



Office of
the President
8000 York Road
Towson, MD 21252-0001

October 23, 2019

James D. Fielder Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder,

Towson University seeks your review and approval of a substantial modification to the **Bachelor of Science in Communication Studies**.

The modification will enhance student-centered learning, revising the major to render more explicitly Communication Studies' connection to other disciplines and to the public. It also allows students more elective course options where the focus is on student-centered learning and where faculty deliver courses in a seminar rather than lecture style. Additionally, one focus of the major is Identity and Culture, and includes courses that address issues of cultural competence, in alignment with the state plan for post-secondary education.

Please contact Dr. Westley Forsythe If you have any questions or require additional information (410-704-3312, wforsythe@towson.edu).

Thank you in advance for your review.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kim Schatzel'.

Kim Schatzel, Ph.D.

President

KS/wrf

Cc: Dr. Antoinette Coleman, Associate Vice-Chancellor for Academic Affairs, USM
Dr. Greg Faller, Dean, College of Fine Arts and Communication
Dr. Gary Levy, Associate Provost
Dr. Jennifer Potter, Chair, Department of Communication Studies





Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Table with 2 columns: Institution Submitting Proposal (Towson University)

Each action below requires a separate proposal and cover sheet.

- Radio button options for program types: New Academic Program, New Area of Concentration, New Degree Level Approval, New Stand-Alone Certificate, Off Campus Program, Substantial Change to a Degree Program, Substantial Change to an Area of Concentration, Substantial Change to a Certificate Program, Cooperative Degree Program, Offer Program at Regional Higher Education Center.

Payment Submitted: Yes (selected), No; Payment Type: R*STARS (selected), Check; Payment Amount: \$250; Date Submitted: 10/31/2019

Table with 2 columns: Department Proposing Program (Communication Studies), Degree Level and Degree Type (Bachelor of Science), Title of Proposed Program (Communication Studies), Total Number of Credits (121), Suggested Codes (HEGIS: 60102.00, CIP: 9.0100), Program Modality (On-campus selected), Program Resources (Using Existing Resources selected), Projected Implementation Date (Spring selected), Provide Link to Most Recent Academic Catalog (URL: https://catalog.towson.edu/undergraduate/)

Table with 2 columns: Preferred Contact for this Proposal (Name: Westley Forsythe, Title: Director of Accreditation and Compliance Services, Phone: (410) 704-3312, Email: wforsythe@towson.edu)

Table with 2 columns: President/Chief Executive (Type Name: Kim Schatzel, Signature: Kim Schatzel, Date: 10/24/19, Date of Approval/Endorsement by Governing Board: 09/09/2019)

Revised 3/2019

Executive Summary

A. Centrality to institutional mission statement and planning priorities

The Communication Studies Major curriculum revision (attachment A and B) is central to Towson University's mission and planning priorities in a number of key ways. The University strives to provide a "collaborative, interdisciplinary, and interprofessional atmosphere" for students to learn, and the program revision focuses on all three components quite clearly. The major is organized by three foci (Identity & Culture; Public Discourse & Advocacy; Organizational Communication & Leadership), each of which has its own interdisciplinary connections that include engagement with English, Law, Political Science, Cultural Studies, Theater, Women and Gender Studies, Business, and Interdisciplinary Fine Arts (IDFA). Additionally, the program redesign includes a required course that is truly collaborative and interdisciplinary in nature—options include a Practicum, Study Abroad, Internship, Independent Study, or IDFA course.

Beyond our commitment to the university's mission to create "collaborative, interdisciplinary, and interprofessional atmosphere[s]," the program focuses on leadership development and civic engagement by offering courses that require or highly encourage civic engagement in the course material, and by creating a curriculum with a focus on Leadership and Organizational Communication, including a stand-alone Leadership Communication course.

B. Critical and compelling regional or Statewide need as identified in the State Plan

The Maryland State Plan for Postsecondary Education identifies student-centered learning and cultural competence as two primary components of student outcomes, and the Communication Studies major directly connects to both of these components. The redesign of the major will enhance student-centered learning, as it organizes the major in a way that makes it much clearer to students how Communication Studies is connected to other disciplines and to the larger public; the redesign also allows us to offer more elective course options for students where the focus is on student-centered learning, as the courses can be taught in a seminar format rather than through lecture-style. Additionally, one focus of the major is Identity and Culture, and includes a number of courses that address issues of cultural competence, thus making the major align quite well with the state plan.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

Communication Studies skills apply to a variety of occupations across industries, such as Advertising and Promotions Managers, Agents, Arts & Media Occupations, Community and Social Service Occupations, Editors, Performers, Fundraisers, Managers, Media and Communication Workers, Sales Occupations, and Writers. Projections for 2014-2024 in the table below demonstrate the strong growth in job openings in Maryland.

Occupation	2014 Employment	2024 Employment	Percent Change
Advertising and Promotions Managers	563	642	14.03%
Agents and Business Managers of Artists, Performers, and Athletes	116	128	10.34%
Arts, Design, Entertainment, Sports, and Media Occupations	34,753	41,019	18.03%
Community and Social Service Occupations	49,046	62,144	26.71%
Editors	2,771	3,038	9.63%
Entertainers and Performers, Sports, and Related Workers	8,132	10,332	27.05%
Fundraisers	1,745	2,218	27.11%
General and Operations Managers	47,909	56,675	18.30%
Media and Communication Workers	12,779	15,048	17.76%
Sales and Related Occupations	251,132	274,586	9.34%
Writers and Authors	1,365	1,507	10.40%
	2014	2024	Change
Totals	410,311	467,337	+57,026

Source: Maryland Occupational Projections—2014-2024 Workforce Information and Performance

Fall Enrollment in Similar Programs					
Institution	Year 1	Year 2	Year 3	Year 4	Year 5
Frostburg State University	48	43	40	45	47
Salisbury University*	554	514	468	502	476
University of MD College Park	780	726	696	746	778
University of MD Baltimore County	208	227	253	251	235
Mount St. Mary's	65	48	42	36	51
McDaniel College	62	46	50	51	59
Loyola University	379	337	334	342	332
Goucher College	66	59	47	46	39
Morgan State	31	30	21	14	7
Univ. of MD University College	909	814	754	827	879
Totals	3102	2844	2705	2860	2864

Source: MHEC Trends in Enrollment Data by Program

The trend in enrollment growth for Communication Studies programs throughout the state has declined in the past five years, while the Towson University Communication Studies program has grown, as has the trend in job growth. Therefore, it is unlikely the modification to the Communication Studies major at Towson University will oversupply the market.

D. Reasonableness of program duplication

Due to the strong growth trends in fields that rely on professionals with a Communication Studies degree, and due to the fact that the Communication Studies program at Towson University is not a new program but rather just a modification, this change does not increase program duplication. The 5-year average degrees awarded by Towson University in Communication Studies is approximately 124 degrees per year, making it the fourth largest program in the state, behind UMCP, Salisbury, and UMUC.

