

16 May 2018

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201

Dear Dr. Fielder:

On behalf of President Elliot Hirshman and Stevenson University, I am pleased to submit the enclosed proposal to add a Bachelor of Arts degree program in **Communication Studies**. The proposal has been approved by all of the necessary internal constituencies at Stevenson University, including the Deans' Council, the Faculty Council, President Elliot Hirshman, and our Board of Trustees.

In compliance with MHEC's request, we are submitting this cover letter and the proposal as PDF attachments to an e-mail message. We have also submitted under separate cover the required filing fee in accordance with MHEC procedures.

Please contact me at 443-334-2205 or at sgorman@stevenson.edu if you have questions. Thank you for consideration of our proposal.

Sincerely,



Susan Thompson Gorman, Ph.D.
Executive Vice President and Provost
Office of Academic Affairs
Stevenson University
443-334-2205
sgorman@stevenson.edu

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM**
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or **REQUIRING NEW RESOURCES**

For each proposed program, attach a separate cover page.

Stevenson University

Institution Submitting Proposal

Fall 2019

Projected Implementation Date

B.A.

Award to be Offered

Communication Studies

Title of Proposed Program

0601.00

Suggested HEGIS Code

09 – Communication, Journalism, and Related Programs

Suggested CIP Code

Business Communication

Department of Proposed Program

Nadene Vevea, Ph.D.

Name of Department Head

Susan T. Gorman, Ph.D.


Contact Name

sgorman@stevenson.edu

Contact E-Mail Address

443.334.2205

Contact Phone Number

 5/16/18
Signature and Date

President/Chief Executive Approval

2/14/18
Date

Date Endorsed/Approved by Governing Board

Stevenson University
School of Design
B.A. Communication Studies

A. Centrality to institutional mission statement and planning priorities:

Description of Program: The Communication Studies B.A. degree program at Stevenson University offers students an opportunity to examine critically how communication functions in personal, public, and professional contexts. Students learn to become ethical and responsible producers and users of messages in response to specific contexts, audiences, and goals, but also learn to think critically about the messages that they consume. The program encourages students to use communication as an introspective lens and to communicate sensitively and competently as members of groups, communities, cultures, and as global citizens. Empowering students to challenge assumptions, this program prepares students to serve as change agents and advocates for themselves and others through the power of public discourse. Communication Studies provides opportunities for students to engage in communication inquiry in order to broaden their own perspectives and to contribute to the general body of communication knowledge and research. Overall, the undergraduate experience in communication studies equips students for entry into careers that value skilled communication practices as well as into graduate fields appreciative of the critical and practical nature of a communication program.

University Mission: “Stevenson University is an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.”

There is a strong relationship between the Communication Studies program and Stevenson University’s mission. Though a traditional liberal arts degree, the Communication Studies major at Stevenson University aligns with the longstanding mission and vision of preparing students for a career. The program includes a required internship experience and coursework that asks students to be self-reflective and prepares them with the skills to be advocates for themselves and for others.

1. *Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.*

The Communication Studies degree is directly aligned with the University's strategic goals and is an institutional priority. This proposed program has received the full support of University stakeholders including, but not limited to, Communication faculty, the Faculty Council, the Dean's Council, President Elliot Hirshman, and the Academic Affairs Committee of the Board of Trustees. In the 2014–2019 Strategic Plan for Stevenson University, approved by Board of Trustees in September 2014, the following four strategies are outlined:

Academic Affairs

The University will support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation, and by establishing a solid liberal arts foundation.

University

Stevenson is an innovative institution of higher education that will fulfill its mission, advance its vision, and integrate its values with the engaged support of its faculty, students, staff and others.

Student Life

The University will engage its community in creative, intellectual, social and athletic experiences, and it will foster a campus climate characterized by intellectual rigor, wellness, diversity, civility, and environmental consciousness, as well as self-awareness and national and global awareness.

Financial Resources

The University will enhance its financial resources by increasing revenues, aligning costs with strategic initiatives, identifying additional opportunities, and responding effectively to any associated challenges.

This program aligns with the Academic Affairs strategy to “support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation, and by establishing a solid liberal arts foundation.” The University currently offers an applied interdisciplinary degree in Business Communication comprising coursework in communication studies; however, the creation of a Communication Studies degree will enhance current offerings by building the communication theory and research core further advancing the institutional strategy of “establishing a solid liberal arts foundation” to complement the existing career focus.

While the above strategy was established prior to the arrival of the current Stevenson University President, Dr. Elliot Hirshman, University leadership confirmed the pursuit of a Communication Studies degree as an institutional priority with the release of the *University-Wide Initiatives 2017-2018*. In the strategic priorities document, one of the stated strategies is to “Support Freshman and Transfer Enrollments.” This strategy is complemented by a list of initiatives and, among them, is to: “create new academic programs in Sales & Leadership, Cybersecurity, Communications, and Professional minors.”

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

1. *Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:*
 - *The need for the advancement and evolution of knowledge;*
 - *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;*
 - *The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.*

A degree in Communication Studies is needed to offer students a strong liberal arts degree with highly transferrable skills. Based on research, studies have concluded that there is “evidence of the centrality of communication in developing the whole person, improving the educational enterprise, being a responsible social and cultural participant in the world, succeeding in one’s career and in business, enhancing organizational processes and organizational life, and, addressing several emerging concerns in the 21st century including health communication, crisis communication, and crime and policing” (Morreale & Pearson, 2008, p. 1). This degree would provide students with the verbal, nonverbal, written, and listening communication skills necessary to be successful in their personal and professional lives as well as foster their ability to be productive and collaborative citizens of their chosen communities.

In reviewing the National Student Clearinghouse Research Center Data, communication programs (falling under the CIP 09 family code) are the 11th most popular programs for Fall 2016 freshmen enrollments (325,973 students). Similarly, at 2-year institutions, communication programs were one of only eight CIP family code groups to see an increase in student enrollment in 2016 of over 7% (from 44,296 to 47,709). The demand for this core liberal arts degree is clear and we have an opportunity for Stevenson to provide popular and relevant programming for our students. Additionally, as Stevenson University already offers an interdisciplinary bachelor’s program in Business Communication, several of the core courses for a Communication Studies program are already in place. Providing a degree in Communication studies complements the existing program by offering new elective course (and skill) options for students enrolled in the Business Communication program, while also fulfilling the needs of students who desire a broader set of transferrable skills.

A bachelor’s degree in communication studies aligns with Stevenson’s mission to provide a career-focused liberal arts education by providing a practical core liberal arts program that does not currently exist on campus. Research indicates that the outcomes of a communication studies program exemplify the Stevenson University values of promoting a sense of community, fostering learning, instilling integrity, and achieving excellence. As suggested in the vision of Stevenson University, a bachelor’s degree in Communication Studies will allow students to “visualize and achieve excellence in a dynamic global community” by preparing competent communicators with skills transferrable to all aspects of their lives.

