design Annual. (November 2004).

Graphic Design USA Magazine 2004 Design Annual, Graphic Design USA Magazine. (August 2004).

The Big Book of Logos, David Carter Books. (July 2004).

Creativity 33, David Carter Creativity Annuals. (June 2004).

Graphis Letterhead 6 Annual, Graphis Letterhead Annual. (June 2004).

Interactive Design 3, Graphis Interactive Design Annual. (June 2004).

Step Inside Annual Review, Step Inside Magazine. (March 2004).

Graphic Design USA Magazine 2003 Design Annual, Graphic Design USA Magazine. (December 2003).

Creativity 32, David Carter Creativity Annuals. (June 2003).

American Corporate Identity 19, David Carter Books. (February 2003).

CA Interactive Annual 8, Communication Arts Magazine. (September 2002).

2002 American Graphic Design Awards, American Graphic Design USA. (August 2002).

Global Corporate Identity, David Carter Books. (June 2002).

Best of Brochure Design, Rockport Publishers. (2001).

The Best of Brochure Design, Rockport Publishers. (May 2001).

ADCNY 79th Annual, New York Art Director's Club. (2000).

American Center for Design 22nd 100 Show, American Center for Design. (2000).

CA Interactive Annual 6, Communication Arts Magazine. (September 2000).

HOW's Best of Digital Design, HOW Magazine. (August 2000).

ACD 22nd 100 Show, American Center for Design. (June 2000).

ADCNY 79th Annual, New York Art Director's Club. (March 2000).

HOW's 2000 International Annual of Design, HOW Magazine. (February 2000).

CA Design Annual 40, Communication Arts Magazine. (November 1999).

Print's Regional Design Annual Review 1999, Print Magazine. (September 1999).

The Big Crit, Critique Magazine. (August 1999).

Graphis Interactive Design 1, Graphis. (June 1999).

HOW's International Annual of Design, HOW Magazine. (April 1999).

ADCNY 78th Annual, New York Art Director's Club. (March 1999).

Teaching

Teaching Experience

Ferris State University

ADVG 312, Advertising Layout, 1 course.

GRDE 114, Design Survey, 18 courses.

GRDE 116, Computers in Visual Media, 2 courses.

GRDE 118, Computers in Visual Media, 2 courses.

GRDE 210, Typography, 2 courses.

GRDE 226, Principles of Interactive Design, 8 courses.

GRDE 228, Principles of Interactive Design (VISD 228), 2 courses.

GRDE 299, Typographics, AAS Sophomore Capstone, 4 courses.

GRDE 316, Interactive Design and Development, 3 courses.

GRDE 326, Production Seminar, 1 course.

GRDE 328, Interactive Design Studio, 3 courses.

GRDE 329, Interpretive Image Development, 3 courses.

GRDE 410, Visual Communication 1, 1 course.

GRDE 412, Design Application, 7 courses.

GRDE 414, Design Seminar, 3 courses.

GRDE 420, Visual Communication 2, 1 course.

GRDE 422, Design Application, 4 courses.

GRDE 499, Portfolio Preparation, 5 courses.

Non-Credit Instruction

Guest Lecture, 20 participants. (February 2009 - April 2009).

Guest Lecture, Ferris State University, 20 participants. (February 27, 2008).

Guest Lecture, Ferris State University, 20 participants. (February 28, 2007).

Directed Student Learning

Interactive Design Studio Class, Graphic Design Program Website, "Graphic Design Public Website," Marketing. (January 2008 - May 2009).

Interactive Design Studio Class, Graphic Design Program Website, "Graphic Design Public Website," Marketing. (January 2007 - May 2008).

Awards and Honors

Systema Faculty Excellence Award, Ferris State University, College of Business. (May 2014).

Research

Published Intellectual Contributions

Books

Popp, A. (2005). In B. Martin Pedersen (Ed.), *Graphis Interactive Design Annual 2004* (2004th ed.). New York, New York: Graphis Press.

Popp, A. (2005). In Bill Gardner, Catharine Fishel (Ed.), *Logo Lounge 2: 2,000 International Identities by Leading Designers*. Rockport Publishers.

Other

Popp, A. *Coupe Magazine 2005 Design Annual* (14th ed.). Toronto: Coupe. www.coupe-mag.com/coupe-14.htm

Popp, A. (2008). In Matt Woolman (Ed.), *100s visual ideas: Formats, Folds & Bindings* (Vinyl ed.). Angela Patchell Books.

Popp, A. (2008). In Matt Woolman (Ed.), *100s Visual Logos & Letterheads* (Pap/DVD edition ed.). Angela Patchell Books.

Popp, A. (in press). *Curriculum development, course outcomes for Interactive Design*.

Popp, A. (2007). *Design Elements: A Graphic Design Manual*. Rockport Publishers.

Popp, A. (2005). *Encyclopedia Britannica *graphic design* entry, cited work*. Britannica. www.britannica.com/EBchecked/topic-art/1032864/67722/Still-from-the-Herman-Miller-for-the-Home-Web-site

Popp, A. (2004). *Design Secrets: Layout*. Rockport Publishers.

Popp, A. (2004). *LogoLounge website updates* (pp. 3). Rockport Publishers.
www.logolounge.com/

Popp, A. (2003). In Cheryl Dangel Cullen (Ed.), *Identity Solutions (Philip Anthony logo)* (1st ed.). North Light Books.

Popp, A. (1999). "*Fast Company*" article In *Print Magazine*. Print Magazine.

Presentations Given

Popp, A. (Presenter & Author), Mata, N., AIGA Ferris State University Presents: FSU UX-UI, "FSU UX-UI," AIGA Ferris State University, Big Rapids, MI. (February 27, 2014).

Popp, A., College of Business Marketing. (July 2, 2009).

Popp, A. (Presenter & Author), Day of Discovery, "Learning Interactive Design at Ferris State University," Ferris State University, Graphic Design Program, Big Rapids, MI. (October 2006).