Degrees Awarded in Similar Programs					
Institution/ Bachelor's Program	2012	2013	2014	2015	2016
Frostburg State University <i>Communication Studies</i>	8	5	16	7	8
Salisbury University <i>Communication Arts</i>	179	194	185	162	173
UMCP <i>Communication</i>	289	296	338	306	299
UMUC <i>Communication Studies</i>	140	150	160	128	152
Morgan State University <i>Speech Communication</i>	6	5	5	9	3
Goucher College <i>Communication</i>	30	32	27	21	25
Hood College <i>Communication Arts</i>	23	19	24	17	18
Loyola University Maryland <i>Communication</i>	111	119	103	115	103
McDaniel College <i>Communication</i>	25	26	17	19	16
Mount St. Mary's University <i>Communications Studies</i>	28	26	19	30	18
Notre Dame of Maryland University <i>Communication Arts</i>	8	4	4	2	2
Washington Adventist University <i>Communication</i>	4	2	1	1	0
Total Degrees Awarded	851	878	899	817	817

Source: MHEC Trends in Degrees and Certificates by Program

E. Relevance to the identity of Historically Black Institutions (HBIs)

According to an analysis of MHEC's Program Inventory, it does not appear that a Maryland HBI offers a bachelor's program with the same CIP code as Towson University's Communication Studies program (CIP code 09.0100 General Communication). Only Frostburg State University's program holds the same CIP code as TU's program.

F. Relevance to high-demand programs at Historically Black Institutions (HBIs)

The substantial modifications proposed for Towson University's Communication Studies program should not impact the Morgan State University Speech Communication program because the curricular reorganization of the existing program serves to clarify the connection to the intended learning outcomes for the major.

G. Adequacy of curriculum design and delivery to related learning outcomes

The COMM major boasts of a three-pronged approach to communication studies, which includes understanding the role that communication plays in shaping culture and identity, analyzing the ways in which the process of meaning-making strategically influences human judgement and actions, and gaining critical thinking abilities as ethical producers and consumers of messages. This approach has been built around a focus on argument development in public and private life, but the structure of the major has not allowed the faculty to fulfill the promises of this approach. The major currently has required courses that reflect the important prongs, including argument, rhetoric, intercultural communication, and organizational communication. However, after students complete those required courses, they are able to take their final twelve credits as electives that do not coincide very neatly with the required courses or with the overall mission of the major. This makes the major feel like an unfocused degree that teaches students about a lot of different topics related to communication but without obvious threads running through the topics. To alleviate these concerns, the faculty propose to restructure the major and add new courses that help demonstrate our approach to communication studies in a more concrete and focused way that centralizes the role of identity and culture on our communication, public discourse and advocacy, and leadership and organizational communication. The restructuring provides students with four foundations courses (one at each level 100-400) and then electives that are grouped by course content. Finally, students will complete three credits of "horizons" credits, a category that allows students to move beyond the major in isolation and see is as part of an interdisciplinary program of study.

In addition, the restructuring and focusing of the major helps fulfill the larger institutional mission. Specifically, the major very much focuses on preparing students to serve as "effective, ethical, and engaged citizens." Each of our foci address the importance of

communication in creating effective, ethical, and engaged citizens. The new major also adds three credits of “horizons” work that emphasizes interdisciplinarity, which also addresses the university mission.

The current COMM major is 39 credits with 9 credits of required lower level content, 18 credits of required upper level content, and 12 credits of elective content. The proposed program increases the major to 42 credits with 12 credits of required foundations content, 3 credits of horizons content (focused on interdisciplinarity), and 9 units in each of three focused categories: Public Discourse and Advocacy, Identity and Culture, and Leadership and Organizational Communication. Within the newly restructured curriculum, the faculty have made numerous changes to course numbers, titles, and prerequisites for current courses and have created eight new courses. See Appendix A for more detail. In addition to the Appendix A (major curriculum proposal) and Appendix B (minor curriculum proposal), The pdf documents for all proposed changes in CIM with the changes made and a rationale provided, as well as full course proposals for all new courses are included.

Learning outcomes for the redesigned major will follow the learning outcomes established by the National Communication Association, which include: (1) describe the communication discipline and its central questions; (2) employ communication theories, perspectives, principles, and concepts; (3) engage in communication inquiry; (4) create messages appropriate to the audience, purpose, and context; (5) critically analyze messages; (6) demonstrate the ability to accomplish communicative goals (self-efficacy); (7) apply ethical communication principles and practices; (8) utilize communication to embrace difference; and (9) influence public discourse.

H. Adequacy of articulation

The program currently supports articulation with programs at partner institutions and the change to the program will not significantly change those articulation agreements, as much of the change is simply one of reorganization and clarity in the identity of the major.

I. Adequacy of faculty resources

Narrative:

This specific curriculum change does not produce the need for additional faculty. We are adding a number of new courses, which we will be offering as electives on a rotational basis to accommodate our current faculty workloads. The curriculum changes are mostly about reorganizing courses in the current major and making changes to titles, course numbers, and ways to identify and integrate those courses into a cohesive major.

Complete the following table:

Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty					
Abbott, Blake	1.0	PhD	Assistant	FT	131, 201, 300, 450, 412, 210, 303, 304, 390, 487, 477, 370, 488, 489, 349/350, 486, 490, 495
Berry, Erin	1.0	MA	Lecturer	FT	131, 201, 300, 450, 412, 360, 487, 477, 215, 340, 370, 382, 488, 419, 489, 349/350, 486, 490, 495
Cooper, Cynthia	1.0	PhD	Full	FT	131, 201, 300, 450, 303, 320, 360, 390, 487, 215, 340, 488, 419, 222, 315, 318, 380, 489, 349/350, 486, 490, 495
Frischherz, Michaela	1.0	PhD	Assistant	FT	131, 201, 300, 450, 412, 210, 303, 304, 360, 390, 487, 477, 340, 345, 370, 488, 340/350, 486, 490 495
McMullen, Audra	1.0	PhD	Full	FT	131, 201, 300, 450, 210, 303, 304, 487, 215, 488, 419, 222, 231, 315, 318, 380, 489, 340/350, 486, 490 495
Norton, Carol	1.0	MA	Lecturer	FT	

Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Potter, Jennifer	1.0	PhD	Associate	FT	131, 201, 300, 450, 340/350, 412, 210, 303, 304, 360, 365, 390, 487, 477, 215, 340, 370, 382, 488, 222, 486, 490 495
Rowe, Desiree	1.0	PhD	Assistant	FT	131, 201, 300, 450, 412, 210, 303, 304, 360, 487, 477, 215, 333, 340, 345, 370, 488, 222, 315, 340/350, 486, 490 495
Turowski, Lisa	1.0	MA	Lecturer	FT	131, 201, 303, 487, 215, 488, 419, 222, 231, 315, 318, 380, 489, 349/350, 486, 490, 495
Witte, Erin	1.0	MA	Lecturer	FT	131, 201, 300, 450, 412, 210, 303, 365, 487, 477, 215, 340, 370, 488, 222, 340/350, 486, 490 495

J. Adequacy of library resources

No new library resources will be needed, as the current library resources will be sufficient for the redesigned curriculum. A letter from the librarian staff is attached (Attachment C).