According to a May 14, 2015 article on BusinessInsider.com, “Communication majors tend to master skills — like how to effectively craft an argument, speak publicly, write clearly, and synthesize information — that are attractive to employers.” The article continues by listing the most common (and lucrative) careers for communication majors including medical device sales, recruiting director/manager, account and creative services director, corporate communications, purchasing manager, public relations, human resources, media manager, publications editor, publicist, office manager and more. The skills gained in a communication studies program provide graduates with flexibility to design their own career path while developing strengths that employers find most desirable. In fact, according to the Association of American Colleges & Universities LEAP initiative report from 2015, “Nearly all employers (91 percent) agree that for career success, ‘a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is **more important than his or her undergraduate major.**’” Additionally, the summary of the survey of employers also stated, “Confirming findings from four previous national surveys extending back to 2006, employers overwhelmingly endorse broad learning and cross-cutting skills as the **best preparation for long-term career success.** When asked in the latest survey, only 15 percent chose field specific learning alone as the best preparation for long-term success.” Of these skills, “**written and oral communication, teamwork skills, ethical decision making, critical thinking,** and the **ability to apply knowledge in real-world settings** are the most highly valued by employers.” A degree in Communication Studies provides students with exactly the skills and knowledge most sought after by the Business and Nonprofit Leaders surveyed.

In addition to flexible career options, students with an undergraduate degree in Communication Studies would also be well versed in communication theory, research, and writing. These academic skills make them ideal candidates for continuing their education in a graduate program and prepare them to succeed should they choose to continue their education in a program such as the Master of Science in Communication Studies offered at Stevenson University.

2. *Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.*

Connection to the 2014-2019 State Plan:

Goal 1: Quality and Effectiveness

A Communication Studies program aligns with Maryland’s goal to enhance “its array of postsecondary education programs” towards fulfilling the “evolving needs of its students” (p. 17). In the current professional landscape, transferrable skills, particularly the ability to craft arguments, speak publicly, write clearly, and synthesize information, are some of the most attractive to employers (BusinessInsider.com, 2015). By training undergraduate students to be competent communicators, a Communication Studies degree at Stevenson University prepares students with competitive skill sets necessary and the flexibility to pursue a variety of career options. Additionally, a Communication Studies program fully supports the institutional career-focused status that Stevenson has branded and delivered for seventy years.

Goal 3: Diversity

Stevenson's Communication Studies program seeks to increase the knowledge, skills, and training of global citizens and employees. Two of the outcomes of the Communication Studies program specifically address the intercultural communication competency of its graduates; "Utilize communication to embrace difference," and "Interpret diverse perspectives and advocate with empathy for oneself and others." The program and specific coursework (such as Intercultural Communication and Communicating Identities) have been specifically designed to build empathy and foster understanding in a diverse society; making graduates not only personally and professionally successful, but ethical advocates and informed global citizens of their respective communities.

Goal 5: Economic Growth and Vitality

A Communication Studies program at Stevenson University aligns well with Maryland's goals for economic growth and vitality. As stated in the *Maryland Ready* document, "postsecondary institutions must continue to innovate and collaborate with private industry, nonprofits, and each other" (p. 52). This program would train professionals to engage and empower community partnerships through a required internship program infusing the skills and knowledge of students in partnerships with local, regional, and national community members. The built-in communication skills and cultural awareness in the Communication Studies program gives graduates the freedom to advocate successfully for themselves and others in both their personal and professional lives. It also provides significant support the shifting workforce needs into areas of marketing, social media, customer service, and improved human relations where many organizations now have significant requirements.

Connection to the 2017-2021 State Plan:

Goal 1: Access

In an effort to ensure equitable access to affordable and quality postsecondary education for all Maryland residents, the University's mission is to "meet students where they are." This foundational value of Stevenson University means that the institution has a long-standing tradition of accepting, supporting, and celebrating students from all different backgrounds and all levels of preparation. Historically, the enrollment at Stevenson University has been largely populated by students from Maryland.

As proposed, a degree in Communication Studies at Stevenson University allows for 20+ credits of elective coursework which provides students with opportunity to add knowledge in an area or discipline they are passionate about and/or that could give them skills unique to their desired career. The flexibility of this degree also fosters an entrepreneurial spirit.

Goal 2: Success

Stevenson University prides itself in its reputation for a career focused education and its supportive community centered on student success. Students in the Communication Studies program will benefit from having access to and the support of nine faculty members with doctoral degrees in the field of communication. Additionally, as part of the curriculum for the Communication Studies program overlaps with the existing Business Communication program, students will benefit from courses that are already included in ongoing review and assessment.

The flexibility in credit hours in the Communication Studies major allows for easier and more accommodating transition for transfer students to maintain their previously earned credit hours and complete their degree in a timely manner.

Goal 3: Innovation

Just as there are courses that will overlap between the two communication programs, both programs have students engaging in practical application of their knowledge through a required internship experience. Students in the new Communication Studies program will benefit from a designated Internship Director and the established internship relationships between Stevenson University and community organizations as well as provide the opportunity for new relationships to form.

New Communication Studies students will benefit from the existing programming and support that is in place for the Business Communication program, and can, with its flexibility in programming, provide the opportunity to develop partnerships with community colleges to offer students clear paths to degree completion. The ability of Communication Studies students to take additional credits outside the program allows for students to take risks and explore new topics, create innovative connections in their learning, and earn additional credentials with an academic or professional minor.

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

1. *Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.*

Selected Data from the Maryland Long Term Occupational Projections (2014-2024)

<i>Occupational Title</i>	<i>Employment 2014</i>	<i>Projected 2024</i>	<i>Percent change</i>
<i>Communications Teachers (Postsecondary)</i>	<i>549</i>	<i>717</i>	<i>30.60%</i>
<i>Customer Service Representatives</i>	<i>48,499</i>	<i>57,397</i>	<i>18.35%</i>
<i>Fundraisers</i>	<i>1,745</i>	<i>2,218</i>	<i>27.11%</i>
<i>General and Operations Managers</i>	<i>47,909</i>	<i>56,675</i>	<i>18.30%</i>
<i>Graduate Teaching Assistants</i>	<i>9,414</i>	<i>12,030</i>	<i>27.79%</i>
<i>Human Resources Managers</i>	<i>2,273</i>	<i>3,001</i>	<i>32.03%</i>
<i>Marketing Managers</i>	<i>3,177</i>	<i>4,053</i>	<i>27.57%</i>
<i>Meeting, Convention, and Event Planners</i>	<i>2,844</i>	<i>4,191</i>	<i>47.36%</i>
<i>Public Relations Specialists</i>	<i>4,141</i>	<i>4,941</i>	<i>19.32%</i>
<i>Public Relations and Fundraising Managers</i>	<i>1,407</i>	<i>1,791</i>	<i>27.29%</i>
<i>Sales Managers</i>	<i>5,328</i>	<i>5,663</i>	<i>18.09%</i>
<i>Sales Representatives</i>	<i>5,044</i>	<i>5,663</i>	<i>12.27%</i>
<i>Social and Community Service Managers</i>	<i>2,551</i>	<i>3,367</i>	<i>31.99%</i>

<i>Technical Writers</i>	<i>2,165</i>	<i>2,731</i>	<i>26.14%</i>
<i>Writers and Authors</i>	<i>1,365</i>	<i>1,507</i>	<i>10.40%</i>

- 2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.*

There is clear demand and need for this program based upon the need for the advancement and evaluation of knowledge. The ways in which new technological advances have impacted, and will continue to impact, communication practices demonstrate the need for more skilled communication practitioners who can address the challenges of cross-cultural communication, mediated communication, and conflict resolution, among other emerging areas. Eduventures™, hired by Stevenson University in 2013, analyzed market need for a Communication Studies degree and noted that Maryland occupational projections 2010 – 2020 indicate that the total potential need in the categories of public relations, advertising and promotions, marketing management, media sales, event planning, market research, and technical writing is approximately 10,675 persons.