Popp, A. (Presenter & Author), Ferris State University, Graphic Design Program All-Day Retreat, "\$.02: Rethinking the Web Design Curriculum," FSU, Graphic Design Program. (May 2006).

Popp, A. (Presenter & Author), Day of Discovery, "My Experience as a Graduate of the Graphic Design Program at Ferris State University in 1994," Ferris State University, Graphic Design Program, Big Rapids, MI. (October 2005).

Popp, A. (Presenter & Author), Publication Design Classroom, "Designing for web publications using lessons of traditional media," Lansing, MI, US. (May 2002).

Media Contributions

Internet

INvision blog. (September 2015).

Invision blog. (August 2015).

Social Networking. (2009).

Contracts, Grants and Sponsored Research

Grant

Popp, A., "Timme Travel Grant Spring 2011," Sponsored by FSU Faculty Center for Teaching and Learning: Timme Travel Grant Review Committee, Ferris State University, \$700.00. (November 1, 2010 - Present).

Popp, A., "Timme Travel Grant Spring," Sponsored by FSU Faculty Center for Teaching and Learning: Timme Travel Grant Review Committee, Ferris State University, \$700.00. (May 14, 2009 - Present).

Research in Progress

- "Digital Design Application Class Development" (On-Going).
Consider digital interfaces, software, social media, and tools for advanced design classes.
- "Teaching User Experience, Web development at Ferris State University" (On-Going).
Ongoing research to migrate curriculum from software-based teaching to teaching timeless problem-solving strategies.
- "Typography curriculum development" (On-Going).
Implement traditional typographic principles, exercises, and projects. Consider advances in technology as new problems develop

Service

Department Service

- Committee Member, Program Marketing. (August 2015 - Present).
- Committee Member, GRDE Program Curriculum Review. (January 2012 - Present).
- Committee Chair, Design Project Center. (May 2011 - Present).
- Committee Chair, GRDE Alumni Network. (October 1, 2010 - Present).
- Faculty Advisor, Graphic Design Program Senior Portfolio Review. (August 2010 - Present).
- Faculty Advisor, AIGA, the professional association for design, Ferris State University Student Group. (August 2008 - Present).
- Committee Chair, Graphic Design Program Public Website Design and Development. (January 2008 - Present).
- Leader, Social Media Marketing for Program. (2007 - Present).
- Faculty Advisor, Day of Discovery. (October 14, 2015).
- Reviewer, Graphic Design Program Sophomore Portfolio Review. (April 2015).
- Attendee, Meeting, Sophomore Portfolio Review Advice. (March 26, 2015).
- Faculty Advisor, Graphic Design Program Work Study Employee. (September 2013 - May 2014).
- Reviewer, Graphic Design Program Sophomore Portfolio Review. (April 30, 2014).
- Faculty Advisor, Marketing Department Day of Discovery Presenter/Organizer. (October 2013).
- Faculty Advisor, New York Student Trip. (October 17, 2013 - October 20, 2013).

Faculty Advisor, Marketing Department Day of Discovery Presenter/Organizer. (October 9, 2013).

Committee Member, Graphic Design Search Committee, Posting #0001173. (January 2013 - August 2013).

Reviewer, Graphic Design Program Sophomore Portfolio Review. (April 30, 2013).

Faculty Advisor, Marketing Department Day of Discovery Presenter/Organizer. (October 2012).

Committee Member, Graphic Design Search Committee, Position #GU54002. (January 2012 - August 2012).

Committee Member, GRDE Program Curriculum Review. (January 2012 - May 1, 2012).

Reviewer, Graphic Design Program Sophomore Portfolio Review. (April 30, 2012).

Committee Chair, Chicago Student Trip. (November 11, 2011 - November 13, 2011).

Faculty Advisor, Marketing Department Day of Discovery Presenter/Organizer. (October 1, 2011 - October 19, 2011).

Attendee, Meeting, Carter and Wheeler discussion with Graphic Design Program faculty. (September 22, 2011).

Attendee, Meeting, Marketing Department Faculty Retreat. (August 23, 2011).

Attendee, Meeting, Marketing Department Faculty Retreat. (August 23, 2011).

Faculty Advisor, Graphic Design Program Sophomore Portfolio Review. (August 2010 - May 2011).

Committee Chair, Graphic Design Program Sophomore Portfolio Review. (August 2010 - April 2011).

Committee Member, Academic Program Review. (March 2010 - January 2011).

Committee Member, Graphic Design Search Committee, Position # (January 2010 - August 2010).

Committee Chair, Graphic Design Program Reunion and Linda Retirement Party. (May 2010 - August 7, 2010).

Graphic Design Program Work Study Employee. (September 2008 - May 2010).

Reviewer, Graphic Design Program Sophomore Portfolio Review. (April 30, 2010).

Reviewer, Graphic Design Program Sophomore Portfolio Review. (May 1, 2009).

Committee Member, Marketing Department Program Promotion Team. (2007 - 2008).

Reviewer, Graphic Design Program Sophomore Portfolio Review. (May 2, 2008).

Attendee, Meeting, Marketing Department Faculty Meetings. (August 2007 - April 2008).

Committee Member, Graphic Design Search Committee, Position #F11033. (2006 - 2007).

Committee Member, Marketing Department Online Delivery Team. (2006 - 2007).

Attendee, Meeting, Marketing Department Faculty Retreat. (August 23, 2007).

Attendee, Meeting, Marketing Department Faculty Retreat. (August 20, 2007).

Reviewer, Graphic Design Program Sophomore Portfolio Review. (April 27, 2007).

Attendee, Meeting, Marketing Department Faculty Retreat. (August 2006).

Reviewer, Graphic Design Program Sophomore Portfolio Review. (April 24, 2006).