K. Adequacy of physical facilities, infrastructure and instructional equipment

No new physical facilities, infrastructure, or instructional equipment will be needed; current facilities and equipment are sufficient for the redesigned curriculum.

L. Adequacy of financial resources with documentation

The budget of the Department of Mass Communication and Communication Studies (MCCS) has been stable for many years and is fully adequate for providing the curriculum described, serving the students, and offering resources for faculty teaching, scholarship, and service. This major is offered by the Communication Studies Unit of MCCS. The resources and expenditures detailed in the below tables reflect the current allocations to the unit and projections for the next five years.

M. Adequacy of provisions for evaluation of program

The Communication Studies major will be evaluated continuously. The faculty are currently aligning Student Learning Outcomes for each course with the National Communication Association's Student Learning Outcomes for a complete program. Faculty are also mapping the Student Learning Outcomes with specific assignments and assessments in the course. The faculty will also continue to assess students in required courses across the major and upon graduation to ensure that students are gaining the skills we have identified as critical for Communication Studies majors. These courses with assessment procedures built in include Public Speaking, Introduction to Communication Studies, Research Methods, Rhetorical Theory and Criticism, Intercultural Communication, Organizational Communication, and Capstone in Communication Studies. Assessment plans are attached (Attachment D).

Faculty teaching in the Communication Studies major will be evaluated by student evaluations and peer evaluations, as established by the Promotion, Tenure, Retention, and Merit document in the department. The program will be evaluated as required in the university-mandate seven-year program review process.

N. Consistency with the State's minority student achievement goals

The Communication Studies major serves a diverse study body, with 51% of majors identifying as White, 29% of majors identifying as Black or African American, and 8% identifying as Hispanic. The diversity of our majors provides a diverse learning environment, and thus aligns with the Maryland State Plan for Postsecondary Education through our ability to increase cultural competence of our students. The revision to the major further allows faculty and staff to focus more on the intersections between communication and culture, and the program redesign highlights a number of courses that focus on identity and culture. These courses include Intercultural Communication, Interpersonal Communication, Communication and Gender, Sexual Communication, and African American Communication, among others. All of these courses provide continuous opportunities for students to practice and increase their cultural competence and those experiences will travel outside of the classroom.

O. Relationship to low productivity programs identified by the Commission

Not Applicable.

P. If proposing a distance education program, please provide evidence of the Principles of Good Practice

Not Applicable.

Q. Program Resources and Expenditures Tables

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds¹	67,767	67,767	67,767	67,767	67,767
2. Tuition/Fee Revenue²	2,076,990	2,239,670	2,423,366	2,613,143	2,826,049
a. Annual Full-time Revenue of New Students					
Number of Full-time Students	354	371	389	408	428
Annual Tuition Rate	\$3,346	\$3,446	\$3,550	\$3,656	\$3,766
Subtotal Tuition	\$1,184,484	\$1,278,607	\$1,380,861	\$1,491,756	\$1,611,828
Annual Fees	\$1,501	\$1,546	\$1,592	\$1,640	\$1,689
Subtotal Fees	\$531,354	\$573,577	\$619,448	\$669,195	\$723,058
Total Full-time Revenue of New Students	\$1,715,838	\$1,852,184	\$2,000,309	\$2,160,951	\$2,334,886
b. Annual Part-time Revenue					
Number of Part-Time Students	48	50	53	55	58
Credit Hour Tuition Rate	\$288	\$297	\$306	\$315	\$324
Annual Fees Per Credit Hour	\$130	\$134	\$138	\$142	\$146
Annual Credit Hours Per Student	18	18	18	18	18
Subtotal Tuition	\$248,832	\$266,976	\$291,484	\$311,558	\$338,409
Subtotal Fees	\$112,320	\$120,510	\$131,573	\$140,634	\$152,754
Total Part Time Revenue	\$361,152	\$387,486	\$423,057	\$452,192	\$491,163
3. Grants, Contracts & Other Sources³	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$116,640	\$116,640	\$116,640	\$116,640	\$116,640
TOTAL (Add 1 - 4)	\$2,261,397	\$2,424,077	\$2,607,773	\$2,797,550	\$3,010,456

1. No reallocated funds. Current Communication Studies Program operating funding in the Mass Communication and Communication Studies Department will be used to fund the new curriculum.
2. Annual Tuition and fees are estimated based on an annual 3% increase each year.
3. Funding for 22 sections taught by Adjuncts from COFAC Adjunct allocation. This is consistent with current Adjunct funding for Communication Studies.

TABLE 2: EXPENDITURES

Fill in blue shaded areas only.

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	\$892,937	\$919,725	\$919,724	\$947,316	\$947,316
(b + c below)					
a. #FTE	11.0	11.0	11.0	11.0	11.0
b. Total Salary	671,381	691,522	691,522	712,268	712,268
c. Total Benefits	221,556	228,202	228,202	235,048	235,048
2. Total Administrative Staff Expenses	49,680	51,170	51,170	52,706	52,705
(b + c below)					
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	36,000	37,080	37,080	38,192	38,192
c. Total Benefits	13,680	14,090	14,090	14,513	14,513
3. Total Support Staff Expenses	0	0	0	0	0
(b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	1,667	1,667	1,667	1,667	1,667
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	184,407	184,407	184,407	184,407	184,407
TOTAL (1-7)	\$1,128,691	\$1,156,969	\$1,156,969	\$1,186,095	\$1,186,095

1. Ten faculty positions exist within the current Department of Mass Communication and Communication Studies. One faculty position and one staff position will be reallocated from within the College of Fine Arts and Communication.
2. Salaries increase by 3% every other year.
3. Other expenses include 22 sections taught by Adjuncts (\$108,000 x 1.08% = \$116,640) and Communication Studies operating budget (\$67,767).

Current Curriculum: 39 credits	Proposed Curriculum: 42 credits	Proposed Change
Required LL (9 units):	Required Courses (12 required units):	
COMM 131: Fundamentals of Speech Communication	COMM 131: Public Speaking (core 5)	Course title change (from Fundamentals of Speech Communication)
COMM 201: Communication Theory	COMM 201: Introduction to Communication Studies	Course title change (from Communication Theory)
COMM 215: Interpersonal Communication	COMM 300: Research Methods (core 9)	No change
	COMM 450: Capstone in Communication Studies	No change
Required UL (18 units):	Public Discourse & Advocacy (9 required units):	
COMM 300: Research Methods	COMM 412: Rhetorical Theory and Criticism***	Course number change (from COMM 311)
COMM 311: Rhetorical Theory and Criticism	COMM 210: Advocacy and Argument	Course number change (from COMM 331); no longer required, now optional
COMM 331: Advocacy and Argument	COMM 303: Advanced Public Speaking	No change
COMM 377: Intercultural Communication	COMM 304: Persuasion	No change
COMM 419: Organizational Communication	COMM 320: Communication Law	Course number and title change (from COMM 420: Communication and Legal Procedures)
COMM 450: Capstone in Communication Studies	COMM 360: Communication and Social Protest	Formerly a Special Topics course
	COMM 365: Visual Communication	Formerly a Special Topics course
Electives- (12 units)	COMM 390: Communication and Politics	new
COMM 231: Nonverbal Communication	COMM 487: Special Topics in Public Discourse & Advocacy	Formerly a Special Topics course
COMM 249: Speech and Debate I	Identity & Culture (9 required units):	
COMM 250: Speech and Debate II	COMM 477: Intercultural Communication***	Course number change (from COMM 377)
COMM 303: Advanced Public Speaking	COMM 215: Interpersonal Communication	no longer required, now optional
COMM 304: Persuasion	COMM 333: Introduction to Performance Studies	No change