Eduventures™ researchers further noted that the majority of employers interviewed in the study indicated there is a need for more education and training in communication among their employees. Employers also stated that they look for a strong foundation in written and oral communication, as well as domain-specific knowledge (e.g., marketing), image management, technical skills and design skills. People who have the ability to apply theory to practical situations will be in greater demand because of their understanding of how communication works most effectively. Persons trained in communication studies find employment in a wide variety of managerial fields and industries: public relations, advertising and promotions, marketing, media sales, event planning, market research, and technical writing, among others.

According to the Bureau of Labor Statistics data (2012-2013 Occupational Outlook Handbook), employment of public relations managers and specialists is expected to grow 21-23 percent from 2010 to 2020, faster than the average for all occupations. Organizations are increasingly emphasizing community outreach and customer relations as a way to enhance their reputations and visibility. Public opinion can change quickly, particularly because both good and bad news spreads rapidly through the Internet. Consequently, public relations specialists will be needed to respond to new developments and maintain their organization’s reputation. Increased use of social media is also expected to trigger employment growth for public relations specialists. In addition, employment is likely to grow in public relations firms as organizations contract out public relations services rather than support more full-time staff when additional work is needed. Because public relations specialists and other media managers and their departments are important to an organization’s revenue, they are less likely to be let go than other types of managers. Such managers will continue to be in demand as organizations seek to promote their products to specific customers and localities.

Employment of advertising and promotions managers is expected to grow 13 percent by 2020, about as fast as the average for all occupations. Employment of marketing managers is expected to grow

14 percent in the next decade, as fast as the average for all occupations. Advertising, promotions, and marketing will continue to be essential for organizations as they look to maintain and expand their share of the market. Advertising and promotions managers will be needed to plan, direct, and coordinate advertising and promotion campaigns, as well as to introduce new products to the marketplace. They will also be needed to manage digital media campaigns, which often target customers through the use of websites, social media, and live chats.

Employment of media sales agents is expected to increase 13 percent through 2020, about as fast as the average for all occupations. Media companies will continue to rely on advertising revenue for profitability, driving growth in the advertising industry as a whole. Growth in the occupation will largely follow these broader industry trends. An increasing amount of advertising is expected to be concentrated in digital media, including digital ads made to be seen on cell phones, tablet-style computers, and online radio stations. This will drive increases in employment of advertising sales agents in Internet publishing. Targeting clients through digital advertising is labor-intensive; therefore, the role of the sales agent will not be automated. Combined with the broader range of media outlets, this will lead to a greater need for advertising sales agents. Although newspaper print advertising is expected to decline, much of this decline will be offset as newspapers sell online ad space. Growth in traditional media outlets—such as television and radio—should remain strong.

Employment of meeting, convention, and event planners is expected to grow 44 percent through 2020, much faster than the average for all occupations. As businesses and organizations become increasingly international, meetings and conventions are expected to become even more important. For many of these organizations, meetings are the only time they can bring their members together. Despite the spread of online communication, face-to-face interaction is irreplaceable. In addition, industries and businesses increasingly recognize the value of hiring professional meeting planners who can deliver top-notch meetings at the best available price.

Employment of market research analysts is expected to grow 41 percent in the next decade, much faster than the average for all occupations. Employment growth will be driven by an increased use of data and market research across all industries in order to understand the needs and wants of customers and measure the effectiveness of marketing and business strategies. Companies increasingly use research on consumer behavior to develop improved marketing strategies and market directly to their target population. Organizations such as research firms, social and civic organizations, colleges and universities, and government agencies will also increasingly use market research to ensure that program resources are being used effectively. The proposed program will address this need in two ways. First, effective communicators provide excellent market research because of their strong interpersonal skills and their highly developed ability to listen to the messages being delivered. Second, this information must be succinctly and clearly communicated to various audiences as a part of the research analysis.

Employment of technical writers is expected to grow 17 percent from 2010 to 2020, about as fast as the average for all occupations. Employment growth will be driven by the continuing expansion of scientific and technical products and by growth in Web-based product support. Growth and change in the high-technology and electronics industries will result in a greater need for those who can write

instruction manuals and communicate information clearly to users. Professional and technical services firms will continue to grow rapidly and should be a good source of new jobs even as the occupation finds acceptance in a broader range of industries, including data processing, hosting, and related services. Communication Studies graduates will have honed their writing abilities to be able to address a variety of audiences.

3. *Data showing the current and projected supply of prospective graduates.*

Projected Communication Studies Enrollments, 2019–2024

Program	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Communication Studies**	5	14	29	48	63

Based on these projections, the estimated number of potential graduates from the program are as follows:

Projected Communication Studies Graduates, 2020–2025

Program	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
Communication Studies**	3	10	20	28	40

****Please note that the calculations in the above tables are based on the total combined B.A. and B.S. students enrolled in Communication Studies at Stevenson University**

D. Reasonableness of program duplication:

Per COMAR 13B.02.03.09 language, “Ordinarily, proposed programs in undergraduate core programs consisting of basic liberal arts and sciences disciplines are not considered unnecessarily duplicative” (p. 16).

According to the MHEC website, there are 17 universities who offer 25 degrees in some variation of “communication.” Within these institutions, there are 4 degrees designated/specialized as telecommunications and/or digital/graphic communication (similar to graphic design), 8 degree programs are specialized as either mass communication or strategic/marketing/corporate communication, and 13 degrees in the general communication, communication arts, speech communication, and communication studies. None of the schools offering a specialized communication degree offers it without also offering a more general communication degree except for Stevenson University which has Business Communication and Visual Communication Design, but no traditional communication degree [University of Baltimore and Capitol Technology University both offer degrees in digital communication/telecommunications engineering which are not traditional communication programs, but rather business technology degrees].