Student Service

Student Org Advisor (Professional Org), AIGA, the professional association for design, Ferris State University. (August 2013 - August 2014).

Student Org Advisor (Professional Org), AIGA, the professional association for design, Ferris State University. (August 2012 - August 2013).

Student Org Advisor (Professional Org), AIGA, the professional association for design, Ferris State University. (August 2011 - August 2012).

Student Org Advisor (Professional Org), AIGA, the professional association for design, Ferris State University. Directed studio tour and city tour. (November 11, 2011 - November 13, 2011).

Student/Industry Connection. The Yardsticks Competition. (October 27, 2011).

Student Org Advisor (Professional Org), AIGA, the professional association for design, Ferris State University. Sandy Wheeler, Rob Carter Workshop. (September 22, 2011).

Student Org Advisor (Professional Org), AIGA, the professional association for design, Ferris State University. (August 2010 - August 2011).

Student Org Advisor (Professional Org), AIGA, the professional association for design, Ferris State University. (August 2009 - August 2010).

College Service

Faculty Advisor, College of Business online strategy and brand discussions. (May 1, 2009 - Present).

Faculty Advisor, Graphic Design Program Website. (January 2008 - Present).

Attendee, Meeting, Commencement, Graduation Open House. (May 2015).

Attendee, Meeting, College of Business Student Excellence Awards. (April 2015).

Attendee, Meeting, Commencement, Graduation Open House. (May 2014).

Committee Member, COB Celebration Fest. (September 19, 2013).

Attendee, Meeting, Commencement, Graduation Open House. (May 2013).

Attendee, Meeting, College of Business Student Excellence Awards. (April 2013).

Committee Member, College of Business Awards and Scholarship Committee. (August 2011 - August 2012).

Attendee, Meeting, Commencement, Graduation Open House. (May 2012).

Attendee, Meeting, College of Business Student Excellence Awards. (April 2012).

Attendee, Meeting, COB Celebration Fest. (September 15, 2011).

Attendee, Meeting, Commencement, Graduation Open House. (May 2011).

Attendee, Meeting, College of Business Student Excellence Awards. (April 12, 2011).

Attendee, Meeting, COB Celebration Fest. (September 16, 2010).

Attendee, Meeting, Graduation Open House. (May 2010).

Attendee, Meeting, Graduation Open House. (May 2009).

Attendee, Meeting, COB Celebration Fest. (September 18, 2008).

University Service

Faculty Advisor, Ferris State University Admissions. (August 2015 - Present).

Faculty Advisor, StepUP Ferris, Design Project Center. (August 2015 - Present).

Committee Member, Environmental Sustainability Task Force. (October 2015 - March 2016).

Faculty Advisor, AIGA Student Group, Ferris State University. (September 2009 - August 2015).

Faculty Advisor, Ferris State University College of Arts and Sciences Rebrand. (August 2014 - May 2015).

Faculty Advisor, Ferris State University Racquet Facility Rebrand. (August 2014 - May 2015).

Faculty Advisor, Ferris State University Katke Golf Course Rebrand. (August 2013 - May 2014).

Faculty Advisor, FSU Counseling Center Social Norming Campaign. (August 2010 - May 2014).

Faculty Advisor, FSU Small Town Studio-School of Built Environment Design. (August 2011 - December 2013).

Committee Member, "Ferris First" Task Force. (October 12, 2010 - December 2013).

Judge, District 11 DECA Conference. (January 4, 2012).

Faculty Advisor, Ferris State University Holiday Greetings. (August 2011 - December 2011).

Faculty Advisor, Rankin Gallery Exhibit Direction. (September 29, 2011).

Faculty Advisor, Ferris State University Holiday Greetings. (August 15, 2010 - December 1, 2010).

Faculty Advisor, Rankin Gallery Exhibit Direction. (August 2006 - October 2010).

Faculty Advisor, Dawg Days Presenter, Worker. (May 19, 2007).

Professional Service

Advisory Board Member, AIGA West Michigan Advisory Board, Grand Rapids, Michigan. (September 2015 - Present).

Committee Member, West Michigan Graphic Design Archive, Michigan. (August 2013 - Present).

subscription to the AIGA Center for Practice Management list, subscription to the AIGA Center for Practice Management list. (November 22, 2010 - Present).

Member, Online forum for AIGA Design Education. (November 10, 2010 - Present).

Workshop Organizer, College of Business Public Website Design and Strategy, Big Rapids, Michigan. (May 2009 - Present).

Member, AIGA West Michigan Mentorship Committee, Grand Rapids, MI. (October 2013 - February 2014).

Committee Member, AIGA West Michigan, Holland mi. (February 2, 2013).

Conference-Related, DECA judging and presentation, Big Rapids, Michigan. (January 5, 2011).

Invited Lecture, AIGA West Michigan Student Design Review 2010, Grand Rapids, Michigan. (May 6, 2010).

AIGA West Michigan Design Educators Summit, Grand Rapids, Michigan. (September 15, 2009).

Reviewer, Portfolio, Kendall College of Art & Design, Grand Rapids, Michigan. (November 2008 - April 2009).

Invited Lecture, AIGA West Michigan, Grand Rapids, Michigan. (January 20, 2009).

Committee Member, AIGA, the professional association for design, Grand Rapids, Michigan. (January 6, 2009 - January 20, 2009).

Oxbow Arts Academy, Chicago Institute of Arts, Saugatuck, MI. (2007).

Studio Tours and Portfolio Reviews, Grand Rapids, MI. (2000 - 2004).

Public Service

Creative Director, Student Advancement Foundation, Grand Rapids, Michigan. (August 15, 2010 - Present).

Board Member, Careerline Tech Center. (2003 - Present).

Consulting

Design Project Center Coordinator, Grand Rapids Student Advancement Foundation, Grand Rapids, Michigan. (August 2010 - Present).

For Profit Organization, Applied Design, Inc., Charlotte, NC. (August 2009 - Present).