Current Curriculum: 39 credits	Proposed Curriculum: 42 credits	Proposed Change
COMM 315: Business & Professional Communication	COMM 340: Communication and Gender	Course number change (from COMM 440)
COMM 333: Introduction to Performance Studies	COMM 345: Sexual Communication	Formerly a Special Topics course
COMM 349: Speech and Debate III	COMM 370: Communication and Popular Culture	Formerly a Special Topics course
COMM 350: Speech and Debate IV	COMM 382: African American Communication	Formerly a Special Topics course
COMM 418: Communication Training and Development	COMM 488: Special Topics in Identity & Culture	Formerly a Special Topics course
COMM 420: Communication and Legal Procedures	Leadership & Organizational Communication (9 required units):	
COMM 422: Conference and Meeting Management	COMM 419: Organizational Communication***	No change
COMM 440: Communication and Gender	COMM 222: Professional Meeting Management	Course number and title change (from COMM 422: Conference and Meeting Management)
COMM 470: Special Topics	COMM 231: Nonverbal Communication	No change
COMM 490: Internship in Communication Studies	COMM 315: Business & Professional Communication	No change
COMM 495: Independent Study in Communication Studies	COMM 318: Communication Training and Development	Course number change (from COMM 418)
MCOM 352: Media Criticism	COMM 380: Leadership Communication	Formerly a Special Topics course
IDFA 480: Topics in Arts, Media, Communication, and Social Action	COMM 489: Special Topics in Leadership & Organizational Communication	Formerly a Special Topics course
	Horizons (3 required units):	
	COMM 349/350: Practicum (1.5 credits; repeatable)	Course title change (from Speech and Debate III and IV)
	COMM 486: Study Abroad	New
	COMM 490: Internship in Communication Studies	No change
	COMM 495: Independent Study in Communication Studies	No change
	IDFA 470: Special Topics in IDFA	New addition of existing COFAC course
	IDFA 480: Topics in Arts, Media, Communication, and Social Action	No change

Current Curriculum: 39 credits	Proposed Curriculum: 42 credits	Proposed Change
	IDFA 493: Independent Study in IDFA	New addition of existing COFAC course
	IDFA Study Abroad/Other Study Abroad	New
	Deleted Courses: COMM 249, 250, 470, MCOM 352	Course deletions

Appendix B: COMM Minor Curriculum Revisions

Current Minor Requirements	Proposed Minor Requirements
24 total units	27 total units
Required LL courses	Required Courses
COMM 131	COMM 131
COMM 201	COMM 201
COMM 215	COMM 300
	COMM Public Discourse & Advocacy course
	COMM Identity & Culture course
	COMM Leadership & Organizational Communication course
15 additional units of COMM credit	9 additional units of COMM credit

Appendix C
Letter of Support from Library



November 14, 2017

Maryland Higher Education Committee
6 N Liberty St,
Baltimore, MD 21201

Dear Maryland Higher Education Committee,

Albert S. Cook Library
Towson University
8000 York Road
Towson, MD 21252-0001
t. 410 704-2450
f. 410 704-3760

My name is Joyce Garczynski and I am the librarian who serves as the liaison to Towson University's Mass Communication & Communication Studies Department. I am writing to confirm Dr. Jennifer Potter's assertion that no additional library research resources will be needed in order to support the proposed updates to Towson University's Communication Studies curriculum. Students conducting research in Communication Studies most often use the Communication & Mass Media Complete database to conduct their research and this is available through our IT network. In addition, I provide many courses in this major with library instruction and if these curriculum changes are accepted, I do not anticipate a substantial change in my instruction levels as a result of these changes.

Please do not hesitate to contact me if you have any addition questions.

Sincerely,

Joyce V. Garczynski
Assistant University Librarian for Development & Communications
jgarczynski@towson.edu
410-704-5168

Appendix D
 Communication Studies Major
 Assessment Plan, 2018-2021

SLO1: Students should employ communication theories, perspectives, principles, and concepts.
 SLO2: Students should engage in communication inquiry.
 SLO3: Students should critically analyze messages.

Curricular Alignment with SLOs:

Curriculum that Addresses SLOs	SLO1	SLO2	SLO3
COMM 201: Introduction to Communication Studies	X		
COMM 300: Research Methods	X		
COMM 450: Capstone in Communication Studies		X	
COMM 412: Rhetorical Theory and Criticism		X	
COMM 419: Organizational Communication			X
COMM 477: Intercultural Communication			X

SLO and Assessment Measures

	Brief Description of Measure	
	Measure 1	Measure 2
SLO 1	Assignment from COMM 201 (Annotated Bibliography)	Exam from COMM 300 (Exam)
SLO 2	Assignment from COMM 450 (Original Research Paper)	Assignment from COMM 412 (Mapping and Critical Essay)
SLO 3	Assignment from COMM 419 (Ethnography Paper)	Assignment from COMM 377 (Cultural Identity Paper)

SLO and Targeted Performance

	Measure 1: Targeted Performance Level for Achievement	Measure 2: Targeted Performance Level for Achievement
SLO 1	We expect 70% of our COMM students will achieve satisfactory or excellent competence (A, B, or C on the assessment rubric)	We expect 70% of our COMM students will achieve satisfactory or excellent competence (70% or better on the exam questions)
SLO 2	We expect 70% of our COMM students will achieve satisfactory or excellent competence (3-5 on the assessment rubric)	We expect 70% of our COMM students will achieve satisfactory or excellent competence (105 or better out of 150 on the assessment rubric)

SLO 3	We expect 70% of our COMM students will achieve satisfactory or excellent competence (7-10 on the assessment rubric)	We expect 70% of our COMM students will achieve satisfactory or excellent competence (6-10 on the assessment rubric)
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SLO and Collection Cycle

	Measure 1 Collection Cycle	Measure 2 Collection Cycle
SLO 1	Fall/Spring semesters, annually	Fall 2018, Fall 2019, Fall 2020
SLO 2	Fall/Spring semesters, annually	Spring 2019, Spring 2020, Spring 2021
SLO 3	Fall 2018, Fall 2019, Fall 2020	Spring 2019, Spring 2020, Spring 2021