Additionally, the existing business communication program is unable to be found in a search for communication programs on the MHEC website under the CIP 09 code as the Business Communication major at Stevenson —fundamentally a strategic/marketing communication degree — has a CIP code of

52 for Business, Management, Marketing, and Related Support Services. While this interdisciplinary bachelor's degree in Business Communication utilizes a core of communication coursework, there is no basic liberal arts degree in communication studies offered at Stevenson University. A core communication studies degree at Stevenson would support an already thriving Business Communication program and offer opportunities to provide students with the highly sought and transferrable communication skills required for success in both their personal and professional lives.

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

The proposed program is expected to have no impact on Maryland HBIs as there is no program duplication. Per COMAR 13B.02.03.09 language, "Ordinarily, proposed programs in undergraduate core programs consisting of basic liberal arts and sciences disciplines are not considered unnecessarily duplicative" (p. 16). The proposed Communication Studies degree is a basic liberal arts discipline.

Additionally, there is no impact on Maryland HBIs as there are no comparable programs at the schools.

HBCUs in Maryland:

Bowie State University: Communications Department; offering undergraduate areas of study in Broadcast Journalism, Emerging Media, Print Journalism, and Public Relations (graduate program in Organizational Communication)

Coppin State University: No communication department; Minor in Journalism offered through Department of Humanities

Morgan State University: School of Global Journalism and Communication; offers a B.S. in Multimedia Journalism and a B.S. in Strategic Communication (M.A. in Journalism)

University of Maryland, Eastern Shore: No communication department; offers a minor in Telecommunications through the English and Modern Languages department

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

The proposed program is not expected to have any impact on the uniqueness, institutional identity, or mission of HBIs as there is no program duplication.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter

Communication Studies Program Description

The Communication Studies major at Stevenson University offers students an opportunity to examine how communication functions in personal, public, and professional contexts. Students learn to become ethical and responsible producers and critical consumers of messages in response to specific contexts,

audiences, and goals, and also learn to think critically about the messages that they consume. The program encourages students to use communication as an introspective lens and to communicate sensitively and competently as members of cultures, groups, communities, and as global citizens. Empowering students to challenge ideological assumptions, this program prepares students to serve as change agents and advocates for themselves and others through the power of public discourse. Communication Studies provides opportunities for students to engage in communication inquiry in order to broaden their perspectives and to contribute to the general body of communication knowledge and research. Overall, the undergraduate experience in communication studies equips students for entry into careers that value exemplary communication practices as well as into graduate fields appreciative of the critical and practical nature of a communication program.

Student Learning Outcomes:

1. Distinguish the communication discipline from related areas of study.
2. Apply communication theories, perspectives, principles, and concepts in personal, public, and professional contexts.
3. Create messages appropriate to the audience, purpose, and context using multiple communication modalities and technologies
4. Critically analyze messages in various communication contexts.
5. Evaluate the ethical elements of communication situations.
6. Utilize communication to embrace difference.
7. Interpret diverse perspectives and advocate with empathy for oneself and others.

Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “C” in all courses that are program requirements. No student, regardless of major, will be permitted to advance to the next course without earning a grade of “C” or better in the prerequisite course(s). When a grade below “C” is earned in a major course, the student must repeat that course.

Candidates for the Bachelor of Arts degree must complete six credits of foreign language at the 200-level or higher.

Requirements

The courses listed below are required for completion of the bachelor’s degree in Communication Studies. Students must also complete the requirements for the Stevenson Educational Experience (SEE). Specific pre- and co-requisites for each course are listed in the course descriptions.

Required Courses

CM 101: Public Speaking (CI) // CM 101H: Honors Public Speaking (CI) (3 credits)

CM 115: Interpersonal Communication (CI) (3 credits)

CM 120: Human Communication (CI) (3 credits)

CM 205: Communication Ethics (CI & HUM) (3 credits)

CM 211: Intercultural Communication (HUM) (3 credits)

CM 255: Small Group Communication (3 credits)

CM 2XX: Communication Research and Writing (WI) (3 credits)

CM 2XX: Media and Society (3 credits)

CM 2XX: Listening and Communication (3 credits)

CM 290: Internship Preparation (1 credit)

CM 300: Advanced Public Speaking and Rhetoric (3 credits)

CM 310: Conflict Resolution and Negotiation (3 credits)

CM 390: Organizational Communication (3 credits)

CM 3XX: Nonverbal Communication (3 credits)

CM 3XX: Communication Theory (3 credits)

CM 401: Internship (3 credits)

CM 4XX: Persuasion Theory (3 credits)

CM 4XX: Communicating Identities (3 credits)

CM 4XX: Communication and Leadership (3 credits)

CM 4XX: Communication Capstone (3 credits)

58 Total Credits

Course Descriptions:

CM 101: Public Speaking (CI) // CM 101H: Honors Public Speaking (CI) (3 credits)

Focuses on the development of skills in the writing and presenting of various types of speeches. Students will practice and deliver several speeches with the goals to inform, persuade, and entertain audiences.

CM 115: Interpersonal Communication (CI) (3 Credits)

Emphasizes a connection between theory and practice to comprehensively view the concepts and research in dyadic interpersonal communication. Students improve upon a wide range of interpersonal skills to apply these to personal, social, and workplace relationships. In addition, issues of cultural diversity, ethics, technology, and power are covered.

CM 120: Human Communication (CI) (3 Credits)

Surveys foundations, theories, concepts, and topics from diverse areas in the study of human communication. Students will use these communication fundamentals as lenses through which to explore and analyze human communicative interaction in personal, social, and professional contexts. The inclusion of public speaking, small group work, and other communication focused applications provides students the skills necessary to communicate competently through multiple channels.

CM 205: Communication Ethics (CI & HUM) (3 Credits)

Introduces students to the field of communication ethics. Students will critically analyze how ethics and communication intersect in contemporary public issues. Communication ethics, as a response and responsibility in all interactions, will be stressed. The course will identify the questions that ethical communication raises as a starting point for practical decision-making.

CM 211: Intercultural Communication (HUM pending) (3 Credits)

Emphasizes a connection between communication theory and practice in multicultural contexts. Students learn to identify barriers that exist in communicating across cultures and to weigh strategies that help manage or overcome such obstacles in an effort at promoting effective intercultural communication.

CM 255: Small Group Communication (3 Credits)

Examines theories, research, and case studies of small group and team communication. Students engage in exercises that help them to move from theoretical discussions into application and experience of the concepts presented.

CM 2XX: Communication Writing and Research (WI) (3 credits)

Emphasizes critical thinking skills in the creation, development, writing, and reading of communication research. This course provides students with the skills necessary to analyze current and seminal literature in the field of communication and to write and speak about communication topics in an accurate, clear, and concise manner. Students will also be introduced to the basics of American Psychological Association (APA) style in the course.

CM 2XX: Media and Society (3 credits)

Explores the impact of media on cultures and societies through the examination of cultural products including, but not limited to, film, books, music, web material, and advertising. Using a wide range of theoretical frameworks, students will learn to analyze the effects on audiences of representations in media.