For Profit Organization, College of Business, Ferris State University. (May 2005 - Present).

For Profit Organization, Westbay Trading Company, Ann Arbor, Michigan. (January 2003 - Present).

Brand consulting, creative direction, Racquet and Fitness Facility, Ferris State University, Big Rapids Mi. (August 2014 - August 2015).

For Profit Organization, Cadillac Family Physicians, Cadillac, MI. (August 2013 - August 2014).

Brand consulting, creative direction, Katke Golf Course, Ferris State University, Big Rapids Mi. (August 2013 - August 2014).

For Profit Organization, Grand Haven Bone & Joint, Grand Haven, MI. (January 2008 - December 2013).

For Profit Organization, Writer Strategist, LLC, Grand Rapids, MI. (January 2007 - December 2013).

Academic, Small Town Studio, School of Built Environment, Ferris State University. (August 2011 - May 2013).

Design Project Center Coordinator, Ferris State University Counseling Center, Big Rapids, Michigan. (August 2009 - May 2013).

Not for profit organization, Midwestern Representatives Association. (August 2011 - December 2012).

For Profit Organization, westmichigandentists.com, Grand Rapids, MI. (July 16, 2007 - December 2012).

For Profit Organization, Pier Yacht Works, Grand Haven, MI. (January 2012 - May 2012).

Judge, Judge, Lakeland Artists, Grand Haven, MI. (May 3, 2010).

For Profit Organization, Mimosa Events, Grand Rapids, MI. (June 2009 - April 2010).

For Profit Organization, J & A Consulting Engineers, Waterford, Michigan. (2007 - 2009).

For Profit Organization, Dalin Clark, Writer-Strategist.com, Grand Rapids, MI. (April 2007

- November 2009).

Academic, Vesterburg High School Website Competition, digital. (February 9, 2009).

Oxbow Fine Arts Camp/Chicago Institute of Arts, Saugatuck, Mi. (November 2007 - August 2008).

Academic, Kendall College of Art and Design at Ferris State University, Kendall College of Art and Design at Ferris State University. (April 2007 - April 2008).

Awards and Honors

Service, University

Outstanding Advising and Service, Ferris State University College of Business. (April 21, 2015).

[Return to Faculty Composition and Engagement](#)

[Return to Table of Contents](#)

Tim E. Powers

Ferris State University

MKTG

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Education

MFA, Art Institute of Boston at Lesley University, 2010.

Major: Visual Arts

Supporting Areas of Emphasis: Object Making

Dissertation Title: Intimacy, Form and Space

BFA, Center for Creative Studies, 1986.

Major: Graphic Communications

Supporting Areas of Emphasis: Graphic Design

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 2014 - Present).

Adjunct Professor, Grand Valley State University. (September 1, 2011 - December 15, 2011).

Professional

Owner/designer, Powers Design. (August 2010 - Present).

Senior Designer, Gould Design, Inc. (November 1, 1988 - August 31, 2010).

Art Director, Mendenhall & Leistra. (September 10, 1987 - November 1, 1988).

Designer, Watson/Swope Graphic Communications. (March 25, 1986 - July 2, 1987).

Professional Memberships

Grand Rapids Art Museum. (2010 - Present).

Urban Institute for Contemporary Art. (2010 - Present).

American Institute of Graphic Artists. (January 2008 - 2014).

Development Activities Attended

Lecture event at ArtPrize, Kendall College of Art and Design, Grand Rapids, Michigan, USA. (September 27, 2014 - Present).

Lecture at Kendall College of Art and Design, Kendall College of Art and Design, Grand Rapids, Michigan, USA. (September 26, 2014 - Present).

Opening for "Michigan Modern" at the Fed Galleries, Kendall College of Art and Design, Grand Rapids, Michigan, USA. (September 20, 2014 - Present).

Seminar, "New Faculty Training and Orientation," FSU, Big Rapids, Michigan, USA. (2014).

Tutorial, "Corporate Card Training," FSU, Big Rapids, Michigan, USA. (2014).

Conference Attendance, "Lily Conference on Teaching," Traverse City, Michigan, USA. (2010).

Teaching

Teaching Experience

Ferris State University

GRDE 109, Drawing for Media Application, 1 course.

GRDE 114, Design Survey, 1 course.

GRDE 120, Design 2, 2 courses.

GRDE 210, Typography, 4 courses.

GRDE 216, Digital Imaging, 4 courses.

GRDE 299, Typography, 2 courses.

GRDE 312, Dimensional Design, 1 course.

Non-Credit Instruction

Workshop, Big Event Studios, 20 participants. (October 3, 2014 - Present).

Research

Presentations Given

Powers, T., Art Exhibition, ""Intimate hallway installation"," College for Creative Studies, Detroit, Michigan. (November 2015).

Powers, T., Alumni Exhibition, ""Re-visited"," College for Creative Studies, Detroit, Michigan. (May 2015).

Powers, T., Art Exhibition, "Michigan Regional Art exhibit," Muskegon Museum of Art, Muskegon, Michigan. (May 2015).

Powers, T., Art Exhibition, "Michigan Regional Art exhibit," Muskegon Museum of Art, Muskegon, Michigan. (May 2014).

Powers, T., Michigan Artist Series, ""Below the Surface"," Grand Rapids Art Museum, Grand Rapids, Michigan. (May 2014).

Powers, T., Art Exhibition, "Michigan Regional Art exhibit," Muskegon Museum of Art,

Muskegon, Michigan. (May 2013).

Powers, T., Festival of the Art, "Untitled," Grand Rapids Festival of the Arts, Grand Rapids, Michigan. (May 2013).

Powers, T., Art Exhibition – Whitdel Arts, "Tim Powers – MFA work," Whitdel Gallery, Detroit, Michigan. (May 2012).