COMM 300 Midterm Exam Questions for Assessment

- C. Interpretivistic
- D. Pragmatic

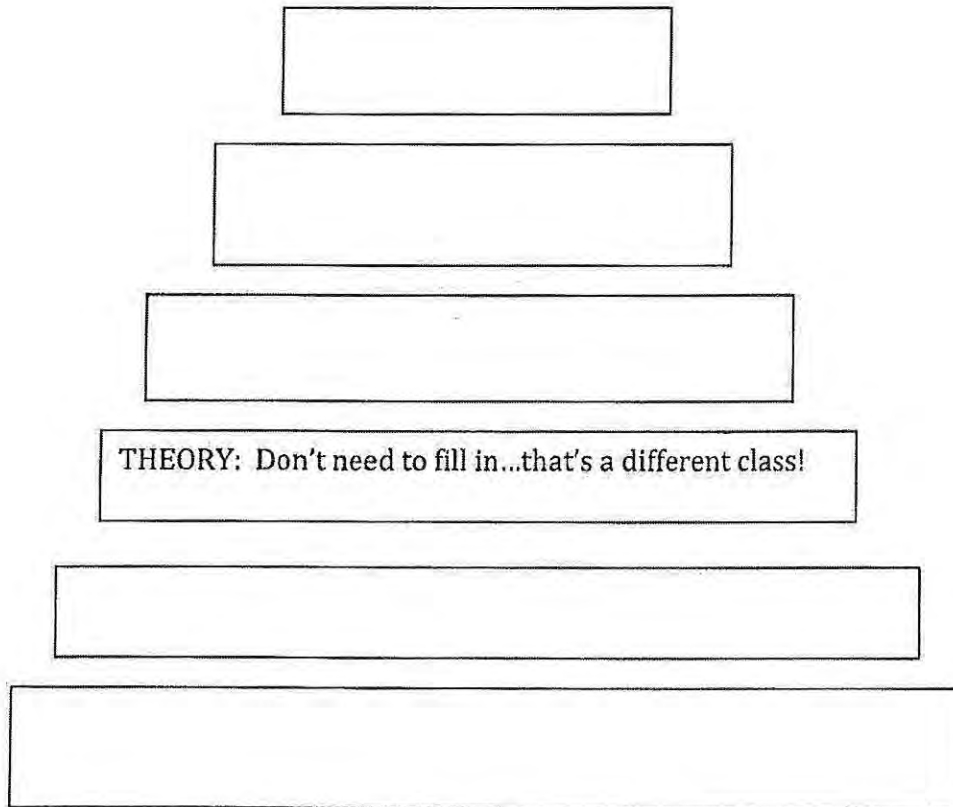
12. The critical paradigm utilizes quantitative methods.

- A. True
- B. False

13. What paradigm is this research question: *What are the impacts of long-term solitary confinement on prisoners?*

14. Justify why you chose that paradigm:

15. Fill in the headings for the pyramid. Your choices are: methodology, tools, philosophy, paradigm, methods.



COMM 450: Capstone in Communication Studies Original Research Project Assignment Descriptions

Paper #1 Research Project Justification: This is the first step in any research project. This is where you state what it is that you are planning on solving with your study. Why is it important? Why should any of us care? Why should a faculty member put in her/his time to help you with the project? What exactly are you studying? What are your parameters? **2 pages long.**

Paper #2: Research Project Literature and Theory Review: This project builds on your Research Methods literature review. Any project must be couched in an understanding of current scholarship. What have other people said about your topic? What have other people not said about your topic? What have other people said about your topic that you don't agree with? This is one of the hardest sections of your project to write. You will need to have a **minimum** of 15 sources for your project, and a minimum gets you a C. **7 pages long.**

Paper #3: Research Project Hypothesis/ Research Question: After you have justified your project and found what others have to say about it, it is time to make your own predictions or develop your own creative approach to the issue. What do you expect to uncover? What is exciting about this topic? What research methods do you plan on using? Make sure to answer ALL the questions that deal with your method. **2-3 pages**

Paper #4: Research Project Data Analysis and Conclusion: What did you find? Was your hypothesis proven true? What are the implications of your study? What can we do with this information? What is the value of your study? This is crucial. A whole project and months of work can be invalidated if you cannot adequately explain what benefit your project has. **7 pages long.**

Final Paper: This is a revised version of your four drafts put together in a coherent way. The paper is at least **20 pages long, double spaced, 12 point, Times New Roman font in APA or MLA format and submitted in hard copy and via SafeAssign.**

COMM 450 Paper Assessment Rubric

Student Name: _____

Title of paper _____ Writing Skills Evaluation	Excellent		Average	Weak	
	High 5	Low 4	3	High 2	Low 1
Grammar/Language Writing Voice Grammar and usage Clarity Spelling	5	4	3	2	1
	Strong and clear writing voice. Few to no grammatical errors throughout. Punctuation and spelling are exceptional. Ideas are clearly expressed.		Generally well written. Acceptable level of grammatical errors. Ideas are reasonable clear.		Paper is not well written. Points are unclear. Grammatical errors throughout.
Clarity of Purpose Originality Contributes to the field of communication studies Clear purpose Audience awareness	5	4	3	2	1
	Very clear and original problem addressed in the project. The project expands on and contributes to the field to communication studies. There is an awareness of the intended scholarly audience.		Project shows some originality and has a sense of how it contributes to the field of communication studies. There is a general sense of a clear purpose and problem that the project addresses.		Lacks clear purpose. Project is not original and does not dialogue with and expand upon existing scholarship within. There is little awareness of who the audience for the project is.
Citations In text citations formatted correctly Reference page formatted correctly Appropriate number of citations Quality of citations	5	4	3	2	1
	Citations are formatted correctly. There are an exceptional number of relevant sources consulted. Sources are incorporated appropriately into the project.		Citations are generally correct. There are an appropriate number of relevant sources consulted. Sources are generally incorporated well into the project.		Citations are not formatted correctly. There is a lack of appropriate citations. Sources consulted are weak and not relevant.
Organization Editing Introduction/conclusion Transitions Literature review Discussion section Findings	5	4	3	2	1
	The project is well edited. It flows well and follows the conventions of academic writing. Introduction/conclusion is clear and sets up the project. Project includes a clear literature review and a discussion section. Findings are clearly organized and easy to understand.		Exhibits adequate editing and generally flows well. Introduction/conclusion is fairly clear. Project has an adequate literature review and discussion section. Findings are presented and are fairly easy to understand.		Lacks clear editing. Does not flow well. No clear introduction/conclusion. Literature review and discussion sections are inadequate. Findings are unclear and not easy to understand.
Scholarly engagement Relevant theory consulted and explained Application of scholarly concepts Synthesis of scholarly theory and concepts	5	4	3	2	1
	Project does an exceptional job of identifying communication theory and concepts relevant to the project. The theory and concepts are clearly explained and applied to the project.		Relevant theory is consulted. Explanation of relevant theory and concepts are generally well explained, although they could be clearer. Theory and concepts are applied to the project in an adequate manner.		Relevant theory and concepts are not consulted. What theory or concepts are consulted are not adequately explained and applied to the project.