CM 2XX: Listening and Communication (3 credits)

Explores of the complexities of the listening process as related to personal growth, social relationships, and professional development. Students will assess and modify listening practices for effectiveness. Topics include the role of listening in communication, types of listening, and listening skills within and among various contexts and cultures.

CM 290: Internship Preparation (1 Credit)

Prepares students to seek and obtain internships and future employment opportunities. Students research internship opportunities, organize and write résumés, outline internship goals and objectives, and practice interviewing skills. Students will analyze their personal abilities, skills, experiences, and communication strategies in terms of professional standards and market needs.

CM 300: Advanced Public Speaking and Rhetoric (3 Credits)

Provides an in-depth approach to planning, developing and delivering professional presentations. Students will also study rhetorical principles and models of speech composition.

CM 310: Conflict Resolution and Negotiation (3 Credits)

Focuses on conflict as inevitable and mainly productive. Students will examine definitions of conflict and develop knowledge and skills to recognize and manage conflict. Through theory, case studies, and practice, students will be given the opportunity to understand conflict in various contexts, for example, within themselves, in relationships, and in organizations.

CM 390: Organizational Communication (3 Credits)

Explores the connections between organizations and communication. Organizational communication will be introduced to students at philosophical, theoretical, and practical levels through discussions, papers, oral presentations, and group projects. Topics to be covered include, but are not limited to, supervisor-employee communication, networks, leadership, power, organizational cultures, and diversity in organizational processes.

CM 3XX: Nonverbal Communication (3 Credits)

Explores the nature and functions of nonverbal communication. The course identifies a broad spectrum of types of nonverbal communication, explains their uses and impact within a variety of encounters, and examines the development and competent practices of nonverbal communication in different cultures and contexts.

CM 3XX: Communication Theory (3 credits)

Focuses on communication theory in general and the differences between specific theories. Students will apply communication theory and practice to a broad range of communication phenomena in intrapersonal, interpersonal, public communication and other contexts.

CM 401: Internship (Variable; Typically 3 Credits)

Provides the opportunity for students to gain career-related experience in a professional environment outside of the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a daily journal, a self-evaluation, a site evaluation, and an on-site visit from the internship coordinator. Students must complete 120 hours in their internship.

CM 4XX: Persuasion Theory (3 Credits)

Provides an understanding of persuasion theory and practice from the perspective of both the consumer and producer of persuasion. Students will learn the theories, principles, and strategies of social influence as they apply to everyday contexts. This course provides a comprehensive view of persuasion by analyzing how persuasion operates at both an interpersonal and social level.

CM 4XX: Communicating Identities (3 Credits)

Examines identities at the intersections of communication and race, class, gender, sexuality, ability, nationality, ethnicity, and religion, among others. Students will consider the ways we frame, engage with, and perform identities as well as the ways we ascribe and co-construct identities in relation to others. Students will study how identities and their intersections are represented in media, and the relationship between identities and language, power, and cultural ideologies.

CM 4XX: Communication and Leadership (3 Credits)

Provides students with a foundation of knowledge of communication and leadership theory. Students will study the intersection of communication and leadership, and its impact on multiple audiences and within multiple contexts. Students will gain a broad understanding of how leadership emerges and is practiced on a daily basis through communication. Students will build better relationships with others in groups, on teams, professionally, personally, and in communities.

CM 490: Communication Capstone (3 Credits)

Provides an academic capstone for communication majors and will focus on the practical application of knowledge and skills gained in the program. Communication theories and concepts will be applied in research-based projects that are related to career, continuing education, civic, personal, and/or organizational endeavors.

Student Learning Outcomes for Communication Studies Program:

1. Distinguish the communication discipline from related areas of study.
2. Apply communication theories, perspectives, principles, and concepts in personal, public, and professional contexts.
3. Create messages appropriate to the audience, purpose, and context using multiple communication modalities and technologies
4. Critically analyze messages in various communication contexts.
5. Evaluate the ethical elements of communication situations.
6. Utilize communication to embrace difference.
7. Interpret diverse perspectives and advocate with empathy for oneself and others.

General Education Requirements:

Taken from the Stevenson University Catalog (found <http://stevenson.smartcatalogiq.com/en/2017-2018/Undergraduate-Catalog>):

SEE: The Stevenson Educational Experience

The Stevenson Educational Experience (SEE) is academically grounded in the liberal arts and sciences while at the same time integrating experiential scholarship, ethical reasoning, and career readiness, thereby preparing graduates for learning and for living. Regardless of the student's major area of study, SEE emphasizes both intellectual and practical skills, using inquiry-based methods to promote critical and creative thinking into matters ranging from personal to social to national to global. By requiring firsthand experience, SEE assures that graduates will be prepared to synthesize what they have learned and apply it in solving the complex challenges they will face in life. By setting a standard for ethical reasoning, SEE helps students develop patterns of applying those principles personally, academically, and professionally so as to demonstrate their integrity. At its essence, SEE offers students the opportunity to explore diverse perspectives, acquire expertise in an academic discipline, and develop the professional and personal skills necessary for life beyond college.

The SEE Student Learning Goals and Outcomes

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

Outcomes, Goal 1:

The SU graduate will be able to:

- Communicate ideas through fine or performing arts by applying aesthetic principles and engaging in creative thinking.
- Demonstrate quantitative literacy by applying mathematical strategies to analyze, model, and solve complex situations, and use data to communicate effectively.
- Apply critical thinking skills to explore issues, ideas, and/or artifacts by examining evidence, questioning assumptions, and acknowledging different perspectives before formulating conclusions.
- Solve problems using scientific methods by formulating and testing hypotheses, analyzing data, and drawing appropriate conclusions.
- Function effectively as part of a team to solve problems by communicating in constructive ways.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

Outcomes, Goal 2:

The SU graduate will be able to:

- Interpret creative texts and/or works considering multiple interpretative perspectives and ways of reading.
- Demonstrate an ability to adapt messages to contexts, audiences, and purposes using competent communication.
- Use language choices that are thoughtful, appropriate, and generally support the effectiveness of the message being communicated in varied contexts.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

Outcomes, Goal 3:

The SU graduate will be able to:

- Examine the complex dynamics of human systems by describing behavioral, interpersonal, or social phenomena both qualitatively and quantitatively and applying multiple perspectives in order to explain those phenomena.
- Examine the complex dynamics of natural systems by describing biological, chemical, or physical phenomena, interpreting data or patterns in data, and drawing conclusions using the appropriate scientific method.
- Examine the complex dynamics of human or natural systems by analyzing texts or cultural artifacts and applying multiple perspectives (cultural, ethical, or disciplinary) in order to communicate perceptions of human experience.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

Outcomes, Goal 4:

The SU graduate will be able to:

- Compare life experiences and academic knowledge to infer situational similarities and differences and connect examples, facts, or theories from more than one field of study or perspective.
- Apply skills, abilities, theories, or methodologies gained in one situation to a new situation.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

Outcomes, Goal 5:

The SU graduate will be able to:

- Imagine and articulate a personal direction following realistic self-appraisal and reflection.
- Utilize professional skills and tools to navigate challenges and opportunities.
- Demonstrate the discipline expertise necessary to be competitive in a chosen career.