Powers, T., 100 Grand Show, "untitled," The Nice Gallery, Grand Rapids, Michigan. (September 2011).

Media Contributions

Internet

Michigan Quarterly Journal. (August 15, 2014).

Magazine

On the Town Magazine. (June 12, 2014).

Awards and Honors

Published in Ferris State University "Author Celebration" - 2015, FSU. (May 2015).

2nd Prize, College for Creative Studies. (May 15, 2015).

Published in Ferris State University "Author Celebration" - 2014, FSU. (May 2014).

John William Huele Memorial Award, Grand Rapids Festival of the Arts - 2013. (July 2013).

Research in Progress

"Mobile app" (On-Going).

Mobile Device app development. Ice Cream Truck App (in-progress). Concept and development of mobile app facilitating the customization of local ice cream truck services. Details in development.

"web critique utility" (On-Going).

Web based critique and polling widget development of FSU online critique and polling utility (in-progress). Seeking grant funding.

Service

Department Service

lead coordinator, Font library. (September 2014 - Present).

Team member, Curriculum development. (2014 - Present).

Responsible party, equipment needs. (2014 - Present).

Responsible party, Photography space. (2014 - Present).

Responsible party, Society of Illustrator annuals. (2014 - Present).

Responsible party, house keeping. (2013 - Present).

Responsible party, drawing aids. (2010 - Present).

Responsible party, Equipment inventory. (2014 - 2015).

Course Instructor, Original Curriculum development. (2010 - 2015).

Student Service

Student AIGA support. (October 2014 - Present).

Student/Industry Connection. Nikon/Photographer's Forum Annual of the best in college photography. (2015).

Letters of recommendation. (2014 - 2015).

Student/Industry Connection. Nikon/Photographer's Forum Annual of the best in college photography. (2014).

Student/Industry Connection, Student AIGA and Digital Imaging classes. Photography studio tour and work shop. (October 3, 2014).

College Service

Responsible party, COB display cases. (February 2015 - Present).

Responsible party, COB display cases. (October 2010 - Present).

Consulting

For Profit Organization, Hush Puppies, Inc., Rockford, Michigan. (May 2015 - June 2015).

For Profit Organization, Compleat Angler, Darby, Connecticut. (January 2013 - May 2013).

Commission artwork, personal contact - commission portrait, Grand Rapids, Michigan. (June 2012).

Awards and Honors

Service, Professional

Michigan Artist Series, Grand Rapids Art Museum. (May 2014).

Most Innovative Interior, Footwear News. (August 2010).

ADDY National, American Advertising Federation. (August 2002).

Best in Show, World Show Association. (August 2002).

Published in national trade publication, Print Magazine. (January 1990).

[Return to Faculty Composition and Engagement](#)

[Return to Table of Contents](#)

Peter Zakrzewski

Ferris State University

MKTG

Email: zakrzep@ferris.edu

Education

MFA, Ryerson University, 2010.

Major: Media

Supporting Areas of Emphasis: Branding & Media

Dissertation Title: Slave in a Box: Are Brands Consuming our Culture

BDes, Ontario College of Art & Design, 2007.

Major: Graphic Design

Supporting Areas of Emphasis: Packaging Design

Dissertation Title: Thesis project focused on creating a type design course

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 2012 - Present).

Course Director, SCHULICH SCHOOL OF BUSINESS, YORK UNIVERSITY, MBA PROGRAM. (September 2009 - Present).

Course Director, YORK UNIVERSITY, BACHELOR OF DESIGN PROGRAM. (September 2005 - December 2008).

Adjunct Faculty, HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY. (September 2005 - May 2008).

Adjunct Faculty, HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY. (September 2002 - May 2005).

Professional

Creative Director/Partner, TWEED DESIGN. (March 2006 - Present).

Creative Director, TECHNOLOGY REVIEW, MASSACHUSETTS INSTITUTE OF TECHNOLOGY. (January 2010 - December 2010).

Designer, STATION (JOHN ST. ADVERTISING). (January 2003 - December 2006).

Package Designer, HUNTER STRAKER. (January 2000 - December 2001).

THE WATT DESIGN GROUP. (April 1995 - June 1999).

Professional Memberships

Member, AIGA. (2012 - Present).

Board Subcommittee Member, MIT Enterprise Forum. (2009 - Present).

Development Activities Attended

Self-Study Program, "Theory and Application of Cognition to Learning."

Workshop, "Usability Week," Nielsen/Norman Research Group, Chicago, Illinois, USA. (April 16, 2014 - April 19, 2014).

Book Study, "Outcomes-based Assessment for Learner-centered Education," College of Business, Big Rapids, Michigan, USA. (September 2013 - November 2013).

Workshop, "New Faculty Orientation," The Faculty Center for Teaching and Learning, Big Rapids, Michigan, USA. (August 2012).

Teaching

Teaching Experience

Ferris State University

GRDE 310, Communication Design 1, 1 course.

GRDE 312, Media Production, 1 course.

GRDE 410, Visual Communication, 1 course.

GRDE 420, Design Project Center, 1 course.

Research

Presentations Given

Zakrzewski, P. M. (Presenter & Author), College of Business Monthly Colloquium, "Designing the Student-Centered Classroom Experience: Lessons from Cognitive Science," College of Business, Ferris State University, College of Business, Ferris State University. (April 9, 2015).

Zakrzewski, P. (Presenter & Author), "Empathic Innovation," MIT & Entrepreneurs Organization, Cambridge, Massachusetts. (June 2012).

Zakrzewski, P. (Presenter & Author), MIT EF Leadership Conference, "Branding for Non-profits," MIT EF, San Diego, California. (June 2009).

Media Contributions

Internet

Blog article. (2010).

Other

Slave in a Box: Are Brands Consuming Our Culture. (2010).

Contracts, Grants and Sponsored Research

Grant

Zakrzewski, P. (Principal), "Empathic Design," Sponsored by Ferris State University, Ferris State University. (June 2013 - August 2013).