Papers plagiarized will receive a score of zero as they represent a violation of ethics.

COMMENTS:

TOTAL SCORE: _____

COMM 412: Rhetorical Theory & Criticism Mapping a Critical Essay Writing Assignment

DUE DATE: Monday September 18th

Paper due at the beginning of class

Digital copy must be uploaded to Blackboard before class

You will only earn a grade if BOTH a hard copy and digital copy are turned in.

You must attach a copy of the rubric to your paper copy

Total Points: 150 (15% of your course grade)

Assignment Objectives

- Demonstrate your ability to read and understand scholarly work.
- Demonstrate your knowledge of the structure and composition of criticism.
- Demonstrate your ability to compose an analysis of the organization of academic criticism.
- Demonstrate your ability to write error-free and concise prose.

Assignment Prompt

We have read Steven Perry's article on metaphor and discussed the structural components of that essay. Now it is your turn to demonstrate your ability to deconstruct scholarly work in a similar fashion. To write this essay, you need to perform two tasks. First, using your notes from class as a guide for breaking down the structure of academic writing, read Melissa Zimdars' article "Fat Acceptance TV? Rethinking Reality Television with TLC's Big Sexy and the Carnavalesque." As you read Zimdars' essay, you should identify the generic components of an academic essay. Second, you will write a short essay to demonstrate your understanding of the generic expectations of criticism and your ability to identify these concepts in academic writing. Using your own words, **define, identify, and explain** your identification of the following components:

Thesis

Academic Context and Cultural Context

Theory/Theories

Method (description of)

3 examples of Zimdars' Archive

In addition to the content of this assignment, you will also be graded on the clarity and grammar of your essay.

Try to keep your analysis to 2-3 pages double spaced, 12 point font. You need to upload a copy of your assignment to Blackboard **BEFORE** you attend class. You also need to hand in a copy at the beginning of class.

**COMM 412: Rubric
Mapping a Critical Essay Paper**

Total Points: 150

Identify each component in your own words. Be clear and complete.

1. Thesis _____/30

2. Academic and Cultural Context _____/40

3. The Theory _____/25

4. The Method _____/25

5. Evidence/Archive _____/15
3 examples @ 5 pts each

6. Clarity/Grammar _____/15

TOTAL: _____/150

COMM 419 Culture Study (Ethnography) Paper

The Assignment:

This assignment is a culture study (ethnography) paper based on any three(ish) elements of Schein's Model of organizational culture that we discuss in class. An ethnography is a "people study." You will study a real organization (using observation, interviews, and archival analysis) and apply the elements you choose to that organization. What kind of real organization? Your place of employment, your church, your social club, etc.

Your Paper Will Include:

- ✓ **Cover Page in APA format**
- ✓ **Abstract Page:** An abstract is a very concise statement that summarizes for the reader the content of the manuscript (paper). It should be about 1/3 of a page long.
- ✓ **Introduction:** general introduction to organizational culture, the organization you are studying, and a clear thesis/research question of what the ethnography will cover. Ex. "What aspects of organizational power are most evident/most influential in shaping the culture of Macaroni Grill?"
- ✓ **Literature Review:** A literature review is an account of what has been published on a topic by scholars and theorists. (In this case, organizational culture. It is NOT background information on your specific organization). The 20 required scholarly sources will be cited here. The review conveys to the reader the knowledge and ideas that have already been established on a topic of inquiry. It also mentions what is not known on the topic, and possibly areas of controversy. A literature review is NOT simply a collection of articles on a topic. Rather, its purpose is to review what is known on a topic, and how those ideas are tied together, laying the groundwork for your study. This is setting up your theory/grounding for the elements that *you have selected* to study and apply to your organization.
- ✓ **Method Selection:** How did you study your chosen organization? Did you observe the day-to-day activities of the organization, keeping a predetermined log? Did you interview members, with set interview questions? How did you choose which members to interview? Did you engage in archival analysis? (You should do all 3: observer, interview, review documents). How did you record notes? What is your tie to the organization? Did this tie influence/bias the data collection? Etc.
- ✓ **Analysis Section:** This will be the longest section of your paper. Here you will present your findings, engage in "rich" description, and analyze and *interpret* your data as it relates to your thesis/theory model and the research you have done on the subject. Start your section with an internal preview of your method/model. Similar to any other paper, you need to support and develop your main points by using specific examples from your data collection. Go through your data, find out if there is any pattern, major points that come up again and again, or discrepancies that are important to note. You will cite your interviews, your archives, and refer to your observations here. Make sure you explain

why you chose the information you are presenting and why you leave out other aspects that you explored but are not choosing to include. In addition, you will cite your scholarly sources here too, where relevant and applicable, in addition to citing them in the literature review section. In this section, be sure to **not only describe, but also draw conclusions** from what you have learned by observing, interviewing, and examining the organization's archives. (What does the architecture *mean*, for example?). Subdivide within the analysis. Analysis of data

- ✓ **Conclusion:** Your final section, obviously. Reiterate what your study attempted to cover/explore. Also mention what still needs to be explored/further discussed, and the implications for your findings to organizational life. Note: This is your justification for your training recommendation(s).
- ✓ **Reference Page:** in APA format. Every source listed on the reference page is cited in the paper, and vice versa. (In APA format, interviews are cited internally in the body of the paper, but are not listed on the reference page). **Please include a separate sheet in the Appendix with a list of those you interviewed, the date, their job titles and the questions they were asked. (See below).**
- ✓ **Appendix:** your typed log, observations, interview records etc. Don't hand me a messy, scribbled collection of notes on scraps of paper. Bulleted lists are fine. I do not need a full transcript of your interviews. List who you interviewed, date, and their contact information. List the research questions and notes of their responses.

Particulars:

- ✓ About 8-10 pages of writing, not including the cover page, abstract page, reference page and the appendix.
- ✓ APA format. Times New Roman, 12-point font, double spaced, internal citations.
- ✓ See <http://flash1r.apa.org/apastyle/basics/index.htm> for APA information, including sample papers.
- ✓ At least 20 academic, scholarly sources. (Books may be used in addition to articles). More sources are always welcome and desired. Interviews and archival data should be used, but cannot be counted towards your 20 academic, scholarly sources. Do your own research – don't rely on what your friends have done in other sections of 419.
- ✓ Avoid writing in the first person.
- ✓ Subhead the different sections of the paper, starting with the Abstract page.

Ethnography Rubric COMM 419

Name: _____ Section: _____ Grade: _____

1. Format: Is APA format, 6th edition, used appropriately and consistently?

Do you use DOIs or URLs? Are capitalizations, margins, and spacing appropriate? Are entries in alphabetical order? Are citations, both internal and on the reference page, correct and "matching"?

0 1 2 3 4 5 6 7 8 9 10

2. Organization: Is the paper well organized, containing all necessary parts? Are parts arranged appropriately? Is paper appropriate in length?

Is there at least 8-10 pages of writing? Is there a cover page, abstract, introduction, literature review, methods, analysis, conclusion, reference page, and appendix? Is the analysis section substantial and detailed in comparison to the rest of the paper? Is it subdivided based on the elements you chose to study?