- Demonstrate competency in technology appropriate to the discipline.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

Outcomes, Goal 6:

The SU graduate will be able to:

- Think critically about complex ethical issues.
- Practice the highest ethical standards of a profession.
- Complete academic or professional assignments in an ethical manner.
- Engage in behaviors that constitute a pattern of personal integrity.

The Stevenson Educational Experience Requirements for the Bachelor Degree

As part of the Stevenson Educational Experience (SEE), Stevenson University requires all bachelor's degree-seeking students to complete 15 credits of writing and communication coursework and a minimum of 37-39 credits in distribution areas in liberal arts and sciences. It is expected that courses in a student's major field of study will round out the learning goals and outcomes that constitute the Stevenson Educational Experience.

SEE credits/courses may be included in the major program requirements unless otherwise specified (see major program descriptions); however, within the liberal arts and sciences distribution requirement, no single course may count in more than one distribution area for the purpose of fulfilling the SEE requirement. Within the writing and communication requirement, it is permitted but not required for a single course to fulfill either a WI or CI requirement and a liberal arts and sciences distribution requirement.

Students must earn a minimum grade of "C" in courses that are used to fulfill the SEE requirement.

Writing and Communication Requirement (15 credits).

All bachelor's degree-seeking students must complete courses that fulfill the SEE Writing and Communication requirement: two writing instruction courses, two writing-intensive (WI) courses, and one communication-intensive (CI) course.

- Two writing instruction courses:
 - ENG 151 (3 credits)
 - ENG 152 (3 credits)
- Two WI courses and one CI course
- WI Courses:

- A minimum of 2 WI courses are required. Courses that fulfill the WI requirement are certified by the WI label in the course description.
- At least one WI course must be in the student's major area of study.
- One WI course must be at the 200-level
- One WI course must be at the 300-level or 400-level.
- CI Course:
 - One CI course is required. Courses that fulfill the CI requirement are certified by the CI label in the course description.

Please note: A single course may fulfill either a WI or CI standard. No single course may count as both writing intensive and communication intensive. It is permitted but not required for a single course to fulfill either a WI or CI requirement and a liberal arts and sciences distribution requirement.

Liberal Arts and Sciences Distribution Requirement (37-39 credits).

All bachelor's degree-seeking students must complete courses that fulfill the SEE liberal arts and sciences distribution requirement. No single course may count in more than one distribution area for the purpose of fulfilling the SEE requirement, even though a course may meet the standards in more than one distribution area. Students must complete the required number of credits in each of the four areas described below: humanities, science and mathematics, social sciences, and fine arts.

Humanities (HUM; 12 credits)

Four courses in at least three different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., PHIL, REL). Courses that fulfill the humanities distribution requirement are certified by the HUM label in course descriptions.

ENG 151 and ENG 152 may not be used to fulfill this requirement.

Science and Mathematics (SR, SR-L, QL; 10–12 credits)

Three courses in at least two different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., BIO, PHYS). Courses that fulfill the science distribution requirement are certified by the Scientific Reasoning (SR) or Scientific Reasoning-Laboratory (SR-L) label in course descriptions. Courses that fulfill the math distribution requirement are certified by the Quantitative Literacy (QL) label in course descriptions.

One course must be a laboratory science (SR-L)

One course must carry the MATH designation and QL label (excluding MATH 132 or MATH 201).

Social Sciences (SS; 6 credits)

Two courses in two different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g. GEO, SOC). Courses that fulfill the social science distribution requirement are certified by the SS label in course descriptions.

Fine Arts (FA; 3 credits)

One course in the fine arts is required. Courses that fulfill the fine arts distribution requirement are certified by the FA label in course descriptions.

Foreign Language (6 credits)

Candidates for the Bachelor of Arts degree must complete six credits of foreign language at the 200-level or higher.

*** Communication Studies program degree fulfillment plan (including SEE requirements) on next page***

Communication Studies, B.A.

2019 Suggested Course Sequence
Effective for students entering in Fall 2019

YEAR 1		
SEMESTER	FALL	SPRING
REQUIRED COURSES	ENG 151 Composition & Writing from Sources (3 credits)	ENG 152 Writing about Literature (3 credits)
	Social Science I (SS)** (3 credits)	Social Science II (SS)** (3 credits)
	CM 120 Intro to Human Communication (3 credits)	CM 115 Interpersonal Communication (3 credits)
	CM 101 Public Speaking (CI) (3 credits)	QL or SR Course (3 or 4 credits)
	QL Certified (4 credits)	Foreign Language 1XX (4 credits)
	FYS First-Year Seminar (1 credit)	
CREDITS	17 CREDITS	16 or 17 CREDITS
YEAR 2		
SEMESTER	FALL	SPRING
REQUIRED COURSES	CM 205 Communication Ethics (CI & HUM) (3 credits)	CM 2XX Communication Research and Writing (WI) (3 credits)
	CM 211 Intercultural Communication (HUM) (3 credits)	CM 255 Small Group Communication (3 credits)
	Scientific Reasoning Laboratory (SR-L) (4 credits)	Humanities III (3 credits)
	CM 2XX Media and Society (3 credits)	Fine Art (3 credits)
	CM 2XX Listening and Communication (3 credits)	Foreign Language 1XX (4 credits)
		CM 290 Internship Preparation (1 credit)
CREDITS	16 CREDITS	16 CREDITS
YEAR 3		
SEMESTER	FALL	SPRING
REQUIRED COURSES	CM 300 Advanced Public Speaking and Rhetoric (3 credits)	CM 390 Organizational Communication (3 credits)
	CM 310 Conflict Resolution and Negotiation (3 credits)	CM 3XX Communication Theory (3 credits)
	CM 3XX Nonverbal Communication (3 credits)	Foreign Language 2XX (3 credits)
	Humanities IV (3 credits)	Elective
	Elective (3 credits)	Elective
CREDITS	15 CREDITS	15 CREDITS
YEAR 4		
SEMESTER	FALL	SPRING
REQUIRED COURSES	CM 4XX Persuasion Theory (3 credits)	CM 4XX Communication and Leadership (3credits)
	CM 4XX Communicating Identities (3 credits)	CM 4XX Communication Studies Capstone (WI)
	Elective (3 credits)	CM 401 Internship (3 credits)
	Elective (3 credits)	Foreign Language 2XX (3 credits)
	Elective (3 credits)	
CREDITS	15 CREDITS	12 CREDITS

PROGRAM NOTES

All students will complete at least one internship during their program and a Capstone project in their final semester unless another semester is approved by the chair.

Students who want a B.A. degree must complete two intermediate-level foreign language (2XX level).