Research in Progress

"Empathic Disruption" (On-Going).
Research towards a book discussing the role of user insight in Disruptive Innovation

Service

Department Service

Faculty Advisor, Curriculum Development. (August 2012 - Present).

College Service

Committee Member, Diversity Committee. (September 2013 - Present).

Committee Member, Curriculum Committee. (August 28, 2014 - 2015).

University Service

Faculty Advisor, Strategic Planning. (October 2013 - November 2013).

Consulting

Academic, Massachusetts Institute of Technology, Cambridge, Massachusetts. (2009 - 2011).

For Profit Organization, WalMart, Bentonville, Arkansas. (1993 - 1998).

[Return to Faculty Composition and Engagement](#)

[Return to Table of Contents](#)

Appendix C

Check sheets

GRAPHIC DESIGN ASSOCIATES DEGREE PROGRAM

1/22/2015

FIRST YEAR

Cr. Hrs.

First Semester

GRDE 110	Design I	3	_____
GRDE 114	Design Survey	3	_____
GRDE 116	Computers in Visual Media	3	_____
ENGL 150	English I	3	_____
_____	MATH 115 (Note 1) or Gen. Ed. elective	3	_____
			15 total credit hours

Second Semester

GRDE 120	Design II	3	_____
GRDE 126	Digital Illustration and Layout	3	_____
GRDE 109	Drawing for Media Application	3	_____
COMM 105	Interpersonal Communication	OR	
COMM 121	Fundamentals of Public Speaking	3	_____
ARTH _____	Art History Elective	3	_____
			15 total credit hours

SECOND YEAR

Cr. Hrs.

First Semester

GRDE 210	Typography	3	_____
GRDE 216	Digital Imaging	3	_____
GRDE 226	Principles of Interactive Design	3	_____
ENGL 250	English II	3	_____
_____	Lab Science Elective (Note 2)	4	_____
			16 total credit hours

Second Semester

GRDE 228	Interactive Media Development	3	_____
GRDE 299	Typographics	3	_____
ECON 221	Principles of Economics I (recommended) (note 3)	3	_____
ARTH _____	Art History Elective	3	_____
MKTG 231	Professional Selling	3	_____
			15 total credit hours

61 CREDIT HOURS REQUIRED FOR A.A.S. DEGREE

NOTES

- 1) MATH 115 or MATH 115 proficiency is needed for graduation. If proficiency, select gen. ed. elective.
- 2) Choose from: ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHYS, or PHSC (must satisfy FSU's scientific understanding requirement "Z" courses)
- 3) Must satisfy FSU's Social Awareness foundation course ("S").

Applicants for the Graphic Design B.S. degree must complete the A.A.S. degree with a cumulative grade point average of 2.00 or better, a cumulative grade point average of 2.70 or better in all courses taken in the major, and successfully pass the Portfolio Review. All transfer students are required to have the equivalency of the Ferris State University A.A.S. degree in Graphic Design and successfully pass the portfolio review. All Graphic Design baccalaureate degree students must maintain a cumulative grade point average of 2.70 in the 300 and 400 level Graphic Design courses.

[Return to Curriculum](#)

Return to [Table of Contents](#)

GRAPHIC DESIGN DEGREE BACHELOR OF SCIENCE PROGRAM
1/22/2015

THIRD YEAR

Cr. Hrs.

First Semester

GRDE 310	Communication Design I	3
GRDE 312	Production Techniques	3
GRDE 316	Interactive Design and Development	3
ENGL 325	Advanced Writing for Business	3
MKTG 321	Principles of Marketing	3
_____	Free Elective	3

18 total credit hours

Second Semester

GRDE 320	Communication Design II	3
GRDE 326	Production Seminar	3
GRDE 328	Interactive Design Studio	3
GRDE 329	Interpretive Image Development	3
MGMT 301	Applied Management	3
_____	Science Elective (Note 4)	3-4

OR

15/16 total credit hours

FOURTH YEAR

Cr. Hrs.

First Semester

GRDE 410	Visual Communication I	3
GRDE 412	Design Application I	3
PREL 240	Public Relations Principles	3
_____	Social Awareness Elective (Note 5)	3
_____	Cultural Enrichment Elective (Note 6)	3

15 total credit hours

Second Semester

GRDE 420	Visual Communication II	3
GRDE 422	Design Application II	3
GRDE 499	Portfolio	3
GRDE 414	Design Seminar	3
_____	Social Awareness Elective (Note 7)	3

15 total credit hours

123/124 CREDIT HOURS REQUIRED FOR B.S. DEGREE

NOTES

- 4) Choose from: ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHYS, or PHSC, must satisfy FSU's scientific understanding, "Z" courses.
- 5) Must satisfy FSU's Social Awareness foundation course ("S").
- 6) Select 200-level elective or higher from COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN or THTR, must satisfy cultural enrichment "C" designation.
- 7) This course must satisfy GLOBAL CONSCIOUSNESS, RACE ETHNICITY AND GENDER, and SOCIAL FOUNDATIONS if this requirement is not satisfied in any other category.

All Graphic Design baccalaureate degree students must maintain a cumulative grade point average of 2.70 in the 300 and 400 level Graphic Design courses.

[Back to Assessment of Student Learning](#)

[Return to Table of Contents](#)

GRDE299: Project Portfolio

A, A-

Excellent. Exceeds expectations for most requirements and grading criteria.

B+, B, B-

Good. Successfully meets all requirements and exceeds requirements in some areas.

C+, C, C-

Average. Accomplishes minimum level of requirements.

D+, D, D-

Poor. Does not meet minimum requirements in some areas.

F

Failing. Fails to successfully meet minimum requirements in most areas and fails to meet most grading criteria.

PURPOSE

To create a portfolio that reflects your graphic design knowledge to date.