0 1 2 3 4 5 6 7 8 9 10

3. Literature Review: Is the literature review section of the paper appropriate and well written, demonstrating themes and relationships in the literature? Are all 20 of the required scholarly sources cited here?

0 1 2 3 4 5 6 7 8 9 10

4. Analysis: In your analysis, are you able to effectively describe the elements you chose to study by using information from the archives, the interviews you conducted, and your observations? Using "rich" description of the culture, are you able to draw meaningful conclusions about that culture?

0 1 2 3 4 5 6 7 8 9 10

5. Quality of Writing: Is your writing clear, correct, and organized throughout the paper?

0 1 2 3 4 5 6 7 8 9 10

Overall:

COMM 477: Paper #1 – Cultural Identity

This assignment is worth up to 50 points.

In this 1400 – 2000 word essay, you will describe a culture with which you identify. It can be any culture that you feel is dear to you. It does not have to be a culture that we have discussed in class. Explain how the group that you've chosen qualifies as a culture. Describe the culture, which can include history, customs, traditions, beliefs, and controversies within it. What are some important topics or concerns for your culture? How do you fit into the culture? How is this culture important to you? In other words, introduce this culture as if you're describing it to someone who has never experienced it. In addition, critically analyze the messages you have received about the culture you identify. What are the meanings embedded in those messages? In what ways did those messages influence you or others?

This is a semi-personal essay, so first person is acceptable. It will be graded on thoroughness of description, depth of analysis concerning your culture's trends and controversies, identification of your connection to the culture, and spelling/grammar.

There is no specific number of sources that you must include, but if you make a claim that is not public knowledge or clearly intuitive, cite a source that is reputable (no random websites or weblogs, must have a clearly identifiable author).

Your paper must be clear of any plagiarism or academic dishonesty of any kind. If you are unclear about what constitutes academic dishonesty, see the link to Towson's Academic Integrity Policy included in the syllabus. In short, do your own work, and when you use other people's ideas cite them. If you use other people's words, quote them. Make sure your paper is well organized. It should be clearly written, display correct spelling, grammar, and punctuation. Proofread the final product before you turn the paper in. *If I find an inordinate number of errors, your grade will suffer.*

Your paper should be in 12 pt, Times New Roman font. 1" margins all around the paper.

In keeping with departmental policy, all formal written work must be done in APA format.

Your paper is due by 11:59 on Friday, September 30th, 2016, via Blackboard.

Papers turned in after this time without *prior* arrangement with me WILL NOT BE ACCEPTED.

COMM 477 Cultural Identity Essay Grading Rubric

<u>Assignment Criteria</u>	Inadequate (1-2 points)	Needs Improvement (3-5 points)	Adequate (6-8 points)	Excellent (9-10 points)
Mechanics (Grammar, Sentence and Paragraph Structure) and Clarity of Writing	Sentences and paragraphs are difficult to read due to rampant errors in grammar, sentence structure, and/or paragraph composition. The essay is entirely vague or otherwise unclear. Language is inaccurate or incorrect.	This essay contains numerous grammatical and mechanical errors. This essay is vague or unclear in places. The general argument is noticeable, but language needs further development or clarity.	This essay contains minimal grammatical or mechanical errors. This essay is relatively clear. The main point and subpoints are noticeable and sensible.	This essay is clear and concise. It contains no grammatical or mechanical errors. The main points and subpoints of this essay are easy to understand and indicate clear, yet complicated ideas.
Organization	There appears to be no organization of this essay's contents.	The organization of this essay is difficult to follow due to inadequate transitions or rambling format.	This essay can be followed. It uses basic transitions and a recognizable structure.	This essay is easy to follow. It contains both effective transitions and a polished organizational format.
Message Analysis	Description and explanation of cultural messages are either missing or unrecognizable. Messages are not assessed in the essay.	Description and explanation of cultural messages are lacking. Messages are not assessed in any thorough way.	Description and explanation of cultural messages are present. The essay partially assesses the influence of messages.	Description and explanation of cultural messages are thorough. The essay completely assesses the influence of messages.
Cultural Identification	Cultural description and explanation are either missing or unrecognizable. Essay wanders off topic, or comments are incoherent.	Cultural description and explanation either scant or superficial. Little evidence exists of thorough engagement with the culture in question.	Description and explanation are present which show some insight into the customs, beliefs, and values of the culture in question.	Description and explanation are robust and superb. The essay describes culture at multiple levels and clearly explains its central customs, beliefs, and values.
Use of Evidence	The essay uses no evidence to supports its claims. It relies entirely on unfounded assertions.	The essay uses evidence for come claims, but warrants are not explained. Citation of evidence is sparse.	The essay uses evidence for most claims, and warrants are usually provided to explain how the evidence supports the claims given.	Every claim in the essay is supported with strong evidence and clear explanation of the warrant connecting evidence to claim.

COMM 201 Annotated Bibliography Assignment

An annotated bibliography combines the citations found in the References list at the end of documents in APA format with annotations about each of the sources. For this assignment, you will construct an annotated bibliography of two sources for one theory in each of the Public Discourse and Advocacy, Leadership and Organizational Communication, and Identity and Culture units.

Purpose: An annotated bibliography is an organizing tool that is helpful when working on a research project. An effective annotated bibliography is used to compile research sources in one location and provide the researcher with quick access to the information contained in each source.

Audience: This assignment should be directed at your scholarly peers, and you may assume that they have only a casual familiarity with your topic or issue.

Content/Subject: Your annotated bibliography will consist of articles from communication studies journals that clearly use the theory within the article. While you may encounter sources that are not relevant or do not fit the scope of your project while researching, for the purposes of this assignment, you will only include the ones that you find useful and relevant.

1. Cite the source in proper APA format.
2. Select one theory for each of the units listed above. Annotate two sources for each unit.
3. Follow with a brief annotation that summarizes the source (approx. 3-5 sentences). You may quote from the source, but do not copy and paste the abstract. Ideally, all of the annotation should be in your own words.
4. In 3-5 sentences, explain the source's use of the theory and what this source added to your knowledge of the theory.
5. At the end of the document, you will write 2-4 paragraphs that link each of the theories you have chosen to the paradigms within communication studies.

Constraints: The annotated bibliography is a fairly rigid genre. Your citations must adhere to APA format. This will be one of the central components of the grade for this assignment. Failure to follow APA format exactly will harm your grade.