Students are encouraged to pursue a

minor in an area related to their personal interest and/or career aspiration.

GENERAL EDUCATION NOTES

General Education courses are identified in blue.

- Specific courses that fulfill SEE general education requirements are listed in the catalog and on the portal.
- Students must complete all general education and major requirements and earn a minimum

of 120 credits.

- 15 credits must be taken at the 300 or 400 level.
- All courses in the student's last 30 credits must be taken at Stevenson.

*HUMANITIES classes must be from at least **three** different disciplines.

**SOCIAL SCIENCE classes must be from two different disciplines.

1. Identify any specialized accreditation or graduate certification requirements for the program and its students. **N/A**
2. If contracting with another institution or non-collegiate organization, provide a copy of the written contract. **N/A**

H. Adequacy of Articulation

If applicable, discuss how the program supports articulation with programs at partner institutions. N/A

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

The development of this new Communication Studies program was a joint effort among the current faculty of the University. Particularly, there are 18 faculty members teaching for the existing traditional and accelerated Business Communication programs and the Master of Science in Communication Studies program; all are in support of this new program and excited to add the proposed new courses in program. All of the faculty for these programs have at least a Master's degree and half have a doctoral degree. Of these faculty, 12 are credentialed in Communication or a closely related field; making them qualified and eligible to teach all courses in a new Communication Studies program.

Summary of Current Faculty

Name	Academic Degree	Academic Title/Rank	Status	Courses
Dr. Deric Greene	Ph.D. Human Communication Studies	Associate Professor, Business Communication	Full-time	All
Dr. Heather Harris	Ph.D. Organizational Communication	Professor, Business Communication	Full-time	All
Ms. Sonya Lawyer	M.F.A. Visual Arts	Assistant Professor, Design & Internship Director	Full-time	Internship Prep, Internship
Dr. Leeanne Bell McManus	Ph.D. Communication & Rhetorical Studies	Associate Professor, Business Communication	Full-time	All
Chris A. Noya	M.A. English/Theater	Assistant Professor, Business Communication	Full-time	CM 101
Ms. Chip Rouse	M.Ed., Education; M.A. English	Associate Professor, Business Communication	Full-time	Writing Courses, Internship Prep, Internship
Ms. Stephanie Verni	M.F.A. Creative Writing	Professor, Business Communication	Full-time	Writing, Public Relations, and Event Planning Courses
Dr. Nadene Vevea	Ph.D. Communication	Associate Dean, Communication Programs	Full-time	All
Mr. Christopher Daley	M.S. Communication Studies	Adjunct Instructor, Business Communication	Part-time	CM 101, 115, 120, Media and Society, Advanced Public Speaking
Ms. Bernette J. Downs	M.S., Speech-Language Pathology	Adjunct Instructor Business Communication	Part-time	CM 101, 115
Marcy E. Lightfoot	M.S.	Adjunct Instructor Business Communication	Part-time	CM 101, 115, 255
Michael A. MacFee	M.S. Communication Studies	Adjunct Instructor, Business Communication	Part-time	CM 101, 115, 120, Media and Society, Advanced

				Public Speaking
Dr. Sacheen K. Mobley	Ph.D. Communication Studies	Adjunct Professor, Business Communication	Part-time	All
Maya D. Tyler	M.S. Communication Management	Adjunct Instructor, Business Communication	Part-time	CM 101, 115, 120, Media and Society, Advanced Public Speaking

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Library resources at Stevenson University are available through the library’s webpage at stevensonlibrary.org and at three convenient campus locations: Greenspring, Owings Mills and the Learning Commons, also at Owings Mills. The main Stevenson University Library physical collection is maintained at the Greenspring campus location. In addition to print books, videos and other materials at Greenspring, students enjoy access to many specialized databases, featuring the full text of electronic journals, magazines, books, newspapers, and more. A few of the databases to which the Stevenson University Library subscribes include Artstor, SciFinder, Lexis-Nexis Academic, Business Source Complete, The Baltimore Sun, and Science Direct. Approximately 70,000 full text magazines, journals, and newspapers are available, as well as over 200,000 eBooks forming a significant academic resource for students. All are searchable from home or office. The OneSearch tool, available from the Library website, enables researchers to easily find books, articles and more through a single search box.

Stevenson University researchers also have access to books, videos and articles through the library’s interlibrary loan services and membership in the BREILL Consortium which, in partnership with other Baltimore-area libraries, allows quick turnaround of materials using a daily courier service.

Knowledgeable and friendly library staff members assist Stevenson University students to identify and locate vetted resources appropriate for their assignments. Reference and research help are available in person, by phone, and electronically via text, chat and email. Through AskUsNow, Stevenson students have live chat access to a librarian 24 hours a day, seven days a week.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

The Kevin Manning Academic Center, a 200,000 square foot building, which opened in 2016 at the Owings Mills Location, houses the Business Communication department and includes four computer labs (which are updated every 3-5 years and modified every year). The classrooms are all maintained with fully-equipped teaching stations, a classroom projection/audio system, and whiteboards, and there is wireless capability throughout the building. Special software is included as needed on both the teacher and student workstations. Faculty offices in the Kevin Manning Academic Center building are spacious and lend themselves to student-faculty interaction and advising.

The University maintains Blackboard as its course management system in support of both traditional and online courses. Every faculty has access to Blackboard and uses it at minimum for the loading of syllabi and course/section schedules. Most faculty also use Blackboard to post specific assignments and provide grading feedback.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

TABLE 1: RESOURCES**					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$177,450.00	\$496,860.00	\$1,029,210.00	\$1,703,520.00	\$2,235,870.00
a. Number of F/T Students*	5	14	29	48	63
b. Annual Tuition/Fee Rate	\$35,490	\$35,490	\$35,490	\$35,490	\$35,490
c. Total F/T Revenue (a x b)	\$177,450.00	\$496,860.00	\$1,029,210.00	\$1,703,520.00	\$2,235,870.00
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$835	\$835	\$835	\$835	\$835
f. Annual Credit Hour Rate**	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$177,450.00	\$496,860.00	\$1,029,210.00	\$1,703,520.00	\$2,235,870.00

**Projected Resources are calculated for combined B.A. and B.S. Communication Studies degrees.

TABLE 2: EXPENDITURES**					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0	0	0	\$98,000	\$98,000
a. # FTE	0	0	0	1	1
b. Total Salary	0	0	0	\$70,000	\$70,000
c. Total Benefits	0	0	0	\$28,000	\$28,000
2.. Admin. Staff (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
3. Support Staff (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 (Computer hardware and software)	\$5,000	\$1,500	\$1,500	\$1,500	\$1,500
5. Library	\$200	\$200	\$200	\$200	\$200
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$1,000	\$1,000	\$1,500	\$1,500	\$1,500
TOTAL EXPENDITURES (Add 1 - 7)	\$6,200.00	\$2,700.00	\$3,200.00	\$101,200.00	\$101,200.00