- Students will demonstrate the ability to be self-directed throughout the semester to complete a capstone portfolio as specified.
- Students will demonstrate all stages of the design process for a project (GRDE 210 or 299). The design process must be presented in an organized and easily understood fashion.
- Students will demonstrate learning from all Graphic Design course work by following the content criteria as specified on the Portfolio Check Sheet and confirmed by instructor in meeting.
- Students will demonstrate the ability to apply new learning and understanding to revise existing projects.
- Student will demonstrate excellent craftsmanship in producing a portfolio.

REQUIREMENTS

- Portfolio requirements: see attached check sheet, fill out with instructor after initial meeting
- PDF files for all digital projects in drop box on portfolio due date. Naming convention last name + first initial_2013_01_title.pdf, etc...

GRADING

Projects are not graded or re-graded individually. This portfolio grade does not reflect the quality of the individual projects but the willingness to update existing projects by applying principles and techniques. The grade for your portfolio is worth 100 points and based on the following. See FerrisConnect for rubric and points breakdown

- Process: Judiciously and consistently worked hard toward a successful capstone portfolio. Projects are revised showing an ability to self-criticize and evaluate design solutions. Shows the ability to accept and react to feedback in discussions with instructor.
- Craft and skill in detailing (including typographic detailing such as kerning, point size, word spacing, line spacing, value, hyphenation alignment and rag, grid, formatting). Spelling, Neat, Clean, Sharp cuts.
- Content requirements: Design fundamentals (min 2), Drawing (optional), Typography (5), Photo/digital image (min 1), Digital illustration (min 1), Interactive media interface (min 1), Interactive development, code, and functionality (min 1)
- Creative Process Evidence: All stages represented in a tidy fashion

DUE DATE

Final portfolios due, April 29

GRDE299: Portfolio Checksheet

Design Foundation Projects

Animalphabet book
Animalphabet drawing Color
cubes
Shadow portrait
Figure/ground image
Framing
Drawing
Digital illustration
Photoshop image manipulation

Typography

Expressive Words
Design with One Character
Historical Event
Type lecture poster Type
Specimen Book
Paragraph indications
Magazine cover
Table of Contents
Personal branding kit
Type specimen book

Photo/Digital Imaging

Photo Alphabet
Panorama
Table top Photography
Macro photography HDR
Portrait photography
Typographic imagery
Photoshop Collage
Two-face assignment

Digital Illustration

Illustrator Illustration
Vector art creation

Interactive

Tourism site
Restaurant site
Portfolio site Film
Festival site

DESIGN FOUNDATION

Projects from Design 1 and Design 2 class that show a range of design fundamentals. Drawing and technical illustration projects are also considered.

1. _____
2. _____

TYPOGRAPHY (exhibition of creative process for one typography project)

3. Type Specimen Book (mandatory) _____
4. Résumé (mandatory) _____
5. _____
6. _____
7. _____

PHOTO/DIGITAL IMAGING

Examples of photography skills and/or skill photo manipulation with Adobe Photoshop

8. _____

DIGITAL ILLUSTRATION

Show creativity and digital craft with Adobe Illustrator.

9. _____

INTERACTIVE

10. Website design (planning document and 2-3 key screens) from Restaurant, Tourism, or Film Festival _____
11. Functional Website, (Film Festival, live link in port. pdf and port. website) _____
12. Digital portfolio, (designed in 299, developed in 228) _____
13. Functional Website 2 (Restaurant, live link in port. pdf and port. website) _____

Sophomore portfolio review tips

Three simple things to demonstrate

1. Attitude, dedication to the idea of being a designer
2. Visual literacy
3. Design skill

Attitude can be demonstrated through...

- Reputation as a student
- Story about your progression
- Showing ideas rather than talking around them

Visual literacy can be demonstrated through

- Answer a question about your inspiration (designer, cultural)
- The content of your resume and cover letter
- A subject in a portfolio piece

Design skill can be demonstrated through

- Macro aesthetic of your work, ideas
- Typographic detailing
- Use of grids and consistency

Understanding of multiple media types

[Back to Assessment of Student Learning](#)

[Return to Table of Contents](#)

Assessment: Program Four Column



Program - Graphic Design (B.S.)

Mission Statement: The mission of the Graphic Design program is to offer students sequential specialized classes to develop well educated and prepared design professionals who are able to contribute, through employment, to the economic vitality in the state of Michigan and to the global business community. This mission is accomplished through teaching students a combination of conceptual thinking skills and practical applications incorporating the appropriate technology used in the industry.

Advisory Board/Committee Meetings: Once per year
Next FSU Academic Program Review: 2016-2017
College: COB



GRDE BS 1 - Solve communication problems by problem identification, research, analysis, solution generation, prototyping, user testing, and evaluation of outcomes

Outcome Status: Active

Start Date: 02/16/2007

Portfolio/E-Portfolio - 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.

Criterion for Success: At least 80% of sampled students showing med or hi level performance

Assessment Schedule: Two semester improvement cycle - once per year.

(a) Pick one or two outcomes for

Reporting Period: 2 - Pending Action

Classification: Criterion Not Met

70% of sampled students performed a med or hi levels (02/10/2014)

Related Documents:

[GRDE BS Program Fall 2013.docx](#)

which student learning is most likely lowest. (b) Implement assessment for selected outcomes -until success criterion is satisfied in two successive assessment cycles. (c) Repeat (a)

GRDE BS 2 - Describe and respond to audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions

Outcome Status: Active

Start Date: 02/16/2007

Portfolio/E-Portfolio - 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.

Criterion for Success: At least 80% of sampled students showing med or hi level performance

Assessment Schedule: Two semester improvement cycle - once per year.