Assessment Rubric for Annotated Bibliography

CATEGORY	A	B	C	D	F
Quantity of sources 20 pts.	Document cites the number of sources outlined in the assignment.	Document is either one source under the required number of sources.	Document is two to three sources under the required number of sources.	Document is four to five sources under the required number of sources.	Document is more than five sources under the number of required sources.
Quality/Reliability of Sources 40 pts.	All sources cited can be considered reliable and/or trustworthy.	Most sources cited can be considered reliable and/or trustworthy.	Some sources can be considered reliable and/or trustworthy.	Few sources cited can be considered reliable and/or trustworthy.	Little or no reliable and/or trustworthy sources cited.
Variety of Sources 40 pts.	Excellent variety of sources; cites more than three journals.	Good variety of sources; cites three journals.	Adequate variety of sources; cites two journals.	Poor variety of sources; cites one journal.	Incorrect use of sources, does not cite Communication Studies journals.
Writing fluency of annotations 50 pts.	All annotations are thoughtful, complete, and well written.	Most annotations are thoughtful, complete, and well written.	Some annotations are well written but some are lacking in completeness, thought, or writing quality.	Most annotations are lacking in completeness, thought, and/or writing quality.	All annotations are lacking in completeness, thought, and/or writing quality.
APA and Documentation 50 pts.	Citations are formatted correctly in the document.	There are a few formatting errors in the document's citations.	There are some formatting errors in the document's citations.	There are many and/or frequent formatting errors in the document's citations.	There is little or no adherence to APA format in the document.

Addendum

Current Curriculum: 39 credits	Proposed Curriculum: 42 credits	Proposed Change
COMM 131: Fundamentals of Speech Communication (LL Required)	COMM 131: Public Speaking (core 5; Required)	Course title change
COMM 201: Communication Theory (LL Required)	COMM 201: Introduction to Communication Studies (Required)	Course title change
COMM 231: Nonverbal Communication (Elective)	COMM 231: Nonverbal Communication (Leadership & Organizational Comm Elective)	Move from COMM general elective to elective in Leadership & Organizational Comm
COMM 215: Interpersonal Communication (LL Required)	COMM 215: Interpersonal Communication (Identity & Culture Elective)	Move from required course to elective in Identity & Culture
COMM 249: Speech and Debate I (Elective)		Deleted course
COMM 250: Speech and Debate II (Elective)		Deleted course
COMM 300: Research Methods (UL Required)	COMM 300: Research Methods (core 9; Required)	No change
COMM 303: Advanced Public Speaking (Elective)	COMM 303: Advanced Public Speaking (Public Discourse & Advocacy Elective)	Move from COMM general elective to elective in Public Discourse & Advocacy
COMM 304: Persuasion (Elective)	COMM 304: Persuasion (Public Discourse & Advocacy Elective)	Move from COMM general elective to elective in Public Discourse & Advocacy
COMM 311: Rhetorical Theory and Criticism (UL Required)	COMM 311: Rhetorical Theory and Criticism (Public Discourse & Advocacy Required)	Move from UL Required to required course in Public Discourse & Advocacy
COMM 315: Business & Professional Communication (Elective)	COMM 315: Business & Professional Communication (Leadership & Organizational Comm Elective)	Move from COMM general elective to elective in Leadership & Organizational Comm
COMM 331: Advocacy and Argument (UL Required)	COMM 331: Advocacy and Argument (Public Discourse & Advocacy Elective)	Move from UL Required to elective in Public Discourse & Advocacy
COMM 333: Introduction to Performance Studies (Elective)	COMM 333: Introduction to Performance Studies (Identity & Culture Elective)	Move from COMM general elective to elective in Identity & Culture
	COMM 345: Sexual Communication (Identity & Culture Elective)	New course (formerly a Special Topics course) Elective in Identity & Culture

Current Curriculum: 39 credits	Proposed Curriculum: 42 credits	Proposed Change
COMM 349: Speech and Debate III (1.5 credits; Elective)	COMM 349: Practicum I (1.5 credits; Horizons Elective)	Course title change Move from COMM general elective to elective in Horizons
COMM 350: Speech and Debate IV (1.5 credits; Elective)	COMM 350: Practicum II (1.5 credits; Horizons Elective)	Course title change Move from COMM general elective to elective in Horizons
	COMM 360: Communication and Social Protest (Public Discourse & Advocacy Elective)	New course (formerly a Special Topics course)
	COMM 365: Visual Communication (Public Discourse & Advocacy Elective)	New course (formerly a Special Topics course)
	COMM 368: Communication and Popular Culture (Identity & Culture Elective)	New course (formerly a Special Topics course)
COMM 377: Intercultural Communication (UL Required)	COMM 477: Intercultural Communication (Identity & Culture Required)	Course number change Move from UL Required to required course in Identity & Culture
	COMM 380: Leadership Communication (Leadership & Organizational Comm Elective)	New course (formerly a Special Topics course)
	COMM 382: African American Communication (Identity & Culture Elective)	New course (formerly a Special Topics course)
	COMM 390: Communication and Politics (Public Discourse & Advocacy Elective)	New course (formerly a Special Topics course)
COMM 418: Communication Training and Development (Elective)	COMM 418: Communication Training and Development (Leadership & Organizational Comm Elective)	Move from general COMM elective to elective in Leadership & Organizational Comm
COMM 419: Organizational Communication (UL Required)	COMM 419: Organizational Communication (Leadership & Organizational Comm Required)	Move from UL Required to required course in Leadership & Organizational Comm
COMM 420: Communication and Legal Procedures (Elective)	COMM 420: Communication Law (Public Discourse & Advocacy Elective)	Course title change Move from general COMM elective to elective in Public Discourse & Advocacy

Current Curriculum: 39 credits	Proposed Curriculum: 42 credits	Proposed Change
COMM 422: Conference and Meeting Management (Elective)	COMM 422: Conference Planning & Management (Leadership & Organizational Comm Elective)	Course title change Move from general COMM elective to elective in Leadership & Organizational Comm
COMM 440: Communication and Gender (Elective)	COMM 440: Communication and Gender (Identity & Culture Elective)	Move from general COMM elective to elective in Identity & Culture
COMM 450: Capstone in Communication Studies (UL Required)	COMM 450: Capstone in Communication Studies (Required)	No change
COMM 470: Special Topics (Elective)	COMM 470: Topics in Public Discourse & Advocacy (Public Discourse & Advocacy Elective)	Course title change Move from general COMM elective to elective in Public Discourse & Advocacy
	COMM 471: Topics in Identity & Culture (Identity & Culture Elective)	New course
	COMM 472: Topics in Leadership & Organizational Communication (Leadership & Organizational Comm Elective)	New course
COMM 490: Internship in Communication Studies (Elective)	COMM 490: Internship in Communication Studies (Horizons Elective)	Move from general COMM elective to elective in Horizons
	COMM 494: Study Abroad (Horizons Elective)	New course
COMM 495: Independent Study in Communication Studies (Elective)	COMM 495: Independent Study in Communication Studies (Horizons Elective)	Move from general COMM elective to elective in Horizons
	IDFA 470: Special Topics in IDFA (Horizons Elective)	New addition of existing COFAC course
IDFA 480: Topics in Arts, Media, Communication, and Social Action (Elective)	IDFA 480: Topics in Arts, Media, Communication, and Social Action (Horizons Elective)	Move from general COMM elective to elective in Horizons
	IDFA 493: Independent Study in IDFA (Horizons Elective)	New addition of existing COFAC course
	IDFA Study Abroad/Other Study Abroad	New addition of existing COFAC course
MCOM 352: Media Criticism		Deleted course