**Projected Expenditures are calculated for combined B.A. and B.S. Communication Studies degrees.

Reallocated Funds

N/A

Tuition and Fee Revenue

The projected enrollment for 2019-2020 is based on the number of current Business Communication majors and open house attendees who have expressed interest in a more traditional Communication Studies degree. The estimate of 5 students is conservative given that the Business Communication major currently includes approximately 164 undergraduate students. Based on the College Board data indicating roughly 2% of all college bound sophomores and juniors are interested in a communication major and Stevenson's current

undergraduate enrollment of roughly 3,000, it would be statistically sound to estimate 60 students immediately enrolling; however, the reduced estimate takes into account the current Business Communication major which has strong numbers and a strong reputation compared to a new program as well as the likely MHEC approval date which will inhibit the ability to recruit for the program. The long-term growth of the program can be projected based on the positive growth pattern of communication programs at 2-year and community colleges as well as the steady interest in this foundational degree. The calculated retention rate of 80% year-to-year is lower than would be expected for students beyond their first year in any program (typical retention rates are roughly 80% after the first year and around 90% for each successive year in college), but was advised as a realistic and achievable goal by the admissions team.

It is anticipated that some of the current Business Communication students will move to the Communication Studies program; however, the programs are not in competition with one another and each would attract unique student populations. The combined number of students in both undergraduate programs would be expected to reach over 200 combined students in the 4th year of the new program and continue to grow over time. Furthermore, the degrees will be housed in the same department, will share faculty and administrators, and will have significant shared coursework, resulting in economies of scale regardless of which program leads in enrollment.

The conservative estimates for program enrollment are based on the challenges associated with a late development of this degree relative to the recruitment for a program (particularly for the 2019-2021 school years). Growth beyond the second year is projected based on the development and advertisement of a new program for 2021–2022 school year, followed by typical enrollment of 25 new students for each successive year which has been the average for the Business Communication program over the last 5-10 years.

Grants and Contracts

Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available.

N/A

Other Sources

Provide detailed information on the sources of the funding, including supporting documentation.

N/A

Total Year

Additional explanation or comments as needed.

N/A

TABLE 2: EXPENDITURES – NARRATIVE

Faculty

Currently, the Business Communication department has 7 full time faculty (6 full-time teaching faculty and an associate dean). The associate dean oversees traditional and online communication programs and advises for SUO, teaching one course per year in each area. With 164 students currently enrolled in the Business Communication program (Fall 2017), each faculty member advises approximately 30 students. With the addition of this new major and projected enrollment, by year four (48 additional students), an eighth full-time faculty member will be needed to maintain a reasonable advising load and to assist in meeting the increased course offering demands. The continued positive growth of both programs and the popularity of the Communication Studies M.S. program suggest we would have over 210 students majoring in the undergraduate communication programs by the 2023–2024 school year. One additional faculty for a total of eight full time faculty will be needed by the fourth year of the program (noted as an expense in both the 4th and 5th years) to accommodate the projected number of additional majors and the added curriculum of a second communication program.

Administrative and Support Staff

N/A

Equipment

Equipment for the program would include computer, software, and hardware for the new student population.

Library

Library costs will include subscriptions to academic journals in the communication discipline.

Other

“Other expenses” would be costs incurred for student development such as supporting state and regional communication conference attendance and participation (including membership fees, conference fees, and travel expenses).

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Evaluation of Faculty and Courses:

All course evaluations are managed centrally, by the Office of Institutional Research and Assessment (OIRA). Course evaluations are administered online, and are administered in all sections, every semester or session. Stevenson University is currently using the EvaluationKIT system, which is able to pull instructor and student enrollment information directly from BlackBoard, the course management system currently in use. This system enables OIRA to make feedback available to faculty members and the appropriate administrators as soon as the semester or session has ended and grades have been turned in. University-wide, response rates average above 50%. Faculty members are expected to reflect on the feedback received, using the *Faculty Response to Evaluation* form, which is submitted to the appropriate department chair.

Evaluation of Student Learning Outcomes:

Assessment of student learning outcomes is accomplished at the course, program and institutional level. Each course offered at Stevenson University is required to have a syllabus that conforms to the institutional Syllabus template. Among the elements required by the template is a list of measurable student learning outcomes. The achievement of those outcomes is monitored by the course faculty and, when appropriate, at the departmental level. Each course has a course map that links key assessments to course outcomes. Samples of student artifacts are used to document accomplishment of course outcomes and subsequently program outcomes.

Program level assessment occurs in two primary ways. Most majors at Stevenson University have some type of capstone experience. These experiences range from research/poster sessions in the sciences and social sciences, portfolios in education and in visual communication design, to licensing exams in nursing and accounting. In the case of the proposed degree program, each student will be required to complete an internship as well as take a capstone course. As with all University capstone experiences, the internship and the capstone course will enable the oversight department to observe and evaluate students' capabilities across multiple skill areas.

Additionally, every program on campus is required to complete a full program review (self-study assessment) every five years.

At the Institutional level, the outcomes for the General Education program are included in the same program evaluation cycle as the discipline-specific programs. This provides the opportunity to revisit the continued appropriateness of the outcomes and well as the attainment of those outcomes by students.

N. Consistency with the State’s minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Discuss how the proposed program addresses minority student access & success, and the institution’s cultural diversity goals and initiatives.

The Stevenson University student population includes the largest number of diverse students among the private colleges and universities in Maryland. Each year approximately one-third of the entering class of first-year students qualify for federal Pell grants and are from ‘educationally disadvantaged backgrounds’. In the 2015-2016 academic year, 45% of the total undergraduate population and 43% of the graduate and undergraduate part-time student population represented minority groups. The diverse student population is the result of an institutional plan to recruit students from diverse backgrounds by reserving a significant percentage of institutional grants for students with need as opposed to other determinates, such as educational attainment as measured by high school grades and admissions tests.

Stevenson University has made a commitment to attracting transfer students that has increased the diversity of the student population. Specifically, one-third of the new students during each of the last two years were transfer students predominantly from the state’s community colleges where the lower tuition generally attracts the most disadvantaged students. The recruitment plan of the Office of Admissions has pushed outward geographically from the historic dominance of central Maryland counties, adding another factor that accounts for the increasing diversity of the student body.

Stevenson University has among its guiding documents a diversity statement that along with its mission, vision, and values comprise the guiding principles behind all policies of the institution. In order to ensure compliance with the commitment to diversity, Stevenson University has an office of multicultural affairs that serves as a key component of its student services unit. This office is responsible for the annual diversity update submitted for publication to the Maryland Independent College & University Association (MICUA).

In compliance with the goals of the previous and current Maryland State Plan for Postsecondary Education to ensure equal opportunity for Maryland’s diverse citizenry, the proposed program is consistent with and promotes this plan and the University’s commitment to inclusion and diversity among its student, faculty, and staff.

O. Relationship to low productivity programs identified by the Commission:

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

This section is not applicable to private institutions.

P. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

N/A