(a) Pick one or two outcomes for which student learning is most likely lowest. (b) Implement assessment for selected outcomes -until success criterion is satisfied in two successive assessment cycles. (c) Repeat (a)

Reporting Period: 2 - Pending Action

Classification: Criterion Not Met

70% of sampled students performed at med or hi levels (02/10/2014)

Related Documents:

[GRDE_BS_Program_Fall_2013.docx](#)

Action: Collect real user persona data. Enforce applied research methods. Students weak in visual literacy. Demonstrate visual literacy with the sophomore portfolio. (02/12/2015)

Action: Assess directed electives so research methods are included. Look into having modules created by librarians. Introduce strategies to increase creativity. Noted iterative prototyping deficiencies. (02/12/2015)

GRDE BS 3 - Create and develop visual form in response to communication problems through appropriate application of principles

Portfolio/E-Portfolio - Over one or two semester improvement cycles, program faculty (e.g. program

Reporting Period: 1 - No Action Required

Classification: Criterion Met

90% of sampled students performed at med or hi levels

Action: Evaluate standards and assessments of visual form.

Identify specifics. (02/12/2015)

of visual organization/composition, information hierarchy, symbolic representation, color theory, typography, aesthetics, and the construction of meaningful messages for various media types

Outcome Status: Active

Start Date: 02/16/2007

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.

Criterion for Success: At least 80% of sampled students showing med or hi level performance

Assessment Schedule: Two semester improvement cycle - once per year.

(a) Pick one or two outcomes ? for which student learning is most likely lowest. (b) Implement assessment for selected outcomes - until success criterion is satisfied in two successive assessment cycles. (c) Repeat (a)

(02/10/2014)

Related Documents:

[GRDE BS Program Fall 2013.docx](#)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2009 - Ten students evaluated, nine performed at med or hi level. (01/17/2011)

Related Documents:

[Program Level Assessment Cycle - GRDE BS - Spring 2009](#)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2010 - Ten students rated, all performed at hi or medium level. (01/07/2011)

Related Documents:

[Program Assessment Cycle - BS - Spring 2010](#)

GRDE BS 4 - Demonstrate proficiency with tools and technologies to create, reproduce, and distribute visual messages

Outcome Status: Active

Start Date: 02/16/2007

Portfolio/E-Portfolio - 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

Reporting Period: 1 - No Action Required

Classification: Criterion Met

100% of sampled students performed at med or hi levels (02/10/2014)

Related Documents:

[GRDE_BS_Program_Fall_2013.docx](#)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2009 - Often students assessed, nine performed at med or hi level. (01/17/2011)

Related Documents:

[Program Level Assessment Cycle - GRDE](#)

[BS - Spring 2009](#)

Action: Weak in print production, project management and writing. Already have started a simulated studio experience in the junior year with GRDE 328. (02/12/2015)

work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.

Criterion for Success: At least 80% of sampled students showing med or hi level performance

Assessment Schedule: Two semester improvement cycle - once per year.

(a) Pick one or two outcomes for which student learning is most likely lowest. (b) Implement assessment for selected outcomes -until success criterion is satisfied in two successive assessment cycles. (c) Repeat (a)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2010 - Ten students evaluated, all rated at med or hi level. (01/07/2011)

Related Documents:

[Program Assessment Cycle - BS - Spring 2010](#)

GRDE BS 5 - Work collaboratively with clients and project team members to organize and complete design projects that include application of communication theory and branding

Outcome Status: Active

Start Date: 02/16/2007

Portfolio/E-Portfolio - 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.

Criterion for Success: At least 80% of sampled students showing med or hi level performance

Assessment Schedule: Two semester improvement cycle - once per year.

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60% of sampled students performed at med or hi levels
(02/10/2014)

Related Documents:

[GRDE BS Program Fall 2013.docx](#)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2010 - Ten students evaluated, all performed at hi or
medium level. (01/07/2011)

Related Documents:

[Program Assessment Cycle - BS - Spring 2010](#)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2009 - often students evaluated, eight performed at med
or hi level. (07/14/2009)

Related Documents:

[Program Level Assessment Cycle - GRDEBS - Spring 2009](#)

(a) Pick one or two outcomes for which student learning is most likely lowest. (b) Implement assessment for selected outcomes -until success criterion is satisfied in two successive assessment cycles. (c) Repeat (a)

GRDE BS 6 - Create design experiences that include working in interdisciplinary teams, systems thinking, and problem solving **Outcome Status:** Active

Start Date: 02/16/2007

Portfolio/E-Portfolio - 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.

Criterion for Success: At least 80% of sampled students showing med or hi level performance

Assessment Schedule: Two semester improvement cycle - once per year.

(a) Pick one or two outcomes for which student learning is most likely lowest. (b) Implement assessment for selected outcomes - until success criterion is satisfied in two successive assessment cycles. (c) Repeat (a)

[Back to Assessment of Student Learning](#)

[Return to Table of Contents](#)

	E	F	G
1			
2	Does it how would you describe the Graphic Design Program at Ferris State University to a friend?		How likely are you Start Date
3	No		4 2016-04-0
4	No		4 2016-04-0
5	Yes		5 2016-04-0
6	Yes		4 2016-04-0
7	Yes		3 2016-04-0
8	Yes		5 2016-04-0
9	Yes		5 2016-04-0
10	No		4 2016-04-0
11	No		4 2016-04-0
12	Yes		5 2016-04-0
13	No		5 2016-04-0
14	Yes		5 2016-04-0
15	Yes		4 2016-04-0
16	Yes		4 2016-04-0
17	Yes		4 2016-04-0
18	No		4 2016-04-0
19	Yes		4 2016-04-0
20	Yes		4 2016-04-0
21	Yes		5 2016-04-0
22	Yes		4 2016-04-0
23	Yes		2 2016-04-0
24	Yes		4 2016-04-0
25	Yes		5 2016-04-0
26	Yes		3 2016-04-0
27			
28			
29			
30			

[Back to Perceptions of Overall Quality](#)

[Return to Table of Contents](#)